

## CHAPTER II

### LITERATURE REVIEW

#### A. Feedback

##### 1. The Definition of Feedback

This study focuses on teacher's feedback in ELT classroom but in this part explained the theory of feedback which became reference in conducting this study. This theory elaborated in this part is the definition of feedback in ELT classroom.

There are definitions of feedback. According to Cameron, (2001:237) cited in Indri Eka Pertiwi, (2013: 96). Feedback is information that is provided to students about whether or not their production and interpretation of language is appropriate (Cameron, 2001:237, cited in Indri Eka Pertiwi, 2013: 96). According to Lalande (1982) in Wattimury (2014) in Indah Widianingsih (2019: 12) states that feedback is defined as any procedure used to inform a learner whether an instructional response is wrong. According to Hattie (2013) in Wattimury (2014) in Indah Widianingsih (2019: 12) the term "feedback" has been defined as a means to direct students in ways to improve by providing information concerning students' ability or inability to understand.

Based on the explanation above, feedback is an important thing of learning English that influence students' skill achievement. Both the teacher and the students, they will get the goals of learning English process through

the feedback. In ELT classroom, the teacher has to interact between their students as a communication tool are important in order to teach and motivate the students.

## 2. Purposes of feedback

According to Lewis (2002: 3 – 4) in Maria Agustina Sri Wulandari (2007: 13 – 14), feedback has some purposes when given in ELT classroom.

### a. Feedback provides students with advice about learning

Teachers give examples to students more than just description of the use of their language and comments also be used made in the student learning process.

### b. Feedback provides students with language input

The teacher's words both in form and purpose describe how language is used as communication between teachers and students. It is important to give language by using long words on students by writing comments in the language on a slightly higher level than the current language use of students. In this way students learn new vocabulary structures in context.

### c. Feedback is a form of motivation

Feedback can be in form of motivation. It is can encourage students to learn and use language to improve their abilities by paying attention teacher who knows about student attitudes.

d. Feedback can lead students toward autonomy

Feedback has purpose to directing students where they find their own mistakes. Students realize all errors and correct it. However in giving feedback not only corrects students' mistakes but also must provide information to teachers and students, give advice to students about learning, language input, motivation and it must lead to students to achieve their autonomy.

3. Types of Feedback

Feedback can be divided into teacher feedback, peer feedback, self-evaluation and computer-mediated feedback (Hyland & Hyland, 2006) in Indah Widianingsih (2019: 15).

a. Teacher feedback

Teacher feedback is a type of feedback which is provided by teacher. According to Hyland & Hyland (2006), teacher feedback can be divided into teacher oral feedback and teacher written feedback.

1) Teacher oral feedback

Teacher oral feedback refers to the feedback given on errors and weaknesses on the students' skills through face to face communication. The teacher could provide in this oral feedback as imperatives, praises, suggestions and questions to the students.

2) Teacher written feedback

Teacher written feedback refers to the correction of errors and weaknesses on the students' skills. Many teachers feel they must

write substantial comments on papers to provide feedback for students' skills, to help them improve as writers and to justify the grade they have been given. The teacher written feedback could provide in form of imperatives, praises, suggestions and questions to the students.

b. Peer feedback

Collaborative learning theory (Bruffee 1984) encourages students to 'pool' their resources and complete tasks they could not do on their own, learning through dialogue and interaction with their peers (Hirvela 1999 in Hyland & Hyland 2006 in Indah Widianingsih 2019:16).

c. Self-evaluation

Self evaluation allows students to make their own revisions without feedback and improve their skills in learning English significantly. It leads them to become more independent students where they can critically evaluate their own skills and intervene to change their own processes and products where necessary.

d. Computer-mediated feedback.

Partly driven by the rapid advance of educational technologies and partly by a marked increase in the provision of distance courses and on-line research supervision, now students often find themselves reading feedback on their electronically submitted essays which has been produce by an unseen tutor, by their peers, or by the computer itself. Nor is computer feedback restricted to distance students, as learners

increasingly exchange texts and comments with each other and with teachers through computer networks in English workshops.

In conclusion, feedback can be divided into several types namely teacher feedback, peer feedback, self-evaluation and computer-mediated feedback.

## **B. Teacher's feedback**

Teacher's feedback usually is not only oral but also on written form in ELT classroom. Teacher has been the main source of feedback on oral and written language in many classes (Lewis, 2002: 15) in Maria Agustina Sri Wulandari (2007: 16). The English teacher has an important role is to provide feedback on students' work. The English teacher gives comments, responses or suggestion on students' work. The English teacher gives feedback in oral or written form. In oral feedback usually the English teacher given it when students' are only do their speaking activities. While in written feedback usually the English teacher given on the students' assignment after they submitting their work. The English teacher give feedback to students' working result in ELT classroom after the work done.

### **1. Types of Teacher's Feedback**

There are some types of teacher's feedback available to help achievement of student learning based on students' needs.

#### **a. Positive Verbal Feedback**

The feedback given by the English teacher should not only let students know how well they have done but also to increase their interest and motivation to participate a little more in the discussion. Therefore a

English teacher must think what verbal feedback function is appropriate for each student's contribution in order to have a positive impact.

b. Written Feedback

In written feedback, English teacher gives comments, corrections, or marks given to students' work. By giving a sign may be in the form of words or symbols quickly such as underlining, circling, and other signs. This written feedback is very helpful for students when they are personalized or stereotyped and when they give specific comments about students' mistakes, but balance these criticisms with suggestions on how to improve students efforts by giving comments from positive aspects of student work.

c. Student Self Feedback

The teacher has the opportunity to provide direction to students, but also the teacher to teach them through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent (Sackstein, 2007). To help students achieve autonomy, English teachers can explicitly identify, share and clarify learning goals and success criteria of learning, provide models for applying criteria using samples, provide integrated opportunities for self-feedback to determine the next steps and set goals and give time for self-reflection to student.

d. Student Peer Feedback

There is no need for the English teacher to always provide feedback in a classroom. By providing basic instruction and ongoing support,

students can learn to provide quality feedback to friends and their friends will appreciate it. By giving the opportunity to students to give and receive feedback to their friends. This will add to their learning experience and develop their professional expertise.

e. Classroom Discussion

Feedback take some forms and it is a good ide to convey in the classroom. In classroom may be divide into some groups when learning English at a certain time. Students can observe each other by having group discussions and giving each other feedback. In addition, students can do feedback exercises through reflective groups where at the end of the group discussion they discuss how effective each participant was during the discussion. Giving them some questions will help them. This also be done by trying to record a group discussion video. Students can monitor the groups themselves and make responses to feedback on the whole group or on individual performances. This will help English teachers and students to see the extent to which they are improving giving feedback in the classroom.

### C. The Previous Study

As the consideration to conducting this research, it is needed to know previous research conducted by other researcher. The first research was by Sri Lestari (2014) entitled “The Use of Teachers’ Feedback Strategy to Improve Students’ Narrative Writing”. The research used a Classroom Action Research (CAR) which was done in two cycles. The subject of this research were the students of XIS<sub>3</sub> class at one of Senior High School in Karangobar, Banjarnegara. The data were collected using both quantitative by tests and qualitative by observation, questionnaire and interview. Based on the data analysis that the result of this research was teacher’s feedback could improve students’ narrative writing.

The second research was by Kasilem (2017) entitled “Students’ Preferences on Teacher’s Written Feedback to Their Writing”. This research used a descriptive survey. The subject of this research were 96 students of the fourth semester students of English Education Department in Universitas Muhammadiyah Purwokerto. In collecting the data, the researcher used questionnaire and interview but the researcher was analysed it quantitatively and qualitatively. Based on the result of the interview showed that the students preferred all of the feedback, but they mostly preferred direct feedback with some reasons; those are: 1) it help them to revise the mistake so they will always remember and would not do the same mistake again. 2) it helps the students to find out their mistakes especially in producing wrong words.

The last research was by Indah Widianingsih (2019) entitled “ A Research on Students’ Perception toward Teacher Feedback in Writing Class”. The researcher used survey research. The subject of this research were 61 students of writing class at the sixth semester students of English Education Department in Universitas Muhammadiyah Purwokerto. The researcher used questionnaire and interview to collect the data. Based on the result of this research showed that the students had very high positive perception toward teacher feedback in writing class.

#### **D. Basic Assumption**

There are types of teacher’s feedback that can be used by the teacher in teaching English; those are students self feedback, positive verbal feedback, written feedback, student peer feedback and classroom discussion. English teachers are assumed to use some different types of feedback. Some of English teacher prefer to give direct feedback when the student do their assignments correctly, for example by giving a praise or when the student make mistakes in doing the assignments. On the other hand, some of English teacher still gives feedback by a good way so there is communication between the English teacher and the student to know about the understanding of the material being taught which can improve students’ skills better in ELT classroom.