

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a tool which is used to communicate in social life. It necessarily used in teaching learning process. It can be used in many ways, one of them is when giving feedback. Feedback is about giving information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better. Being able to give feedback is a skill that is useful in personal and professional lives. Carless (2015:192) defined feedback as a dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies. From this definition, it marks an important point in thinking about feedback not as a product given to the recipient, but more of a process, a conversation, a dialogue between the assessor and recipient. This means that feedback does not have to come from a specific agent, but can be delivered by peers or themselves.

In teaching and learning process, feedback is an essential part of effective learning. Gathering students' feedback in teaching or after teaching process is useful in order to have an improvement tool and performance measure. Practically, students' feedback informs teachers about the effectiveness of their practice and identified areas for future learning. Student's feedback has become the most widely used -and, in many cases, the only-source of information to evaluate and improve teaching- learning effectiveness. Feedback is not a one-way

communication. It is part of the overall dialogue or interaction between teacher-learner, learner-learner, and teacher-teacher. In this era, there are more challenges and changes will be faced by either teacher or students. That is why feedback is needed in relation to reflect and improve personal quality. An efficient and useful feedback is given in an effective way in order to meet the purposes of the feedback given.

Teaching recount text to junior high school students is considered as a challenge to an English teacher. There are some specific materials that have to be taught to the students. In order to achieve the goals of the study, the teacher clearly will have scenarios in teaching the material. This scenario of teaching recount text might not be well arranged or hard to be understood by the students. As Seldin (1997) pointed out, some teachers fail to recognize the need for their improvement in their on teaching. They think that they have already done a good job in the classroom. Due to this problem, it is a must for a teacher to reflect and make improvement. One of the ways is to gather feedback from the students about the teaching scenario.

Based on the observation during teaching practice at SMP Negeri 35 Medan, the students' ability in giving feedback is good. But the way students gave their feedback needs to be attended in order to have an exact encouragement. The students are expected to give not only a positive feedback, but also critical evaluations in order to inform which one is not good and need to be improved and how to improve it. It relates to how to make the students give feedback that can encourage the receiver to be better based on the criteria defined. For teacher,

receiving feedback from students might put pressure on several sides. It might be an influential factor that depend on students' learning preferences. Teachers who receive negative feedback naturally experience more negative feeling. But, it perceive positively by teachers in order to improve the quality of their teaching.

The researcher found out that the students tended to share their positive opinion in giving feedback. They barely saying what they need to critic in order to make the one who is given feedback feel better and not feel disappointed. However, the students are expected to give any kind of feedback due to the objective of the feedback itself. The students need to be able to give an effective feedback that encourage the recipients to improve their quality.

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Untuk mengajar, pelajarannya mudah dipahami dan mudah diingat pembelajarannya. Tetapi matinya diselengi dengan game biar tidak membosankan, dan kalau mengajar harus sering senyum ya

Figure 1.1. Student's written feedback to English teacher.

The writer preliminary study shows that the students' feedback brings advantages to the teachers. Since the correction is done by the students, they are able to know what is the best way of teaching needed by their students. It is not only bring advantages to the teacher, but the students are also able to have a

teaching scenario as what they want it to be to help them understand the subject easier.

From the findings that have been stated above, it can be understood that there are some problems that occur at SMPN 35 Medan in the way the students give feedback on something. The problems will be explained as follow.

First, the main problem is that the students consider a feedback as a comment that should not hurt ones feeling. This leads the students to give a positive feedback or only give feedback to what have been done well. Meanwhile, critics on what is wrong in something is needed in order to have improvement. Second, in order to speak out the positive feedback, they tend to use words that can draw what they mean and the problem is the lack of words they have known.

B. The Problem of the Study

Based on the background of the study, the problems of this study are formulated as follows,

1. What are the types of the students' feedback?
2. How do the students give feedback according to principles of good feedback?

C. The Objectives of the Study

Based on the problem of the study above, the objectives of the study are to,

1. To analyze the types of students' feedback

2. To investigate the students' feedback according to the principles of good feedback

D. The Scope of the Study

The study will focus on the analysis of the types of students' feedback and how the students give feedback according to principles of good feedback.

E. The Significances of the Study

Theoretically, the findings of the study will add some new information and theories about feedback in teaching and learning process, especially given by students.

Practically, the findings become source of reference for the English teachers in order to educate the students about giving feedback. It is also hoped that the teacher can have the idea of gathering feedback from the students in order to have self-improvement. In addition, this research can be a reference to the next researchers who want to do a similar study in different focus.