

CHAPTER II

THEORETICAL REVIEW

A. Feedback

1. Definition of Feedback

Feedback in learning is an important form of input for teachers and students. With the feedback, students can know the extent of their ability to understand a thing and know where the location of the error is. According to Brookhart (2017) feedback is a part of the formative assessment which informs the students about the activities and helps them determine their targets and plans to achieve their aims. It means that feedback is an activity that can help students to reach their purpose. Indeed, feedback is essential to enhance students' ability in learning. On the other hand, Kasilem (2017) stated that feedback is an essential part of learning and teaching that influences students' learning achievement. Feedback will help the teacher and the students too, both will get the goals and instructional aspect in the learning and teaching process. In the class, teachers have to interact with their students on many levels, high communication skills are very important to effectively teach and motivate the students.

Feedback in learning will be realized if a teacher understands the concept of feedback, the feedback function, the type of feedback, and who should get the feedback during the learning activities carried out. With some of these opinions that feedback is information given by the teacher to

A dog stole X bone from X butcher. He escaped with having X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.

X missing word

Lalande as cited by Rod Ellis (2007) noted that indirect feedback is often preferred to direct feedback because it caters to guided learning and problem-solving. Some studies suggest that indirect feedback is indeed more effective in enabling students to correct their errors.

- c. Metalinguistic CF : This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. Metalinguistic CF has two types there is the use of error code and grammatical brief. Example of using error code:

art.	art.	WWart.
A dog stole bone from butcher. He escaped with having bone. When the dog was		
prep.	art.	art.
going through bridge over the river he found dog in the river.		

Art. x 3; WW	A dog stole bone from butcher. He escaped with having bone.
Prep.; art.	When the dog was going through bridge over the river he
Art.	found dog in the river.

The second type of metalinguistic CF consists of providing students with a metalinguistic explanation of their errors. Brief grammatical description perhaps much more time-consuming than using error

codes and also because it calls for the teacher to possess sufficient metalinguistic knowledge to be able to write clear and accurate explanations for a variety of errors. Example of illustrates a brief grammatical description:

(1)	(2)	(3)
A dog stole bone from butcher. He escaped with having bone. When the dog was		
(4)	(5)	(6)
going through bridge over the river he found dog in the river.		
<i>(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.</i>		
<i>(3) —you need 'the' before the noun when the person or thing has been mentioned previously.</i>		
<i>(4) —you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').</i>		

d. The focus of the feedback : This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. There are two types of focus on feedback, focused and unfocused CF. A teacher can elect to correct all of the students' errors, in which case the CF is unfocused. Processing corrections are likely to be more difficult in unfocused CF as the learner is required to attend to a variety of errors and thus is unlikely to be able to reflect much on each error. Focused CF may prove more effective as the learner can examine multiple corrections of a single error and thus obtain the rich evidence they need to both understand why what they wrote was erroneous and to acquire the correct form.

- e. **Electronic Feedback** : The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage. A hyperlink can be used by students as a tool to assist in their writing. For example, teachers can use electronic feedback to insert brief metalinguistic comments into students' text. The text is then returned to the student who then consults the electronic resources to compare his/her usage with that illustrated in the samples of language made available. This assists the student to self-correct.
- f. **Reformulation** : This consists of a native speakers' reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact. Reformulation involves two options 'direct correction' + 'revision' but it differs from how these options are typically executed in that the whole of the students' text is reformulated thus laying the burden on the learner to identify the specific changes that have been made. The main difference between these two options is illustrated in the example below:

Original version:	As he was jogging, his tammy was shaken.
Reformulation:	As he was jogging, his tummy was shaking.
	tummy shaking
Error correction:	As he was jogging his tammy was shaken .

As Sachs and Polio (2007) point out, reformulation is a technique that is not restricted to assisting students with their surface-level linguistic errors, it is also designed to draw attention to higher-order stylistic and organizational errors.

3. Purpose of Feedback

Giving feedback is needed to help students to learn and to find their own mistakes. So, students will get the higher motivation to learn English more in learning language class. According to Lewis (2002), there are 5 purposes in giving feedback as follows:

- a. Feedback provides information for teachers and students.

Through feedback, teachers can get information about individuals and collective class progress and indirectly is a form of evaluation on their teaching. While for learners, feedback is an ongoing form of assessment which is more focused than mark or grades.

- b. Feedback provides students with advice about learning.

Teachers can provide students with more than simple a description of their language use. Comments can also be made on the students' learning process.

- c. Feedback provides students with language input.

★ The teachers' oral feedback provides students with meaningful and individual learning input. The teachers' 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, students 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 to use language to the best of their ability.

- e. Feedback can lead students toward autonomy.

Actually giving feedback is not only correcting students' errors, but it should also provide information for teachers and students, provides advice about learning, language input, a form of motivation and it should lead students towards autonomy.

Feedbacks contribute to the students' learning progress. Through feedback, the students will learn how to identify and analyze their mistakes and what they need to do.

4. Sources of the Feedback

Lewis (2002) there are three sources of feedback. Those are teacher feedback, peer feedback, and self-evaluation. Each source of feedback is discussed below:

a. Teachers

The teacher has an important role in conducting the class. The teacher can be a motivator, an interpreter of the task, a designer of meaningful tasks, an organizer, a resource, a support person, an evaluator, and a reader for information. According to Lewis (2002), the teacher has been the main source of feedback both in oral or written languages in many classes. However, the effect of feedback which can get students out of difficult misunderstanding and hesitation of the material depends upon teacher tact and appropriate feedback giving in particular situations.

b. Peer

The best learning sources of students can be earned from his or her friend. In line with giving feedback, sometimes it gives a better impact than teachers' feedback in understanding the message of feedback. John (2002) defined peer feedback as the use of learner or peers as a source of information and interaction for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutor in commenting or criticizing. The ease of receiving feedbacks' message, students can develop their understanding of the material well.

c. Self-evaluation (Self-directed feedback)

Self-evaluation refers to the students correcting and evaluating their own mistakes by him or themselves. Self-evaluation has two sides to the impact. The advantage is students' independence increases as they are supposed to find their own mistakes. Next, by finding their own mistake, students are expected to remember what mistakes they have made to avoid making the same mistakes later on. Moreover, self-evaluation saves time in large classes.

Source of feedback is needed for students to get better results. Sources of feedback can be obtained through the teacher, friends, or corrections made by students themselves. It can help students improve their motivation in correcting mistakes.

B. Indirect Feedback

1. Definition of Indirect Feedback

Hyland, K, and Hyland, F (2006: 83) said that indirect feedback is the feedback that is given where the teacher highlights the error by underlining, circling, providing a code, etc., but allows students an opportunity to fix errors themselves. It means that indirect feedback takes place when teachers only provide indications which in some way make students aware that an error exists but they do not provide the students with the correction. According to Latifah (2018) stated that indirect feedback is commonly presented by giving indicators may be in one of four ways : recording in the margin the number of errors in a given line, using a code to show where the error has occurred and what type of error it is or underlining or circling the errors.

Indirect feedback is one of the methods that is used by the teacher to provide a correction to the wrong parts. The feedback can occur because of errors in pronunciation, writing, diction selection, grammar, and punctuation made by students during the learning process in the class. Indirect feedback obviously makes students develop an awareness of their learning, makes them easily recognize mistakes, and eventually develops strategies for tackling weak points themselves.

2. Role of Indirect Feedback

Indirect feedback itself is chosen by the teacher as a teaching method in the class because the teacher is limited to telling the wrong parts without helping students in finding the right answers. In other words,

indirect feedback emphasizes the role of students in understanding and correcting their errors rather than being provided with the correction. So these things can explore the level of students' understanding that is deeper in understanding the material well. From this feedback, students will try to solve their own problems to find out the right and correct answers even though the teacher does not help in the problem-solving process faced by students.

Indirect feedback has the goal that students have critical thinking about something that feels wrong and they are required to find their own answers. From this problem, students will continue to try to fix where the mistakes are located until they become correct.

3. The forms of Indirect Feedback

In the development of giving indirect feedback, many various types can be used by the teacher. The forms of giving indirect feedback also change time by time. Lee (2004) stated indirect feedback refers to the teachers indicating errors without correcting them for students. The teacher does not give the correct form, so the students must find the correct form by themselves. The researcher will show the table based on Lee's illustration below:

Table 1
The type of error feedback

Type of error feedback	Explanation	Example
Indirect feedback	Locate errors	Has <u>went</u>
(Direct location of errors)	Locate errors and identify error types	Has <u>went</u> ^{Verb form}

Type of error feedback	Explanation	Example
Indirect feedback	Indirectly locate errors	Putting a mark in the margin to indicate an error on a specific line.
(Indirect location of errors)	Indirectly locate errors and identify error types	Writing “verb form” or “v” in the margin to indicate a verb form error on a specific line.

According to Ferris & Robberts (2001) stated that indirect feedback is given by the teacher by only showing that there are errors without giving the correct answer, but letting students identify and correct it themselves. The teacher only provides corrections and students must revise the wrong answers. D. Ferris (2002, 2003), there are three types of indirect feedback; coded indirect feedback, uncoded indirect feedback, and commentary indirect feedback. The researcher will show the table based on Ferris & Robberts illustration below:

Table 2
The types of indirect feedback

Types of indirect feedback	Explanation	Example
Coded indirect feedback	The teacher only underlines errors in the writing of the students and the teacher writes the symbol or code above the writing errors made by the students. code feedback refers to instance when the teacher points out the location of errors are marked with code: Vt (verb tense) Sv (subject verb	<i>Ww</i> I sometimes get so jealous <u>about</u> somebody's <i>ss</i> success, but I try ^ be calm and praise him as <i>vt</i> much as I <u>could</u> . (Note: <i>ww</i> = wrong word, <i>ss</i> = sentence structure error (missing word), <i>vt</i> = verb tense error).

Types of indirect feedback	Explanation	Example
	agreement) Ww (wrong word) FRAG (sentence fragment) WO (Word order) ^ (Insert word)	
	SP (spelling) P (preposition) Art (article) Punc (punctuation) Ss (sentence structure) Id (idiom) Pl (plural)	
Uncoded indirect feedback	The teacher only gives a circle to the writing error or student error without placing a symbol above the error in the student's writing.	I sometimes get so jealous <u>about</u> somebody's success, but I try ^ be calm and praise him as much as I <u>could</u> .
Commentary indirect feedback	Commentary is a strategy of providing indirect feedback where the teacher comments on students' writing in relation to what they have written to improve it. This feedback does not give instructions to students to make corrections but the teacher only provides comments on students' writing.	<ul style="list-style-type: none"> - Indirectly show students' mistakes by giving comment. - You are good at writing but it is better to be fixed for the use of punctuation. - Revise spelling again and see the dictionary to correct it. - Your idea is good enough but the use of sentence structure is still wrong and see the formula to correct it. - Your work is good, but there are still things that need to be improved in the tense of verb.

In coded indirect feedback, the teacher gives the code above the error written by the student. In the sentence above, the teacher writes 'WW'

(wrong word), 'ss' (sentence structure), and 'vt' (verb tense error). This means students make mistakes in a word, in writing sentence structure, and errors in the tenses which are used but the teacher does not give the correct form to the codes given. Students are left to think for themselves to revise their writing in the correct form. In uncoded feedback or the second sentence, the teacher only gives a sign () and (^) to a word that is considered to have an error without giving the correct form. Students must improve the writing that the teacher has given the signs or codes.

4. The Advantages and Disadvantages of Indirect Feedback

According to Dellay and Nevie (2018) said that there are advantages and disadvantages of using Indirect Feedback, as follows:

a. The Advantages of Indirect Feedback:

- 1) Encourage students' interest and curiosity
- 2) Creating alternatives answer and solving problems
- 3) Encourage creativity and the development of interpersonal skills and other abilities
- 4) Express understanding

b. The Disadvantages of Indirect Feedback:

- 1) Take a long time to find out the answers
- 2) The results of answers are difficult to predict
- 3) Not suitable if students need to remember the material quickly

Indirect feedback certainly has advantages and disadvantages. The advantage of this method, it can help students in increasing their curiosity in finding the correct form of answers and certainly increases students'

interest in thinking critically. The disadvantage is that indirect feedback takes a long time for students to revise their answers and students will have difficulty predicting the correct answer.

C. Previous Study

As a consideration to conduct this research, it is needed to know previous research conducted by other researchers. There are three previous types of research related to this research, the first is Rendy Saputra in 2016 entitled “The effectiveness of using indirect feedback on students’ writing of procedure text”. The difference between this research and the previous research is on the technique of collecting data. The previous research used pre-test and post-test to collect the data. While in this research, the researcher will use questionnaires and interviews to collect the data.

Second, Pikky Fadhil in 2017 entitled “The effectiveness of teachers’ written corrective feedback toward students’ English writing proficiency”. The difference between this research with the previous research is on the focus. The previous research only focus on the written corrective feedback, different from this research that focuses on indirect feedback.

Third, Kasilem in 2017 entitled “Student’s preferences on teacher’s written feedback to their writing”. The difference between this research and the previous research is on the focus. The previous research only focuses on the student’s writing skills. While in this research the focus is all skills (listening, speaking, writing, and reading). It means that there is no specific

skill in this research. In previous research, random sampling is used as a sampling technique. While this research, total sampling will be used as a sampling technique.

