

## **Chapter One**

### **Introduction**

This chapter has five points which will be discussed explicitly. It consists of the background of the study, identification and limitation of the problem, the purposes of the study and the significances of the study. At the beginning, the trend of issue related to this research will be generated. Some of the problems are identified and limited in the research in order to study the specific problem. Moreover, the research question needs to be formulated and specified so that it has an understandable goal. The research provides the significances of the research.

### **Background**

Feedback plays an important role in teaching learning process. Feedback is the component of learning cycle, which provides development based reflection. Peker (2002) stated that feedback provided information about the truth or falsehood of human behavior, as well as provided lecturers with means to improve their own teaching performance. Feedback is the behaviour of the lecturers to help any students who have learning difficulties individually by addressing the student's work in order to master the material presented by the lecturers. In addition, feedback is the correction of the answers to the students' response in doing a test or assignments. Feedback is also a process with the outcome or result of a response to control it. Thus, feedback is a comment on the students' performance in order to improve that performance. It provides information and confirmations that are related to the task or the learning process. It may be a good concept to improve students' quality performance. Therefore, a learning process will need feedback in order to make the atmosphere more effective in the classroom. Feedback may

increase students' confidence, students' motivation in learning English and make them more eager to learn (Sadler, 1989). This helps students understand lessons and give them instructions on how to improve their learning. It means that feedback is an important part of learning.

Feedback is divided into oral feedback and written feedback. According to Brookhart (2008), oral feedback of speaking errors made by students draws more attention. It can be given to an individual, to a group or to the whole class. Therefore, oral feedback is one type of feedback given orally and often takes place in interaction with people. As in oral feedback, it is the most natural one compared to other types of feedback because it can be given instantly and frequently (Clarke, 2003). Moreover, students can know directly what students has done right and what could be improved right after the performance without taking a day long or a week later. Thus, oral feedback is also a chance to ask questions about the feedback once it is received, or to justify or argue one's choices. On the other hand, written feedback basically aims to achieve the same goals as oral feedback. The main objective is to help the students and give feedback in a way that succeeds in developing their skills in the best possible way. However, Deirdre (2010) argued that lecturers always assume that students' writing is a process, in which they modify their writing after receiving feedback from the lecturers.

Oral feedback is an important approach which plays a significant role as a guide for teaching and learning process. Oral feedback helps student to improve learning strategies and give them enough confidence. Also, oral feedback enables students to avoid mistakes (Méndez, 2010). Hence, by using oral feedback, lecturers can easily interact with their students and as a result, students get more interested to study. Jahorik

(1970) stated that oral feedback given by lecturers which are about correctness of students' speaking is for the development of students' subject knowledge. It means that oral feedback is a powerful correctness for the students. In its process, oral feedback can be direct to the students who are targeted such as individuals or groups and also indirect to learners who will listen and reflect on what has been said, so oral feedback is used by lecturers in some questions and dialogues as keys to make feedback more effective.

When pupils utter an incorrect answers that the teachers use wrong answers constructively for correcting them. As a result, students can find out what they already know, identify gaps of knowledge and their learning goal. Therefore, the main aspects of oral feedback are comments and questions that encourage students to think highly and deeply.

The students at Education Department of the Universitas of Muhammadiyah Yogyakarta had experience of getting feedback from their lecturers. Based on the researchers experience at EED of UMY, when the students learned and received feedback from lecturers, it may potentially create problems. The problems may come from the students themselves because the lack of information and miss understand the feedback. The next problems faced is students' understanding of feedback was not extensive. Some students were confused when they received the different types of feedback given by lecturers. On the other hand, most of lecturers did not follow the proper approaches of feedback while giving feedback in classroom. In other words, it was found that most of the classes consist of approximately more than 40 students. According to Ahmed (2005), lecturers could not assess work of all students and provide feedback because of large size of class. Moreover, based on the researcher's informal interview, some students felt that

getting feedback from their lecturers can maintain and improve results of learning and are expected to reduce and eliminate mistakes or errors of learning results.

From that case, the researcher investigates types oral feedback given by the lecturers during teaching learning process and students' perceptions regarding oral feedback especially in EED of UMY.

### **Identification of the Problem**

Feedback is one of the most important factors which help students in teaching and learning process. Based on the researchers experience at EED of UMY, when the students learned and received feedback from lecturers, it may potentially create problems. The problems may come from the students themselves because the lack of information and miss understand the feedback. The next problems faced is students' understanding of feedback was not extensive. Some students were confused when they received the different types of feedback given by lecturers. On the other hand, most of lecturers did not follow the proper approaches of feedback while giving feedback in classroom. In other words, it was found that most of the classes consisted of approximately more than 40 students. According to Ahmed (2005), lecturers could not assess work of all students and provide feedback because of large size of class. The last, all of students received feedback from lecturers. However, some students used feedback from lecturers to try fix their mistake. On the other hand, some students did not know how to implement feedback from lecturers.

### **Limitation of the Problem**

Based on the identification of the problems outlined above, the researcher limits the research on the types of oral feedback used by EED of UMY lecturers during teaching learning process and the students' perceptions toward benefits of oral feedback.

### **Research Question**

The key point of this research is focused on the types and benefits of oral feedback given by EED of UMY lectures during teaching learning process. The researcher formulates the research questions as follows.

1. What are the types of oral feedback given by the lecturers EED of UMY during teaching learning process?
2. What are the EED of UMY students' perceptions toward the benefits of oral feedback?

### **The Purpose of the Study**

With respect to the research question, the researchers tries to find the types of oral feedback used by lecturers during teaching learning process and students' perceptions toward benefits of oral feedback.

### **Significances of the Study**

This research is expected to give benefits to the following people in language learning, such as the students, as pre service teachers, teachers, and other researchers.

**Students.** From this research, students can enhance their knowledge so that the students will understand the types of oral feedback in teaching learning process. Students may have a better awareness of the feedback they receive. By using the

feedback given by a teacher in teaching the language, students know their mistakes and make better improvements in their learning. They will be more motivated when they get oral feedback in language learning.

**Pre-service teacher.** To assist researchers as student-teachers in varying teaching strategies including using different types of feedback and to provide more information about the benefits of oral feedback in learning activities

**Lecturers.** This research is expected to improve teachers' quality in teaching, because based on the results of this study; teacher will know types of feedback. Moreover, by knowing the benefits of oral feedback; teacher can improve the ability of students in learning.

**Researchers.** This research can be a reference and give new ideas for other researchers who are attracted to conduct the research regarding types of feedback in teaching learning process.