Chapter Two

Review of Literature

This chapter attempts to present literature in this research. Firstly, it explains the definition about feedback in teaching. Secondly, it provides the definition of feedback. Thirdly, the research discuss about types of feedback. Fourthly, it points out benefits of feedback. Lastly, it interprets the conceptual framework in which the theories are correlated with this research.

Definition of Feedback

Feedback in the communication process is a reply submitted by the communicant to the communicator, after receiving a message from the communicator. Moreover, Oliver (2007) stated that the feedback is referred to as back to the starting point which means it is evaluative or corrective action against a particular action or process. Ellis (2008) said that feedback provides correction of students' answers as in response to their test or exercise. According to Younger (2006) feedback is a direct response from observations as a result of the behavior of the individual against another individual. Further, it was discussed by (Bachtiar, 2005) that feedback is all things that describe the behaviour of input obtained through a process that has gone through. Feedback is a confirmation that teachers do about student achievement regarding the advisability of adjustments that discovery, and then students get encouragement if they present proper performance and got correction if they get unsatisfying performance (Nata, 2009).

Feedback given to students in order to improve performance. Moreover, Lutan (2009), stated that feedback is the knowledge acquired with regard to a task, deeds, or the response has been given. Further, when teachers provide feedback in learning it indicates

that it is one of the effort done by the lecturers, such as observing their students regarding how they perform the activity and what should done to improve their ability. Feedback in this study is with regard to what has been done, what the results are and what to do to fix it.

Based on some understanding above, it can be concluded that feedback is a confirmation action, correction, or evaluation to enter someone either in the form of speech or activity certain. It can be concluded that the ability to give feedback is the ability to deliver a confirmation, correction, or evaluation to enter a person in the form of words as well as specific events.

Feedback in Teaching. Feedback can give a good effect on the students. Because through the feedback students can increased their performance. In addition, the feedback makes the students more motivated. Feedback is also defined as teachers" reaction. Sadler (1989) said that feedback is reactions to a student's" performance of a task. It is like there is something that boost students to get better. It can improve students' learning ability. Because students do not only understand the mistakes he had done, but students also get a boost from the teacher to continue improving and correct his mistakes. So that students can improve his achievement. The examples of feedback are when students do their job well and do the right thing. Thus, such students deserve such praise like: "Very good!" "Nice!" Also when they make a mistake we must continue to give feedback like: "You've done well, but there is something that need to be improved" in this case, lecturers can give a boost to the students that they have done something right though it is not perfect. Feedback is an important component in the process of teaching and learning. Feedback has two forms, the first is the feedback in writing and both oral feedback. In

addition, feedback is an interaction between teachers and students and also students to other students. Feedback helps students understand the mistakes he had done. So that students reach the target faster.

Definition Oral Feedback. Oral feedback is the process of giving suggestion, clarification, and direct correction through oral ways. Moreover, according to Webster (2012), oral feedback is a process of giving comprehensible input in oral feedback, teachers utilized oral ways in delivering a feedback rather than doing it in a written form. Oral way can be comprehended as giving response to the student's answer or reaction, whether it is used to strengthen or to correct the answer. Oral feedback is very important for students" improvement (Shute, 2008). It helps them to know their performance, mistake, and progress then it helps them to correct the mistake and improve their performance (Lewis, 2002). Feedback also encourages students (Shute, 2008). In other words, oral feedback is important because it identifies, corrects, encourages, becomes reference and forward for better performances.

Types of Oral Feedback. There are different types of oral feedback, they have different function. Firstly, Davies (2007) argued that descriptive feedback enables the learner to adjust what students doing in order to improve. Secondly, evaluative feedback to make judgments about other people, evaluate feasible or kindness (Scriven, 1993). Thirdly, corrective feedback received by students are about linguistic mistakes they made in their oral production of second language (Sheen and Ellis, 2011).

Descriptive feedback. Descriptive feedback is specific information about what students do well, what they need to improve and how they can improve (William, 1999;

Askew, 2000). Descriptive feedback consists of three types including area to improve, Improvement strategies and strength and weakness.

Area to improve. Giving feedback in area to improve, Feedback that is intended to tell the learner what needs to be improved (Yoshida, 2007). For example "You became better".

Improvement strategies. Improvement strategies it is described as a descriptive and identified certain aspects of success achievement (Tunstall & Gipps, 1996). It supports student achievement through specific praise. An example of this is "very well".

Strength and weakness. Strength and weakness of the feedback, the teacher told the students about their strengths and weaknesses. They will get information about student weaknesses and strengths (Lewis, 2002), and then they will compare the performance with the feedback in order to detect their mistakes, and ultimately the students correct their own mistakes (Nicol & MacFarlane-Dick, 2006). William (1999) mentioned some expressions that teachers can use, "i see that ..." and "writing you ...".

Evaluative feedback. Feedback of evaluative statement is regarding the students' performance (Gatullo, 2000). This form of evaluative feedback is the score, the value of letters, numbers, check marks, symbols and general comments. However, evaluative feedback does not leave instructions on how to improve performance (Gattulo, 2000). According to Hattie and Timperley (2007), directed evaluative feedback is addressed to the student in person. It is very sensitive because it can affect students' motivation to learn. Harmer (1998) and McNamara (1999) designated evaluative verbal feedback can motivate students to do things better afterwards. On the other hand, if it is delivered

correctly, students can receive a message from negative feedback resulting in a low learning motivation.

This type of feedback is the evaluation of approval and disapproval, confirmation and encouragement (Askew, 2000). Gattullo (2000) used a term of praise in his study that refers to the term of approval by Askew (2000).

Approval & disapproval. Approval & disapproval feedback shows teacher's positive expression of the students' performance (Askew, 2000). According to Tunstall and Gipps (1996), compliments included in the approval. Henderlong and Lepper (2002) determined that praise has the power to motivate, if teachers are sincere and specific with praise itself. Teachers praised the students' performance only if it is demonstrated changes and realistic (Henderlong & Lepper, 2002). For example, a teacher may say, "You have done well!" (Gattuso, 2000), when students meet the expectations of the teacher or learning objective. On the other hand, there is rejection. Disagreement containing the negative tone of the student's performance ". For example, teachers use the phrase, "Not good enough!" (Tunstall & Gipps, 1996).

Confirmation. Confirmation is the claim that tells where the students 'statement is true or not. It could be in the form of teacher's agreement toward the students 'statement. Winne and Butler (1994) mentioned confirming the students' statements to make them understand that they do the performance are right or wrong (accuracy). For example, a teacher might say, "I agree with that!" Or "Yes!".

Encouragement. Encouraging a moral support to students. Teacher belief toward the student's ability and competence, is one of several implicit belief associated with

people's perception of their ability (Dweck, 2006). It is given to influence students' positive attitude and are motivated to work harder. Giving the oral feedback can give positive influence toward students' attitude (Skinner, 1968), modifies and improves students' learning behaviour and thinking (Shute, 2008). The example given by Gatullo (2000), teachers said, "I'm sure you can do it!", "you can do better!", and "you have to try harder!".

Corrective feedback. Lynster and Ranta (1997) introduced a corrective feedback. It is divided into six types. They are explicit feedback, recast, request clarification, metalinguistic feedback, elicitation, and repetition. These are intended to correct errors in student performance.

Explicit feedback. Explicit feedback students' incorrect speech is corrected by the teachers (Teddick,1998). As in the example of (Teddick,1998), the students said, "The bison and the cr...crane". And teachers to provide feedback, "we say crane".

Recast. Indirect recast indicates that the student speech is not true, teachers implicitly formulated students' mistakes, or make corrections (Teddick,1998). As in the example of (Teddick,1998), the students said, "Maple sap? ". And teachers provide feedback, "Maple sap. Good".

Clarification request. clarification request is by using phrases like "Excuse me?" or "I do not understand, "the teacher indicates that the message has not been understood or that student speech contained some kind of error, and that repetition or reformulation is necessary (Teddick,1998). In the example of (Teddick,1998) the students said, "Can

can i made a card on the.... for my little brother on the computer". And teachers to provide feedback, "Pardon"?.

Metalinguistic feedback. Metalinguistic feedback is information, comments or questions to guide students to discover the correct form itself. Without giving the correct form, teachers pose questions or make comments or information relating to the formation of student speech (Teddick,1998). For example of (Teddick,1998), the students said that "Uhm, the, the elephant. The elephant growls". And teachers to provide feedback, "Do we say the elephant"?.

Elicitation. In elicitation, the corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. Teacher repeats the whole sentence spoken by students but bring up the correct form. Teachers use strategies to stop to let students "fill in the blank" with the correct answer during a rest stop (Lynster & Ranta, 1997). Empty is the wrong part of the students' speech needs to be corrected. In elicitation, students are expected to improve themselves while the feedback processes occur (Panova and Lyster, 2002). For instance, a teacher said, " I'll come if it ……?." (Ellis, 2008). Then the student said, "I'll come if it will not rain" (Ellis, 2008).

Repetition. Repetition is the corrector repeats the learner utterance highlighting the error by students of emphatic stress, for example, student said I will showed you. Then the teacher gave feedback "I will SHOWED you..." (Ellis, 2008). Teachers can do repetitions with repeated errors or sentences in the students' speech. The adjustment of

intonation with students of interest will see their mistakes and have the initiative to fix it (Lynster & Ranta, 1997).

The benefit of oral feedback. Feedback in a learning course provides its own benefits for teachers and students. Here are some benefits of oral feedback:

Motivate student's learning. Lewis (2008) stated that the feedback from teachers will improve students to continue to practice. In addition, feedback is important as motivation is for giving students information about competence and helps meeting the needs of students to understand how they are developing   (Eggen & Kauchak, 2012). According to Pannen (2001), feedback is one way to increase the motivation of students to study the cognitive strategies, so it is expected to solve a problem with the criteria of originality, creativity, and truth.

Increase student's performance. Feedback is very important for students' improvement (Shute, 2008). It helps them to know their performance, mistake, and progress then it helps them to correct the mistake and improve their performance (Lewis, 2002). In the other words, feedback is important because it identifies, corrects, encourages, becomes reference and suggests for better performances.

Recognize flaws and mistakes. Kauchak (2012) argued that "feedback make the students know if there are shortcomings and error in the reception of the information provided during and after learning" (p.149). This can be corrected with the help of teachers and friends peer. Usefulness ratings as feedback should be given as specific as possible.

Evaluate students learning. Sinclair and Coulthard (1975) explained that

feedback consists of the acts of accepting, evaluating and commenting. When teachers evaluate students" task, they will give some comments on that students" task. Then, students will accept the result of teachers" evaluation which is called as teachers" feedback. Afterward, both teacher and student have to fit together in taking and giving a feedback.

Prepare students in their future teaching. Hattie and Timperley (2007) stated that well provided feedback can a have major impact on learning and succeed students in their future teaching. Hence, providing feedback within a learning context and as part of a teaching context is essential. Feedback is an essential part of effective learning that helps students to understand their subjects and gives a clear guide lines to them on how to improve their future teaching.

Use as a basis of revision. One of the main feedback characteristics is the usage of being a basis for a revision to improve the pupils' performance. The feedback involves two players: student and teacher. Teachers use it to communicate their decisions about readiness, diagnosis and revision (Sadler, 1989).

Avoid the same mistake. Feedback helps students to avoid the same mistake. They will get information about their mistake and they try to avoid the same mistake. Nicol and MacFarlane-Dick (2006) explained that students will compare the performances with the feedback, avoid the same mistake, detect their mistake, and at the end students correct their mistakes by themselves.

Provide positive feeling. Oral feedback influences' students learning in a positive way. On the other hand, students need self-confidence, self-awareness and

positive feeling that play a significant role in learning. Therefore, students get these things through feedback. In addition, feedback do not only for better understanding of students but also encourage them on their study and provide students positive feeling. Additionally, lecturers provide feedback in accurate way, then the learning atmosphere would be more interesting and provide positive feeling of the students (Suzuki, 2005).

Improve student's ability. Feedback plays a significant role for all level of students to improve their ability. Furthermore, feedback helps student to improve their ability and give them enough self-confidence. Also, feedback makes student to improve their ability in teaching and learning process (Askew, 2000). By using feedback teachers can easily interact with their students, as a result, students get more interested to study and makes students easy to improve their ability.

Reviews of Related Research

Several studies have been conducted to find out the types of feedback role in the classroom. Ones come from Ellis (2009) entitled "Corrective Feedback and Teacher Development". The study aims to controversies relating how to corrective feedback. These controversies address which errors should be corrected, whether CF contributes to L2 acquisition, who should do the correcting (the teacher or the learner him/herself), which type of CF is the most effective, and what is the best timing for CF (immediate or delayed). The result showed Corrective Feedback is clearly a topic of importance in teacher education programs, because of the growing evidence that it can play an important role in enhancing both oral and written linguistic accuracy.

Another study is conducted by Yoshida (2008) entitled "Teachers' Choice and Learners' Preference of Corrective Feedback Types, Language Awareness". The study

aims to investigate to learners' error types that trigger corrective feedback and learners' responses to corrective feedback. The result showed that teachers chose recasts because of the time limitation of classes and their awareness of learners' cognitive styles. They also chose corrective feedback types such as elicitation or metalinguistic feedback when they regarded the learners who made erroneous utterances so that they are able to work out correct forms on their own. Most of the learners preferred to have an opportunity to think about their errors and the correct forms before receiving correct forms by recast.

Another study is also presented by Hattie (2007) entitled "The Power of Feedback". The study aims to provide a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. The result showed that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective.

Conceptual Framework

Associated with the lecturer's role as a controller in the classroom, in this case lecturers monitor and control tasks performance on students and provide feedback on how well the task has been completed. According to Littlewood (1981) and Lewis (2002) feedback is not only to tell what they have achieved or their progress, the feedback also told the students about the gaps in their performance and how to meet the gap. However, McNamara (1999) stated that feedback is to provide information about student performance. Coulthard (1992) and Cameron (2001) added another idea that feedback is a comment on the students' achievements in their studies. Additionally, Askew and Lodge (1997) explained that the feedback interaction to help students deal with any situation and make progress in their performance.

There are various types of oral feedback and they have different functions. They are corrective feedback (Lynster & Ranta, 1997), evaluative feedback (Gattulo, 2000), and descriptive feedback (William, 1999; Askew, 2000). The main function of corrective feedback is to improve students 'performance   (Lynster & Ranta, 1997). The main function of evaluative feedback is to show students' performance is good or not (Gatullo, 2000). The main function of descriptive feedback is to explain the students about what they have been able to do, most of which they need to improve, and how to improve performance (Williams, 1999; Askew, 2000). From here, that there are many types of feedback with different functions to solve different situations in different ways.

In addition, many researchers discuss the significance of lecturers' feedback. Feedback improve of students' performance through some process (Wiggins, 2002). First, feedback helps the students to get an idea of their appearance (Nicol & MacFarlane-Dick, 2006). They will get information about the weaknesses and strengths (Lewis, 2002) then they will compare to the performance with feedback, to detect their mistakes, and ultimately the students correct their own mistakes (Nicol & MacFarlane-Dick, 2006). In this process, the feedback is to guide students to understand the performance criteria (Meyer & Land, 2006). In other words, in order to know their performance gaps, students can measure and area aware of their progress. This can improve their self-confidence in learning (Uszynska-Jarmoc, 2007).

```
┌─────────────────────────────┐
│     Oral feedback givenby    │
│  lecturers during teaching   │
│      learning process        │
└─────────────────────────────┘
         │
    ┌────┴──────────────────────────┐
┌──────────────────────┐    ┌──────────────────────┐
│   Types of feedback   │    │  Benefits of feedback │
└──────────────────────┘    └──────────────────────┘
         │
  ┌──────┼──────────────┐
┌───────────┐  ┌───────────┐  ┌───────────┐
│Descriptive│  │ Evaluative│  │ Corrective│
│  feedback │  │  feedback │  │  feedback │
└───────────┘  └───────────┘  └───────────┘
```
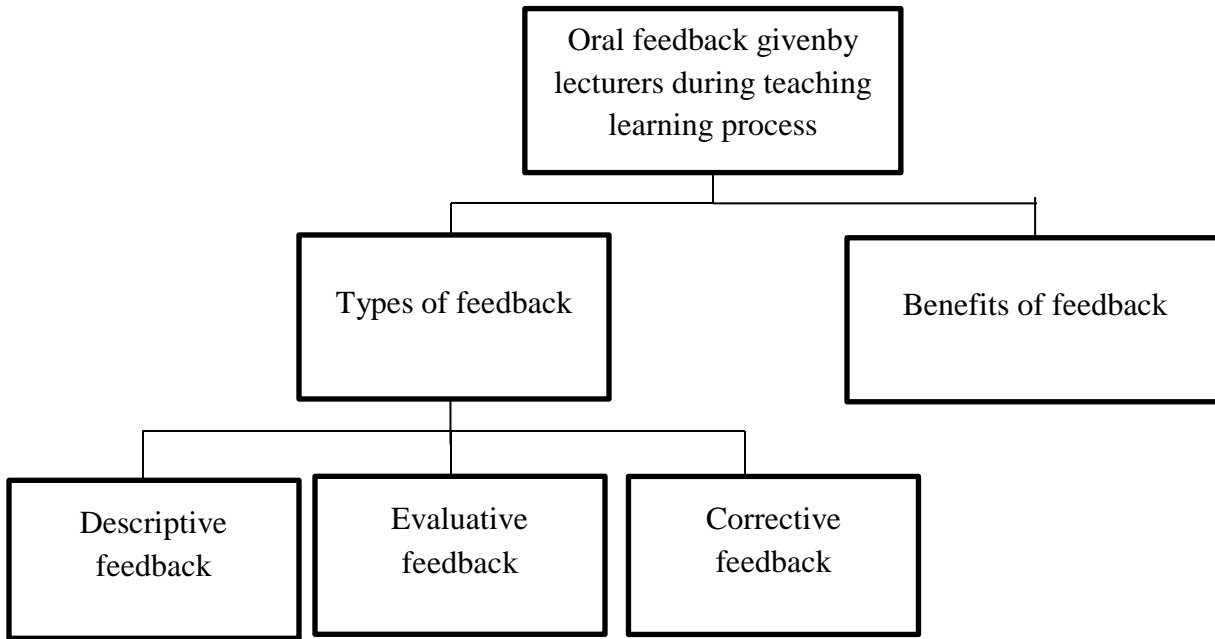
Figure. 1.1 Conceptual framework