

**CORRECTIVE FEEDBACK: THE
PERCEPTIONS OF TEACHER AND LEARNERS
AT ENGLISH CLASS IN MAN 1 SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the
degree of Sarjana Pendidikan (S.Pd)
In Teaching English



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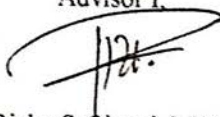


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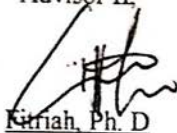
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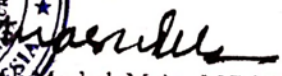
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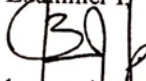
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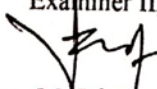
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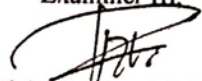
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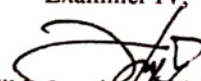
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ABSTRACT

Mazida, Iza (2019). *“Corrective Feedback: The Perceptions of Teacher and Learners at English Class in MAN 1 Surabaya”* A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M.Pd. and Fitriah, Ph.D.

Keywords: *Teacher, Student, Feedback, Corrective Feedback, EFL classroom*

In this situation, most of students have been feeling difficulties like lack of vocabularies and misunderstanding in grammatical of learning English as foreign language. Then, the researcher did preliminary research that the researcher tries to apply corrective feedback in English Class. Students were more concentration and more interested in teacher's feedback than they evaluated their work by themselves so that the researcher demonstrated two research questions to be investigated (1) what types of corrective feedback applied by the teacher in English Class of Xth grade in MAN 1 Surabaya? (2) How do learners perceive on corrective feedback in English Class of Xth grade in MAN 1 Surabaya?. This research used descriptive-qualitative method. The research was taken place in MAN 1 Surabaya, Xth grade has been applying corrective feedback with 12 students as samples to make an effective time. The data collected by using interview and observation students and teacher. The result of this research showed that (1) the teacher chose oral corrective feedback in group to be applied in teaching learning process, (2) most of students stated that there are many benefits in applying corrective feedback exactly oral corrective feedback in teaching learning process for example students' score will upgrade and increase than before getting oral corrective feedback, most of students will pay attention with teacher's explanations, and students can assess their assignment to be better than before. Therefore the researcher suggested that students must focus not only in upgrading the score, but also in teacher's corrective feedback and for the teacher must create creative strategy in applying corrective feedback. Finally, it will be beneficial for students, teacher, and further researcher dealing with applying corrective feedback in EFL classroom.

ABSTRAK

Mazida, Iza (2019). *“Corrective Feedback: The Perceptions of Teacher and Learners at English Class in MAN 1 Surabaya”*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Rizka Safriyani, M.Pd., Pembimbing II: Fitriah, Ph.D.

Kata kunci: Guru, Siswa, Feedback, Corrective Feedback, kelas EFL

Dalam situasi ini, sebagian besar siswa mengalami kesulitan seperti kurangnya kosa kata dan kesalahpahaman dalam tata bahasa belajar bahasa Inggris sebagai bahasa asing. Kemudian, peneliti melakukan penelitian awal bahwa peneliti mencoba menerapkan corrective feedback di kelas. Siswa lebih setuju dan lebih tertarik pada feedback dari guru daripada mereka mengevaluasi pekerjaan mereka sendiri sehingga peneliti menunjukkan dua pertanyaan penelitian untuk diselidiki (1) Apa jenis corrective feedback yang diterapkan oleh guru di Ruang Kelas pada pelajaran bahasa Inggris di kelas X MAN 1 Surabaya? (2) Bagaimana persepsi siswa tentang corrective feedback di kelas pada pelajaran bahasa Inggris di kelas X MAN 1 Surabaya?. Penelitian ini menggunakan metode deskriptif-kualitatif. Penelitian ini dilaksanakan di MAN 1 Surabaya, kelas X telah menerapkan oral korektif dengan 12. Data dikumpulkan dengan wawancara dan observasi siswa dan guru. Hasil penelitian ini menunjukkan bahwa (1) guru memilih corrective feedback dengan lisan dalam kelompok untuk diterapkan dalam proses belajar mengajar, (2) sebagian besar siswa menyatakan bahwa ada banyak manfaat dalam menerapkan corrective feedback khususnya corrective feedback dengan lisan dalam proses belajar mengajar misalnya skor siswa akan meningkat daripada sebelum mendapatkan corrective feedback dengan lisan, sebagian besar siswa akan memperhatikan dengan penjelasan guru, dan siswa dapat menilai tugas mereka menjadi lebih baik dari sebelumnya. Akhirnya, itu akan bermanfaat bagi siswa, guru, dan peneliti selanjutnya yang berhubungan dengan corrective feedback yang akan diterapkan di kelas pada pelajaran bahasa Inggris.

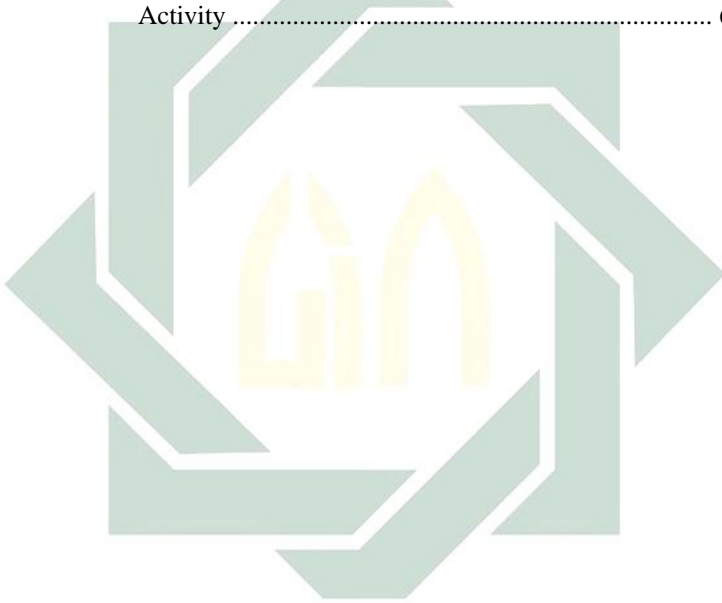
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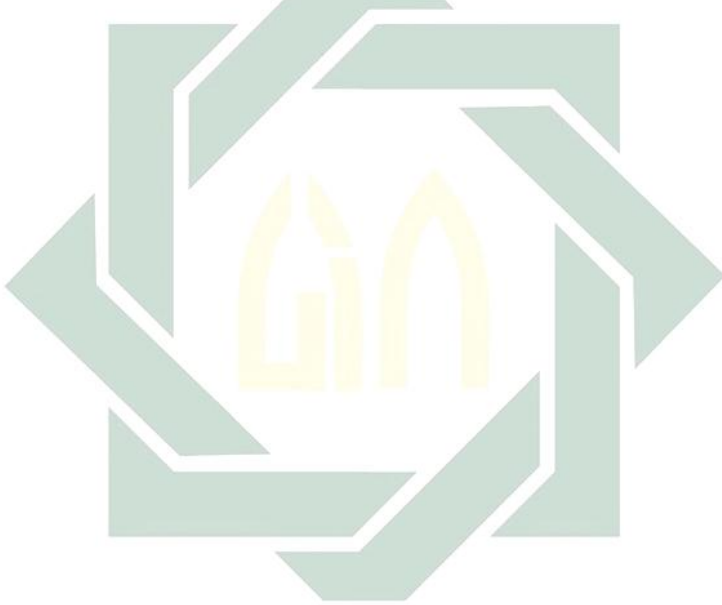
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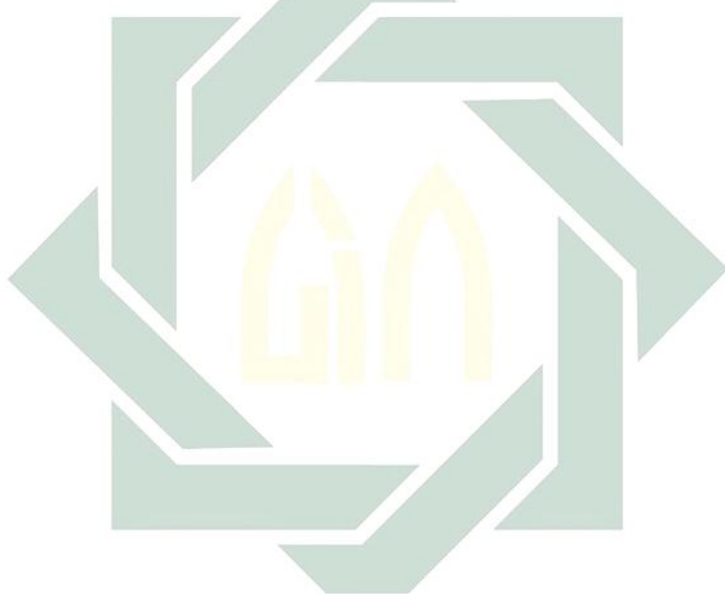
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LIST OF ABBREVIATION

1. **MAN** : Madrasah Aliyah Negeri
2. **UIN** : Universitas Islam Negeri
3. **EFL** : English Foreign Language
4. **OPF** : Online Peer Feedback
5. **CF** : Corrective Feedback
6. **WCF** : Written Corrective Feedback
7. **OCF** : Oral Corrective Feedback



CHAPTER I INTRODUCTION

This chapter presents overview the issue that is explained in background of study, the research questions of the study, significance of study, scope and limitation of the study, and definition of key terms.

A. BACKGROUND OF STUDY

Teaching is a complex activity (regulating student learning activities, utilizing the environment, and giving a guidance to the students) carried out by the teaching conveying knowledge to students, so the learning process occur. This statement is also stated by Brown, he showed thatteaching is an activity to organize training games in the form of learning for students to listen, think, take risks, set goals, and realize feedback from "coaches" in their environment and then recycle through the skills that they try to master¹. But, the focus of this study, the environment of teaching is in English Class. According to Lampert argued that English Class teaching experienced by many teachers has many problems that originate from the teaching process such as changes in field concepts, study units, school year calendar, classroom management, and teaching with the common and complex problem². To overcome these issues, the researcher in this study applies to give feedback to learner.

The word of feedback is usually applied to give some information to the writer that comes from the reader. Besides that, Carmer et al. stated thatthe application of feedback is carried out in face-to-face activities, direct instruction, and is not carried out in written activities³. Additionally, feedback is a crucial aspect in formative assessment process. Based on Brown, he stated thatformative assessment is the provision of evaluations to students by teachers based on the process of forming their competencies and skills with the aim of helping them in their growth process to be

¹H.Douglas Brown, *Language Assessment Principles and Classroom Practices*

²Lampert, Magdalena, *Teaching Problems and The Problems of Teaching*, (June 2002)

³Camer, S., et al, *Online of Face-to-Face? Which Class to Take, Voices from the Middle*, (2:2008)

better than before⁴. After knowing the explanation from some researchers, giving feedback after teaching-learning process is very important.

Feedback is one important thing that must be applied; it is very beneficial to improve students' achievement and students' motivation in learning process. Talking about feedback, John and Helen stated that one of the strongest influences on learning and achievement is about how students get feedback from teachers, but I realize that this impact can be either positive or negative for student growth⁵. Because of that, feedback is better to do for increasing students' achievement. In our environment, we know many types of feedback that applied by teacher. But, in this study, the researcher limits the feedback into corrective feedback.

The researcher asks the teacher to apply corrective feedback to the students after teaching and learning process. In that activity, the researcher asked the students one by one about what the difficulties that students' feeling by mini interview. Then, the researcher asks to the teacher what the feeling after giving corrective feedback to the students. Some students said that they had less vocabulary, they needed much time to learn more, they had to be master in many subjects, they did not have much motivation, because of that they felt lazy at home to review again their material. So, this condition can influence students' ability in English.

After knowing some factors that make students less motivation in learning English, the researcher gives corrective feedback in another time and both of researcher and students learn together about it. Some students argued that they are very like about this strategy like adding feedback and additional time to learn more. Not only about that, but they also stated that they felt more motivated and did not feel afraid with their teacher, they felt that their teacher like their sister. And then, the researcher as teacher training gave them second examination with high level of question related the material. Finally, their mark was upper

⁴H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p.6

⁵John Hattie and Helen Timberley, "The Power of *Feedback*," *Review of Educational Research* Vol.77 (March 2007): pp. 81-112

standardization of English subject and they got good mark. In other hand, the researcher does not know about teacher's perception about corrective feedback. So, in this study the researcher wants to know not only students' perception but also the teacher's perception.

Specifically, this study takes place in MAN 1 Surabaya. The researcher takes MAN 1 Surabaya because the researcher knows many people like the staff and the teacher in MAN 1 Surabaya very well. Of course, if the researcher knows very well, the researcher will be easy to get many informations like collecting the data and it will be an effective time. Additionally, the administration will be easy like asking letter that the researcher has done to collect the data in this school and it will make the time more effective. However, the researcher makes mini interview from a teacher who applies corrective feedback in teaching and learning process. The teacher stated that not all of students can enter to this school easily and the students must have a good mental and big preparation before entering this school. This school apply many subjects than another school and must think hard to prepare every lesson. One of issues that faced by students is misunderstanding about material in English. The researcher knows about the issue because the researcher makes mini interview after the researcher teaches the material about English. There are many students do not like with English and their mark is very bad when they do an examination of English subject. After interviewing some students, the researcher argues that giving feedback is one of the best ways to improve students' motivation and students' achievement.

In fact, there are some previous studies that discuss about the same points with the present study. An Rica discussed about student-teachers' attitude towards peer-feedback⁶. In her study, she analyzed about peer-feedback that is used in teaching practice class. Additionally, she explained about the attitude and response of students when teacher is giving feedback. And then, she observed students at UIN Sunan Ampel Surabaya on teaching practice class. In addition, she used qualitative descriptive as the

⁶Waprianti, An Rica Arista, *Student-teachers' Attitude towards Peer-feedback in Teaching Practice Class at UIN Sunan Ampel Surabaya*, UIN Sunan Ampel Surabaya: 2017

method and she used interview and documentation as technique of collecting the data. She worked with 12 students who given and accepted the written peer-feedback at microteaching class in academic year 2017. Then, her finding showed that the management of class still less and there were some factors that influence students-teacher motivation. But, in several students stated that using feedback was very important in teaching-learning process.

Husnul Khotimah discussed about self-evaluation that is given by teacher on students' English speaking fluency⁷. The subject who are observed by the researcher were the English teacher and the students at XI Excellent A and B class of MA Al-Amien 1 Pragaan Sumenep. She also used qualitative descriptive as the method and she used observation, interview, questionnaire, and documentation as technique of collecting the data. Then, her finding showed that self-evaluation had good effect at students' result of their performance.

Risna Asita discussed about the effect of feedback on teaching practice by students teachers at practice teaching class of English Teacher Education Department of UIN Sunan Ampel Surabaya⁸. She observed at C class that consist of 13 students of practice teaching class in academic year 2014/2015. She used descriptive qualitative as the method and she used observation, interview, questionnaire, and documentation as technique of collecting the data. Then, her finding showed that applying feedback after practicing teaching by student teachers was very important because there were many significant results of improving their performance.

Mahyan Ebrahimzadeh and Reza Khodareza discussed about the effect of post-text feedback vs recast on written grammatical accuracy of Iranian intermediate EFL learners

⁷Khotimah, Husnul, *Self-Evaluation on Students' English Speaking Fluency at Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep*, UIN Sunan Ampel Surabaya: 2017

⁸Asita Sari, Risna, *Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class*, UIN Sunan Ampel Surabaya: 2016

in Islamic Azad University Iran⁹. In his study, they just focused on post text feedback and written grammatical accuracy. They did not limit grammar in specific context. However, they used pre/post-test quasi-experimental approach as the method and he also used ANCOVA to compare the students' pre-test and post test scores. They observed 45 intermediate students who were studying at Ideal Language Institute in Sari were selected based on their performance on the Nelson proficiency test, and then divided into three groups randomly. Then, the findings of his study showed that both treatments were effective in the reduction of the students' grammatical errors in writing, but post-text feedback was much more effective than recast. So, the conclusion showed that written feedback is a more effective tool that teachers can use in their writing classes.

Valensiana Vortunata just focused on online peer-feedback and she took a research at UIN Sunan Ampel Surabaya¹⁰. In her study, she did not mention kinds of online tools to apply feedback. The subject of her research was students and students' document of Written English "A" academic year 2017/2018 which implemented online peer feedback (OPF) activity. There were 6 students from 29 students of the class were selected randomly as informants. Then, she used a qualitative research as the method and she also used interview and documentation as technique of collecting the data. So, the findings of her study showed that online peer feedback had three steps such as pre-OPF activity, the core activities of OPF, and post-OPF. And the result showed that the most dominant feedback on "organization" is on OPF activity.

From those previous studies, the researcher tries to improve the research about applying all kinds of corrective feedback in EFL classroom because in the class has different characteristic of students, the specific material in skill of English, and the object of study. Then, the researcher uses different object at ten class that

⁹Ebrahimzadeh, Mahvan, *The Effect of Post-text Feedback vs. Recast on Written Grammatical Accuracy of Iranian Intermediate EFL Learners*, Islamic Azad University Iran: 2015

¹⁰Ustoyo, Valensiana Vortunata Ari, *Online Peer-Feedback to Facilitate Students' Critical Thinking: a case study at UIN Sunan Ampel Surabaya*, UIN Sunan Ampel: 2018

uses corrective feedback of State Islamic Senior High School 1 Surabaya. Besides that, the researcher uses different feedback with those previous studies. Moreover, the researcher has same point with four previous studies on using qualitative as the method and the researcher also uses interview, questionnaire, and documentation as a technique of collecting the data. But, there is different point with the first previous study that it will be the focused of the researcher, attitude and perception.

Making clear about attitude and perception, the researcher will explain both of them one by one. The first one, attitude is when people give opinions on something in a positive or negative form in several different actions¹¹. The second one is perception is the process of getting meaning in a matter that has been known and the determination of perception based on how much knowledge has, motivation to get, interest in it, and hope to be able to achieve¹². Based on some theories above, the researcher concludes that attitude is a part of perception. We can describe that perception like big umbrella then attitude is one of component under umbrella. From this description, the researcher concludes that perception is a big component that has several part.

In addition, the purposes of this study are to know what kinds of type of corrective feedback that applied by the teacher in English Classof Xth grade in MAN 1 Surabaya and to investigate how teacher and learner perceive on corrective feedback in English Classof Xth grade in MAN 1 Surabaya. The researcher decides to choose only one class which uses corrective feedback in teaching and learning process with 12 students of ten grade who get corrective feedback from the teacher. The researcher just takes a teacher because in this school just only one English teacher applies corrective feedback in teaching and learning process. The researcher uses the qualitative descriptive methods to find out the research problems of what types of corrective feedback applied in

¹¹Abate, F. R. (Ed.), *The Oxford American dictionary of current English*, New York: Oxford University, 1999

¹²Sandika, Berchah, & Mona, *The Factors Which Affect the Attitude of Students Following Process of Learning Civic Education Al-Azhar 3 Bandar Lampung*, 2014

English Class of Xth grade in MAN 1 Surabaya and how do teacher and learner perceive on corrective feedback in English Class of Xth grade in MAN 1 Surabaya. In addition, the researcher uses interview, observation, and video recording for collecting the data. Moreover this study also describes about how far corrective feedback influences students' achievement, what common mistake that are usually affected, and observing students-teacher performance.

B. RESEARCH QUESTION

1. What types of corrective feedback are applied by the teacher in English class of Xth grade in MAN 1 Surabaya?
2. How do learners perceive on corrective feedback in English Class of Xth grade in MAN 1 Surabaya?

C. OBJECTIVE OF THE RESEARCH

Based on the research question, the objectives of this study are:

1. To know what types of corrective feedback are applied by the teacher in English class of Xth grade in MAN 1 Surabaya.
2. To investigate how learners perceive on corrective feedback in English Class of Xth grade in MAN 1 Surabaya.

D. SIGNIFICANCE OF THE RESEARCH

This research is expected to give benefit for students, teacher, and also the next researcher.

1. For students, this research is very beneficial for students. Students can get many things and information about the importance of corrective feedback. Besides that, students can improve their study by asking feedback to their teacher.
2. For teacher, this research is very helpful for teacher. Teachers do not feel worry again about how to improve and increase students skill. Besides that, teacher can know more about many kinds of feedback that will be applied to their students.
3. For the next researcher, this research is very useful. The next researcher can do a research with combining corrective feedback in teaching and learning process.

E. SCOPE AND LIMITATION

The scope of this study focuses on perceptions of teacher and learners about corrective feedback in English class. The kinds of corrective feedback are written and oral corrective feedback. The researcher takes ten grades because corrective feedback is just applied in ten grades. The researcher just takes one class because the English teacher who applies corrective feedback is the only one and the teacher just applies corrective feedback in one class. Based on the theory, the researcher just takes 12 students to be a sample. In addition, the researcher takes MAN 1 Surabaya because the age of students in this school is the time a person experiences puberty and starts daring to express his opinion, the students at this school have high achievements which this school conducts quite rigorous selection, and the location of high schools is quite strategic on the highway and easily accessible by public transportation or private vehicle. Besides that, the researcher has many relations in this school; of course it can support the researcher well. Because of that, the researcher has an effective time to finish this research.

F. DEFINITION OF KEY TERMS

The researcher writes down some definitions of key terms in order to support the readers understand this research easily and have the same interpretation as the writer.

1. Feedback

Feedback is one of type of evaluations whether students can get the material dealing with teaching and learning process exactly in teaching imperative sentence. Feedback is very useful for increasing students' attitude in learning, exactly in students' achievement¹³. In this research, the feedback is the comment that given by teacher towards the achievement in the learning process.

2. Corrective Feedback

Corrective feedback is a term used to indicate to the learner that there is something wrong in the utterance, and some change or correction must be adjusted in order to make it more

¹³John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research* Vol.77 (March 2007): pp. 81-112

target-like¹⁴. In this research, corrective feedback is teacher's and peer's reflection to the learners error in English learning and the purpose is to get the target of material standardization.

3. English Class

English Class is the class which an activity about teaching of English to people whose first language is not English. English Class refers to the educational situation of teaching/learning English as a foreign language¹⁵. In this research, English is teaching-learning process about English as a subject in classroom.

4. Perception

The word of perception comes from the Latin words of perception and percipio, the meaning of perception is receiving, collecting, action of taking possession, apprehension with someone's mind and sense¹⁶. In this research, the perception is focused on teacher and students' behaviour of learning English in the class.

G. PREVIOUS STUDY

The first study conducted by An Rica Arista who had the title of her thesis was "The Attitude of Students-Teachers to Self Feedback in Teaching Practice Classes at Sunan Ampel UIN Surabaya". In his study, she analyzed the feedback of fellow students used in teaching in class. She explained the attitudes and responses of students when the teacher gave feedback. However, she observed this incident came from students at the university. In addition, she uses a qualitative descriptive method in his research. She uses interviews and documentation as data collection techniques. She conducted this study with 12 students who gave and received written feedback from fellow students in the micro teaching class in the 2017 academic year. Then, the findings showed that classroom management at the university that was used

¹⁴Profozic, M. N. "*The effectiveness of corrective feedback and the role of individual differences in language learning: A classroom study.*

Frankfurt: Peter Lang GmbH, Internationaler Verlag der Wissenschaften

¹⁵<https://www.igi-global.com>

¹⁶Shodhganga.inflibnet.ac.in

as the place of study was still lacking and there were several factors that influenced student motivation -teacher. However, in several other countries stated that using feedback is very important in improving the quality of students and teachers in the teaching-learning process.

Secondly, previous study is done by Husnul Khotimah and the title is “Self-Evaluation on Students’ English-Speaking Fluency at Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep”¹⁷. In her study, she observed about self-evaluation given by the teacher about the fluency of English language students. Then, she also observed students in eleventh grade MA Al-Amien 1 Pragaan Sumenep about how they applied language in their daily activities. The subjects used as samples by the researchers were English teachers and students in class XI Excellent A and B MA Al-Amien 1 Pragaan Sumenep. She used descriptive qualitative as a method and he uses observation, interviews, questionnaires, and documentation as data collection techniques. Then, the findings indicate that self-evaluation has a good effect on student performance results and is able to increase students' motivation to learn English more deeply.

The third previous study is discussed by Risna Asita Sari and the title is “Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class”¹⁸. In her study, she discussed the influence of feedback on teaching practices by students in the class. She observed students in class C consisting of 13 students from practical teaching classes in the 2014/2015 academic year. She used descriptive qualitative as a method and he uses observation, interviews, questionnaires, and documentation as data collection techniques. Then, the findings showed that applying feedback after practicing teaching by student teachers was very important because there were many significant results to improve their performance to be better than before.

¹⁷Khotimah, Husnul, *Self-Evaluation on Students’ English Speaking Fluency at Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep*, UIN Sunan Ampel Surabaya: 2017

¹⁸Asita Sari, Risna, *Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class*, UIN Sunan Ampel Surabaya: 2016

The fourth previous study is discussed by Mahvan Ebrahimzadeh and Reza Khodareza and the title of their thesis is “The Effect of Post-Text Feedback VS Recast on Writing Grammatical Accuracy of Iranian Intermediate EFL Learners”¹⁹. In his study, they only focused on text feedback activities and the accuracy of written grammar. They did not limit grammar in certain contexts. However, they used the quasi-experimental pre / post-test approach as a method and he also used ANCOVA to compare students' pre-test and post-test scores. They looked at 45 students as their research samples at the middle level who studied at the Ideal Language Language Institute at Sari selected based on their performance on the Nelson proficiency test, and then divided into three groups randomly. Then, their research findings showed that the two treatments were effective in reducing students' grammar errors in writing, but post-text feedback was far more effective than rearranging it. So, the conclusion showed that written feedback was a more effective tool that teachers can use in their writing class.

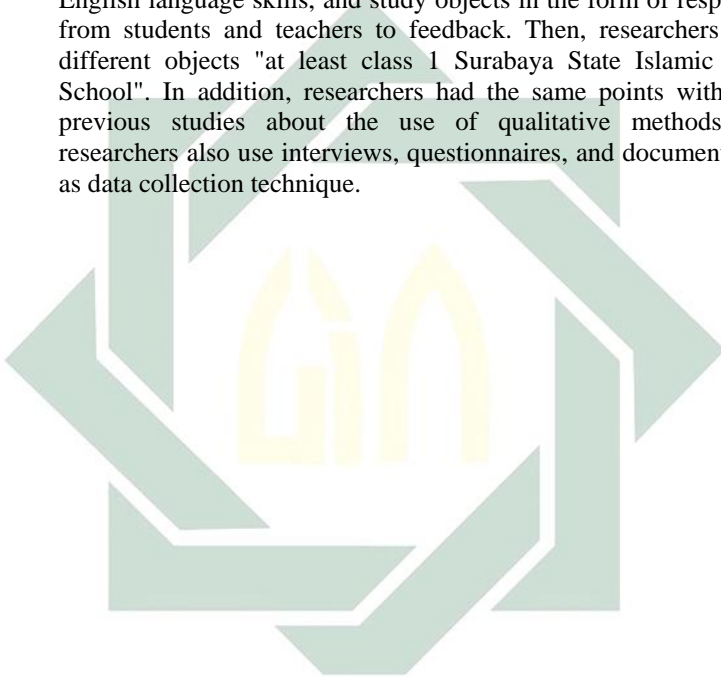
The fifth previous study is discussed by Valensiana Vortunata Ari Ustoyo and the title of her thesis is “Online Peer-Feedback to Facilitate Students' Critical Thinking: a case study at UIN Sunan Ampel Surabaya”²⁰. In her study, she only focused on online friend feedback and she did research at Sunan Ampel UIN Surabaya. The research subject was a document of written English students and students "A" academic year 2017/2018 that applied online peer feedback activities (OPF). In her research there were 6 students from 29 class students who were randomly selected as informants. But, she did not mention the type of online tools for implementing feedback. In addition, she used qualitative research as a method and she also used interviews and documentation as data collection techniques. So, the research findings showed that online peer feedback has three steps including pre-OPF activities,

¹⁹Ebrahimzadeh, Mahvan, *The Effect of Post-text Feedback vs. Recast on Written Grammatical Accuracy of Iranian Intermediate EFL Learners*, Islamic Azad University Iran: 2015

²⁰Ustoyo, Valensiana Vortunata Ari, *Online Peer-Feedback to Facilitate Students' Critical Thinking: a case study at UIN Sunan Ampel Surabaya*, UIN Sunan Ampel: 2018

OPF core activities, and post-OPF and the results show that the most dominant feedback on "organization" was on OPF activities.

From previous studies above, researcher tried to provide space between this research and previous studies to improve class characteristics in the form of class X which were made available due to different student characteristics, material specifically in English language skills, and study objects in the form of responses from students and teachers to feedback. Then, researchers used different objects "at least class 1 Surabaya State Islamic High School". In addition, researchers had the same points with four previous studies about the use of qualitative methods and researchers also use interviews, questionnaires, and documentation as data collection technique.



CHAPTER II

REVIEW OF RELATED LITERATURE

The literature review in this chapter gives a brief explanation about some theories to support this research. The theories which support this research included theories of corrective feedback and theories of perception.

A. The Nature of Feedback

1. Definition of Feedback

Feedback is a concept as a means of information provided by an agent, the definition is the teacher of aspects of a person's performance or understanding of something²¹. Feedback can broadly be seen as essential to promote and consolidate learning on students' mastery of the material, and this significance has also been recognized by those working in the field of writing a second language (L2)²². Besides that, Ping stated in his journal about feedback, he showed that giving feedback in the class is very important thing to apply, because it will influence in students' progress²³. So, the researcher concludes that feedback is comment or correction deeply from the teacher to the students for increasing the error of students' work.

2. Types of Feedback

Based on Department of Education and Communities of State of New South Wales divides ten types of feedback such as corrective feedback(oral feedback and written feedback), feedback during learning, feedback after learning, evaluative feedback, descriptive feedback, informal feedback, formal

²¹John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research* Vol.77 (March 2007): pp. 81-112

²²Hyland, K & Hyland, F, *Feedback on Second Language Students' Writing*, Cambridge University Press: 2006

²³Wang Ping, "Micro-Teaching: A Powerful Tool to Embedding the English Teacher Certification Testing in the Development of English Teaching Methodologies," *International Journal of English Language and Literature Studies* Vol. 2, No. 3(2013)

feedback, peer feedback, and self-feedback²⁴.

Corrective feedback is the activity in teaching learning process that teacher gives correction to students' error. The activities of students error like error in piece of grammar, a pronunciation exercise, or vocabulary enhancement²⁵. There are two types of corrective feedback; oral feedback and written feedback.

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way. Based on Brookhart, he stated that the timing of giving oral feedback to students can be delivered a whole of students' error before, during, and after writing assignments²⁶. Additionally, there are some advantages and disadvantages of oral feedback applied in the classroom. The advantages of oral feedback are; the first one is coming from a research by Sobhani and Tayebipour adopted from Jennifer's research stated that oral feedback is more effective than written feedback for Iranian EFL students and giving noted that written feedback becomes complement for oral feedback²⁷. Another one comes from Jordan stated that the teacher who gives oral feedback will be more clarification and more elaborate in giving explanations to the students²⁸. Another

²⁴ Public School NSW, *Types of Feedback*, Department of Education and Communities, 2015

²⁵ Harmer, J., *The Practice of English Language Teaching* (3rd ed), London: Longman, 2001

²⁶ Brookhart, S. N., *How to Give Effective Feedback to Your Students*, Alexandria Va: Association for Supervision and Curriculum Development, 2008

²⁷ Sobhani, M., Tayebipour, F., *The Effects of Oral Vs. Written Corrective Feedback on Iranian EFL Learners' Essay Writing*, Theory and Practice in Language Studies: 2015, pp. 1601-1611 adopted from L, Jennifer, *The Effect of Oral Feedback on Perceived Classroom Community in Undergraduate Students*, Liberty University: 2017

²⁸ Jordan, J, *The Use of Orally Recorded Exam Feedback as a Supplement to Written Comments*, Journal of Statistics Education: 2004, 12(1), pp.

opinion comes from Black and McCormik believed that oral feedback to be superior to written feedback in higher education that it can guide students towards independent learning²⁹. From those explanations above, the researcher concludes that the advantages of oral feedback are it is more effective, more clarification, more elaborate, and becoming superior in higher education to make students independent in learning.

In contrast, there are some disadvantages of oral feedback like consuming much time and giving space in students' relationship. This statement is also showed by Sultana stated that giving oral feedback is so time consuming when the learners are unfamiliar with the process or with the teacher's explanation and then some students feel uncomfortable to correct their friends' error because they thought that giving correction to their friend will make a space in relationship both of them³⁰. From the explanation above, the disadvantages of oral feedback is spending much time and making a space of relationship for the students.

Written feedback tends to be given after a task. Effective written feedback gives students a record of what they are doing well, what needs to be improved and suggesting the next step. Students and teachers can use logs to monitor whether and how well students have acted on feedback. Students get teacher feedback after doing writing assignments, the teacher writes the correct form and provides

20-27 adopted from L, Jennifer, *The Effect of Oral Feedback on Perceived Classroom Community in Undergraduate Students*, Liberty University: 2017

²⁹Black, P., McCormick, R., *Reflections and New Directions. Assessment & Evaluation in Higher Education*, 2010, pp. 493-499 adopted from L, Jennifer, *The Effect of Oral Feedback on Perceived Classroom Community in Undergraduate Students*, Liberty University: 2017

³⁰Sultana, A, *Peer Correction in ESL Classrooms*, BRAC University Journal: 2009, Vol. VI, No. 1, pp. 1-12 adopted from Endah Dwi Rahmawati, *Students' Oral and Written Feedbacks on Students' Writing Quality at One of Pre-Intermediate Writing Class*, Lampung: 2017

information about student errors³¹. Then, Harmer also divided written feedback into two categories: responding (teacher's focus is to generic issues and to give comments generally) and correcting (it focuses on pointing and determining structural errors³². Based on Ferris stated that the advantages of written corrective feedback are it can make the students becoming more independent and it can make the students more responsible with their errors³³. In other hand, the disadvantages of written corrective feedback based on Chandler stated that the students need more time to revise the correct answer, it make the students confused about the correct answer, and it also make the students misunderstanding with the teacher's mean³⁴. So, we can conclude that one of the disadvantages of written is wasting the time because the teacher will give more explanation until the students understand with teacher's say.

Feedback during learning allows students to take feedback on board immediately and to try to realise improvement during the learning process. This is often more effective and productive to the learning experience than end-of task feedback measures, which require students to remember the feedback and apply the recommended strategies to a future task. **Feedback after learning** has concluded is not used by the students to improve their work. This often results in teachers making the same comments and wondering why the student has not transfer the information to

³¹Ashrafi, Saleh., et al., *The Effects of Oral, Written Feedback Types on EFL Learners' Written Accuracy: The Relevance of Learners' Perceptions*, Azarbaijan Shahid Madani University: 2018

³²Ibid

³³Ferris, D. R., & Roberts, B., *Error Feedback in L2 Writing Classes: How Wxplicit Does it Need to Be*, *Journal of Second Language Writing*, pp. 161-184

³⁴Chandler, J., *The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing*, *Journal of Second Language Writing*, pp. 267-296

another context³⁵. From those explanations, we can conclude that feedback during learning and feedback after learning have different way in applying feedback but both of them have same purpose that want to hig up students score.

Evaluative feedback provides some information about learning, it does not convey the information and guidance that students can use to improve. Based on Liu and Carless stated that evaluative feedback is giving correction on students' error but it will not have to grade students work³⁶. Based on Brown and Joanne stated that evaluative feedback is granting summary to the students about how well he has done a certain task or during a period³⁷. The conclusion is evaluative feedback is the feedback in giving correction based on the target language.

Descriptive feedback is feedback related to expect learning, overcoming incorrect interpretations and lack of understanding, and giving students 'next steps' that can be managed based on job assessment. Based on Brown and Joanne stated that descriptive feedback is specific information in the form of written comments or conversations that help the learner understand what she or he needs to do in order to improve³⁸.

Informal feedback often occurs through face to face discussion. It occurs when the teacher visits students as they are engaged in a task to make sure they are on the right track³⁹. **Formal feedback** can be provided through structured conferences with specific goals. Teacher can meet with a few

³⁵State of New South Wales, Department of Education and Communities, 2015, adopted from www.ssgt.nsw.edu.au

³⁶Liu, N-F, Carless, D., *Peer Feedback: The Learning Element of Peer Assessment*, Teaching in Higer Education 11, 2006 adopted from www.kuleuven.be

³⁷Sachse-Brown, P., Aldridge, J. (n.d.), *Feedback for Learning: Building Connections*, (CCR Protocol: Formative Instructional Practices-Feedback Strategies), adopted from standardstoolkit.k12.hi.us, 2013

³⁸Ibid

³⁹State of New South Wales, Department of Education and Communities, 2015, adopted from www.ssgt.nsw.edu.au

students a day or a week depending on specific projects, deadlines, and individual students need.

Peer feedback can give students the opportunity to give and receive feedback about on-going work, especially when the focus is on improvement rather than judgment. Based on Liu and Carless stated that peer feedback is given by one student to another student, through comments made on each other's work, behaviour, or performances⁴⁰. However, the purpose of peer feedback is to make students more active in learning process and to make students becoming a master in the lesson⁴¹.

Self-feedback is giving correction or giving grading by themselves. During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent. Based on James and Jessica stated that self feedback is a process by students to monitor and to evaluate students' work in improving students' understanding and skills⁴².

There are many types of feedback that have been known from the theories above such as oral feedback, written feedback, feedback during learning, feedback after learning, evaluative feedback, descriptive feedback, informal feedback, formal feedback, peer feedback, and self feedback. Hopely, the teacher can use a feedback that appropriates for the students.

Specifically, several types of corrective feedback had showed by Louise such as; explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and

⁴⁰Liu, N-F, Carless, D., *Peer Feedback: The Learning Element of Peer Assessment*, Teaching in Higer Education 11, 2006 adopted from www.kuleuven.be

⁴¹Ibid

⁴²James., et al., *Students Self-Assessment: The Key to Stronger Students Motivation and Higher Achievement*, adopted from files.eric.ed.gov

repetition⁴³.

Explicit correction is the teacher gives the correct form to the students and telling them what they had said is incorrect. Another opinion comes from Reza in his journal stated that explicit correction is the teacher intervenes by pointing out about the students' wrong directly and the teacher asks the students to repeat the correct utterance⁴⁴. Additionally, based on Carroll and Swain adopted from Azizollah journal stated that explicit correction is the teacher gives direct form of feedback to the learner and the teacher said that the students' utterances is wrong⁴⁵. Based on some opinions above, the researcher concludes that explicit correction is the activity that teacher gives the correct form to the students and says to the students what they said is incorrect.

Example:

STUDENT: I am eaten noodle

TEACHER: No, not *am eaten*– eat

Recast is the activity that the teacher repeats the wrong words of the student to make the student feels his words are wrong. Another definition comes from Long stated that recast are rephrasing child's utterances by changing one or more sentence components while still referring to its central meaning⁴⁶. Based on Sheen stated that⁴⁷:

⁴³Ryan, Louise, *Student's Attitudes towards Corrective Feedback in the Second Language Classroom*, Ireland: 2012

⁴⁴Reza, Seyyed., Behjat, Fatemeh., *Overt-Correction vs. Recast and Grammar Performance of Iranian Male Learners of English*, Iran: 2014

⁴⁵Dabaghi, Azizollah., Basturkmen, Helen., *The Effectiveness of Implicit and Explicit Error Correction on Learners' Performance*, New Zealand: 2008

⁴⁶Long, M. H., *The Role of The Linguistic Environment in Second Language Acquisition*. In W. Ritchie & T. Bhatia (Eds), *Handbook of Second Language Acquisition*, CA: Academic Press, 1996, Vol 2 pp. 413-468 adopted from Yoko Asari, *Types of Recast and Learners' Uptake*, 2012, Vol. 10 pp. 1-20

⁴⁷Sheen, Y, *Exploring the Relationship between Characteristics of Recast and Learner Uptake*, *Language Teaching Research*, 10: 2006,

“the characteristics such as length of recasts (short vs. long), linguistic focus (pronunciation vs. grammar), types of change (substitution vs. addition), mode (declarative vs. interrogative), the use of reduction (partial recast), and the number of changes (one vs. multiple) influenced the explicitness of recasts”

Example:

STUDENT: what what they doing?

TEACHER: Not *what what, what are*

Clarification request is demonstrated activity of teachers to students that they do not understand what students are saying. Based on the Tedick declared that clarification request is using phrase like “Excuse me?” or “I don’t understand”, the teacher indicates that the message has not been understood or the students’ utterance contained some kind of mistakes⁴⁸. So clarification request is the activity that the teacher makes sure with the students’ utterance for confirming the correct form.

Example:

STUDENT: I go my parthy

TEACHER: *Pardon?*

Metalinguistic Clues is activities where the teacher asks questions or gives comments or information related to the formation of student speech without giving the correct form⁴⁹. So, metalinguistic feedback is commenting or asking questions about the form of the students’ utterances without explicit correction of it.

Example:

STUDENT: He like to eat banana

TEACHER: *Do we say “he like”?*

Elicitation is the activity carried out by the teacher

361-392 adopted from Yoko Asari, *Types of Recast and Learners’ Uptake*, 2012, Vol. 10 pp. 1-20

⁴⁸Tedick, D., & Gortari, B., *Research on Error Correction and Implications for Classroom Teaching*, The Bridge, ACIE Newsletter: 1998 cited from www.carla.umn.edu

⁴⁹Ibid,

directly raises the correct form of the student with the question posed, with the stop of what is needed for the student completing the teacher's speech, or by asking students to reformulate asking for help different questions from the metalinguistic instructions and for emergence is for yes / no questions⁵⁰. We can conclude that elicitation is a technique to prove the students to make the correct form, completing the teacher's restatement, asking the students how to say in correct form, or asking the students to repeat utterance in a formulated version.

Example:

STUDENT: My Name _____

TEACHER: *is*.

Repetition is an activity where the teacher repeats students' mistakes and uses different intonations to attract students' attention⁵¹. In this condition, the teacher repeats the incorrect utterance with rising intonation or emphasis so that the students know which part is needed to be corrected in the right form.

Example:

STUDENT: I half five cats.

TEACHER: I *half* five *cats*?

After knowing types of corrective feedback, the teacher should consider what type of corrective feedback appropriates based on the skill of English in the material that will be delivered by the teacher. Fortunately, the students can be successful in learning English as their second language.

3. How to Give Feedback

There are some strategies to give feedback and consider some points, such as timing, amount, mode, and audience.

Timing, good timing is returning test and assignments promptly. A teacher gives a multiple-choice test, gives a score it later that day, and returns the test to students the next day. Additionally, based on Georgia and Ane stated that giving feedback must be fresh after the

⁵⁰Ibid,

⁵¹Ibid,

teacher explains students' error⁵². This factor is related to student's brain. If the feedback is not given as soon as possible, they will forget as fast as possible. Another statement comes from Harvey, in his blog, he stated that giving feedback must be as soon as possible after the teacher gives correction to the students⁵³.

Amount, based on Hattie stated that good amount is using the Goldilocks principle. The Goldilocks principle says, "Not too much, not too little, but just right" means that when the teacher gives feedback that it is not too much and it is not too little, but the teacher must give feedback with simple explanations and it can be understanding by the students. Appropriateness varies case by case, and here is just one illustration. Based on Oxford Learning Institute on the blog stated that when the teacher gives feedback to the students, the teacher should consider the amount of information to be limited and related to the material⁵⁴.

Mode, good choice of mode is taking advantage of a teachable moment. Good feedback mode uses written feedback and oral feedback for giving comments and it is also demonstrating how to do something. Based on Susanne in her journal stated that when the teacher gives feedback to the students must consider the way like using common and simple sentence, going to direct topic, and using easy clue or easy example to make easy for students to understand teacher's feedback⁵⁵.

Audience, good choice of audience is using group approach for a math demonstration. Additionally, based on Susan stated that the teacher must consider the level and the quality, of course different students must get different way and different treatment⁵⁶.

So, as the teacher must consider in several sides

⁵²www.ncbi.nlm.nih.gov

⁵³www.fastcompany.com

⁵⁴www.learning.ox.ac.uk

⁵⁵Narciss, Susanne, *Feedback Strategies for Interactive Learning Task*, Technische Universitat Dresden, 2008

⁵⁶*Ibid.*,

when giving corrective feedback like timing, amount, mode, and audience. Hopely, the students can receive corrective feedback from teacher effectively.

4. Focuses of feedback

Hattie and Timperley differentiate about feedback on four levels⁵⁷:

Feedback about the task. The task level covers task that is being achieved like differentiate of correct and incorrect answer, get more or different issue, show more information or multiple changes. The using of task level is for new material that will be delivered by teacher to student. Based on Bannet and Kell stated that feedback about the task is the same as corrective feedback or knowledge of results and corrective feedback associated with truth, grooming, behaviour, or other criteria related to the completion of the task and usually teachers generally mix corrective feedback with information on the level of self-esteem, which confirms the strength of the feedback about the task⁵⁸. One of the problems with feedback at the task level is that it often does not generalize to other task⁵⁹. Although this feedback has a problem, it also has advantages for students. This feedback can be called corrective feedback like written has a good effect for students performance than providing grades. Based on some explanations above, we know that feedback about the task is the same as corrective feedback where the teacher must give a correction with students' error in target language.

Feedback about the processing of the task. The main of this feedback is a proses to underline or to give correction related to the task. The concern of this feedback like the relation about some ideas, students' error detection,

⁵⁷John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research*, 3: 2007, Vol. 77 pp. 81-112

⁵⁸Bennet, N., & Jones, E., *A Good Start? Four Year Olds in Infat Schools*, Oxford UK: 1989 adopted from John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research*, 3: 2007, Vol. 77 pp. 81-112

⁵⁹Ibid

and using different strategies. Additionally, Balzer et al., stated that feedback processing is such as feedback concerns information about relations in the environment and the relations perceived by a person, and the relations between the environment and the person's perceptions⁶⁰. Feedback about the processing of the task is more effective than at the task level for enhancing deeper learning⁶¹. Based on the explanations above that feedback about the processing the task is the teacher gives correction to students error directly and the teacher gives deep explanation why the task can be like that. Besides that, the benefit of feedback processing than feedback the task is feedback processing is more effective to make students more understand about the teacher's explanations and the students know what the task is formed.

Feedback about self-regulation. Self-regulation level is directing feedback to monitor the process and task of learner. Based on Nicol and Macfarlane-Dick adopted from Christina blog stated that feedback self-regulation is the students must have an effective strategies to achieve some goals based on the target⁶². However, Nicol also stated that there are many problems in self-regulation feedback such as students do not understand that their work has reached the goals or not, students do not see the feedback applied in their work, students get too much description and they do not get enough analysis, and finally the students do not understand about feedback⁶³. Based on

⁶⁰Balzer, W. K., Doherty, O'Connor, *Effects of Cognitive Feedback on Performance*, Psychological Bulletin:1989 pp. 410-433 adopted from John Hattie and Hellen Timperley, "The Power of Feedback", Review of Educational Research, 3: 2007, Vol. 77 pp. 81-112

⁶¹Ibid

⁶²Nicol, D.J., and Macfarlane-Dick, D, *Formative Assessment and Self Regulated Learning: a Model and Seven Principles of Good Feedback Practice*, Studies in Higher Education, 2006 adopted from Hendricks blog entitle *Feedback on Writing: Concerns, Suggestions*, on www.slideshare.net

⁶³Ibid.,

the explanation about definition of self-regulation and the problems of self regulation, we as the teacher should consider the time when giving self-regulation feedback and we hope that the problem of self-regulation feedback can be solved.

Feedback about the self as a person. The purpose of this feedback is to give evaluation and affect about the learner, doing by the teacher. Based on Hattie, the effect of self level are too enfeeble, too uninformative about performing the task, and too influenced by students' self concept to be effective⁶⁴. Another definition comes from Brophy stated that personal feedback can be expressed in positive statements like "good girl" and "good boy" to attract the students for interesting of the target but it can be negative comment for the students⁶⁵. Based on some explanations above, feedback for personal has a big effect for the students progress and the teacher should give correction regularly in students error with positive correction.

In focusing feedback, Hattie and Timperley divided into four levels such as feedback about the processing of the task, self-regulation, and self as a person that have different definition in each level. So, if we are as a teacher, we should consider and choose the focus of feedback that appropriate for the students and we hope that the target language can be reached.

5. The commonly issues of feedback

Based on Hattie and Timperley on their book stated that there are four commonly debated issues about feedback such as the timing of feedback, the effects of positive and negative feedback, the optimal classroom use

⁶⁴John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research* Vol.77 (March 2007): pp. 81-112

⁶⁵Brophy, J, *Teacher Praise: A Funcional Analysis. Review of Educational Research*, 3, 277-293 adopted from John Hattie and Helen Timperley, "The Power of *Feedback*," *Review of Educational Research* Vol.77 (March 2007): pp. 81-112

of feedback, and the role of assessment in feedback⁶⁶.

The timing of Feedback. For example of the timing of feedback is when the teacher gives correction in students' error in feedback task, the result is fast predictable than the teacher gives feedback during process of the task⁶⁷. Actually, we know that feedback during process of the task is more effective than the feedback about task but the teacher must consider the students' condition, the timing of the lesson, and the skill applied in the material. If the teacher can consider the time of the lesson, the students' condition, and the skill of the material, the target language will be reached. In the other hand, for example the teacher chooses feedback and it does not match with the students' condition, the teacher's explanations will be no sense and the students can not reach the target language and of course it will be impacted on students' mark.

The Effects of Positive and Negative Feedback. Based on Kluger and DeNisi stated that between positive and negative feedback can have beneficial effects on teaching and learning process, but in this research presents that the goals of giving feedback to know the process of the students' progress of their mistakes than determine whether it is positive or negative⁶⁸. Negative feedback appropriates for self level and it is more effective for students' progress and there are many suggestions that negative feedback is more potential than positive feedback⁶⁹. However, the students can reject or ignore negative feedback of their behaviour that differ from their own. Additionally, at the self regulation level, the commitment to goals is a major

⁶⁶Hattie, John & Timperley, Helen, "The Power of Feedback", Review of Educational Research, 3: 2007 Vol. 77 pp. 81-112

⁶⁷Ibid

⁶⁸Kluger, A. N., & DeNisi, A, *The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory*, Psychological Bulletin: 1996, 119(2), 254-284 adopted from Hattie and Timperley on their book of The Power of Feedback

⁶⁹Ibid

mediator of the effectiveness of positive and negative feedback⁷⁰. In the other hand, negative feedback can decrease students' motivation and the students do not attract with the material, different with positive feedback can increase students' motivation and it can be attract in students' interest of the material. After knowing both of them, we can conclude that positive and negative feedback usually applied in corrective feedback. If the teacher wants to solve the students' error, the teacher must consider the condition of the students like students' motivation because it can give an impact about students' progress.

Feedback and Classroom. If the teacher wants to teach effectively, the feedback draws the demands on the teachers mind. There are some ways that the teachers will be effective in giving feedback such as the teacher must use clear instruction understood by the students, the teacher needs to make appropriate judgements about when, how, and at what level to provide appropriate feedback, those ways influences the successful of students' responses when receiving feedback⁷¹. Giving feedback in the classroom is an effective way and usually giving corrective feedback in the classroom typically uses self feedback and corrective feedback. corrective feedback is to be welcomed and used by the students and teacher in the classroom. Simply providing more feedback is not the answer, because it is necessary to consider the timing, the nature of feedback, and how students receive or knowing the students' condition. Giving feedback in the classroom is also limited by the time. In the other hand, if we are as a teacher thinks again that giving feedback in the classroom is not enough because the teacher has limited time. In the other condition, the teacher must help students to reach the target language, so feedback in the classroom must be applied and if the time is not enough, the teacher can give the students additional time out of the lesson.

Feedback and Assessment. The power of

⁷⁰Ibid

⁷¹Ibid

assessment feedback is aimed to drive students toward goals or to do more or do better than before⁷². The teacher need applying assessment feedback to know whether the students really understand or misunderstand with the teacher's explanations about the material and whether the students need more explanations about the material. Giving assessment is very important to be applied because it has the function that it can measure the students' understanding about the material. Giving assessment feedback can be applied in feedback about the task, feedback about processing the task, and self feedback. All of the feedback need assessment to measure the students' attraction with the teacher's explanation and the material.

B. The Nature of Perception

1. Definition of Perception

The word perception comes from the Latin words perception and percipio that has meaning "receiving, collecting, action of taking possession, apprehension with the mind or sense"⁷³. According to Steward L. Tubbs and Sylvania Mors, perception is a process to select perceiving, organizing, and interpreting about someone's experinece⁷⁴. And then, D. Scott and Baydon also stated that pperception is a selective process that is seen by the eye because the eye is able to sense more data and then is transferred to the brain that is capable of processing all kinds of explanations⁷⁵.

Beside that, Peter B. Warr and Christopher Knapper in their book titled "the Perception of People and Events" published by John Willey and Sons analyzed that clarified perceptions as personal perceptions and general perceptions that the behavior of individuals is determined by the way they perceive each other that affected direct on

⁷²Ibid

⁷³Shodhganga.inflibnet.ac.in

⁷⁴Ibid

⁷⁵Ibid

indirect way⁷⁶. After knowing some definitions of perception, the researcher concludes that perception is process of making opinion based on human's feeling and experience related to the fact.

2. Factors Influence Perceiver

From Smirti's blog stated that there are many factors influence perceiver⁷⁷:

Attitude. There are many definition the term of attitude. The first one comes from Abate and stated that attitude is when people give opinion in some different behaviors⁷⁸. Besides that, Venes also stated that people's experience can influence people's behavior to be good or bad⁷⁹. Additionally, based on Oxford and Shearin stated that learner's culture and learner's educational background can influence learner's attitude in solving some problems in their daily life⁸⁰. Additionally, Lyster et al stated that learner preferences are important since they can influence learning behaviours⁸¹. So, based on some explanations above, we can conclude that attitude is different behaviors had by learner in solving some problems that it is

⁷⁶Warr, P.B., & Knapper. C, *The Perception of People and Events*, Oxford, England: John Wiley & Sons, 1968

⁷⁷Sandika, Berchah, & Mona, *The Factors Which Affect the Attitude of Students Following Process of Learning Civic Education Al-Azhar 3 Bandar Lampung*, 2014

⁷⁸Abate, F. R. (Ed.), *The Oxford American dictionary of current English*, New York: Oxford University, 1999

⁷⁹Venes, D. (Ed), *Taber's Cyclopedic Medical Dictionary* (19th ed.), Philadelphia: F. A, 2001

⁸⁰R, Oxford., J, Shearin., *Second Language Acquisition, Language Learning Motivation: Expanding Theoretical Framework*, adopted from Journal of Learner's Attitudes Towards Corrective Feedback published by Haifaa, Makkah: Umm Al-Qura University, 2015

⁸¹Lyster, R., Saito, K., Sato, M., *Oral Corrective Feedback in Second Language Classrooms*, Language Learning: 2013, pp. 1-40 adopted from Diana and Mahdi, *Oral Feedback in the EFL Classroom*, Malmo Hogskola: 2013

influenced by some factors like learner's experience, learner's culture, and learner's educational background.

Motives. Motives is a thing that has been generally viewed as behaviour or energy that makes people to do something by nature⁸². Additionally, based on Lo and Hyland stated that motivation is influenced by learner's sense and learner's feeling in reaching something of their interest in it and it makes learners have full of positive thinking and struggle to get it⁸³. For instance, Coleman, Galaczi, and Astruc cited from Gardner stated that the motivational factor has a big influence in successful of learning something and it is the most important thing that must be had by every student in learning everything⁸⁴. From those explanations above, the researcher concludes that every student must have motivation in learning because it will be successful or not for the students.

Interest. Interest is behaviour that can make us to be attracted to understand a thing or a thing that makes us to be care with it with a special thing⁸⁵. Based on Sri and Indiyah on their journal stated that if students are interested in what they are learning, they will pay attention in every instruction delivered by the teacher, they will listen carefully, and they will get an effective learning from the

⁸²Han, Jiying, *Teacher Motivation: Definition, Research Development and Implications for Teachers*, Shandong University: 2016

⁸³J, Lo., F, Hyland, *Enhancing Students' Engagement and Motivation in Writing: The Case of Primary Students in Hong Kong*, 2007 adopted from Journal of Enhancing Students' Motivation by Providing Feedback on Writing: The case of International Students from Thailand, 11:2012

⁸⁴R. C. Gardner, *Language Learning Motivation: The Student, The Teacher and The Researcher*, Texas Papers in Foreign Language Education, vol. 6, no. 1, pp. 1-18 adopted from Journal of Enhancing Students' Motivation by Providing Feedback on Writing: The Case of International Students from Thailand, 11:2012

⁸⁵Harackiewicz, Judith M., Hulleman, Chris S., *The Importance of Interest: The Role of Achievement Goals and Task Values in Promoting the Development of Interest*, University of Wisconsin and Vanderbilt University: 2010

teacher, of course they will be success in their learning⁸⁶. Based on some explanations above, we can conclude that interest is the most influence factor that can make students success in their learning. If the students have feeling interested in learning, they will pay more attention and they will be focused in every teacher's instructions.

Experience. Experience is behavior or event that happened that influences a life of people and give an effect of thinking in every situation⁸⁷. Based on Moore and Kearsley stated that students whose many experiences in their learning will think twice before doing, will filter everything which benefit for them or not, and will demonstrate the new knowledge related with their previous experience⁸⁸. The conclusion is students' experience in learning new knowledge is very important because it will be standardization for students in learning new knowledge, of course it is related with students' expectations.

Expectations. Expectations is to look forward a thing and how to reach a thing that must be upper than the target and people' expectations is influenced by their mind or their behavior. If people have a good behavior and have a good mind, they will get their expectation based on their planning⁸⁹.

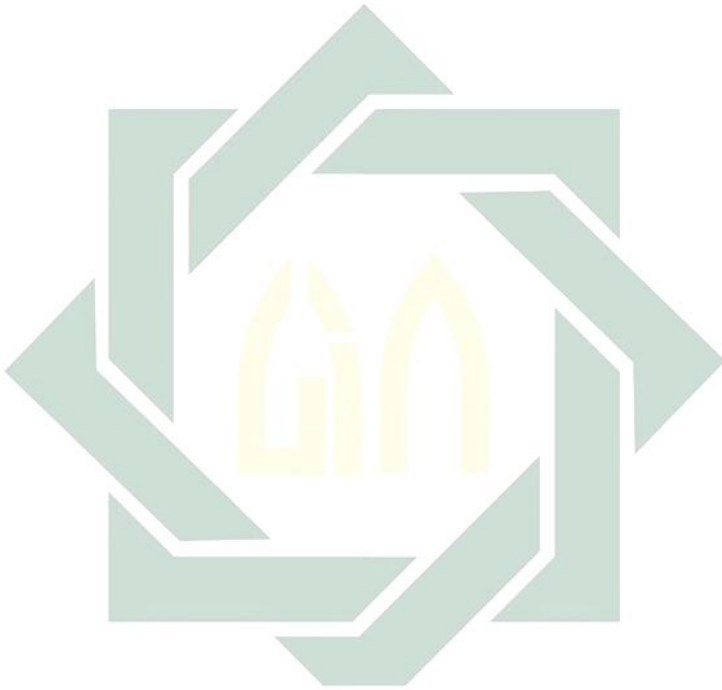
⁸⁶Endang, Sri., Prana, Indiyannah, *Exploring Students Interest in Learning English (a Descriptive Study in Elementary Schools in Kudus)*, Universitas Muria Kudus: 2017

⁸⁷Alter, Steven., Dennis, Alan R, *Selecting Research Topics: Personal Experiences and Speculations for the Future*, University of San Fransisco and Indiana University Bloomington: 2002

⁸⁸Moore, M. G., Kearsley, G., & Scriven, B., *Distance Education: A System View, Distance Education*, 1996 adopted from Students' Experiences, Learning Outcomes and Satisfaction in E-Learning by Chin Fei and Choi Meng

⁸⁹Cotton, Kathelen, *Expectations and Student Outcomes*, School Improvement Research Series: 1989

Related to the theories above, there are some factors that influence of perception like attitudes, motives, interests, experiences, and expectations. But the focus of this research about perceptions is behaviour.



CHAPTER III RESEARCH METHODOLOGY

In this chapter, the researcher will explain in detail what a method used in this study, research design, subject and setting of the research, data and source of the data, data collection technique and instrument, data analysis technique, checking validity of findings, and research stages.

A. RESEARCH DESIGN

This research uses qualitative descriptive research method to explore the subject at detail description and deep understanding case. The purpose of qualitative descriptive research is comprehensive summarization specific experienced that is faced by individuals or group⁹⁰. Another argument comes from Sheran stated that qualitative approach has general form and also has purpose to make understand about making sense of people's experience⁹¹. And then, using interviews and observations in collecting the data and analyzing the research question inductively⁹². Besides that, Freankel showed that research method that is used to investigate the relationships, activities, situations, or materials are qualitative research⁹³. Specially, qualitative descriptive is used to explain the condition without any specific treatment.

The researcher uses observation and interview students and teacher to collect, analyze, and interpret the data. For completing the data, researcher applies video recording of the teacher and students learning activities. And then, comparing the result of the interview with their corrective feedback, by synchronizing the

⁹⁰Pacific Rim, *Pacific Rim International Journal of Nursing Research*, 2012

⁹¹Sharan B. Meriam, *Qualitative Research A Guide to Design and Implementation (Revised and Expanded from Qualitative Research and Case Study Applications in Education)* (San Fransisco: Jossey-Bass, 2009), 37

⁹²Ibid

⁹³Jack R. Freankel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, Seventh Edition (New York: McGraw-Hill, 2009)

result of interview with the detail field note to find out the influence of corrective feedback in English Class.

B. RESEARCH SUBJECT AND SETTING

The research collection of the study conducts in MAN 1 Surabaya. MAN 1 Surabaya is a distinctively State Islamic High School, the only one among 23 Public High Schools in Surabaya⁹⁴. In addition, the researcher takes MAN 1 Surabaya because the age of students in this school is the time a person experiences puberty and starts daring to express his opinion, the students at this school have high achievements which this school conducts quite rigorous selection, and the location of high schools is quite strategic on the highway and easily accessible by public transportation or private vehicle. Not only about that, but the students in this school also are prosecuted that can go international by good at English and learning English make them thinking twice and has many problems⁹⁵.

For this study, the researcher works with a teacher who applies corrective feedback in the class. Then, the researcher works with a class which given corrective feedback by the teacher and the class consist of 38 students at ten grades, and researcher takes 12 students who get corrective feedback from the teacher. Based on Adler and Peter Adler reviewed by Baker and Edwards said that the sample must be limited because the researcher must consider about the time for data-gathering⁹⁶. Beside that, they also suggest that the researcher should take 12 students to be a sample because the researcher has experience and effective time of planning, structing, conducting, transcribing, and generating interviews on the researcher's paper.

⁹⁴www.man-surabaya.sch.id

⁹⁵Interview of English teacher and the headmaster of MAN 1 Surabaya, (Surabaya: 2018)

⁹⁶Baker and Edwards, "Hpw Many Qualitative Interviews Is Enough?: Expert Voices and Early Career Reflections on Sampling and Case in Qualitative Research," 11.

C. DATA AND SOURCE OF DATA

1. Data

The data used in this research are the results of students' responses in teacher's feedback after teaching learning process by interview and observation. Besides that, the data also comes from the results of teacher's responses after applying corrective feedback in affecting the result of students' mark by interview.

2. Source of data

Source of data is the data gotten from interview and observation by the teacher and students. Then, this study collected the data from a teacher who applies corrective feedback and the researcher takes 12 students who get corrective feedback as sample⁹⁷.

D. RESEARCH INSTRUMENT

In this study, the data collected by several techniques consist of interview and questionnaire.

1. Interview

Interview is used to collect the data in this study. Interview is designed by researcher for students and teacher about corrective feedback in EFL classroom. Based on Nunan, interviews can be characterised in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structure⁹⁸. And then, the instrument of interview uses interview guide line. Interview by the teacher is applied on Friday, 3th May 2019 after teaching and learning process and interview by the students is applied on Friday, 10th May 2019 that the teacher gives free time to researcher. The researcher calls the students who become a sample to come forward one by one. The researcher used 12 students to be a sample not all of students because to make a time more effective. Using interview is a technique to answer the second research question (RQ2) that talking about how do learner perceive on corrective feedback

⁹⁷Ibid

⁹⁸David Nunan, *Research Methods in Language Learning*, National Center for English Language Teaching Research Macquarie University, Cambridge University Press:1992, p. 149

in English Class of Xth grade in MAN 1 Surabaya. Additionally, this instrument also answers first research question (RQ1) about teacher's perceptions of type of corrective feedback applied in English class.

2. Observation

Observation is one of the way to collect the data from many respondents that they will be a sample. Based on Barbara, the purpose of observation is to know the activity of the informants needed by the researcher to answer research questions⁹⁹. It is still on Jenny's arguments stated that observation in descriptive research is a tool to collect the data by reasearcher in teaching learning activity in classroom, by social workers in community settings, and by psychologist recording human behaviour. Observation is applied for three times; 6th, 7th, 8th May 2019. On the first observation, the teacher applies the material about narrative text and the teacher gives assignment to the students. On the second observation, the teacher asks the students to make some sentences about simple past tense and the teacher gives correction after the students finish their work. On the third observation, the teacher asksthe students to change the sentences of present tense to simple past tense and the teacher gives correction to the students' work. Using observation is a technique to answer the first research question (RQ1) that talking about what type of corrective feedback applied by the teacher in English Class. And observation is also a teachnique to answer the second research question (RQ 2) about students' perceptionsabout corrective feedback applied by the teacher in English Class. Additionally, the researcher also interviews the teacher related the types of corrective feedback to make the result more strength.

E. DATA ANALYSIS TECHNIQUE

The data analysis technique uses qualitative data analysis. A qualitative data analysis is defined as the way to analyse data by doing some steps including preparing and organizing the data,

⁹⁹Kawulich, Barbara, *Collecting Data Through Observation*, Georgia: 2012

exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings¹⁰⁰. The researcher uses qualitative data analysis because the researcher describes the perception of teacher and students about corrective feedback in English Class.

These are the steps to analyse:

1. Organizing Data

The first step, the researcher came to the school to meet the teacher for asking permission and making an appointment that the researcher would get the data in this school. After the researcher got permission, the researcher started to collect the data by doing interview and observation that was supported by video recording. After that, the researcher organized the data based on source of the data. And then, the researcher grouped the data based on type of data. After grouping the data based on type of data, the researcher grouped the data based on research question.

2. Transcribing Data

After the researcher collected the data from interview by audio recording, the researcher transcribed data into words data. And then, the researcher transcribed data from observation by video recording into words data. Besides that, the researcher also synchronized the result of interview and observation with interview guide line and observation check list.

3. Coding the Data

This step was done by reading the data that already transcribed, marked or coded by using some colours, this also involved labelling the text. For example the responses that reflected the indicators of perception are coded by colours, for each of the indicators. For instance responses reflecting belief such as; “It is necessary but we need to reconsider about our own self-reflection, because for me feedback that given by my classmates is only for supporting thing in my teaching practice” are coded red.

¹⁰⁰Cresweel, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*, 236.

4. Describing and Developing Theme from the Data

After all the data were coded, the next step divided the data into some broad theme then, described the theme. After grouping and coding the data, the findings types in the research based on the raw data that had been done previously. The data that showed in this research was not the raw data that we could see in the appendix.

5. Interpreting the Data with the Theory

This step was analysing the data and making connection with the theory. For RQ1, the researcher related findings with theory by Harmer and Brookhart. For RQ2 the researcher related the finding with the teaching skill theory that covers in the corrective feedback in teaching practice class.

6. Interpreting the Finding

This was the step of making description and explanation about the result of the discussion. The researcher made argumentation that related to the theories in writing discussion.

F. CHECKING VALIDITY OF FINDINGS

After analysing and conducting the data, the researcher validates the data with three techniques based on Creswell; triangulation, member checking, and auditing¹⁰¹. This study uses triangulation to validate the findings. Besides that, Johnson also explained in the journal “Triangulation of Data Analysis Techniques” that triangulation can be done in four ways; data, methods, investigator, theory triangulation. On data triangulation, the researcher obtained the data that is not only form document but also it is from interview¹⁰². So, the researcher uses triangulation to validate the findings that is synchronized with interview and observation session.

¹⁰¹Ibid., 259

¹⁰²Mary Anne Lauri, “Triangulation of Data Analysis Techniques,” Papers on Social Representations 20 (2011).

G. RESEARCH STAGES

The process of this study is done as these following stages:

1. Preliminary Research

The researcher applied short interview and observation with students at ten garde of MAN 1 Surabaya after their teacher gave corrective feedback in academic year 2018/2019. The students got feedback from their teacher before. Then, the teacher and students just stayed focus on corrective feedback because it could increase teacher and students' performance. And then, the researcher had an idea to apply corrective feedback, exactly oral and written corrective feedback after evaluation. Therefore, the researcher decided to find out how the teacher and the students gave respons to the corrective feedback in academic year 2018/2019.

2. Decide the Research Design

Before going to the research design, the researcher wrote the title and research question first. Next, the researcher described the phenomenon and limited the focus of the study. The researcher decided to design along with the outline of research.

3. Conduct the Research

a. Interviewing the Subjects

The researcher asked the subjects about some information related to researcher needs. This was very helpful that the subjects could give a clear explanation. Thus, the researcher could give clear explanation the result of findings.

b. Collecting Data

Researcher collected the datafrom result of students' examination about English learning and teacher corrective feedback from teacher and the task of result of student's examination; then the researcher would analyse them.

c. Analysing the Data

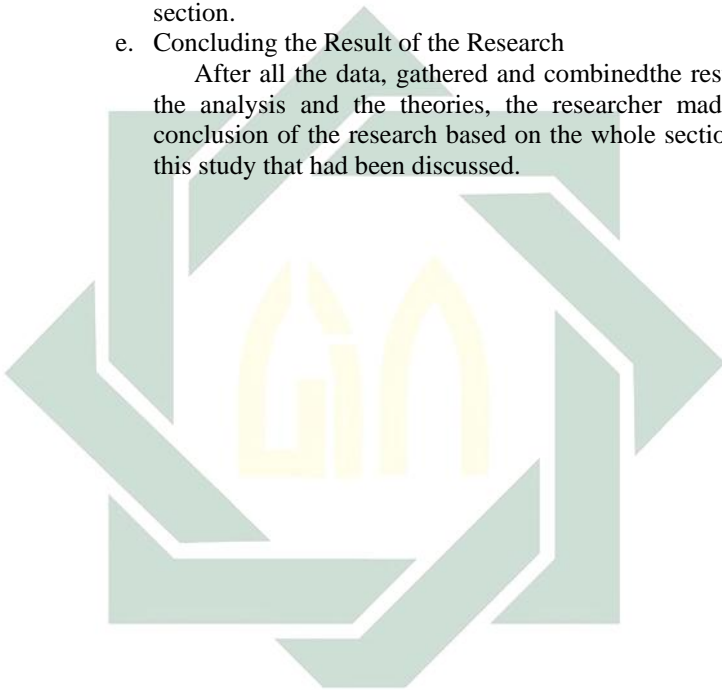
After both of data, interview result and audio-visual with the corrective feedback had been collected, the researcher analysed the data based on the theoretical framework in chapter II.

d. Combining the Result of Interview with the Data Collection

After interviewing the subjects, the next was combining the documents analysis and the interview result. Here, the researcher also related the analysis of student teachers' interview result in chapter II. The subjects' result of examination and corrective feedback by teacher supported the findings. It would be explained in the discussion section.

e. Concluding the Result of the Research

After all the data, gathered and combined the result of the analysis and the theories, the researcher made the conclusion of the research based on the whole sections of this study that had been discussed.



CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the results and findings of the study and their discussion. It is divided into two main points. The first point is about the finding of the research. The second section is the discussion which explains about the researcher's response towards the findings and relate in the theories. The account presented in this chapter is in line with two research questions in Chapter I.

A. FINDINGS

1. Types of Corrective Feedback

Based on teacher's interview and observation in the classroom, the teacher stated that there were two types of corrective feedback applied by the teacher in English Class. Then, the researcher interviewed the teacher with the first questions about what type of feedback applied in the activity of teaching and learning and the teacher answered that corrective feedback. The teacher also explained that there were two types of corrective feedback was called written and oral corrective feedback.

a. Written Corrective Feedback

The definition of written corrective feedback based on teacher's opinion was the activity that the teacher gave correction in underlining and circling the students' mistakes of written assignment. The teacher just gave underlining and circling because the teacher considered some conditions like students, timing, and the material delivered by the students.

The first consideration in giving written corrective feedback was about the students. The teacher stated that the classroom applied by written corrective feedback was consist of 38 students. Based on the teacher's explanations that giving written corrective feedback in 38 students was impossible if the teacher called the students one by one to come forward to get written corrective feedback. The teacher stated that giving written corrective feedback by calling students one by one was not condusive for the class like teacher stated that:

"I think that written corrective feedback by calling the students one by one to come forward was not en effective strategy and we know that my class is consist of 38 students and I had ever applied this feedback in my teaching learning

process, the reality that many students who has not gotten corrective feedback, they will make noisy and the class is not condusive". (teacher interview)

The teacher ever gave written corrective feedback to the students by calling the students one by one to come forward and another students had to wait the next chance, but the reality the students who did not get written corrective feedback, they made noisy and disturbed another students. Why this conditions could happen because of some reasons. The first reason was the teacher did not give full attention to another students because the teacher just focus to one students who got error in written assignments. The second reason was the students who made noisy and disturbed another students because the students did not have an activity when waiting their chance to come forward. The students always made an activity which made them not feeling sleepy and bore while waiting their chance. The third reason was the students felt that they had really understood and mastered in the material delivered by the teacher. The teacher knew that every students had different knowledge about the material. The students who had already known about the material, they would ignored teacher's explanations and they would focus in their own activity.

In another hand, the teacher stated that written corrective feedback for the students had a good impact for the students progress and the teacher was also closer with the students. The teacher stated that:

"I also feel that written corrective feedback one by one has a good impact for my students like the students who feel shy when getting the correction, it is a good way to overcome this problem in way I explain their error deeply. and I also feel that I am more closer with my students. Besides I know their error's assignment because they do not master in material, I also know that there are some factors that make students lost focus in material and finally they make a mistake in their assignment". (teacher interview)

The teacher realized that the factors which made students making erros in their assignments was not only the students did not master in material, but also they had another problems out of the class like their problem with their family, problem with their friends, problem with their health, and problem their activity.

Because some of problems faced by the students, they would not focus in the teacher's explanation about the material. And finally, they made error in their assignment. Written corrective feedback applied in the class could make the teacher closer with the students because the students also needed to express their feeling and it made students' feeling and students' motivation better than before.

Based on the teacher interview, the second thing had to be considered in giving written corrective feedback was timing. The teacher stated that when the teacher gave written corrective feedback by underlining and circling, the teacher could make an effective time. The teacher knew that the consist of the students in the class was 38 students and the teacher realized that it was impossible if the teacher called the students one by one to come forward and the teacher knew having limited time. When the teacher considered the time, the teacher realized that the students did not get deep explanation about their error correction.

The teacher also stated that the teacher had two ways to anticipate the students who needed deep explanations about their error. The teacher stated that:

“when the written corrective feedback has not finished yet, I have two ways to anticipate this situation. For example, I take a few minute of the next teacher if the next teacher has not come yet. And then, I give them additional time out of the class to discuss together about the students' error”.
(teacher interview)

Firstly, the teacher applied written corrective feedback to the students and called the students one by one to come forward, if the time was over and the next teacher had not come yet, the teacher would take few minutes until the next teacher came to the class. If giving written corrective feedback to the students had not finished, the teacher would give additional time out of the class.

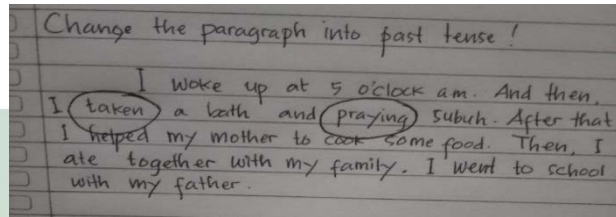
Secondly, the teacher gave additional time out of the class. The students who did not understand with teacher's explanation in the class, they could make a poinment to discuss together about error.

The next consideration of giving written corrective feedback was about the material that would be delivered to the students. The teacher stated that in giving written corrective feedback, the teacher also considered about the material, the

feedback matched with the material or not. The teacher said that:

“before teaching in the class, I always look my book and I also look the material that will be delivered. Not all of the material, I apply written corrective feedback”.

The example of giving written corrective feedback like the below picture:



Based on the students' assignment, we knew that the teacher gave written corrective feedback by giving circle in students' error. And then, the teacher took randomly in common mistakes to be discussed together.

b. Oral Feedback

After interviewing the teacher, the researcher concluded that oral feedback based on teacher's opinion was giving correction by directly instructions to the students. When the teacher gave oral feedback, the teacher considered some points like the students, time, and the material that would be delivered. The teacher stated that:

“when applying oral corrective feedback in my teaching learning process, I always consider some things like the students' condition, the timing, and the material that will be delivered. I hope when considering some points, the students can get many lessons of the material”. (teacher interview)

The first talked about the students' conditions which became consideration in applying oral feedback. Based on teacher's explanations stated that the teacher also said that the teacher often applied oral corrective feedback in teaching learning process because the teacher could attract students' attention. When all of students paid attention with the the teacher's feedback, all of students became silent and the classroom was more condusive. Another reason why the

teacher applied oral corrective feedback in a group because it would be an effective time and the teacher hoped that all of students knew about some mistakes and the students would not make the same mistake in the next examinations. Besides that, when the teacher gave oral feedback to the students, they did not have a chance to talk with another friends because the teacher's voice was very strong and high and the teacher made sure that the students did not feel sleepy when listening the teacher's voice like teacher's explanation above:

“I am sure that all of students pay attention to my explanations and they do not have chance to talk with another friend because their voice is not as strong as my voice”

The next consideration was about the time in giving oral corrective feedback. The teacher stated that when the lesson was on afternoon, of course all of the students would be sleepy. The teacher anticipated students that they would not be sleepy by applying oral corrective feedback. The teacher believed that the voice could attract students' attentions. And then, the same as timing in written corrective feedback, the teacher also gave additional time out the class to make a discussion based on students' error. However, the teacher also used the time of the next teacher if the next teacher has not come yet. The teacher talked above:

“when the material is on afternoon, I am sure that all of my students feel tired and sleepy and I use my high and strong voice to attract students' attentions. Besides that, I always tell to them that my explanations about this error can not repeat again and I am sure that this questions will be applied in the next examination”.
(teacher interview)

The last consideration was about the material. The teacher argued that not all of the the material applied oral corrective feedback, but the teacher often used oral corrective feedback in teaching and learning process. Based on teacher's opinion, the material that used oral corrective feedback was about speaking, reading, and listening. The teacher stated that:

“I often apply oral corrective feedback than written corrective feedback in my teaching learning process,

but I always consider the material that will be discussed and I ever used oral corrective feedback in grammar section. Why I use it? Because the grammar lesson was on afternoon, So I combined written corrective feedback and oral corrective feedback because I know the students were tired and they did not focus on my explanations". (teacher interview)

Based on the teacher explanations, the teacher always combined both written corrective feedback and oral corrective feedback in teaching learning process. The teacher applied the type of corrective feedback based on students' conditions, the time, and the material that would be delivered.



Figure 4.2 The teacher combined oral and written feedback

Based on the observation, the picture above showed that the teacher applied both oral and written corrective feedback in teaching learning process. After teaching learning process had finished, the teacher argued that the teacher applied both of them because the material about narrative text was held on afternoon. The picture showed that many students were tired but they tried to focus because the teacher's voice was very high and it could be attract the students' attentions.

Based on the many explanations about teacher's interview and observation, the researcher concluded that the type of corrective feedback applied English Class based on teacher's opinion was about written and oral corrective feedback. Additionally, the teacher also stated that different skill with different corrective feedback. After interviewing the teacher in many questions, suddenly the teacher remembered that there were another types of corrective feedback. The teacher stated that:

"wait Miss, I remember that there are some types of

corrective feedback again like recast, elicitation, and another, please Miss check by your self what the name of another types of corrective feedback, I will explain and please give my explanation by the name of corrective feedback. Please, look for it and tell me later". (teacher interview)

To be more clearly, the teacher explained in another side about some activities of English with the different type of corrective feedback.

c. Activity with corrective feedback

Based on teacher interview, the teacher also knew another types of corrective feedback for example explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. The teacher knew many names of corrective feedback another oral and written feedback was from internet. The teacher looked for those types seriously in internet. And the teacher also differentiated in applying corrective feedback in skill of English. Related to four skills in English, the teacher applied different type of corrective feedback with the way how to deliver and the form of students' acceptance of feedback. The teacher differentiated the skill with the delivering and the form of students like the table bellow:

Table 4.3 Activities in English and Feedback

No.	Activities	Corrective Feedback	Deliver	Form
1.	Writing	Meta Linguistic	Written And Oral	Group
2.	Reading	Repetition	Oral	Group
3.	Speaking	Recast	Oral	Individual
4	Listening	Clarification Request	Oral	Group

This following explanations would help the reader to understand Table 4.3.

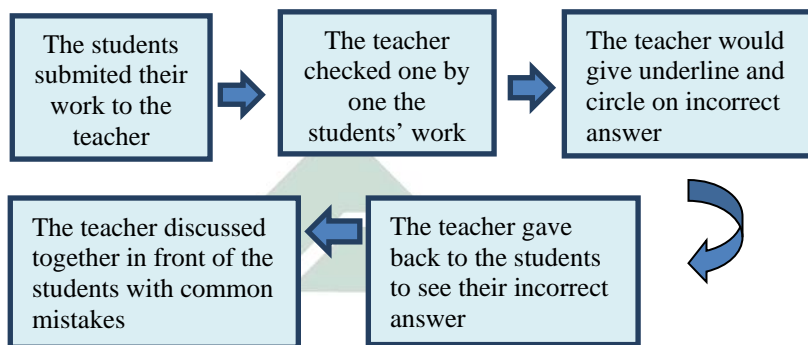
1. Writing Activity

For the first side, the teacher explained that when the teacher delivered the material about writing and the students got error in writing, the students would get meta linguistic feedback and the teacher gave feedback by written and oral and the teacher discussed together the correct form in front of the students by group. The teacher used meta linguistic feedback in writing skill because the teacher wanted to ask the students' first about the correct answer. If the students gave the answer about their wrong assignment and the teacher felt that the students' answer was wrong, the teacher would give the correct answer. The teacher wanted the students to think again because the material was delivered before. The teacher discussed together with the students the correct answer by group because some reasons.

The first reason, after the teacher took the common error in students' assignment, the teacher discussed together about the common error and the teacher hoped that all of students would not do the same mistakes in another time and in the same context. The second reason, why the teacher delivered the feedback by group because to make the time is more effective. The teacher had limited time in every material and it was determined by the curriculum. In the other hand, the teacher wanted to give feedback to the students one by one but it was very impossible. For the solution, the teacher gave some informations to the students "if there is a student who doesn't understand about the material, he or she can meet me in another time". Additionally, in this case the subject who gave the feedback was teacher because corrective feedback was applied in X grade of senior high school and all of the students in the class were new comer and they felt shy when they gave the correction to another friends.

The following was the process of giving feedback by the teacher to students in writing activity.

Figure 4.4, Process of Giving Feedback in Writing Activity



2. Reading Activity

For the second point, the teacher explained that if the material about reading activity, the teacher used repetition corrective feedback with oral by group. The reason why the teacher used repetition corrective feedback in reading material because the technique of giving repetition feedback was the teacher gave rising intonation in students' incorrect answer and the students realized that their answer was incorrect. Another reason why the teacher used repetition in reading activity because the teacher wanted to attract students' attention with the high voice of the teacher. However, the teacher could point out the students who got wrong answer and the students might practice and repeated their answer in front of another students.

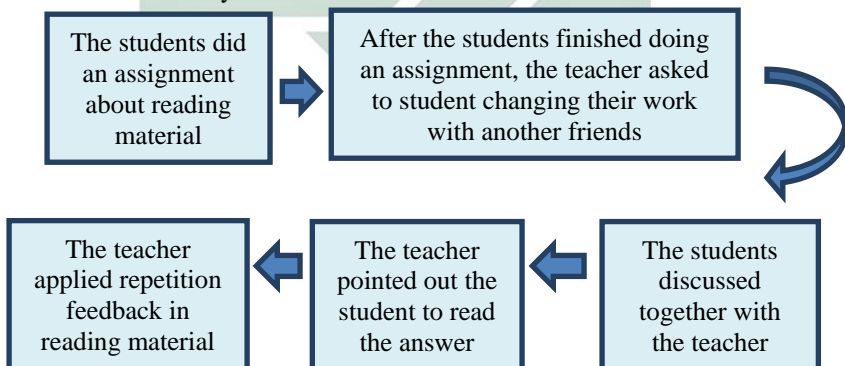
Based on the teacher's interview, the teacher applied repetition corrective feedback orally. The reason why the teacher used orally because the teacher wanted the students not sleepy. The teacher realized that the teacher had a high voice and strong voice and the teacher often maximised the voice in teaching learning process. Then, the teacher told that the teacher ever used written in delivering repetition and the teacher felt that the strategy was not successful. Because of that, the teacher always applied repetition feedback orally. However, the teacher applied repetition feedback orally

because the teacher consider the students' condition. The teacher anticipated if the lesson of English was on the afternoon and the teacher applied by written and the teacher called the students one by one, the teacher was sure that the students would be sleepy and would make noisy. Of course, the teacher used orally in giving correction and all of students would pay attention with the teacher's explanation.

Another reason why the teacher applied repetition feedback by group because the teacher wanted to decrease students' noisy. The teacher told that the teacher ever applied repetition feedback by individu and the result was unconductive. When the teacher called the student's name one by one and another students did not have activity and of course the students would make noisy and disturbed another students. Besides that, the teacher gave corrective feedback by group because the teacher considered the time. The teacher realized if the teacher gave corrective feedback individually, it would need much time and we did not know whether the students' mistake was same or not with another students' mistake. For anticipation, the teacher gave additional time out of the teaching learning process.

The following was the process of giving repetition corrective feedback orally by group from the teacher to the students.

Figure 4.5 Process of Giving Repetition in Reading Activity



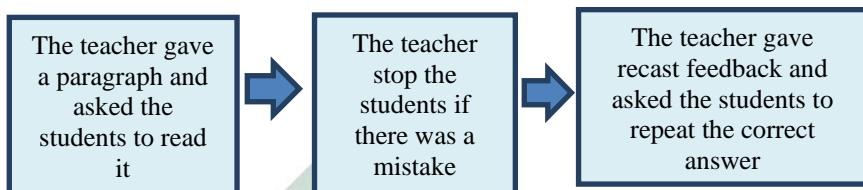
3. Speaking Activity

For the third point, the teacher explained when the material about speaking, the teacher in giving corrective feedback applied recast by group in front of all of students orally. The teacher used recast in applying corrective feedback because the teacher would rephrase the students' utterances to eliminate errors. The reason why the teacher applied recast feedback in speaking activity because the teacher would give the correction directly. The teacher gave recast feedback in front of all of the students because the teacher would know whether the students really paid attention or not in teacher's explanations. Based on the interviewing of the teacher, there were some factors that made the students did not pay attention such as the students felt tired because the material was on afternoon and the students felt bored because the material had been delivered before. To anticipate this conditions, the teacher asked to the students to pay attention if there was new informations from the teacher's explanation. In the other hand, the teacher said to the students that every explanations and every correction was very important because the teacher would take same questions in the next examinations. After knowing the teacher's reason why the teacher asked the students to pay attention, surely all of the students paid attention in every teacher's explanations.

However, the teacher gave recast feedback by orally because the teacher had an excellent skill. The teacher had a high voice and a strength voice and the teacher was sure that the teacher's voice would reach until the corner of the classroom. The teacher said that it was impossible delivered by written because it was not match with the activity of English (speaking). Then, the teacher applied by group not individual because the teacher had limited time. The teacher would take common mistakes from students error and the teacher discussed together with the students and the teacher hoped that the students did not do same mistakes in another time.

This following steps were the process of giving recast feedback by the teacher to the students.

Figure 4.6 Process of Giving Recast in Writing Activity

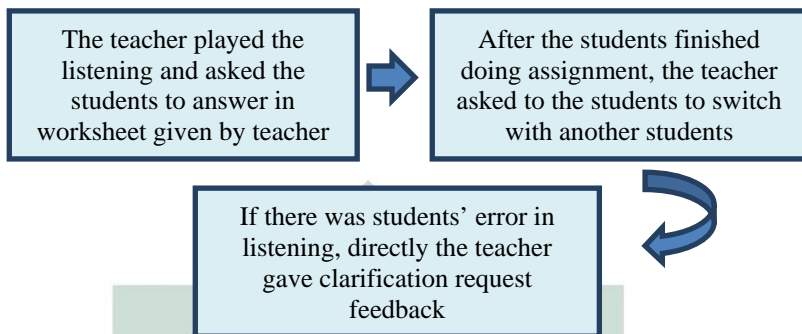


Based on the teacher's interview, the teacher applied clarification request feedback to overcome students' error by group orally in listening skill. The teacher stated that the reason why he applied clarification request in listening skill because the teacher indicates to the students that they did not understand what the speaker said and the students tried to answer directly and the teacher helped the students to find out the correct answer. Then, the teacher told that the corrective feedback just appropriate to overcome listening error was clarification request feedback.

For the same reasons like explanations above, the teacher applied clarification request feedback by group because it did not need correction by individual. The teacher argued that listenings error could be overcome by group and all of students would agree with the teacher's answer. The teacher also explained that the students would agree with the teacher's answer because if there was a wrong answer in doing examinations about listening, the one who knew the correct answer was the teacher. Besides that, the teacher argued that giving clarification request feedback by oral could be an effective time. The teacher stated that it did not need more time in giving feedback.

The following steps were the activity of giving clarification request to overcome listening's error.

Figure 4.7 Process of Giving Clarification Request in Listening Activity



2. Students' Perception about Corrective Feedback

The researcher got the data based on the interview guidelines question. The researcher took 12 students to be sample. The first question was not directly about corrective feedback, but the researcher gave the stimulist about feedback in global. The researcher used global questions to students because to made sure that the students knew or not about feedback. Actually, the students did not know about feedback, but when the researcher talked about the correction from the teacher, they have already known and it was very common in daily activity of teaching and learning process. Based on students' interview, the researcher divided of students' perceptions of corrective feedback in some points, they were written feedback, oral feedback, the time, and the benefit of corrective feedback.

a. Written Feedback

Based on the the students' interview, the students knew written feedback as indirect correction from the teacher. The students who liked written corrective feedback was little than the students who liked feedback because of some reasons for example about students' conditions, the time, and the material that would be delivered.

The first reason was about student's condition that influenced written corrective feedback. Based on students' explanations, written corrective feedback could be make the students closer with the teacher and they knew about their error by deep explanations from their teacher. The students also argued that they preferred written corrective feedback because they felt shy if

their mistakes have been known by another students. The students wanted that the only their teacher knew their mistakes. The students who liked written corrective feedback that applied in every material said that:

“I like written feedback because I could understand about my mistakes. I am sho shy if another students know my mistakes and I prefer individually when the teacher give feedback because I will get deep explanations from my teacher”. (student interview)

Another reason why the students preferred written feedback applied in EFL classroom because they felt closer with the teacher and the teacher also asked what the problem faced by the students. The student said that:

“I like with written corrective feedback. Besides of getting deep explanations from my teacher, I also can show and tell my problems to my teacher. My teacher always asks what the problems that make you doing some mistakes in your assignment”. (student interview)

In another hand, most of students did not like written corrective feedback applied in EFL classroom regularly because of some reasons liked it wasted the time, the impact who gotten by students was written corrective feedback did not cover all of students' mistakes, and the class was not condusive. The students argued that:

“Actually, written feedback was easy to understand, but it needed more time. The teacher applys written feedback with calling one by one to come forward and my another friends will make a noisy in the class. Then, I don't like written feedback applied in the class because not all of my friends who get mistakes will get corrective feedback from my teacher. If the time was limited, may be my teacher just called one until three students”. (students interview)

The conclusion based on students' interview that most of students did not assume that written corrective feedback applied in English Class, there were two students recomended that written corrective feedback used in teaching learning process.

b. Oral Feedback

Based on student's interview, all of the students knew about oral feedback as direct correction from the teacher. The researcher qualified student's interview about oral corrective feedback in some points, they were about student's conditions, the time, and the material. The first thing that would be discussed was about the material. The students also said that the teacher gave oral corrective feedback by group in front of all of students. The way of teacher gave oral feedback could be seen in explanations before talking about the process of delivering oral feedback. Most of students stated that oral feedback by group was very helpful for their progress. After the teacher gave oral feedback in group, most of students felt that their work changed to be better and it made the students to be brave and it would exercise students' responsibility with their work.

In another reason, most of students argued that they agreed that oral feedback applied in English Class because the students hoped that they would not do the same mistakes with in the next time. The student stated that :

"when my teacher gives oral feedback, all of students will know another students' mistakes. After knowing the mistakes from another students, I hoped that we will not do same mistakes in another time". (student interview)

The students also stated that it would decrease noisy in the class and most of students would pay attention with teacher's explanation. The student told that:

"my teacher has a high and strong voice. When the lesson is on afternoon, the teacher applies oral feedback and his voice can be listened until the corner and out of the class. So, it makes me not sleepy". (student interview)

Unfortunately, there were some students who felt difficult to understand the teacher's oral correction. The reason was the students felt difficult to understand when the teacher gave oral correction. They also assumed that the teacher just gave feedback in generally. The teacher did not give correction deeply and clearly. The students still had to ask twice to the teacher to explain again.

"I'm still confused if the teacher gives corrective feedback orally because the teacher doesn't give explanation

deeply. Talking the additional time out of the class, I'm not sure that there are not students who want to meet him because we have many activities". (student interview)

Another reason that they were very sad if the teacher gave oral feedback, there were some students whose sit where so far from the teacher. They had to listen carefully about all of their teacher's oral feedback because the teacher would not repeat the explanation twice if the time was limited and over.

The conclusion of students' interview above was most of students argued that they chose oral corrective feedback applied in English Class, but there were students who did not want applying oral corrective feedback regularly.

c. The time of giving corrective feedback

Based on the students statements, they stated that their teacher always gave them corrective feedback in the end of lesson. When the teacher gave corrective feedback, their teacher used a clue and simple sentence in explaining students' mistakes in their assignments. Then, the teacher's explanation was easy to understand because the teacher used common sentence and made a clue to make students easy to understand. Additionally, the teacher also gave additional time out of the class for the students who have not understood with the teacher's explanations in the classroom.

Some students also assumed that their teacher gave corrective feedback a time in the end of lesson. If the teacher of next lesson did not come yet, their teacher would give more explanation and their teacher would give corrective feedback twice. All of students were very enthusiasm when the teacher gave corrective feedback. When their teacher called student's name one by one, another students felt sleepy for waiting the next chance. Then, this situation made another students making noisy in the class. Additionally, there were another factor influences students' enthusiasm, their teacher was very energetic and very attractive when delivering the material because the teacher had a high voice.

"I am always attracted when my teacher is explaining the material because of my teacher's expressions. When all of my friends and I feel so sleepy, my teacher always uses his voice to attract us. His voice is very strong and high. Sometimes, my ear is disturbed by my teacher's voice".

(student interview)

d. The Impact of Corrective Feedback

Based on the result of students' interview, corrective feedback gave some impact for students progress like the students could improve their English, the students could get better score, and the students could assess their work.

1. Improving in English

All of the respondents agreed that teacher's corrective feedback was helpful for their improvement in English. In the other hand, there were two students who have different reasons. They stated that they did not feel helpful of teacher's corrective feedback in improving their English, but they felt that they got more motivation to learn English after getting teacher's corrective feedback. Then, the students corrected their mistakes based on teacher's corrective feedback. Students said that when the teacher gave corrective feedback, the students felt that they get more attentions from their teacher. Because of their motivation, they were to be hard working in learning English and of course their English would be improved.

Another opinion stated that the students said thank to the teacher so much because the teacher always gave feedback in every their assignment. Their teacher always appreciated about students' work.

"If I get no one mistake, the teacher gives me appreciation for my assignment and he said good job and others. But if I get wrong in my assignments, he always gave feedback step by step and showed my mistake".
(student interview)

So, they felt more motivated when they learned English and they felt that there were many improvements in their English. From those explanations above, the researcher concludes that all of students agree that teacher's corrective feedback is very helpful for their improvement in English and they felt more motivated and energetic when learning English.

2. Getting better score

All of students who became respondent, they had same feeling that corrective feedback supported for increasing

students' score. All of the students were energetic when the teacher gave corrective feedback. In the next exercise, their teacher would give them same exercise like when their teacher discussed in teaching learning process. Based on the student's interview, they stated that they really supported by corrective feedback given by the teacher. Corrective feedback could increase their score to be better.

"I realized that score was most important thing for us. Learning English was very difficult for us. Corrective feedback could help us to increase their score and I realized too that learning English was easy because of corrective feedback applied by my teacher". (student interview)

All of students hoped that corrective feedback had to be applied in every lesson, not only in English, but also in others. All of students felt that they got a good effect at corrective feedback given by their teacher. Additionally, their teacher delivers corrective feedback using common sentences which are easy to understand.

In the other hand, based on the interview, the answer of students that more interesting one was their grade. They would be energetic and enthusiastic to listen teacher's corrective feedback because they wanted that their score could increase after listening corrective feedback. From the explanation before, their teacher would put same question in the examination like when their teacher gave corrective feedback in teaching learning process.

From interviewing some students above, the researcher concluded that all of students chose better score then got good corrective feedback from their teacher. They did not care about corrective feedback from their teacher, they just cared about their score. They wanted to listen teacher's corrective feedback because teacher's corrective feedback influenced their score.

3. Assessing the work

Based on the students' interview, they stated that they really realized that corrective feedback that was given by their teacher was really giving a good impact in assessing their work. However, after getting corrective feedback from the teacher, they always assessed their work

and if they got many mistakes, they would do again until they got better from their work before.

“after I get corrective feedback from my teacher, I always assess and compare the result of my new work with my last work. I know that there are differentiations between getting feedback and not getting feedback. And then, my teacher also help me to overcome my difficulties if I faced it”. (student interview)

All of students agreed that they always assessed their work and their progress after getting corrective feedback. Fortunately, they realized that corrective feedback had a good effect for the result of the next work. Because of corrective feedback, they could assess how far they really understood about the material.

Related to some explanations above, the researcher concluded based on the students' perceptions that there were two corrective feedback applied in teaching learning process. Most of students chose that oral corrective feedback had to apply in English Class. Corrective feedback could support students' score to be better than before getting corrective feedback.

3. Activity of Observation

The first observation was held on Monday, 6th May 2019. The teacher applied the material about narrative text and the teacher gave assignments to the students. The activity was occurred about reading activity. After the teacher explained about components of narrative text, the teacher asked to the students to find out the components of narrative text in the course book. Then, the teacher gave 45 minutes to students to finish their work. After finishing their work, the teacher pointed out the students randomly to read the result. If there was a mistake, the teacher gave correct form directly in front of the students and the other students knew the mistake.

The second observation was held on Tuesday, 7th May 2019. The teacher asked the students to make some sentences about past tense. This activity was about writing activity. The teacher gave 45 minutes to the students to make simple past

tense. Then, the teacher asked to the students to submit their work after they finished. Then, the teacher gave correction one by one. When the teacher gave corrections, the class was not conducive, all of the students made a noisy and the students were busy with their own work. After the teacher finished to give corrections, the teacher gave back the students' work and the teacher discussed the common mistakes made by the students in front of the students with giving correct form directly.

The third observation was held on Wednesday, 8th May 2019. The teacher asked the student to change the sentences of present tense to simple past tense. This activity was about writing activity. The teacher gave 30 minutes to the students to finish their work. After finishing their work, the teacher asked to the students to submit their work. When the teacher gave corrections, the class was not uncontrol, all of the students made a noisy and the students were busy with their own work. After the teacher finished to give corrections, the teacher gave back the students' work and the teacher discussed the common mistakes made by the students in front of the students with giving correct form directly.

Based on some activities above about the results of observation, we conclude that both reading and writing activities, the teacher applied oral corrective feedback with direct instruction in giving correct form in front of the students.

B. DISCUSSION

In this section, the researcher describes a discussion about findings that explain. The next one, all of the findings are related to the theoriest conducted in chapter II. The discussion deals with the research question of this research; "what type of corrective feedback applied by the teacher in English Class?" and "How do learners perceive about corrective feedback applied in English Class?".

The first research question used the theory from Harmer (2001) to answer types of corrective feedback. The second research question used theory from Willey (1968) to measure and to know students' perceptions.

1. Types of Corrective Feedback

Based on the findings, the researcher concludes that the types of corrective feedback often applied in English Class is oral corrective feedback with direct instructions in students' error by giving correct form directly. Oral corrective feedback is applied in speaking, listening, and reading. The teacher also stated that when the teacher applies oral feedback feels more elaborate about the teacher's performance. This statement is also stated by Jordan that the teacher who gives oral feedback will be more clarification and more elaborate in giving explanations to the students¹⁰³. For example of applying oral feedback is more elaborate, when the teacher gives oral feedback, the students will pay attention with the teacher's explanations, the students do not feel sleepy, and the class will be conducive because the teacher uses high voice and uses gestures totally to attract students attention.

We can think again that if the teacher gives more clarification to the students, it needs more time because the students' understanding has different perception with the others. In the reality, the teacher is given limited time in delivering the material. So, it does not appropriate if applied in the class. This statement is also agreed by Sultana stated that giving oral feedback is so time consuming when the learners are unfamiliar with the process or with the teacher's explanation¹⁰⁴. When the students do not understand about the teacher's explanation, the students will ask again and again. To anticipate the timing, there is an opinion stated by Brookhart.

¹⁰³Jordan, J, *The Use of Orally Recorded Exam Feedback as a Supplement to Written Comments*, Journal of Statistics Education: 2004, 12(1), pp. 20-27 adopted from L, Jennifer, *The Effect of Oral Feedback on Perceived Classroom Community in Undergraduate Students*, Liberty University: 2017

¹⁰⁴Sultana, A, *Peer Correction in ESL Classrooms*, BRAC University Journal: 2009, Vol. VI, No. 1, pp. 1-12 adopted from Endah Dwi Rahmawati, *Students' Oral and Written Feedbacks on Students' Writing Quality at One of Pre-Intermediate Writing Class*, Lampung: 2017

Brookhart on his journal stated that oral feedback is an activity of giving direct correction to the students' mistakes which can be given before, during, or after writing the task or assignments¹⁰⁵. In this research, giving oral corrective feedback is after the students finish doing their task. If oral corrective feedback do in three sections, it will be need more time. When the teacher applies oral corrective feedback also considers the time and the available time is limited.

Related with previous study discussed by Khotimah stated the result that self-evaluation had a good effect on students' performance¹⁰⁶. This research can be applied self-evaluation by oral feedback on students' performance, but the teacher must consider the time given by curriculum of the school. The result of this research showed that oral feedback has a good effect for students' score. The students can upgrade their score after getting oral feedback. The research by Khotimah did not mention specific of performance. The differentiations between Khotimah's research and this research is based on the level of the students. The students of Khotimah's on eleventh who know each other, but in this research the students who get corrective feedback are new students in senior high school.

2. Students perceptions of corrective feedback

Based on the students interview and the observation, there are some points to show the perceptions of students in types of corrective feedback, the students' condition, the time, and the effect of corrective feedback.

a. Students' Condition

This study showed that students' condition is very important thing in students' successful in mastering the material. The students is very helpful with corrective feedback is delivered by the teacher. The students said that they get many benefits in

¹⁰⁵Brookhart, S. N., *How to Give Effective Feedback to Your students*, Alexandria Va: Association for Supervision and Curriculum Development, 2008

¹⁰⁶Khotimah, Husnul, *Self-Evaluation on Students' English Speaking Fluency at Eleventh Grade of MA Al Amien 1 Pragaan Sumenep*, UIN Sunan Ampel Surabaya: 2017

teacher's corrective feedback. When the students can solve their error, the teacher gives them positive feedback. For example of positive feedback is the teacher says "good", "great", "awesome".

Based on Kalger stated that positive feedback can increase students' motivation¹⁰⁷. In other hand, when the teacher gives negative feedback, the students will be shy with another students and it will decrease the students' motivation to learn more of English.

The result of some previous study created by Waprianti¹⁰⁸, Khotimah¹⁰⁹, Risna¹¹⁰, and Ebrahimzadeh¹¹¹ have the same result that feedback applied in teaching learning process has a good effect for the students' performance and students' motivation. The result in this research also shows that given feedback to the students can change students behavior, performance, and motivation. The differentiation of those researchs is the type of feedback applied in the research.

b. Setting the time

The result of this research explained that, the teacher always considers the time when giving corrective feedback. The teacher gives corrective feedback in group, one of the example to manage the time. The teacher also gives additional time out of the lesson.

Based on Hattie stated that a good time in giving corrective

¹⁰⁷Kluger & DeNisi, *The Effects of Feedback Interventions on Performance*, Psychological Bulletin: 1996 pp.254-284 adopted from Hattie and Timperley on their book of *The Power of Feedback*

¹⁰⁸Waprianti, An Rica Arista, *Student-teachers' Attitude towards Peer-feedback in Teaching Practice Class at UIN Sunan Ampel Surabaya*, UIN Sunan Ampel Surabaya: 2017

¹⁰⁹Khotimah, Husnul, *Self-Evaluation on Students' English Speaking Fluency at Eleventh Grade of MA Al-Amien 1 Pragaan Sumenep*, UIN Sunan Ampel Surabaya: 2017

¹¹⁰Asita Sari, Risna, *Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class*, UIN Sunan Ampel Surabaya: 2016

¹¹¹Ebrahimzadeh, Mahvan, *The Effect of Post Test Feedback vs Recast on Written Grammatical Accuracy of Iranian Intermediate EFL Learners*, Islamic Azad University Iran: 2015

feedback is during the task is processing in the classroom¹¹². This statement matches with the theory of Hattie that giving corrective feedback must in teaching and learning process. If the teacher gives additional time, it is not sure that all of students will attend in the discussion out of the class because all of students have different activities with the others.

In all of previous studies related to this research stated that, giving feedback must consider the time. All of the researchers agree that giving feedback must consider the time, the level of students, and the material will be delivered. After all of components are fulfill, we hope that students' motivation and students' score can be better than before.

c. **The effect of corrective feedback**

Based on the findings, the effects of corrective feedback exactly in oral feedback is it can increase students' motivation and students' interest in English. Most of the students said that after getting oral corrective feedback from their teacher, their score increase to be better than before.

Talking about motivation and interest, Lo and Hyland stated that when the students has an ambition of something, the students will reach it by full of energy and support¹¹³. The result of this study declared that the students want to listen the teacher's explanations because the students want to get high score. Actually, the students do not care with teacher's feedback, the students just want to get high score of English by listening teacher's explanations carefully.

Based on the previous study conducted by Risna stated that giving feedback after practicing teaching learning process is very important because feedback can improve students' performance¹¹⁴.

¹¹²Hattie & Timperley, "*The Power of Feedback*", Review Educational Research, 3: 2007, Vol 77 pp. 81-112

¹¹³Jo & Hyland., *Enhancing Students' Engagement and Motivation in Writing: The Case of Primary Students in Hongkong*, 2007 adopted from Journal of Enhancing Students' Motivation by Providing Feedback on Writing: The Case of International Students from Thailand, 11:2012

¹¹⁴Asita Sari, Risna, *Feedback Implementation on Teaching Practice by Student Teachers at Practice Teaching Class*, UIN Sunan Ampel Surabaya: 2016

In this research also stated that giving feedback to the students can influence students' motivations.

Another result of this research, the teacher also gives assessment for the students after the students get feedback. The teacher wants to know whether the students really understand or misunderstand with the teacher's corrections. The teacher always accompany the students to know the students' progress in every time.

The other previous study come from Ebrahimzadeh, the result of his research is written feedback is a more effective tool applied in EFL classroom¹¹⁵. The result of research conducted by Ebrahimzadeh is different with this research. In Ebrahimzadeh's result discussed that written feedback is an effective tool used in the classroom, but in this research the effective of corrective feedback applied in English Class is oral corrective feedback because it can attract student's attention when the material will be delivered on afternoon.

Another side, students also declared that to get better score, the teacher also applied assessment after giving feedback to the students. The students thought that the teacher applied assessment is to know students' progress after getting feedback from the teacher.

This statement is match with Kluger statements that after giving feedback in classroom as corrective feedback, the teacher should give assessment for the students to know their progress¹¹⁶. In the result of this research based on students interview told that the teacher always gives some assessment related to the students' error twice and more.

Related to the previous studies, there are same points and there are different points. The same points are both of previous studies and this research, the students feel very helpful of feedback given by teacher because it can be in increasing students score of

¹¹⁵Ebrahimzadeh, Mahvan, *The Effect of Post-Text Feedback vs. Recast on Written Grammatical Accuracy of Iranian Intermediate EFL Learners*, Islamic Azad University Iran: 2015

¹¹⁶ Kluger & DeNisi, *The Effects of Feedback Interventions on Performance*, *Psychological Bulletin*: 1996 pp.254-284 adopted from Hattie and Timperley on their book of *The Power of Feedback*

English. Another points shows that, the students in previous studies and students in this research have more motivation in learning English because the teacher always applied feedback after teaching learning process. In other hand, there are different points of both of them. The first points is about the subject level of the research. The subject in this research is new comer from junior high school. So the teacher considers the type of feedback in retouch student's attention. Another differentiation is the additional time given by the teacher out of the class for students who do not understand well in teacher's explanations in classroom. In some previous studies, there is no additional time for the students to get more feedback out of the class. This research is new research that shows giving additional time for the students is very important to keep students' understanding in learning English.



CHAPTER V

CONCLUSION AND SUGGESTION

After the researcher finishes the findings, in this chapter the researcher explains the conclusion of the findings and the researcher gives the suggestion for the subjects who become sample in this research.

A. RESEARCH CONCLUSIONS

1. Types of Corrective Feedback Applied in English Class

According to the findings and discussion, the researcher can conclude that there are two types of corrective feedback applied in English Class. They are:

a. Oral Feedback

Both of the students and the teacher, they choose oral feedback that it has good effect from student's progress. The students and the teacher stated that there are many beneficial thing that we can get from oral feedback. Firstly, corrective feedback can make the relation between the teacher and the students closer. When the students do not understand with the teacher's explanations, they can ask to the teacher to repeat the explanation. Second, corrective feedback can make the time more effective. The student's error will discuss together with the teacher in front of another students. All of the students in the class will know what the mistake had been done by another students. The teacher hopes that, after the students and the teacher discuss together about some mistakes, there is no one mistakes again in the next exercise. In the other hand, all of students become a focus and an active students because they just focus on their score. They take a note and listen carefully of teacher's feedback because they know that their teacher will repost same question in the next exercise.

b. Written Feedback

Most of students and the teacher do not choose written feedback applied in teaching learning proses. There are many considerations that the teacher and most of students do not use it such as applying written feedback needs more time, the teacher must call one by one to come forward to get feedback, it is possible to make the class noisy because when

the teacher calls the student's name of course another students will be busy with their own work, the teacher's written corrective feedback can not be understood by all of students because the teacher's written corrective feedback can not be read by all of students and the students will ask again until their understand.

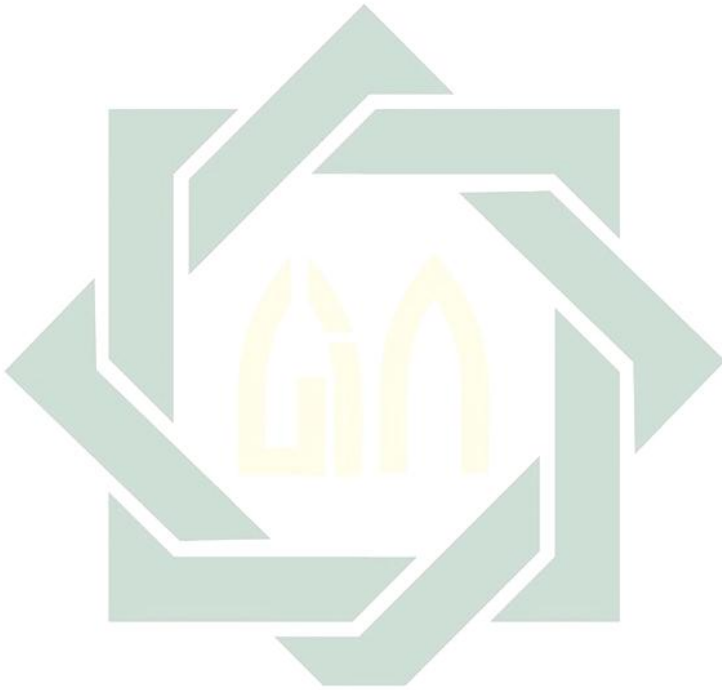
2. **The students perceptions of corrective feedback**

The students assumed that oral corrective feedback must be applied in English Class. Many students stated that they want to get more about oral feedback from their teacher. They feel many changes after they get feedback from their teacher. They also stated that oral corrective feedback is very helpful and useful for increasing their score. Actually, all of students do not pay attention to the teacher's explanation. They become focus students because they want to increase their score to be better than before. In other hand, there is a lack of oral feedback such as the teacher can not give the correction deeply to the student's error, the teacher also considers the time when giving oral corrective feedback and the fact many of students' error can not be discussed together. But, oral corrective feedback has a benefit side like when the teacher asks together to discuss about student's error, another student will know and the teacher hopes that student's error will not happen in the next exercise in a same case.

B. SUGGESTION

1. Based on the purpose of oral corrective feedback is to make students better in the next their performance and their work, the researcher suggests to all of the students that they does not only listen carefully but they also apply and they also become serious students after getting oral corrective feedback. For the teacher, the researcher suggests that the teacher must be design again about the strategy in giving oral corrective feedback that it can be felt by all of the students.
2. The researcher suggests for the next researcher to explore more about what the learners and the teacher perceive about combining oral and written corrective feedback in English Class. In this research, it just knows what the learners and the

teacher perceive about corrective feedback and what the kind of corrective feedback applied in English Class.



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