

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Feedback is an important part in the teaching-learning process. By giving feedback, whether it is given by teachers or peers, students will be geared to the areas of improvement. Lewis (2002: ii) states that, “giving feedback means telling students about the progress they are making as well as guiding them to areas for improvement.” Therefore, feedback will give the students a chance to improve their learning.

Regarding the phenomena, educational experts conducted experiments in line with feedback issues. Relating to feedback, there are some researchers who put the emphasize on the influence of feedback on students’ writing (Dheram 1995; Williams 2003; and Rollinson 2005), the effectiveness of feedback on learners performance (Sims-Knight and Upchurch 2001; Weber 2003; and Goodman and Wood 2004), or how to give feedback techniques (Lyster, available in [http://www.rikkyo.ne.jp/grp/sogoken/rikkyo%20 feedbacktalk.ppt](http://www.rikkyo.ne.jp/grp/sogoken/rikkyo%20feedbacktalk.ppt)).

Dheram (1995), Williams (2003), and Rollinson (2005) tried to investigate the influence of feedback on students’ writing. Dheram (1995) explored that feedback seems to be as central to the process of teaching and learning writing. In order to have effective roles of instruction in writing classroom, it is important not only to have an awareness of the nature and function of feedback, but also teachers and learners should adopt a collaborative approach between the students

and the teachers to the monitoring and processing of feedback, so that teachers and learners have good roles in the process of composition and revision in the writing classroom.

In addition to Dheram (1995), Williams (2003) investigated the ineffective of common methods of feedback in English language learners' written assignment and how to provide effective feedback on it. The goal of feedback is to help students to improve their writing proficiency to the point where I am able to produce the writing with minimal errors and maximum clarity. Thus, in order to obtain such goal, Williams (2003) studied two common categories method namely feedback on form and feedback on content.

Furthermore, in addition to the study of giving feedback to students' writing, Rollinson (2005) described more than just the ways in giving feedback (feedback on form and feedback on content) or the study on collaborative approach between teachers and learners aimed to have awareness on writing rather he investigated how to use peer response to advantage students' performance in the ESL writing classroom.

Thus, based on those studies, researchers not only conducted the study of the influences of feedback on students' writing, but also the effectiveness of feedback on the learners' performance.

Goodman and Wood (2004) found that in order to have better performance to learners, giving feedback should be specific, but the effects of increasing feedback specificity on learning depended on what was to be learned, moreover

these effects were partially mediated through the opportunities to learn how to respond to different task conditions during practice (Goodman and Wood 2004).

In addition to that, Sims-Knight and Upchurch (2001) explored the extensive evidence on the effectiveness of feedback on learning and focused on the effects of feedback on performance. They found that feedback improved immediate performance under some circumstances, not only that, in some situation feedback is irrelevant and sometimes even harmful. Meanwhile, Weber (2003) explored what people learned and obtained when there is no-feedback.

Some of the investigations in line with feedback issues were conducted, furthermore the investigation reviewed about the technique of giving feedback whether they are recasts or prompts; what is more effective in giving feedback techniques; and how it is conducted in teaching-learning process (Lyster, available in [http://www.rikkyo.ne.jp/grp/sogoken/rikkyo%20 feedbacktalk.ppt](http://www.rikkyo.ne.jp/grp/sogoken/rikkyo%20feedbacktalk.ppt)).

According to those investigations above, in this study I tried to find the fundamental problems that are faced by teachers and students within the teaching-learning process. I would like to find the answer dealing with teachers' perceptions of feedback itself, giving feedback techniques which is conducted by teachers and how such teachers' feedback increases students' performance in the whole of the teaching-learning process.

Since giving feedback is a progress during a teaching-learning process, feedback plays the role not only hunting for students' mistakes, but also encompasses correcting students and offering them an assessment of how well they have done (Harmer 2001). Unfortunately, based on my limited observation,

there are only a few teachers who play optimal role in giving feedback to learners. Most teachers only look for students' mistakes rather than correcting them or making positive comments in order to support and motivate students towards improvement. For example in a writing class, the teachers only underline incorrect phrases or sentences. It, to some extent, will discourage students in writing in their learning process. Therefore, the students will find the learning process as a boring thing, if not discouraging, and the students will not find that the learning process increases their motivation for the improvement. In addition to that, the teachers are only concerned about giving marks or grades rather than evaluating the students' work by giving feedback to learners. Moreover, many teachers seem mistakenly think that giving such general praise as "Good job!" is a kind of feedback. However, this praise will keep the students interested rather than improve student's performance, which is what feedback can do.

In addition, based on my personal experience, this fact indicates that some teachers do not provide the students with specific feedback that is able to introduce the students to their mistakes and solve the learning problems they face. Teachers only give the students superficial or general feedback rather than a specific one. For example, the teachers only give marks to students by underlining certain words rather than introducing them to their mistakes and giving them explanation on how to correct their mistakes. Therefore, this will complicate the students in identifying the weaknesses or mistakes they get during their learning process.

1.2 Reasons for Choosing the Topic

Based on my experience and observations, it seems that there are not only few teachers who play the roles well in giving feedback during the teaching-learning process in language classroom activities, but also the teachers often give monotonous instruction within the teaching-learning process. Meanwhile, in another side, teachers provide students with no-feedback after the process of instruction. They are only concerned with teaching materials rather than giving evaluation during or after the teaching learning process by giving feedback to students.

1.3 The Limitation of the Problems

In the study, the problems concern not only to the investigation of feedback given by the teachers during the teaching-learning process to the students, but also on how the feedback gives a stimulus upon the students' learning process and bring about the areas of improvement. Therefore, this study is limited to two aspects, there are teachers' feedback and the roles of teachers' feedback in guiding the students' improvement. The following questions are served as a guide for the study.

- a. What are the teacher's perceptions of feedback?
- b. What feedback does the teacher usually do?
- c. How does the teacher use feedback in guiding the students' improvement?

1.4 The Purposes of the Research

The main purposes of the study are as follow:

- a. To explore the teacher's perceptions of feedback.
- b. To investigate how the teacher gives feedback to students during the teaching-learning process.
- c. To discover the roles of teacher's feedback in assisting students' learning improvement.

1.5 Research Method

1.5.1 Participants

The research investigates the second-grade teacher and students in English language classrooms in Senior High School in SMAN 24. The students were selected based on the achievement of their English competence. The class that was involved in this research was considered as the best class on the achievement of students' English competence. Thus, this selection helped me to analyze the reasons the students gave objectively about the feedback given by the teachers.

1.5.2 Procedure

First, I used the procedure of classroom observation during the teaching-learning process to obtain data on feedback the teacher gave during the teaching-learning process. The teacher and the students were asked to fill questionnaires. Teacher's questionnaires were aimed to elicit teacher's perceptions of feedback, while students' questionnaires that were distributed were aimed to explore whether the teacher often gave feedback to the students or not and how the teacher

gave feedback to them. Then, after I distributed those questionnaires, I interviewed the teacher in order to cross-check about the feedback itself.

1.5.3 Techniques of Data Collection

I used some techniques for the investigation to get information and data about the topic of his research which includes:

a. Classroom Observation

This technique helped me to get a description of classroom activities by focusing on feedback given by teacher during the teaching-learning process.

b. Questionnaires

This technique was used not only to examine teacher's perceptions about the feedback, but also to cross-check what sort of feedback the teacher provided to students. It was also used to get student's perceptions or comments about the roles of feedback given by the teacher and how often the teacher gave feedback to them in guiding their improvement.

c. Interview

This technique was used to get more elaboration about feedback which was given by the teacher.

Those three techniques were used in order to enable me to cross-check and verify the validity of the data obtained from the field. This technique is the so-called triangulation (Moleong 2005; Alwasilah 2002).

1.5.4 Method

In writing this paper, I decided to use a case study method. This method helped me not only to describe and interpret all learning processes that were going on; effects that were being felt or trends that were developing (Ary 1979), but also to investigate a contemporary phenomenon within its real-life context; when the boundaries between phenomena and contexts are not clearly evident; and in which multiple sources of evidence were used (Yin 1984).

1.5.5 Data Analysis Method

Since this research is a qualitative study, the data obtained were analyzed through these following steps:

a. Data Reduction

In this step, I identified the data that were meaningful and focused on the research problems. The next step is coding, which means giving code to every data in order to get the meaningful source. The step helped me to identify the phenomena, to ease the computation of the frequency of the phenomena that appeared, and to aid me to do categorization (Alwasilah 2002).

b. Categorizing

In this step, I separated each part of the data to the certain parts that have similarities. Then the data that had been separated were labeled.

c. Synthesizing

In this step, I examined the connection between one category and others.

d. Analysis of Negative Case

In this step, I analyzed the finding that seemed to be contrary to the working propositions and tried to find the reasons why this negative case (if there are) occurred.

1.6 The Significance of the Research

The research is expected to provide teacher with the clear and accurate view of what feedback is, to encourage teacher to always provide meaningful feedback for their students simultaneously, and regularly reflect whether the feedback they give has worked as they have intended.

1.7 Clarification of the Term

In order to avoid misinterpretation in the terms employed in this research, some of them are clarified as follows:

a. Feedback

“Information about the effects of one’s own activities.” (Stones 1979: 34).

b. Giving Feedback

“Telling students about the progress they are making as well as guiding them to areas for improvement (Lewis 2002: ii).

c. Competence

Written descriptions of what students are able to do with the language, usually in terms of target language performance (Carter and Nunan 2001).

1.8 The System of Presentation

This paper is presented in five chapters. They are Introduction, Theoretical Foundation, The Method of the Study, Result and Discussion, Conclusion and Suggestion.

