

STUDENTS' PERCEPTIONS ON THE EFFECTIVENESS OF TEACHERS'
FEEDBACK IN ENGLISH CLASSES: A STUDY OF ELEVENTH GRADERS AT
SMAN 7 MATARAM



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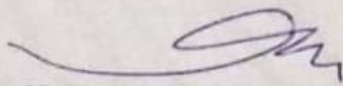
**"STUDENTS' PERCEPTIONS ON THE EFFECTIVENESS OF TEACHERS'
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Abstract: When teaching English as a foreign language (EFL), teachers use feedback in order to help students improving their English skills. They can use both oral and written feedback to encourage students to make progress. Oral and written feedback play a significant role in second language acquisition, and this study explore the students' perception on the effectiveness of teacher's feedback. This study aims to know the students' perceptions, and the kinds of feedback that given by the teacher. The method used in this study is a descriptive qualitative method by giving questionnaires to be answered by the students. The sampling technique used in this research is cluster sampling technique. One class was taken as the subject of this study. The data from the class was analyzed using index formula and being described in words description. The result showed that students' perception on the effectiveness of teacher's feedback in English class is good to encourage students to make a progress that they are also given feedback by the teacher in form of oral and written where the oral feedback is given more often rather than the written one.

Keywords: *Students' Perception, Teacher's Feedback, Oral Feedback, Written Feedback,*

INTRODUCTION

Studies of English in a foreign language setting have shown that teachers often experience difficulties to facilitate the process of learning and teaching. Teacher's lack of knowledge about how to teach the four skills, i.e. Listening, Speaking, Reading and Writing, has become a general problem in English as a foreign language (EFL) setting. This condition is even worse by the absence of feedback for students learning outcomes. This causes student's low motivation and lack of participation during the teaching of English in the classroom.

There are the teachers' lacks when teaching English in the classroom. First Teacher rarely evaluates the material to the student's. All process must be purchased evaluation, so the teacher knows the level of the students are able to absorb the material, values and norms, so that students are not only smart but also characterized.

Second, teachers are not used to provide feedbacks, both in the oral and written form. Even though feedback has an important roles in the students' learning process, teachers often neglect this in their daily practices. As there is no clear feedbacks, students do not understand their mistakes. The absence of feedbacks can make students confused or do not know why they mistake. Commonly, the teachers do not explain their mistake and tell them what to do, but teachers only give marks in the form of numbers.

Third, in my experience, teachers usually just listen to their own voices. In many cases, the teachers dominate their talk and students just listen to the teachers.

Teachers ideally should be able to accept input from students because students must also understand what they are learning. Teachers should be open and better understand the characters of their students because each student has a different character. But also the teachers should teach the material that students are interested in.

Ideally, teachers should give students feedback or describe all kind of comments after students finish their work. The teachers should praise students when they make learning progress. Such praises will motivated students to perform better subsequently, students will behave when the teacher understand their difficulties and problems.

Feedback is in the form of formative assessment has been reported to be highly effective in enhancing learning. A 2005 study carried out by the Organization for Economic Co-operation and Development (OECD) across eight countries claimed that schools using formative assessment showed improvements in academic achievement, attendance and quality of work particularly among previously underachieving pupils. More recently a couple of small trials of feedback also reported promisingly positive effects. This means formative assessment is very important of providing feedback for students. Feedback can have an effect equivalent to the gift of an extra eight months' progress in a year.

From the discussion above, the impact of feedback on learning interest or students' motivation is important to be carried out because so far writing information is about the impact of teachers' feedback of students about learning progress or

learning development. For that lesson the researcher would like to study this topic for her thesis.

LITERATURE

The Teacher Roles in EFL Classes

The teacher roles in EFL classes are important. These roles are needed to help them understand the nature of teaching English in classroom. Below are some of the teachers' roles according to Harmer (2001:57) the teachers' roles in EFL class are classified into six roles:

1. Teacher as a Controller
2. Teacher as an Organizer
3. Teacher as an Assessor
4. Teacher as a Prompter
5. Teacher as a Participant
6. Teacher as an Observer

In this section, the teachers' role is an observer, which aims to know what students do, especially in oral communication activities, so that teachers can choose the right member of group when they will make the group, and provide the appropriate feedbacks with their own behavior. The teachers take the note to the students, not just if the students get wrong but when the students do the right thing

too. The teachers should observe the students carefully, so the students do not feel disturbed by depending on their word.

The conclusion is that teachers are required to totally provide feedback when they want to create better changes in EFL classes. To become professionals, the teachers must perform all of the roles. Thus, the students become more active to learn.

Students needs in EFL learning

Jones & Jones (1998), says that “When teaching learning process, effectively to the students’ needs outlined in this section, learning is significantly increased and misbehavior is dramatically decreased”. In addition to the teacher's role needed in the classroom. There are also some students’ needs in the classroom:

1. Students needs Motivation

According Keller (1983), says that “To be motivated to learn, students need to be interested in the subject matter and see its relevance”. “Motivation has long been identified as one of the main factors affecting English language learning” (Gardner, 1985). Motivating students is an important. Motivation from the teacher is needed by students to foster the spirit of students when learning in the classroom, because most students tend to be passive in receiving explanations from teachers. In addition, in doing the tasks assigned by the teacher, students need to have guidance and direction.

Another fact shows that teachers in the teaching and learning process only provide course material. Teachers rarely provide motivation to students in teaching. This is due to the large number of subjects that must taught so that teachers tend to

only provide material alone without trying to generate interest and to students motivation. Based on the description above, the researcher interested to know how the students' perceptions of feedback given by the teachers. Furthermore, “motivation plays in an important role in the successful learning of a foreign language” (Gardner, 1985; Kormos & Csizer, 2008), explains “a person’s reasons to invest time and effort on learning”.

2. Every student needs Feedback, not judgement

Keller (1983), say that “Students need to reach a point of satisfaction for what they are doing and what they are achieving”. The most motivating feedback of learning is that emphasizes the importance of specific efforts and processes and strategies for learning. Feedback and assessment focusing on what students have mastered, and how they can improve, are more motivating for most students than feedback that focuses primarily on their position relative to their peers.

Students are very logical in making mistakes. It means that students may apply some rules but those roles may be wrong and may need be corrected. The students may often need help in figuring out whether their answer are correct or incorrect. Teachers’ feedback are needed by students to be able to follow the lesson properly, so students become more enthusiastic in listening what the teacher explained in front of the class. In other hand teachers’ feedback can make students find out where their error in the task. With teachers’ feedback, students and teachers become interacting with each other. Therefore, the teacher can know the characters of each students. Students are very logical

2.2 FEEDBACK

2.2.1 Definition Feedback

There are many definitions of feedback introduced by many psychologists, and the researcher will quote some ideas of the definitions expressed in some psychology books. Kauchack (1989:85), defined “feedback as any information about current behavior that can be used to improve the future performance of the students”. In addition to the definitions mentioned above, further definition of “feedback that as the identification and the correction of learners’ errors and the positive reinforcement of correct utterances which make the learning result permanently available” (Ellis 1988:274).

From those definitions above, the researcher may conclude that feedback as any information from on the result of the students’ effort, which is feedback to the students, and it functions as the correction and identification of the students’ errors and as the source of positive reinforcement of the correct.

Types of Teachers’ Feedback

According to Hadzie (2016) there are two types of feedback namely:

Oral Feedback

When discussing oral feedback in the classroom, any kind of dialogue that provides information that will help students improve their learning can be included. The teachers initiated a conversation that resulted in a student responding, and in turn the student was provided with feedback. Similarly, Sinclair and Coulthard (1992:3),

state that, “A typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil’s response from the teacher”. This is a typical interaction that takes place in a classroom. Oral feedback is a natural part of verbal interaction between students and teachers, or students and students. Oral feedback is mostly considered to happen between a teacher and a student.

According Hattie and Gan (2011:260-263) explain that “oral feedback can be group focused or more individual focused feedback”. So-called collective feedback happens when the teacher collects the most common mistakes and corrects them in class so as not to single out any individual student, this could be considered to be more group focused oral feedback. “Feedback can be provided individually, it is more efficient if the whole class is involved so that students can learn from each other’s mistakes” (Yuen Kwong (2001:1-4).

- a. Positive feedback: Praise
- b. Corrective feedback

Written Feedback

According to Hadzic, (2016:10), says that “written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind.”. In contrast to oral feedback, which is natural part of a classroom setting and happens naturally. Written feedback involves feedback given to students’ written work. This type of feedback is

usually not immediate and the teacher has time to think about how to give feedback and on what. Therefore, there are different strategies used when providing students with written feedback. For instance, a teacher can provide feedback that is related to the content and the organization of the writing, as well as to the grammar and vocabulary (Weigle 2002).

a. Direct and indirect feedback

There are different strategies of feedback provided in written work and most researchers divide written feedback into direct and indirect feedback. Direct teacher feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word, phrase, or morpheme and providing the correct form. Direct feedback clearly states what is wrong and how it should be written, which means that the students do not themselves have to identify the error and how it should be corrected.

On the other hand, indirect error correction in written form includes underlining or circling an error. This method gives the opportunity to the student to identify and correct the error (Petchpasert 2012:1115). Indirect written feedback can further be divided into coded indirect feedback and uncoded indirect feedback. In coded indirect feedback, the errors are underlined and the teacher writes a symbol above the error in order to help the student determine what the error is. In the second type, i.e. uncoded indirect feedback, the teacher underlines or circles the error and does not write the correct answer or a symbol to indicate the error.

RESEARCH METHOD

The main purpose of this study is to know the students perceptions and the kinds of teachers' feedback that are students like given by the teacher.

This study, the researcher used descriptive qualitative research design. Qualitative research is often used to understand the phenomenon experienced by the subject of research, such as behavior, perception, motivation, action and others. In this research, the researcher intended to deepen her knowledge about the students' perceptions on the effectiveness of teachers' feedback in English classes.

To conduct the research, the researcher used sampling strategy which was the cluster sampling technique where the class was chosen because the class choice was the recommendation from the teacher as it fulfills the criteria of doing the research. This research was first done by choosing the sample that is in class XII IPA 5 and then conducting the research in the class which was followed giving questionnaire to the students and then answered by the students.

The population in this research was all students of XI IPA of *SMAN 7 Mataram* in academic year of 2018/2019. The number of population is 212 students which are consist of 36 students in XI IPA 1 and XI IPA 2; 35 students in XI IPA 3, XI IPA 4, XI IPA 5 and XI IPA 6. The class was chosen because the class was a recommendation from the teacher as it fulfills the criteria of doing the research. The criteria was first seen through the mean score of the students which are better compared to other classes and the students are polite and discipline.

In this research, the sampling strategy that will be used was is cluster sampling technique. Based on Arikunto (2006), the researcher will take 10% - 15 from the total population. The researcher took one class with 35 students. The researcher take XI IPA 5 according by English teacher in SMAN 7 Mataram.

This research used questionnaire as the main instrument. These instruments were given to students of *SMAN 7 Mataram*. The questionnaire were selected as one of the primary research techniques because it is an efficient data collection mechanism for providing the researchers with the information they require and how to measure the variables of interest. The questionnaire used in this research was the Likert scale model. With this scale model, the respondent gave a cross (X) or check (√) to one of the five possible answers such as “very often”, “often”, “sometimes”, “rarely”, and “never” (Arikunto, 2013:190).

The researcher gave the students questionnaire consisting statements that constructed by the writer related to the students’ perceptions on the effectiveness of teachers’ feedback. The questionnaire were constructed in *Bahasa Indonesia* to make sure the students answer it in easy.

DATA ANALYSIS AND INTERPRETATION

Students’ Perception on the Effectiveness of Teachers’ Feedback

Findings of the study show that students have diverse responses to the question.

Table 1: The percentage of Students' understanding of Teachers' Feedback.

No	Statements	Percentage of Students' Responses				
		Always	Often	Some times	Rarely	Never
		5	4	3	2	1
3	Students understand when English teachers tell students where they are wrong by taking notes on student assignments (written feedback /written)	0	12	18	3	2
		0%	34,28 %	51,42 %	8,57%	5,8%
4	Students understand when the English teacher tells the student's wrong directly (oral feedback).	5	13	13	3	1
		14,28%	37,14 %	37,14 %	8,57%	2,85%

Source: See appendix 1

According to the students' perception on the understanding when English teacher tell the students about the wrong answer in English class. The table 1 item number three, there are (51,42%) students choose sometimes, and (0%) students choose they always understand when English teacher tell students where they are wrong by taking notes (written feedback) on the students assignments. While in the table 1 item number four, there are (37,14%) students choose often, (37,14%) students choose sometimes, and (2,85%) choose they never can understand when the English teacher tell the students' wrong in directly (oral feedback). This means that the students more understand when English teacher tell the students where they are wrong by taking note on students assignments (written feedback)

Table 2: The percentage of Students' Perception on the teaching principles of Teachers' Feedback in classroom.

No	Statements	Percentage of Students' Responses				
		Always	Often	Some times	Rarely	Never
		5	4	3	2	1
5	The English teacher tells how to answer the questions	11 31,42%	17 48,57%	6 17,14%	0 0%	1 2,85%
6	The English teacher writes the right answer if the students get wrong in answering the assignment	3 8,57%	10 28,57%	8 22,85%	7 20%	7 20%

Source: See appendix 1

According to the teaching principles, when the English teacher tell how to answer the English question. There are found (48,57%) students choose often and (0%) student choose rarely the English teacher tells how to answer the right questions to the students. From the item number 6 in table 2 found that (28,57%) students choose often and (8,57%) students choose teacher always tell students the right answer if the students wrong in answering the assignment. From the data above, it means that the teacher more tell the students wrong in answering the assignment from oral or directly than written.

Table 3: The percentage of Students' Perception on the student need motivations of Teachers' Feedback.

No	Statements	Percentage of Students' Responses				
		Always	Often	Some times	Rarely	Never
		5	4	3	2	1
7	The teacher gives motivation to	14	10	7	4	0

students in the beginning and in the end of the class	40%	28,57%	20%	11,42%	0%
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Source: See appendix 1

From the data above, based on the student needs in motivation, found there are (40%) student's choose the teacher always gives motivation to students when at the beginning and at the end of the class. That motivation make students more active and students know about the important thing to learn English.

Discussion

In this section, the researcher attempted to discuss the finding in relation to the detail of the result. From the generalization of the data, related to the students' perceptions on the effectiveness of teachers' feedback in English classes, there are quite a number of students' answers.

As mentioned before, the teachers' feedback are classified into two kinds of feedback. According to Hadzic (2016) there are two kinds of feedback namely oral feedback and written feedback. The kinds of feedback classified in question item number one until four. It is found that the percentage of students' who have higher answers are given oral feedback more often (42,85%) than written feedback (34,28%). While in the findings, it is found that the students more like when teachers give the students oral feedback than the written feedback, because the students more understand if the teachers give oral feedback.

The second is students' perception faced in the students' need. In the finding found that students say "the teacher gives motivation to students when in the beginning and in the end of the class". According Jones & Jones (1998), says that "When teaching learning process, effectively to the students' needs outlined in this section, learning is significantly increased and misbehavior is dramatically decreased". Students needs in EFL learning According Keller (1983), says that "To be motivated to learn, students need to be interested in the subject matter and see its relevance". "Motivation has long been identified as one of the main factors affecting English language learning" (Gardner, 1985). Motivating students is an important. Motivation from the teacher is needed by students to foster the spirit of students when learning in the classroom, because most students tend to be passive in receiving explanations from teachers. It is found that the teachers always give students motivation in the beginning and in the end of the class (40%).

The third is students' perceptions toward teaching principles. According to Brown (2000:55) the principle of English Language Teaching is Cognitive principle. Sternberg (1988), says "for a greater understanding of what students do when they solve problems so they can be helped to behave in a smarter way". Cognitive strategy is not related to the knowledge that a person has, but is the ability of internal thinking owned by someone and can be applied in various fields of science. The cognitive strategy is limited to specific tasks and involves the manipulation of the learning material itself directly. Specifically, this cognitive strategy is used to manage the learning material, so it can be remembered for long periods. In this relation, there are

five teaching principles that fall into this cognitive group: Automaticity, Meaningful Learning, Anticipation of Reward, Intrinsic Motivation, and Strategic Investment. While in the finding found that the English teachers often tells how to answer the question 48,57%. While the English teachers often writes the right answer if the students get wrong in answering the assignment 28,57%.

While the last is students' perceptions toward teachers' role in English Foreign Language in classes. According to Harmer (2001:57) the teachers' roles in EFL class are classified into six roles: controller, organizer, assessor, prompter, participant, and observer. Teacher as a Controller, in the finding above the question item number 12 found that the higher answer from the students 40% that English teachers often controls the class and tells students when the students noise in the class. From the question item number fourteen found that the higher answer is the teachers sometimes 28,57% participates when students answers an assignment in English group, such as joining each group, asking about ongoing group activities, etc. Furthermore, the finding also show that there is the higher answer is 48,57% students answer that the students often can do the task correctly when the teacher tells the students where they are wrong in answering the assignment.

CONCLUSION AND SUGGESTION

5.1 Conclusion

Having conducted the study on the students' perception on the effectiveness of teachers' feedback in English classes at eleventh grade of SMAN 7 Mataram, the finding and the analysis, the present study arrives at the conclusions:

Related to the first research questions, the students' perception on the effectiveness of teachers' feedback are almost all of students say that English teacher in SMAN 7 Mataram give the student's feedback. From the data table above there are students' perception on the effectiveness of teachers' feedback is good in giving motivation, tell the students how to correct the wrong answer, etc. One of the most important teacher roles is to organize students in the various activities in the classroom and in this research found that the teacher is good to do that.

Related to the second research question, the kinds of feedback students like on eleventh grade to get from their teacher on eleventh grade at *SMAN 7 Mataram*. It can be seen in table 10, there are kinds of feedback given by the teacher are oral and written feedback. From the data analysis above, the researcher found the most effective teachers' feedback is oral feedback, followed by written feedback given by the teacher. It means that almost all of students in SMAN 7 Mataram like oral

feedback than written feedback, because from the data shows that students in *SMAN 7* Mataram prefer and better understand if the English teacher gives oral feedback according the questionnaire.

Suggestions

In this part the researcher give the suggestion for the teachers and the students towards students' perception on the effectiveness of teachers' feedback in English classes.

1. Teachers

The students' perception is to increase the feedback given by the teachers, so the teacher can be better to gives the student's feedback to make students more understand and more interested in learning English. And also it is advisable for each language teacher to detect the feedback to increase English language of their students.

2. Students

This research can make students more creative and effective to learn English, so that students suggest to find out and to learn about English in dictionary, not only have to ask the teacher if they do not know the vocabulary in the English lesson, but they can search themselves in dictionaries or other support tools to learn English vocabulary.

3. The Next Researcher

Based on the research findings, it just studied about the feedback given by the teachers to the students. The next researcher is suggested to be better in collecting the data and sample to make the research better.

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