Chapter One

Introduction

This chapter presents some points. The first is the background that the researcher was mentioned the argument why the topic is an attractive thing to be discussed in the research. The second is the identification of the problem and delimitation of the study. The third is research questions and next are the objectives of the research and the significance of the study then the last is the organization of the chapter.

Background of the Research

Feedback is the information that a learner receives about their language learning process and refers to information about their language overall performance on speaking and writing even though it can also issue reading and listening, look at abilities, attitudes, effort. Feedback is a useful technique to improve language performance through sharing evaluations, worries, and recommendations about a written task or oral statement (Kavaliauskienė & Anusienė, 2012). Feedback has a big influence on improving students' learning abilities. Ratna, Chong, and Cavana (2009) said that feedback is critical for the students to enhance their potential in gaining knowledge. feedback is the message which includes the information or remark provided using the teacher or figure who explains mistakes in a single's task or performance within the studying manner (Hattie & Timperley, 2007). According to Gamlema and Smith (2013) teachers' feedback in the learning process may be very beneficial to assist them to be privy to the mistake and they can also repair a mistake to enhance their knowledge. Kavaliauskienė and Anusienė (2012) stated that feedback is interpreted as information provided to students, provided by peers or teachers to discuss students' performances in improving skills, and feedback not only helps in correcting their assignment but also evaluating.

Teachers play an important part in the learning process, and one of their responsibilities is to provide feedback to students to assist them in correcting errors in their learning. Giving students detailed feedback on the strengths and flaws of their work, along with suggestions for development, is becoming a typical practice in higher education, according to Sadler (2010). Good feedback is valuable not just to students in terms of improving their learning, but also to teachers in terms of improving the quality of learning for their students (Rahman, 2016). After a class or an assessment, students will receive feedback (Al- Enzy & Jesudas, 2016). In the classroom, feedback has both a negative and positive influence, becoming beneficial when feedback reveals what pupils need to enhance their tasks. Negative feedback occurs when teachers do not value the work that pupils have put in, such as when the teacher says that their efforts were not maximized by the time, they finished the task (Gamlem & Smith, 2013). Students require feedback the most, and it plays a crucial role in assisting students in improving their knowledge of the lesson. There are numerous methods for providing feedback in the learning process. According to Alamri (2018), there are several sorts of feedback that teachers typically employ to provide feedback during the learning process. The types are divided into five parts: (1) corrective ;(2) descriptive: (3) evaluative; (4) motivational; (5) interactional. In this study, the researcher only focuses on feedback types one to three. Corrective feedback is a way of providing modified input to students, which can produce modified output by students. Corrective feedback can be called negative feedback negotiated help or error correction, and the output can be realized in a form that is absorbed by students (Calsiyao, 2015). Descriptive feedback is specific information that is provided in the conversation and the form of written comments, which aims to help the learners understand what she or he needs to do to improve their project (Rodgers, 2006). According to Cushman et.al (2017), evaluative feedback is the feedback that is identical to the words reward and punishment. The rewards that teachers usually give additional points or

small snacks, and the punishments are given in the form of additional assignments. The award given by the teacher aims to further increase the enthusiasm of students in learning, and punishment is also given in the hope that students will be more active in learning so that they avoid punishment. Motivational feedback is advice that aims to provide support and motivation to students to increase their understanding of a topic (Sarsar, 2017). Interactional feedback is a strategy of practice that teachers use to oversee the students' responses and understanding to the clue and teachers' advice is provided of their error (Oakes et.al, 2018).

Since the researcher does the preliminary observation at one of the Senior High Schools in Jambi and found that there are differences in delivery feedback methods that teachers use to provide feedback during teaching and learning, the researcher also gets the information about students' difficulties while perceiving the feedback. Students said that teacher feedback is often provided without clear explanation, students' have difficulties understanding. It makes not all students get the benefits of feedback. Here the researcher interested in having research about feedback and interested to know what are types of feedback and delivery method match their expectation. Based on the researcher's observation at Jambi senior high school, each student seems to need different types of receiving feedback. This is because of differences in the level of knowledge and abilities of students.

There are three common types of feedback delivery methods that are often used by teachers in the classroom. The types are oral feedback, written feedback, and online mediated feedback. All the feedback has the same purpose and what makes it the difference is the way of delivery and the tools used. The oral feedback which teachers provided by a direct comment, is usually given in speaking class and the things that teachers often repair are pronunciation and grammar. Written feedback is one of the common parts of the feedback types, that have the same purpose as oral feedback, often used in writing classes such as grammar and essays. The purpose is to help students know their mistakes and understand

how to repair them with written feedback as a way that can help them. Different from the oral and written feedback that is given face to face or put a comment on the task, which means these are feedback that is given in an offline way, online mediated feedback can be given without face to face, which means giving feedback through the internet or online. In this study, the researcher focuses on oral, written, and online feedback in Jambi Senior High School students, the attitudes, and methods concerning the feedback delivery method of oral feedback.

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Identification of the problem

Some issues happened in teachers' teaching and learning process. According to Keeves (2018) stated that learning strategies and feedback these two topics became the most discussed topics than in this study, feedback has been selected as a topic. Feedback is one of the problems that are still being discussed. Feedback is a way that teachers used to help students aware of an error in their task, feedback also helps students to improve their ability. Teachers delivered the feedback forehanded and with clear information then it helps students to improve their skills and also have high enthusiasm for learning (Narciss, 2008).

In the learning process, the teacher often provides feedback but students were not given a chance to apply the feedback from teachers to their tasks. Finally, the feedback is useless and only becomes an abandoned statement, and also becomes a negative impact when students are not given time to take advantage of the feedback provided (Gamlem, 2013).

According to Price, et al. (2010), they stated that students have bad engagement with feedback provided by teachers they find it difficult to understand the feedback given because it only contains a few comments without instructions and marks. Based on the researcher's

preliminary observation, each student has different expectations in receiving teacher feedback. This happens because not all students have the same ability to understand the feedback given. Therefore, the teacher must provide comments in a way that is easily understood by students and that is why this topic is chosen, the researcher is interested to research teachers' feedback in the learning process.

Delimitation of the Study

This research focus on teachers' feedback and three research questions was chosen by the researcher based on the topic. Firstly, the researcher examined what is the Senior High School students' attitude toward teachers' feedback during the teaching and learning process. Secondly, the researcher knows what are the Senior High School students' preferences concerning the types of teacher feedback between corrective, descriptive, or evaluative that provided during their learning process. Thirdly, the researcher found out what are the Senior High School students' preferences concerning the delivery methods of teacher feedback provided in their learning.

Research questions

In this research, the researcher formulated three research questions as a reference for conducting this research:

1. What are the Senior High School students' attitudes toward teachers' feedback during the teaching and learning process?

2. What are the Senior High School students' preferences concerning the types of teacher feedback provided during their learning process?

3. What are the Senior High School students' preferences concerning the delivery methods of teacher feedback provided in their learning?

Research Objectives

According to the research question, there are three objectives of this research:

1. To find out the Senior High School students' attitudes toward teachers' feedback during the teaching and learning process.
2. To find out the Senior High School students' preferences concerning the types of teacher feedback provided during their learning process.
3. To find out the Senior High School students' preferences concerning the delivery methods of teacher feedback provided in their learning.

Significance of the research

The result of this study is hopefully to provide some benefits and the people who get the benefits in this study are teachers, students, and other researchers.

The Teachers

The findings of this study can used as a reference by the teacher to find out information about students' attitudes, the types of teacher feedback that they expected, and the students' preferences concerning teacher delivery feedback during their learning.

The students

The result of this study has a good impact on students' learning process. Through this, an overview of feedback that is expected can help students better understand what method that suits them.

Other Researchers

This study also may benefit for other researchers if interested in researching the same topic or participants or might want to research the same topic but with a different focus. This research can be used as a reference for the topic.

Organization of the Chapters

In chapter one, the researcher discusses some points that related to background of the study. The delimitation of the problem also discussed in this chapter. Then researcher also put three research questions that was discussed in this study. The purpose of this research is to find out what are Jambi Senior High School students' attitudes', and student's preferences for the types and delivery methods of teacher feedback during their learning process, which can be used to help to know what are students' attitudes and types of effective feedback then delivery feedback that they expected.

Chapter two provided a literature review about students' attitudes toward feedback in the learning process and what are students' preferences concerning the delivery method of teacher feedback during the teaching and learning process. The content of theories is the definition of feedback, types of feedback, the explanation of the delivery method, types of delivery method, and student attitudes toward feedback.

Chapter three explained some points about the research method, the points are research setting, research design, research participants, data gathering method, data collection procedures, and data analysis. Quantitative research with survey design was chosen as a

method to answer the research questions in this research. This research was be conducted at one of the Senior High schools in Jambi. There are 100 samples from class A, B, C from the third grades was chosen to become the participants of this study. The questionnaire was chosen to gather the data, the questionnaire was divided into three parts.

Next chapter, after the long research, and finally the writers provided the finding and discussion of the study. The findings showed the students' attitude toward teacher feedback during the teaching and learning process, and the types of feedback delivery methods that students expected.

In the last chapter, the researcher provided the conclusion about the research and suggestions. The conclusion summarized in a more concise and clearer conclusion. The suggestion to the readers was provided in this study.