

TEACHERS' IMPLEMENTATION AND PERCEPTION OF THE FEEDBACK SESSION IN ENGLISH LANGUAGE TEACHING

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Abstract

The purpose of this study is to answer the following research questions: How do teachers implement feedback sessions and what are teachers' perceptions of feedback sessions in English language teaching. This study uses the qualitative-descriptive approach. The participants of this research are three English teacher at SMA Negeri 3 Barru. The research instrument in this study was the interview protocol. The results of this study indicate that each teacher has a different perception of the feedback session and how they implemented it. Based on the classroom observation, every teacher implemented the correct feedback, that are the feedback must be corrective, the feedback must be given in timely manner, the feedback must be specific and refer to certain criteria, and the feedback is given to students as a tool to develop qualities in themselves. Meanwhile, the results of the interviews showed that every teacher has a positive perception of the feedback sessions in English language teaching.

Keywords— *Feedback Session, Implementation, Perception.*

INTRODUCTION

In the world of education in Indonesia, English is a foreign language taught from middle school to college. In the study of English, a unit of education produces interaction between teachers and students and is usually done in one form or another. One form that can be used is feedback.

In general, feedback is a part that cannot be separated from language learning. Because in language study, we focus on oral and verbal activities, which can be seen from the two-way perspective of the teacher to the student and the student to the teacher. According to Hattie and Timperley (2007), when the teacher explains a material to the student, there should be feedback given by the student. So in this case, teachers play a crucial role in implementing feedback sessions in language learning. Harmer (2001) explained that "the English teacher played a crucial role as a controller in which the teacher was master of the class and was responsible for all the activities in it". A class can be said to be effective when the technique or method used allows teachers and students to interact actively.

In order to create conducive learning, teacher feedback is needed. According to Sawitri and Samireni (2007), teacher's feedback is essential in an effort to improve student's performance in English teaching. In this case, teacher's feedback can facilitate the needs of students in developing potential. In the explanation above, it focused only on how a teacher's feedback could affect the student's study result and performance. Thus through this study, the researcher decide to choose a topic related to the feedback session being applied by teachers. In this regard researcher will focus on how the teacher applies feedback session so that the teachers can create effective English teaching.

LITERATURE REVIEW

1. Definition of Feedback Session

Feedback session in learning can be defined as a medium of communication or response used by the teacher to students in the form of action or input. In addition, the feedback session is also used by the teacher as a means that can increase effectiveness in the classroom. The feedback session implemented by the teacher is very helpful in creating active interactions between teachers and students during the learning process. According to Suherman (2020) feedback is an activity carried out by teachers to observe students during the learning process that aims to improve students' abilities. Feedback session is an important part of the assessment process. According to Arikunto (2009) feedback session is all information regarding output and transformation. Transformation here is a tool that transforms raw materials into finished materials. In other words, feedback is the process of providing students with useful information to test their abilities, correlate with their performance, and monitor their own learning progress.

2. Definition of Implementation

In general, implementation in a large English dictionary means applying. The term implementation is often associated with activities done to achieve a purpose. Implementation is to put ideas, concepts, policies or innovation into practical action to impact, both in the form of knowledge, skill and change in values and attitudes. Implementation is not just an activity, but implementation is also an activity that is carried out seriously in order to achieve the objectives of the activity. According to Sudjana (2009) Implementation is an effort made to foster encouragement and motivation to carry out a given task or activity in a structured manner and carried out with a certain mechanism. Implementation is an important aspect of the overall policy process and is an effort to achieve certain goals through certain means and infrastructure and in a particular chronological order.

3. The correct Implementation of Teacher's Feedback

According to Silverius (1991) the correct feedback session that can be applied by the teacher is as follows:

- 1) Feedback must be corrective. In this case, the teacher does not only give the explanation of the material, but also have to do the questions and answers and teacher give response to an error made by students.
- 2) Feedback must be given in a timely manner. The feedback given by the teacher is carried out before and after the provision of learning materials. The aim is to facilitate strengthen student's ability to receive the material.
- 3) Feedback must be specific and refer to certain criteria. This feedback is based on a level of knowledge or understanding. The purpose of this method is to provide opportunities for students to think or analyze their understanding of the learning material.
- 4) Feedback is given to students as a tool to develop qualities in themselves. This has the potential to facilitate students in gaining meaningful experiences in achieving basic competencies and increase the motivation of students who are less or have not actively participated in the learning process. In this way, the teacher gives students assignment regarding the material that has been given, and then after students do their assignments, the teacher invite students to discuss the result of their work.

4. Definition of Perception

Etymologically, perception or English perception comes from the Latin perception. Percipere means to receive, to receive. Perception in the narrow sense is what one sees, the way a person sees something. In a broad sense, it is a point of view or understanding, that is how someone sees or interprets something. Sarwono (2012), perception refers to a person's ability to organise and focus their observation. Perception is the process of recognizing different stimuli acting on the senses. Perception can be defined as the process of receiving, selecting, organizing, interpreting, testing, and responding to sensory stimuli or data.

METHODS

1. Research Design

The design of this research applied descriptive qualitative method. According to Sugiyono (2016) stated that qualitative descriptive method is a method based on a philosophy of postpositivism, which used to investigate the condition of the natural objects, where the researcher as the instrument. The result of the descriptive qualitative research emphasizes meaning rather than generalization.

2. Time and place of the research

This research focused on what is the teacher's implementation and perception of the feedback session in English language Teaching at SMA Negeri 3 Barru. Therefore, this research conducted in SMA Negeri 3 Barru, Desa Tellumpanua, Kec. Tanete Rilau, Kabupaten Barru. This research conducted in August 2022.

3. Research Subject

The subject of this research are the English teacher as the research subject. This school has three English teacher. The research also need some student's opinions regarding the feedback session used by the teacher in English teaching. The researcher decided to chose the students which consists of three students from the twelve grade.

4. Research Instrument

In order to answer the question in the problem statement, the researcher used observation checklist and interview as the instrument of collecting data.

1. Observation Checklist

Checklist is a record of observations containing a list of questions about aspects contained in a situation, behavior and individual/group activities. Aiken (1996) regards the checklist as the most straightforward instrument, containing words, sentences and statements containing individual activities and thoughts that focus on attention or being observe.

2. Interview

To get more specific data from the research which done by the researcher, the researcher used interview as an additional instrument to complete data. According to Creswell (2012), Interview is typically a face to face conversation between the researcher and the participant involving transfer information to the interviewer.

Findings and Discussion

Findings

1. The implementation of the teacher's feedback session

After conducting the observation in the class, the researcher found four correct feedback session used by teachers in ELT. They were feedback must be corrective, feedback must be given in timely manner, feedback must be specific and refer to certain criteria, and feedback is given to students as a tool to develop qualities in themselves from the theory of Silverius (1991). The detailed findings are presented below.

Name	Teacher's feedback	Criteria
AB	<p>-Feedback must be given in timely manner</p> <p>-Feedback must be corrective</p> <p>-Feedback is given to students as a tool to develop qualities in themselves.</p>	<ul style="list-style-type: none"> - Teacher implements feedback session after giving the subject matter to the students. - Teacher gives time for students to ask about material that not been understood by students before continuing the learning process. - Teacher asks question about the material that has been previously given. - Teacher gives appreciation to motivate students - Teacher gives the students the opportunity to correct the wrong answers to the question asked by the teacher - Teacher gives additional data explanation to students as reinforcement to turn off students' understanding of the subject matter well

Corrective feedback was identified in table above. After the teacher explained the material, teacher implemented feedback session. Teacher gave time to student to asked about material that has not been understood by students before continuing the learning process.

Teacher : Do you have any question about the material?

Students : No, I don't sir

Next, teacher asked question about the material that has been given to students, it aims to know the students' understanding about the material. When students answer the question,

teacher gave appreciation in the form of words that can motivate student who dare to answer the question.

Teacher : if you don't have the question, prepare of yourself because I would like to asked you about the material.

Students : yes, sir!

Teacher : what is the definition of passive voice?

Student : passive voice refers to relationship between the subject and the action.

Teacher : Good answer, but I think the answer is not complete. Anyone can give more explanation about the definition of passive voice?

Student : excuse me sir, let me try to answer. Passive voice is a quality of a verb that describes when the subject of a sentence is acted upon by the verb

Teacher : Good job! give applause to your friends

(Teacher 1 : AB, August 25, 2022)

"I implement the feedback session as long as our learning process"

"To make students able to understand the material that has been given, I conducted the question and answer which aims to know the extent of students' understanding in receiving the material. I give appreciate to students who dare to answer the question, and if there are some students who still have not been able to understand the material well, I give more explanation for students"

Name	Teacher's feedback	Criteria
NA	-Feedback must be specific and refer to certain	<ul style="list-style-type: none"> - Teacher gives assignment regarding materials that have been given to students - Teacher invite students to actively participate in discussing the assignment that has been given

After the teacher gave and explained the material to students, teacher gave assignment to student. After the students has completed their assignment, the teacher reviewed the result of the assignment by discussing it together. From this feedback, the teacher could know the extent to which the student could understand the material that has been given.

Teacher : Open your book and please completed the task 1 in page 23! It is about the news item text. I give you ten minutes to do your task!

Students : okay mam!

(Ten minutes later)

Teacher : Time is over! Have you finished your task?

Students : yes, mam

Teacher : who wants to answer the question number 1? Rise your hand

Students : (rise hand) excuse me mam, let me to answer the question number 1

(Teacher 2 : NA, August 26, 2022)

“I give assignment to students to ensure that students has understood the material, and I provide feedback on their assignment by discussing it together”.

Name	Teacher’s feedback	Criteria
MN	-Feedback is given to students as a tool to develop qualities in themselves.	<ul style="list-style-type: none"> - Teacher gives the students the opportunity to correct the wrong answers to the question asked by the teacher - Teacher gives additional data explanation to students as reinforcement to turn off students’ understanding of the subject matter well

After the teacher explained the material, teacher required students to ask about the material. In this session, the teacher did not only ask the students about the material, but rather gave students the opportunity to asked the question and in the end of session the teacher gave additional explained about the material. It aims to make students could understand the material as well.

Teacher : Do you have any question so far?

Students : yes, sir!

Teacher : Please raise your hand!

Students : (ask the question)

Teacher : Now, I would like to ask you. What is the form of simple past?

Students : (raise hand) the form of simple past is Subject + verb1

Teacher : are you sure? Subject + verb1 is form of the simple present, right? Who could give the correct answer?

Students : excuse me sir, the form of the simple past is subject + verb2

Teacher : good answer! So, if the simple past is to use verb two because it is a past sentence or a sentence that has already happened.

(Teacher 3 : MN, August 27, 2022)

“In implementing the feedback session, I give the opportunity for students to do the question and answer and I did comprehension check and to make students understand the material, I give additional explanation for students”.

2. The teacher's perception of the feedback session

As with the implementation, the teacher also has a different perception of the feedback session. After conducting face-to-face interviews with the English teacher, the researcher found some perceptions from three informants about the feedback session. There are,

“In my opinion, feedback sessions are one of the methods or media that helped me and students interact actively. Making the learning process more effective because there are many activities I can do with students in discussing the material is by doing questions and answers and also giving an assignment after explaining the material”.

(Teacher, August 25, 2022)

“According to me, the feedback session is the way to find out the understanding of each student. With this feedback session, I can analyse how students understand the material in the class by giving the assignment.

(Teacher 2, August 26, 2022)

“In my opinion, feedback sessions is something that is very important in the learning process because they can give students a chance to ask about the material being studied. And so, vice versa, the teacher may ask students to analyze their understanding. Feedback sessions are also essential to use as a medium to create effective learning, especially in English learning. As we know, English is a foreign language, so to teach this lesson, it is not enough to only give the material; there must also be a feedback session to create active interactions between teacher and students.

(Teacher 3, August 27, 2022)

3. Students' perception of the teachers' feedback

“In my opinion, teacher's feedback is one method that can help students interact actively during the learning process. The lesson ends with a feedback session, giving students the opportunity to ask the teacher if something is not understood”.

(Student 1, september 08, 2022)

“In my opinion, teacher'a feedback is the way to faciliate students to interact actively with the teacher and can increase the students' motivation”.

(Student 2, September 9, 2022)

“In my opinion, the teacher's feedback is one of the faciliate that gives us the opportunity to express opinions when the teacher conducts discussions”.

(Students 3, September 10, 2022)

Discussion

After conducting the observation, the researcher found that the every teacher implemented feedback session in different way. The teacher should be implementing the feedback session

correctly, According to Silverius (1991) there are several ways in implementing the correct feedback that can be used by teachers. Firstly, the feedback must be corrective, in this case the teacher does not only give the explanation of the material but also have to do the questions and answers and teacher also give response to an error made by students.

This is in line with the results of research from Irawan, and Salija (2017). Their research discussed about teacher's oral feedback in EFL classroom interaction, where the results of their research state that correct feedback can be seen from how the teacher responds to errors made by students. In this case, when the teacher gives questions to students and then students give answers that are not appropriate, the teacher responds by telling the students' mistakes and then correcting the errors in their answers. Corrective feedback is employed by the teachers through some ways. They used recast by giving restatement to incorrect response.

Secondly, feedback must be given in a timely manner, it means the teacher implement the feedback session does not only after giving the learning material but also the teacher gives students assignments regarding the material that has been given, and then after students do their assignments the teacher invites students to discuss the results of their work. It aims to strengthen student's ability to receive the material. Finally, feedback is given to students as a tool to develop qualities in themselves. The teacher gives students the opportunity to ask question about the material, after that the teacher give additional explanation to make students understanding the material as well.

After conducting the interview, the researcher find the teacher's perception of the feedback session. Sarwono (2012) perception refers to a person's ability to organize and focus their observation, perception can be defined as the process of receiving, selecting, organizing, interpreting, testing and responding to sensory stimuli or data. According to Irwanto (2002), there are two types of perception that come from human-object interaction namely positive and negative perceptions. The result of the interview with the teacher, the researcher know that the teacher have positive perception about the feedback session. The teachers said that feedback session is something that very important in the learning process because with this feedback session teacher can analyze how student understand the material in the class.

Conclusion

After conducting research on the teacher's implementation and perception of the feedback session, the researcher found several ways in which the teacher implemented the correct feedback session in English language teaching. The correct feedback session consist of four criteria. There are, feedback must be corrective, feedback must be given in timely manner, feedback must be specific and refer to certain criteria, and feedback is given to students as a tool to develop qualities in themselves.

Results of teacher interviews about their perceptions of the feedback session. The researcher knows that each teacher has a positive perception of the feedback session. They say the feedback session is essential to the learning process because it allows them to interact with the students. Feedback sessions are also used to promote active learning. In addition, the teacher also mentioned that the feedback session can be used to assess each student's strengths and weaknesses.

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