Chapter Two

Literature Review

This chapter provides the reader about the definitions of some materials which are included in this research. This chapter provides some theories which were mentioned or stated by some experts. In this chapter, there are some experts who clearly explained about some important things related to the topic or the tittle.

Teachers' Beliefs

According to Graves (2000), teachers should understand and articulate their beliefs first and then they will be able to design a course because teachers' belief will lead the teachers to have choices for designing the course. Besides that, "to understand where beliefs come from you need to look at your past experience and the beliefs about learning and teaching that grow out of and guide that experience" (Graves, 2000, p. 26).

Teachers will be influenced by their own beliefs in teaching. Teachers' belief will lead the teachers to have special goals, steps or ways, materials, classroom setting. According to Kuzborska (2011), teachers possess their own ideas and consideration about language and language learning, and these give the basis of having special approach to language instruction. Besides that, Xu (2012) contends that teachers' beliefs in teaching or teachers' styles in teaching now were influenced by their experience because every teacher had done to be a student

before becoming a teacher. Teachers' beliefs are something held by teachers which will affect how the class will be.

Canh (2011) defines a belief is a proposition which is thought or believed as true by someone who holds the belief. Canh also stated that belief is something which is unsequence or messy construct."Arguably, one or more of cognition, knowledge (and its subtypes), beliefs, attitudes, conceptions, theories, assumptions, principles, thinking and decision-makingshould be adequate for most purposes" (Canh, 2011, p. 51).

Therefore, in this study, teachers' belief create ideas, thoughts and knowledge which will be used to know and predict how the class should be. The teacher belief also leads the teacher to revise the method or strategy used by their ex-teachers in theirexperience, so belief leads the teacher to be creative and should be up to date in making teaching strategies. Canh also wrote that belief guides the teacher's behaviours, and it also guides the teachers on how they act.

Beliefs in Teaching and Learning

According to Chu (2014), teachers' beliefs provided facts, reasons, messages and thinking about the values in implementing or using something in the educational area which can be measured based on methods in teaching and materials implemented by the educators. The greatest challenge that English teacher faced included how to get and create good learning methods and materials, how to help the students to be fluent in speaking English, and how to change "teacher-centered" teaching to "student-centered".Chu also states that the diversity of beliefs create different interactions in the classroom.

Feedback

Richards (2001) states that feedback is an ongoing support for the teachers to teach well. It has to be explained when the students are doing well or when they have some mistakes in doing the assessments and assignments. Nadeem (2013) comments that feedback is one of the most influential tools that has some impacts to the teaching and learning achievement. Besides that, the impacts of feedback can be negative or positive impacts. Providing a good or useful feedback to the learners can make difference in their achievement. Nadeem (2013) also states that feedback can be a good research that the teachers and students can use in improving the learning behavior. In addition,Al-Enzy and Jesudas (2016) mention that feedback is information given to the students about students' performances, and feedback aims to improve students' performances.

Nadeem (2013) explains that feedback is one of the important tools in teaching to tell the students what he or she did wrong or right and what should be kept and revised.It means that a good quality of feedback can be a positive impact for the students to know their mistakes in doing their assignments and assessments.Besides that, Nakanishi (2007) defines that feedback is a fundamental element of a process approach to students' writing. It means that, in teaching the writing skill, feedback is important to be implemented in the classroom.

Kaweera and Usaha (2008) elaborate that feedback is urgent for educators to give feedback, and it was proved by many research on students'attitudes towards feedback which found that students have so many mistakes on their work and the students need to be corrected through feedback.Nadeem contends that

effective feedback supports the students in developing their understanding and improve their performance. It seems quite clear that feedback bridges the gap, gap that exists between desired standards set by the teacher and the achievement of learner.

Nadeem (2013)believes that the language and tone of the feedback may not be reproaching or insulting rather it may talk about the positive aspects and then talk about the progress, while in Pakistan it is observed that the language of the feedback for both written and oral seems to bring down morale of the learners. Nadeem (2013)states that ultimate test of the feedback is to enhance learning and performance of the learner.

In providing a good feedback for the students, according to Nadeem (2013), there are several things that should be done by the educator as a feedback provider. These are guidlines on feedback deliverance, for instance, offer with care, make it specific, deliver it at proper time, must be readily actionable, must be well balanced, must be well phrased, and must be concrete and focused.It means that it seems quite obvious that feedback is important for the development of learner's behavior, and it may be given in positive way and keeping in mind positive approach. That approach is constructive and progressive with all aspects.

Kinds of feedback. Feedback has several types. there two types of feedback which are written and oral feedback. These types of feedback are also known as verbal and non-verbal feedback. The researcher will ellaborate these types of feedback even the researcher only focuses on written or non-verbal

feedback. The differences between written and oral feedback will be dilivered bellow.

*Written feedback.*Written corrective feedback or could be said as teachers' commentary. Hamtaei and Rahimy (2015) believe that written feedback is not too important because students sometimes only read the feedback and then they ignore it.However, According to Wen (2013), students are sometimes motivated to continue in revising their works when the teacher gives written feedback rather than oral feedback. Moreover, Wen (2013) affirms that a chance of demotivating feedback through oral feedback is bigger than written feedback. It shows that, written feedback has a good impact in improving students' motivation. However, Amrhein and Nassaji (2010) believe that written feedback sometimes is not necessary to be given when the feedback is hard to be understood in written form. It means that written feedback should be followed with oral feedback.

In conclusion, the definitions about written feedback are quite different. There are some experts argue that written feedback is not important. However,some experts also argue that written feedback needs to be implemented. Because of the definitions of written feedback by some experts are different, researcher concludes written feedback according to researcher's experience. Based on researcher's experience, written feedback is really important. It means that researcher believes that written feedback should be given to the students.

*Oral feedback.*Oral feedback is a feedback through speaking and iteracting from teachers to students.Telçeker and Akcan (2010) argue that many writing teachers believe that oral feedback is more effective than written feedback. They

conclude that students accept more detailed and comprehensible feedback in oral types. Productive oral feedback in English Language is not only correcting errors also it needs praising. In addition, Maolida (2013) points out that much of using oral feedback may affect students to be not active in speaking.

Technique in giving feedback. Several techniques are suggested in providing feedback for the students. There are two techniques in giving feedback which can be used by the teacher. These are direct and indirect feedback. It means that the teachers should know these techniques before providing feedback for the students. The definitions of these two kinds techniques in giving feedback are stated bellow.

*Direct feedback.*There are two techniques of giving feedback that the teachers often use in giving feedback to the students. The first one is about direct feedback. Shammari (2011) states that direct feedback is a kind of feedback where the teachers indicate the error types such as "tenses" and "preposition".In direct feedback, the teacher provide the correct form from students' error. It means that the teachers provide the explaination about how to correct and the explaination about why it is wrong. However, the correct form is dilivered orally. In addition,Bitchener, Young, & Cameron (2005) also define that direct or explicit feedback happens when the teacher finds students' errors, and the teacher gives the correct form.

*Indirect feedback.*The second one is indirect feedback. Indirect feedback refers to the condition when the mistakes are identified, but the teacher does not give a correction (Shammari, 2011). Besides that, Al-Shamari also contends that

indirect feedback supports the students to be easier in correcting their mistakes.Indirect feedback is divided into coded and uncoded feedback.Al-Shamsi said that"Coded feedback is locating the exact location of an error and the type of error is indicated with a code. However, un coded 18 feedback refers to underlining, circling and placing errors. Students diagnose and correct errors in both coded and un coded feedback" (Al-Shamsi, 2011, p. 17). In addition, Bitchener et al. (2005) state that the teachers are only highlighting, underlining and circling where the students' errors are laying.

When the errors are hard to explain, the teacher often prefers to use direct feedback because teachers sometimes realize that there are some mistakes are hard to self-correct. It means, the teachers will feedback because teachers know students' competencies or abilities.Direct feedback is easier to be understood by the students than indirect feedback because it leads direct feedback seems more correct revision than indirect feedback.

The importance of using feedback. Feedback is one of the most powerful tools teachers can use to enhance student learning (Van den Bergh, Ros, & Beijaard, 2013). The main purpose of feedback in these learning contexts was to confirm or change a student's knowledge as represented by answers to practice or test questions (Bergh at al 2013). Zaman and Azad (2012) explain that feedback is urgent, because it provides information that is exactly created for the students about his or her performances on the task or assignment. The objective is to improve students' performances. To be able to learn in such a way, students need to be taught how they can learn in collaboration with others, and they need

feedback on their social skills. For example, students need to learn to ask for information or advice from others and to have productive discussions. Bergh concluded from their observations of process-oriented teaching that teachers scarcely paid attention to learning goals and gave little positive feedback on learning. Bergh states that a change from transmitting knowledge to activating students was needed, as well as teaching students how to learn by coaching their learning processes.

Impacts of giving feedback. There are two impacts of giving feedback. Feedback can be positive and negative impact to the students. It depends on how the teachers provide feedback to the students. If the teacher implemment the feedback in a good way, then the positive impact will follow. In addition, the explanation of positive and negative feedback will be stated bellow.

*Positive impacts.*Some points make feedback become positive for the student.To support teachers in developing their feedback quality, and to comprehend these-potentially powerful-the processes of interaction between the educators and the learners, a clear description of the feedback will be important useful (Shute, 2008). Besides that, Shute (2008) affirms that a clear description of feedback will have positive impacts especially in written feedback, because feedback helps the students to correct their works. It shows that before giving feedback for the learners, the educators should make sure that the feedback has clear description and explaination. In addition, Sprouls (2011) states that the students need the teachers' feedback to monitor their ability and to know their weaknesses of their work, so the high quality of their works can be reinforced and

their mistake on their works can be revised. In addition, Sprouls (2011) also contends that positive feedback is a feedback where the students feel being motivated by the teachers, ranging from statements such as "Excellent, Jhon!".

Negative impacts. On the other hand, if the feedback is delivered in wrong way, then the negative impact of feedback will follow. Negative feedback is commonly decreased students' motivation. Shute (2008) states that many incosistent patterns and many wrong ways that had been found related to the way of giving feedback for the students. It usually provides a wrong statements that sounds like a statement for blaming. It also sounds like a punishment for the students. It makes the students often view the negative feedback as a punishment because the manner or the way that the teachers provide the feedback is wrong. Moreover, Kaweera and Usaha (2008) contend that feedback is not meaningful for the educators and learners, because feedback is really time consuming and it causes many negative effects. They also state that feedback has a short-term rather than a long-term improvement.

Related Studies

Baker and Burri (2016) conducted research about feedback on second language which aims to investigate and consider how to afford the feedback on learners' pronunciation. Besides that, this journal aimed to know when the feedback should be given on learner pronunciation. There were five experienced ESL teachers who participated on this research. During the semester, these teachers were involved in three types of steps in collecting the data: three semi-structured, five classroom observation, and two stimulated recall interview. The

interview investigated some aspects about teachers' professional in teaching, and it tried to know how and why they teach especially on pronunciation. Three sessions of interviews were focused to find out everything about feedback, teachers' beliefs, and what kind or ways that students might want. The classroom observations and stimulated recall interviews could be called as complement to the data. Every teacher was observed five times during the semester. This research found that feedback was a key to improve learners' understanding, peer feedback on comprehensibility was important. Moreover, this research also found that recording, whole class feedbacks are ways to provide feedback for the students.

This study by Baker and Burri (2016) is related to this research because this studyalso focuses to find out everything about feedback and teachers' beliefs. The study by Baker and Burri investigates how to afford the feedback for the students in pronunciation class. It means that, the difference between this study and the study by Baker and Burri is that Baker and Burri focus specifically on pronunciation class.

Anggrainy (2014) conducted a research about students' preference toward some types of teachers' written feedback, and how it can facilitate or hinder their learning. There are 60 students who were involved to be participants in this research. Questionaire was used in this research in collecting the data. The questionaire indicated some findings from the data collected. This research found that direct written feedback was most prefered by the students.

This study by Anggrainy (2014) is related to my research because this study focuses on finding students' preference on teachers' written feedback. It

means that the students will reflect some types of teachers' written feedback. Because the students will reflect some types of teachers' written feedback, this study is related to my research because my research will also focus on teachers' written feedback.

Conceptual Framework

This research focused on identifying teachers' beliefs about giving feedback at EED of UMY. Besides that, this research also focused on finding teachers' reasons in giving or not giving feedback. This research focused on the teachers because they were the subject who had right in giving or not giving feedback. Their beliefs about giving written feedback based on their experience were a source for the data of this research. Moreover, Their experience in giving written feedback were the reasons of giving and not giving feedback for the students.

First, this research was to identify teachers' belief about giving written feedback at EED of UMY. Some experts state that feedback is very important to be implemented for students because feedback helps teachers in assessing students understanding and competencies (Elashri, 2013; Van den Bergh, Ros, & Beijaard, 2013; Zaman &Azan, 2012).Next, there are some kinds and techniques in giving feedback. Some experts state some types of feedback, which are written and oral feedback (Hamtaei& Rahimy, 2015; Telçeker& Akcan, 2010). Besides that, some experts also elaborate techniques in giving feedback, which are direct and indirect feedback (Al-Shamari 2011; Bitchener, Young & Cameron, 2005). These are some kinds and techniques in giving feedback for the students.

Last, some experts also contend some reasons of why giving or not giving feedback for the students. Here, reasons of giving refer to the positive impacts of feedback, and reasons of not giving feedback refer to the negative impacts of the feedback. Teachers' reasons of giving feedback are because feedback helps students in correcting their mistakes, helps the teacher in assessing students' progress, helps the students in improving their performances (Shute, 2008; Sprouls, 2011). Moreover, teachers' reasons of not giving feedback are demotivating students and time consuming (Shute, 2008; Kaweera & Usaha, 2008). However, in order to know that these beliefs and reasons of providing feedback are also thought by EED teachers, the researcher is going to prove and conduct this research.