

Chapter Two

Literature Review

This chapter discloses the theories that are related to the research including feedback in language learning, definition of closed book journal activity, definition of feedback, types of feedback, purpose of feedback, and implementation of feedback in closed book journal activity. This part also shows the conceptual framework as the map of this research.

Feedback in Language Learning

Currently, English as a foreign language in non-speaking English country has been developed rapidly. This is due to the growing use of English in some aspects like working environment and school environment. It is then highly recommended for students to improve their English language skill which include listening, speaking, reading and writing.

Writing is one of the most important skills in English. Writing is important because it is taught in every grade level and it is included as a core subject in the curriculum. Additionally, Svinivki & McKeachie (2006) stated that writing is an important skill to explore and process the course material for higher education. Ahmed (2010) mentioned that writing “can motivate students’ thinking, organizing ideas, developing their ability to summarize, analyze and criticize, also, it strengthens students’ learning, thinking and reflecting on the English language” (p. 212).

One of the ways to improve students writing skill is by journal writing and in return lecturer gives them feedback. Bound (2010) stated that feedback tells a

student what he or she did wrong or right and what should be done in the future. It can be seen clearly that feedback can bridge the gap between desired standard set by the teacher and the learner's achievement. University learners come with different approach and feedback is the only way that can be used to help students when they need clear explanation in a subject that demands marks and grading. Feedback can also be used for students to improve themselves (Nadeem & Nadeem, 2013).

Definition of Feedback

The definition of feedback is information from an agent, such as a teacher, friends, or other about one's performance (Hattie & Timperley, 2007). Feedback is usually spoken or written and the purpose of feedback is to give response to students' progress regarding their learning achievements and outcomes of a unit. Hattie and Timperley (2011) also stated that feedback is one of the most powerful influences on learning and achievement. Feedback is also seen "as information that is given to students about their performance with the intention of guiding them in acquiring desired attitudes and skills" (Westberg & Hilliard, 2001, p. 81).

According to Askew (2000) feedback is simply "judgment about the performance of another" (p. 6). Askew (2000) also stated that when giving feedback, the receiver of feedback is usually someone who is as not as skilled as the feedback giver. In other words, it is assumed that the person who gives feedback has enough competence to advice someone else. This often happen with student feedback, when a teacher gives the student with his/her expertise. In line with the statement above, Moss and Brookhart (2009) define feedback as "a

teacher's response to student work with the intention of furthering learning" (p. 44).

From several statements above it can be concluded that feedback is a tool that can be used by teachers or lecturers to help their students in improving their learning by giving them information regarding their performances in learning.

Types of Feedback Based on the Form of Feedback

Oral feedback. Oral feedback is usually given by lecturer orally to a student, a group of students or the whole class (Brookhart, 2008). Oral feedback can be given instantly and frequently which makes oral feedback the most natural feedback (Clarke, 2003). Furthermore, by getting oral feedback students are able to find out what needs to be improved right after the feedback is given. Oral feedback gives students a chance to ask questions, justify or argues regarding or the feedback they got (Pirhonen, 2016). One of the examples of giving oral feedback is when a lecturer is explaining materials in front of the class, and then the lecturer gives time to the students to form a group and make a presentation slide regarding to the material that is being explained. The students then asked to deliver their presentation to their fellow classmates in order for the classmates to understand the material more. During the process of making the presentation slide, the lecturer will walk around the class and checking the students' work whether the slide is good or there are still some topics that are missing. The students can also come to the lecturers and ask for oral feedback regarding their work or ask for information that they do not really understand yet.

Taylor (2005) stated that oral feedback is usually faster but it has risks for the students of forgetting the important points and has the possibility to overlook important aspects. Taylor (2005) further stated that one way to avoid missing information is to ask the students to take notes when the feedback is given. The greatest benefit of giving oral feedback is perhaps the face to face communication namely body language, facial expression, tone of voice, emphasis and so on (Taylor, 2005).

Written feedback. Taylor (2005) advised that written feedback can take form of handwritten comments, word processed comments, model answers, assignment return sheets, class reports and codes. Harmer (2004) has divided written feedback into two categories, namely responding and correcting. Responding refers to the type of feedback that is focused on the content and outline of the writing. In this case, the lecturer will not judge students' work but instead build an atmosphere for affective dialogue. As for correcting, it focuses on correcting students' work in various ways and also indicating if there is something wrong with students' work.

Kaweera and Usaha (n.d) in their research about The Impact of Different Types of Teacher Written Feedback on EFL University Students' writing differentiate types of teacher written feedback into three types, namely direct feedback, coded feedback. and uncoded feedback.

Direct feedback. Direct feedback refers to the teacher that provide correct form for students and requires the students to use the correction form to revise their writing (Noroozizadeh, 2009). According to Ferris (2002) as cited by

Kaweera and Usaha (n.d), direct feedback “refers to teacher providing “ correct linguistic form” for students (e.g word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]).”

Example of direct feedback is seen below.

Talkactive

I don't like Supha because she is ~~speak non-stop~~.

Ellis (2009) as cited by Alhumidi and Uba (2016) claimed that one of the advantages of direct feedback is that it provides learners with clear instruction on how to correct their error. Furthermore, direct feedback is really important for the learners who do not know what the correct form actually is. The assumption that if learners have low proficiency level, direct feedback could assist them significantly (Ferris & Roberts, 2001 as cited by Alhumidi & Uba, 2016). However, Alhumidi and Uba (2016) stated there has been a lot of criticism on direct feedback because there is an assumption that learner may not engage in critical thinking since they have already been given the correct forms.

Coded feedback. Coded feedback is a type of indirect feedback (Ferris, 2002 as cited by Kaweera & Usaha, n.d) and can be referred to error identification (Lee, 2004 as cited by Kaweera & Usaha, n.d) in which occurs when the teacher explicitly show that there have been errors but only provide a brief explanation without giving correction and let the students correct it by themselves.

Van Beuningen, De Jong and Kuiken (2008) explained that indirect corrective feedback only consists of an indication of an error, for example by underlining the error or providing an error code. In line with the statement above, Norozizadeh (2009) stated that indirect feedback is when a teacher indicates error

on students' writing without providing the correct form. By giving indirect feedback, it is expected for the students to rely on their own to revise or self-editing their writing and making the required correction.

Example of coded feedback is seen below.

V
I drive very fast to the university yesterday.

Uncoded feedback. Uncoded feedback is the opposite of coded feedback, it can be referred to error location (Ferris, 2002). In uncoded feedback, the teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. Example of uncoded feedback is seen below

There are many dog in this house.

Effective written feedback needs to be timely so that it is paired as closely as possible with the event. Written feedback also needs to be written in a way that is easy for the students to understand and also actionable to make it easier for the students to revision it (State of New South Wales, Department of Education and Communities, 2015).

Types of Feedback Based on the Purpose of Feedback

Nonverbal feedback. Epstein and Raffi (2014) as cited by Pirhonen (2016) define nonverbal feedback as form of communication. They define communications “are based on a learned, shared system of acts we do that we deem to be symbolic” (p.1), these communications in teaching and learning environments are including looks, postures and body movements. The example of nonverbal communication is when a teacher is delivering materials in front of the class and hears some students talking to each other without paying attention to

what is being delivered by the teacher. Then the teacher responds to these students by stopping delivering his/her materials and simply looking at the students who are not paying attention. What the teacher is doing is a way to show that the teacher wants the situation to change and for the students to start paying attention to the class.

Peer feedback. Feedback can be given not only by teacher but also fellow students. Through peer feedback, students will be able to gain the role of the lecturer and can actively take part in giving feedback to each other (Stajduhar, 2013 as cited by Pirhonen, 2016). While teacher feedback is a one way interaction where there might be a probability that the students end up making revision in their drafts without agreeing to or even understanding the teacher's comments, whereas in peer feedback, students have the right to reject or accept the peers' comments in their revised draft. Peer feedback also gives students opportunity to spend much more time commenting on the drafts than teachers (Rollinson, 2005 cited by Ghani & Ashger, 2012).

In a large numbered class, it is not easy for the teacher to responds every students draft because he/she does not have enough time to respond, whereas students' response can provide comments by reviewing their writing from different aspects thoroughly and immediately (Caulk, 1994 cited by Ghani & Asgher, 2012). Moreover, peer feedback does not always work well in every situation because feedback from fellow students can be less trustworthy than feedback that is given by the teacher. Moreover, student may not know how to

give feedback properly, or are not motivated enough to give feedback (Brown, 2004).

Purpose of Feedback

Feedback is one of the many ways to help student with their learning. By giving students feedback, lecturer also gives students opportunity to understand and examine themselves on how far is their learning. By knowing how far they learn, students have the ability to motivate themselves if their progress in learning is not fit with their own and lecturer expectation. According to Chickering and Gamson (1987), as cited by Leibold and Schwarz (2015), feedback is one of the seven principles for good teaching practice in undergraduate education. Through feedback, students are able to reflect on their knowledge base and think about what they need to learn when they consider feedback for improvement (Chickering & Gamson, 1999 cited by Leibold & Schwarz, 2015). Feedback is a crucial interaction between teacher and students carried out for the purpose of furthering student learning (Black, Harrison, Lee, Marshall, & Wiliam, 2003). In line with the statement above Taylor (2005) explained that the purpose of feedback is to motivate students, promote their ability and desire for self-assessment, and develop aptitudes for independent and life-long learning.

Advantages of Feedback

Feedback has many advantages. Since feedback is an important part in student's learning, it is very important to acknowledge what those advantages are. Leki (1991) and Raimes (1983) believe that giving feedback is one of the essential techniques in helping students to improve their writing. In addition, Kaweera and

Usaha (n.d) agree that feedback, especially on writing can be chosen as a way of helping students to revise and improve their writing skill. A research conducted by Riazi (1997) of four Iranian graduate students in education showed that the students viewed feedback as an important way to improve the understanding of their discipline. They also saw feedback in form-based comments as a way of developing their L2. Through written feedback students can refer to the feedback again and again, and continue to learn from it and using oral feedback is much quicker rather than writing or typing (Race, 2002).

Disadvantages of Feedback

Feedback has many advantages, but feedback also has some disadvantages. The act of giving feedback needs a lot of time to conduct since a lecturer can has many students in her/his class. Lecturer tends to give feedback in his/her native language which for some students from who has different native languages with the lecturer has difficulties understanding the feedback. Truscott (1996) argues that feedback is useless for both students and teachers because feedback is time consuming and have the probability to cause many negative effects. He also mentions that improvement caused by feedback is short term rather than long-term. Students also may ignore or misuse teacher's feedback. Sometimes they misunderstand it (Ferris 1995; Conrad & Goldstein 1999), or they comprehend the mistakes pointed out but they are unable to revise them (Ferris 1997; Conrad & Goldstein 1999).

Handwritten feedback sometimes can be hard to read and when the feedback that is given is critical, it can be threatening for the students. Written

feedback is also time-consuming because it needs a lot of time to give written to each student especially when the class is large (Race, 2002). Students who are given oral feedback often tend to find difficulties remembering the feedback that is given by the lecturer.

Even though feedback has disadvantages, the researcher believes that feedback will do more good than harm for the students. The researcher believes that the advantages of feedback outweigh the disadvantages because based on the researcher's experience lecturer's feedback is important for student. Feedback from the lecturer can be used as a tool for the students to realize their mistakes in learning. Feedback from the lecturer also should be taken into consideration for students in order for them to improve their learning.

Journal Writing

Journal writing is one of the medium for the students to improve their language learning especially with their writing skill. Cox (2012) argue that "Students can use journal writing as a powerful strategy to respond to literature, gain fluency in writing, dialogue in writing between other student or teacher, or write in the content areas" (p.44). In the adult education classroom, journal writing can be used as a method to help students in terms of personal growth, synthesis, and/or reflection on new information that is acquired (Hiemstra, 2001). In line with the statement above, Hiemstra (2001) also stated that journal writing has a potential to promote critical self-reflection where dilemmas, contradictions, and evolving worldviews are questioned or challenge.

At EED of UMY students were asked to write journal in their class. The type of journal writing that were conducted were closed book journal activity where students were asked to write their opinion based on the book that lecturer asked for them to read. The students were given ten to twenty minutes to write the journal on a piece of paper, then the journal was submitted to the lecturer in order for the lecturer to be able to give feedback to students' journal. The form of feedback given to students' journal were mostly written feedback, but lecturer also gives oral feedback to students for example by explaining what the structure of the journal supposed to be on first, second and third paragraph.

Review of Related Research

Rowe and Wood (2008) have conducted a research on students' preference. The focus of their study was to investigate students' perception and preferences for feedback. Several factors like focus groups, demographic variables such as gender, year of enrolment, enrolment type and first language were anticipated to affect students perceptions and preferences. For example, in the focus groups many international students said they preferred oral feedback as this allowed them to clarify information. A final objective of the study is to explore the link between perceptions and preferences, and to find out if students who value feedback perceive it differently and how that affects their preferences.

The participants of Rowe and Wood (2008) research were 883 undergraduate and 83 postgraduate students enrolled in a range of disciplines, the majority of which included commerce (23.7%), accounting (19.4%), actuarial studies (17.2%) and business (15%). The most interesting finding of the study

appears to be a link between student feedback preferences and learning approaches.

The finding is divided into two categories, namely Preference A and Preference B students. Preference A students indicates that they are deep learners who preferred is to engage meaningfully in learning that improves their understanding of the material. These students prefer feedback that allows them to understand the material and welcome the opportunity to engage with the lecturer. Perhaps this reflects a more self-regulated approach to learning (Birenbaum, 2007 as cited by Rowe & Wood, 2008). Preference B students appear to fit the category of surface learners whose preferred approach is to meet course requirements with minimum effort. They prefer positive feedback that gives them answers and dislike class participations. Perhaps these students could be viewed as falling into teacher-dependent category (Birenbaum, 2007 as cited by Rowe & Wood, 2008).

Conceptual Framework

In EED of UMY there are two types of feedback that is usually used by the lecturer, namely oral feedback and written feedback. Feedback has been long acknowledged as the most important form of guidance for learners (Merrill, 2002). Feedback can help students to pay more focus on their writing skill. Feedback given to students can help them to find out and understand whether their writing has met certain standards or not, and understanding the feedback can help them to improve their writing. In order for students to be able to improve their skill in language learning especially writing, the lecturer should also give them the form of feedback that easy for students to understand.

The researcher is interested in finding out students' preference on feedback on EED of UMY. The researcher wants to find out what kind of feedback that fits them and easier for them to understand, so that can help them to improve their learning process better.

The figure below will shows the plan of this research.

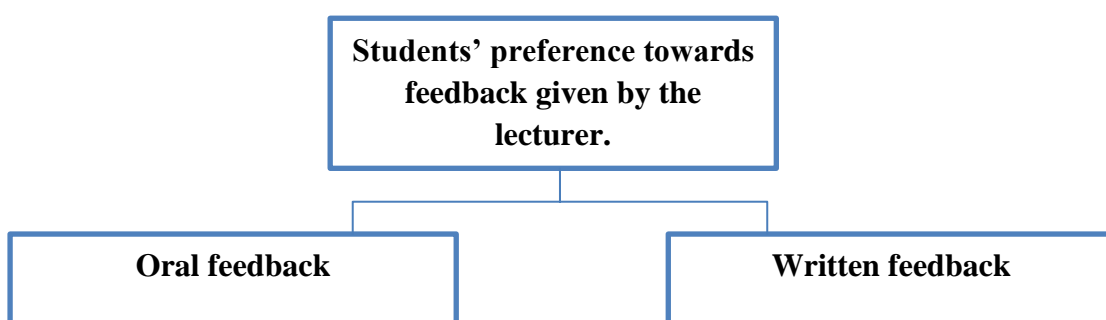


Figure 1. Conceptual Framework

Example:

- Lecturer's instructions on what to write on first, second and third paragraph of students' journal writing.

Example:

- Lecturer's comment on grammar , vocabulary, misspelled words and punctuation on students' journal writing.

Based on the figure above, there are two types of feedback that are used by lecturers at EED of UMY, namely oral feedback and written feedback. One of the example of oral feedback is when a lecturer gives explanation in front of the class on what to write on first, second paragraph of students' journal writing. One of the examples of written feedback is when a lecturer gives written comment on

students' journal writing regarding their grammar, vocabulary, misspelled words and punctuation. Based on the researcher experience, there are students who do not prefer oral feedback because it can be easily forgotten and there are students who do not prefer written feedback because they have difficulties reading lecturer's handwritten comment. Therefore, this research focuses on investigating students' preference towards feedback given by the lecturer at EED of UMY.