

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter examines a variety of literature reviews related to the study's subject. In the beginning, the definition and types of feedback are covered. Then, the challenges and strategies that teachers face are discussed.

#### **2.1 Definition of Feedback**

Feedback is a crucial component of the teaching and learning process, serving as information or responses provided by teachers or peers to help students improve their performance. According to Hattie & Timperley (2007), feedback refers to the information given by teachers about students' performance or understanding, aimed at enhancing their learning outcomes. Moreover, feedback is defined as the teacher's comments on what students have done in completing their tasks in class (Azmi et al., 2019). This feedback can be delivered either during the lesson or afterward, depending on the situation and the student's needs. It may include positive or negative remarks, often accompanied by corrections to address students' mistakes. So, by offering feedback, Teachers not only help students recognize their mistakes but also teach them how to correct those errors.

#### **2.2 Types of Feedback**

Oral feedback is usually given while students are working on an assignment, often spontaneously (Rismawati, 2019). Although it is less formal and may not always leave a positive impression, it serves as a powerful and effective tool since

it can be delivered effortlessly at teachable moments and on time. This type of feedback can encourage students to reflect on their learning process.

Corrective feedback plays an important role in language learning, aiming to help students recognize and correct errors in their language use (Ferris, 2010). This feedback covers various aspects, such as grammar, vocabulary, pronunciation, and structure. Additionally, teachers provide various sorts of corrective feedback, such as explicit correction, recasts, clarification requests, elicitation, repetition, and metalinguistic feedback (Lyster & Ranta, 1997).

### **2.3 Teachers Challenges**

EFL teachers often face challenges when providing feedback in English classes, even though giving feedback is crucial for students' development. One common challenge is dealing with unfriendly responses from students. Teachers revealed that students sometimes react negatively during the feedback process, as they feel intimidated by the way their mistakes are highlighted (Hidayat et al., 2024). It can lead to a loss of confidence among students when speaking English, it has a negative impact on both the classroom environment and the overall learning process.

Another significant challenge is the lack of time and managing large classes, which makes providing effective feedback more difficult. Based on Hossain et al. (2024), lack of time, and large class sizes can hinder the provision of in-depth and personalized feedback to each student. Furthermore, Hidayat et al. (2024) also emphasized that time limits are a serious challenge for teachers, as they limit

opportunities to interact with students and provide feedback necessary to support their performance.

## **2.4 Teacher Strategies**

One strategy to overcome the challenges of giving feedback is using peer feedback. Peer feedback involves students actively engaging in a collaborative task, where they communicate constructive, encouraging, and non-evaluative remarks with peers in a similar learning environment (Chekol, 2020). Furthermore, Khusnia (2015) highlighted that peer feedback gives students the freedom to decide whether to act on their criticism. Additionally, it promotes positive outcomes by fostering a sense of responsibility, which motivates students to improve their work and enhances their self-confidence.

Another strategy is giving appreciation to students. Expressing appreciation can make students feel valued, creating a more comfortable and encouraging their motivation. According to Yingwen & Jian (2016), appreciation is an effective way to encourage various aspects of students' performance. In this way, students' anxiety about criticism is reduced and helps create a supportive learning atmosphere.

Lastly is establishing a clear follow-up session. Feedback itself is insufficient to support students' academic performance without appropriate follow-up (Hidayat et al., 2024). Follow-up sessions enable teachers to assess students' comprehension of the feedback given, ensuring they can integrate the suggestions into their learning activities. This session also creates a space for students to clarify anything about

unclear points. As noted by Jácome et al. (2016) effective follow-up sessions can encourage natural communication and increase student engagement in the learning process. By making follow-ups it can foster a positive learning environment.

