

CHAPTER II

LITEARTURE REVIEW

A. Definition of feedback

The word feedback is found in many contexts but not only limited to the educational definition. One definition of feedback is “a judgement about the performance of another with the intentions to close a gap in knowledge and skills’ (p. 6). Feedback is in the form of suggestions, criticisms or informations about how good or useful the feedback in teaching and learning (Hornby, 2005:504). Kluger & Denisi (1996) defines feedback as information provided to someone referring to his or her performance. In short, feedback is the information provided by someone who perceives someone’s performance.

B. Forms of Feedback

There are some types of feedback that can be found in a classroom. Cohen (1999: 109) define there are two forms of feedback, those are:

1. Written Feedback

In this type, teacher will give comments, correction and/or marks in the students’ written work. The marks can be on words or symbols such as underlining, circling, and other signs. Harmer (2001: 101-111) divided written feedback into two groups: *responding* and *coding*. *Responding*, from the name can be concluded, is a type of a technique in which the teacher spends time reviewing the written text and writes down his/her

impression about it. It may take a long time, but by using this method, students may develop their skills for future writing assignments as well, while learning about the current task.

Meanwhile, *coding* appears to be more formal and error-focused. In this approach, it includes the use of certain codes for different errors or other issues in the next. Teacher can without problems use short symbols to give feedback, and it might be easier for students to read, when all the codes have been clarified earlier

2. Oral Feedback

Another name of this type is oral conference, refers to personal consultation between teacher and student during the evaluation of communication activities. The major problem in conducting this feedback is that the teacher needs to have sufficient time. Oral feedback fits well in younger students to pinpoint and correct the misconception directly.

C. Types of Oral Feedback in The Classroom.

There are some types of oral feedback and it has some ways. They are evaluative feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. Those can be explained as below:

1. Evaluatif Feedback

According to Tunstall & Gipps (1996) evaluative feedback regards the form of judgement on students' performance or work Tunstall

&Gipps (1996) classified ways of evaluative feedback into some parts: rewarding, punishing, approving, and disapproving.

a. Rewarding

Rewarding is evaluative feedback at its most positive (Tunstall & Gipsy, 1999). It is used by teacher to express their intention to reward students for their efforts in work or in behaviour. Rewarding is the feedback of extrinsic motivation. It is used by teachers to bring fun into feedback, for example by giving stickers, small gifts, or granting the students a chance to going out to the canteen first and etc.

b. Punishing

Different with the previous ways, this is about evaluative feedback as its negative. Punishing is feedback which teachers provided to signify complete disapproval. This feedback is often related to physical action of some sort, either on the part of the teacher or of the students. The teacher may most likely to move towards the child to take action. For example, taking away the reward, removed from social contact, removal of other children as friends.

c. Approving

Approving is feedback which is of an overall evaluative kind and it is positive. This feedback is the warm expression of teacher approval of the students' work or tasks. Approving is praise given to

work which was well done in the teacher's estimation: it is also apply to effort and concentration. In this type, tended to be more directly personal than feedback of a descriptive type, and is often used to give expression to the teacher's personal pleasure or pride with the students in a personal way. The use of positive comparison is also a feature of this feedback. Some teacher use positive evaluation of the students in relation to the class norm in order to present their approval. For example, personal feelings: "I'm very pleased with you", use of labels: "Brilliant ideas", use of comparison, general praise, and etc.

d. Disapproving

This kind of feedback is overall evaluative and negative. Disapproving is rarely used to students' work when the teachers believe in them have been tried their best. It often related to the general expression of personal feelings of disapproval by the teachers. The aim is to be corrective mainly of students' social skills and attitudes in their learning. The corrective approaches took the form of explicit sentiments of disappointment and annoyance on the part of the teachers. These are sometimes linked with disapproving statements, which might have embarrassed, humiliated, or frightened the students. For example, expression of teacher negative personal feeling, expression of disapproval directed at the students personally and expression of negative evaluation of work.

2. Corrective Feedback

Corrective feedback is a response given to a learners' error (Ellis, 2006). Meanwhile, Lyster & Ranta (1997) investigated ways in corrective feedback into recast, explicit correction, elicitation, and repetition.

a. Recast

This involve the teacher's reformulation of all or part of a student's utterance, minus the error. Recast are generally implicit in that they are not introduced by phrases such as "You mean," "Use this word," and "You should say". Recasts also include translations in response to a student's use of the L1.

b. Explicit correction

It refers to the explicit provisions of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said is incorrect.

c. Elicitation

This refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to fill in the blank. For example, giving comment "No, not that. It's a ..." or by a repetition of the error. Second, teachers use questions to elicit correct forms. Third, teachers occasionally ask students to reformulate their utterance.

d. Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their information so as to highlight the error. Repetition clearly occurred with all other feedback types with the exception of recast, because repetition is common to that combined feedback moves.

3. Descriptive Feedback

According to Hargreaves, McCallum & Gipps (2000), descriptive feedback is the specific information about students' strength, weakness and improvement strategies. It is classified into specifying attainment, specifying improvement, and constructing achievement (Tunstall & Gipps, 1996).

a. Specifying attainment

This is teacher feedback which is descriptive and identifies in a specific way of successful attainment. Teacher use this feedback in identifying and labelling the successful components of attainment. This feedback appear to support students' work or behaviour through specific praise and through affirming what students are engaged in or had carried out successfully. It also give clear messages about teacher expectations and the basis of success and to be characterised into criteria for success rather than feeling about success. It is more work-focused and less personal. For example, giving practice, providing model as basis, and etc.

b. Specifying improvement

Specifying improvement is descriptive feedback which teachers use to specify how something which is being learned can be corrected. This kind of feedback is specific to a particular task or aspect of behaviour and is focused on where mistakes lie. It is like teacher pointing out to students what needed improving in their work. For example, specifying what is wrong, giving correction, use of dots or crosses to indicate that something is wrong, and etc.

c. Constructing achievement

This is different from *specifying attainment*, it can be seen through the role that language plays in articulating extensively the nature of students' competence and achievement. At the same time, the description is undertaken much more in conversation or discussion with the students. Teacher use this feedback to convey a sense of work in progress, brightening awareness of what is being undertaken and reflecting on it. Students' voice could be heard more than in any other type of feedback. For example, give praise linked with future development, teacher joining in as a "learner" in an activity, etc.

4. Interactional Feedback

Interactional feedback has a comment contributing to enhance students' language production (Garcia, 2005). Cullen (2002) classified interactional feedback into some ways: reformulation, elaboration, comment, and repetition.

a. Reformulation

In this type of feedback the teacher will not only confirm what the students say but to recast it in a more acceptable form, and perhaps more explicit. Teacher usually use this strategy to repair a student's contribution, and provide the class with a model of a correct usage, without interrupting the flow of discourse she is developing with the class.

b. Elaboration

It occurs where the teacher works with the student's utterance to clarify or extend it. In addition, by adding to and extending the students' original responses, the teacher's elaboration provide a linguistically richer source of input for the class. while, at an affective level, they serve to show that she listens to what students have to say with interest.

c. Comment

It occurs when the teachers refers the the content of the student's utterance and takes it further. This is different with elaborating, the teacher simply adding a spontaneous comment of her own. The teacher picks up on the student's response by repeating it and then adds a comment of her own.

d. Repetition

It occurs when the teacher repeats the student's utterance. The teacher uses repetition with rising her intonation patterns for

different communicative purpose. For example, high rising tone to express surprise or interest. It used as a time-honoured way of acknowledging students response, and confirming it as acceptable. In the process ensuring that all students have heard it.

5. Motivational Feedback

Motivational feedback has aim to encourage students in learning (Mackiewicz & Thompson, 2013). Then, they described five ways of motivational feedback into praise, statements of encouragement or optimism, demonstration of concern for students, expression of sympathy and empathy, and reinforcement of students' feeling of ownership and control.

a. Praise

Praise refers to show to students successes; to praise them for specific achievements. Praise must focus on the students performance (process praise) and not their innate, unchangeable characteristics, such as intelligence (person praise), and it should be specific.

b. Statement of encouragement or optimism about students possibilities for success.

The purpose is to build confidence, to reduce stress, to directly encourage students, usually with reference to effort and persistence.

c. Demonstration of concern for students

This have purpose to make relationship by showing caring, to make sure students that the teaching learning environment is safe and positive. Among other expressions, caring can be demonstrated through questions about students' welfare.

d. Expression of sympathy and empathy

To express understanding of the difficulty of the task, often through confessions about students' on writing difficulties.

D. Previous Research

There is a similar research which have already conducted by Erfiani Irawan and Kisman Salija entitled "Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia). The research was aimed to identify types and ways of oral feedback used by teachers, teachers' reasons for using oral feedback and students' perceptions of oral feedback used by teachers in EFL classroom interaction.

The subjects of the research were 2 English teachers and 12 students. All of them were chosen by using purposive sampling technique. The instrument used were audio recording, field notes, and interview. The result of the research showed that teachers used 5 types of oral feedback: evaluative feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback.

The teachers use oral feedback because of they have responsibility and obligation to provide it. Mostly, the students perceived positively to oral feedback, eventhough some students found felt sensitive to oral feedback. They still realized to its positive effect on the result of their work or performance.

