THE LEVEL OF TEACHER'S FEEDBACK: AN EFL CLASSROOM DISCOURSE ANALYSIS

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ABSTRACT

The objectives of this research are to know the level of feedback applied by the EFL teacher at a junior high school in speaking class and to know the most frequent level of feedback employed by the EFL teacher. Moreover, this research conducts a qualitative research where the data of this research are the English teacher's utterances when the teacher taught speaking for VII grade students at one of state junior high school at Sentani, Papua. Meanwhile, the data was gathered through observing and transcribing the video of English teaching and learning process. The analysis of the transcript revealed that: (1) there arethree levels of feedbacks employed by the teacher: feedback of task (6.25%), feedback of process (37.5%), and feedback of self as a person (56.25%) and (2) the most frequent level of feedback employed by the teacher is the feedback of self as a person since it gathered 56.25% during the teaching and learning activity. Based on the result of this study, it can be concluded that teacher's feedback is an important tool to facilitate the learning process become more active. Therefore, It is suggested the teacher may use more collaboration of feedback toward students' response or performance in the learning process.

Keywords: *EFL Classroom*; *EFL Teacher; The Level of Teacher's Feedback*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui level dari pemberian pemberian umpan balik yang dilakukan oleh guru bahasa Inggris dalam kelas speaking dan untuk mengetahui level pemberian umpan balik apa yang paling sering digunakan oleh guru Bahasa Inggris di dalam kelas. Penelitian ini menggunakan pendekatan kualitatif dimana data dari penelitian ini adalah ujaran-ujaran yang diungkapkan oleh guru Bahasa Inggris di dalam mengajar kelas VII di salah satu sekolah menengah pertama (SMP) negri di Sentani, Papua. Sedangkan, data tersebut bisa didapatkan melalui observasi dan mentranskrip video yang didapatkan dari proses pembelajaran Bahasa Inggris di kelas. Adapun, Hasil analisis dari penelitian ini menunjukkan bahwa: (1) ada tiga jenis level pemberian umpan balik yang digunakan oleh guru Bahasa Inggris yaitu pemberian umpan balik dari tugas yang diberikan (6.25%), pemberian umpan balik dari proses pembelajaran (37.5%), dan pemberian umpan balik terhadap pribadi siswa di kelas (56.25%) dan (2) tipe level dari pemberian umpan balik yang paling banyak digunakan oleh guru adalah pemberian umpan balik terhadap pribadi siswa di kelas yang mendapat (56.25%) selama pembelajaran berlangsung. Dari hasil penelitian dapat disimpulkan bahwa pemberian umpan balik dari guru adalah media penting untuk memfasilitasi proses belajar menjadi lebih aktif. Guru disarankan agar menggunakan lebih banyak kolaborasi dari pemberian umpan balik sebagai tanggapan terhadap respon atau performa siswa di dalam proses pembelajaran.

INTRODUCTION

In language teaching, a teacher needs to be a noble controller in order to sustain the quality of language use in the classroom. Harmer (2002) proposes that the teacher should pay attention to his or her way when talking and manner when he or she interacts with the students. Related to this teacher's role, the teacher may employ several strategies to control the students' language use. One of the ways to control the students' language use in the classroom is by giving feedback. In this case, the teacher monitors and controls the students' performance on tasks and providing feedback on how well tasks have been completed (Hunt& Timothy, 2009). The act of conveying feedback is also proved the teacher's professionalism in enhancing the students' ability (Aisyah & Wicaksono, 2018). Therefore, enhancing students' skill in learning English through feedback is a must to prove teachers' professionalism.

Feedback is seen as an effective instructional component in the foreign language classroom. Hattie (in Voerman, et al, 2012) describes feedback as one of the most influential factors in learning. It is as powerful as the quality and the quantity of the instruction. Giving feedback towards students work or performance will help to increase the learning process(Panhoon & Wongwanich, 2014;Mollestam & Hu, 2016; Erkkila, 2013; Ferguson, 2011).Feedback is also believed as the major investment of time and energy, obscuring even the extent of time expendedin order to prepare and conduct lessons (Ferris & Hedgcock, 2005; Irwin, 2017).Therefore, it is important for teachers to give beneficial feedback to improve the learning process.

In conveying feedback, teachers should deliberate particular conditions. Lenz, Ellis and Scanion(as cited in Noor, et al.,2010)asserted that teachers not only provide feedback emphasize on what students executedinadequately, but also should on issues to enhance future achievements.Wen (2013) implied that feedback can be accomplished by adhering to four principles such as, it is converging on the process rather than the product, engaging students' mind, confirming students' positive feelings, and intensifying students' language and ideas.Besides, effective feedback should also provide students the opportunity to close the gap between recent and expected accomplishment(Al-Bashir, et al., 2016; Zhan, 2016; Adel, 2018).Thus, giving the appropriate feedback by considering those principles is a must for the teachers.

Hattie and Timperley (2007), asserted that effective feedback must encounter three major questions: what are the objectives? what progress is being made toward the objective? And what activities need to be undertaken to make better progress? It means that these questions resemble to conceptions of feed up, feedback, and feed forward. How effectively reponses to these questions assist to reduce the gap is partly reliant on the level at which the feedback functions. These involve the level of task performance, the level of process of understanding how to do a task, the supervisory or metacognitive process level, and the personal level (impertinent to the specifics of the task). In short, teachers' feedback contributes different effects across these levels.

Some research have been conducted related to teacher feedback. Nurmiati (2017) found thatfeedback is effective to improve students' performance. It is proved that the teacher employed corrective feedback on her students' speaking performance. The teacher directly altered students' error in speaking with the acceptable form. In this

case, recast model of corrective feedback was mostly used by the teacher. However, although the teacher mostly used recast model, but the students had their own preferences that was explicit correction model. The students imparted that explicit correction was helpful for them to know the part of their error and also made them easier to correct the error. Therefore,employing teacher feedback is beneficial inorder to assist students avoid the same error in the future accomplishment.

Another case study have been conducted by Irwin (2017). The researcher contextually established the interaction between one teacher's feedback performances and a group of students' preferences and expectations.The results revealed that though many of the students' feedback preferences were addressed by the teacher, there were some items of diversity. The results also show that though the teacher attempted to proposenumerousstyles of feedback, it persisted largely teacher centered, resulting in students having a slightly passive role in the feedback practices. This study accomplishes that althoughit is essential for teachers to take their students' feedback preferences into account, divergence and assortment of feedback strategies are more crucialdeliberations. Indeed, the more various type of feedback occured, the better teaching and learning process will be achieved.

However, Hattie (in Voerman, et al., 2012) found that the occurence of feedback in a classroom is very low, at preeminentcomputable only in seconds per day. This result reveals that there are still a lot of teachers do not conscious the effect of providing feedback.Many teachers still disregard the essential effect of giving suitable feedback toward their students' performance. It can be a cause of the decreasingof learning process and also the learning result.

The Level Of Teacher Feedback

Hattie and Timperley (2007) divide the level of teacher feedback into four:

a. *Feedback of Task (FT)*

This level includes feedback about how well a task is being accomplished or performed, such as distinguishing correct from incorrect answers, acquiring more or different information, and building more surface knowledge. Hattie and Timperley (2007) says this level of feedback is most common and is often called corrective feedback or knowledge of results, and it can relate to correctness, neatness, behavior, or some other criterion related to task accomplishment. FT is more powerful when it is about faulty interpretations, not lack of information. If students lack necessary knowledge, further instruction is more powerful than feedback information. One of the problems with feedback at the task level is that it often does not generalize to other tasks. Therefore, the teachers need to give a very specific information that contains in this feedback in order to make the correction on students' performance when accomplishing the task given.

b. *Feedback of Process (FP)*

Feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing of information, or learning processes requiring understanding or completing the task. For example, a teacher or peer may say to a learner, "You need to edit this piece of writing by attending

to the descriptors you have used so the reader is able to understand the nuances of your meaning," or "This page may make more sense if you use the strategies we talked about earlier."

c. *Feedback of Self-Regulation (FR)*

Self-regulation involves an interplay between commitment, control, and confidence. It addresses the way students monitor, direct, and regulate actions toward the learning goal. It implies autonomy, self-control, self-direction, and self-discipline. Such regulation involves "self-generated thoughts, feelings, and actions. For example, "You already know the key features of the opening of an argument. Check to see whether you have incorporated them in your first paragraph." Such feedback can have major influences on self-efficacy, self-regulatory proficiencies, and self-beliefs about students as learners, such that the students are encouraged or informed how to be better and more effortlessly continue on the task.

d. *Feedback of Self as a Person (FS)*

This level of feedback is put as the last final level not because it is effective but because it is often present in class situations and too often used instead of FT, FP, or FR (Bond,Smith, Baker, & Hattie in Hattie and Timperley 2007). Personal feedback, such as "Good girl", "well done" or "Great effort," typically expresses positive (and sometimes negative) evaluations and affect about the student. It usually contains little task-related information and is rarely converted into more engagement, commitment to the learning goals, enhanced self-efficacy, or understanding about the task. Feddback of self as a person can have an impact on learning only if it leads to changes in students' effort, engagement, or feelings of efficacy in relation to the learning or to the strategies they use when attempting to understand tasks. The effects at the self-level are too diluted, too often uninformative about performing the task, and too influenced by students' self-concept to be effective. The information has too little value to result in learning gains.

METHOD

This research used qualitative research method in order to provide a clear description of teacher feedback. The researcher chose SMP N 2 Sentani as the site of research because this junior high school is one of the best junior high school in Sentani in which this school has two classess for each batch where the students use bilingual language (English and Indonesia language) as the media to learn Mathematics and Science.

The data of this study are the English teacher's utterances when teaching speaking skill for junior high school students grade VII at SMP N 2 Sentani. The data was collected by observing the video then, the researcher transcribed the utterances produced by the teacher and the students. When analyzing the transcript, the researcher chose the teacher's and students' utterances where feedback occurred based on the classification of feedback stated by Hattie and Timperley (2007). After defining each level of feedback employed by the teacher, the researcher defined which level of feedback that was frequently employed by the teacher by counting the total how many

times the level of each feedback occurred. Then, the researcher made the interpretation about the findings by re-read the related theory in order to draw a conclusion.

FINDINGS

1. Levels of Feedback

From the result of analyzing the content of the video, it is found there are three levels of feedback that are used by the teacher; feedback of task, feedback of process and feedback of self as person. The detail result will be described as follow:

a. Feedback of Task (FT)

From the result of analyzing, this feedback only occurs one time during the teaching and learning process. In this part, the teacher tries to guide her students' incorrect answer by delivering question with rising intonation in order to show that she needs clarification from the student's response about the color of ant.

Finding:

T	:	[20.b]	Well from your home to school you go every day, can you tell me what animals do you find?
		[20.c]	You!
S4	:	[21]	Ant.
T	:	[22.a]	**Ant. You find ants.**
		[22.b]	**Where do you find ant?**
S4	:	[23]	In public transport.
T	:	[24.a]	**In public transportation.**
		[24.b]	**What color is the ant?**
S4	:	[25]	White.
T	:	[26.a]	**White? (with rising intonation)**
		[26.b]	**What color is ant?**
S4	:	[27]	Black.
T	:	[28]	**Black, right.**

b. Feedback of Process (FP)

This type of feedback occurs several times during the activities. Some of them occur in the classroom and some other outside the classroom. The first finding of this type of feedback occurs where the teacher asks two students in order to brainstorm and invite the students to be active in speaking.

Finding 1.b:

T	:	[12.b]	I have a question for Tusko.
		[12.c]	Tusko, where do you live?
S2	:	[13]	I live at Yahim.
T	:	[14.a]	**Yahim.**
		[14.b]	**Is it far from here?**
S2	:	[15]	Quite far.
T	:	[16.a]	**Quite far.**
		[16.b]	**What about you, R?**
		[16.c]	**Where do you live?**
S3	:	[17]	I live in DoyoBaru.

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T	:	[18.a]	**Doyo.**
		[18.b]	**Is it far from here?**
S3	:	[19]	No.
T	:	[20.a]	Not far. It is just near.

Finding 2.b:

In this section the teacher asks the students to type the things that they can find when they are going to school. She gives feedback just like praises in order to motivate the students to be active and be brave to type their answer.

T	:	[60.a]	Now continue to the second section which is thing that you find.
		[60.b]	Come on, who will try to type number 1?
		[60.c]	Things that you find, things that you know.
		[60.d]	Yes, you! Come on!
S11	:	[61]	..... (the student is typing her answer)
T	:	[62.a]	**Car. Good.**
		[62.b]	**Very simple and very famous.**
		[62.c]	Number 2?
S1	:	[63]	..... (the student is typing his answer)
T	:	[64.a]	**Pencil.**
		[64.b]	**It is also very simple.**
		[64.c]	**Can I ask you question?**
		[64.d]	**Why do you choose pencil to be typed there?**
S1	:	[65]	I don't know.
T	:	[66]	**You don't know?**
S1	:	[67]	It is just come from my mind.

Finding 3.b:

In this section the teacher shows a picture about a dog that has curly hair with a sweet pink ribbon on its hair. The teacher asks the students to orally contribute many sentences about the picture.

T	:	[80]	Come on, say something again.
S4	:	[81]	(rising her hand)
			The dog's hair is like Merlyn Monroe.
T	:	[82.a]	**Yes, the dog's hair like Merlyn Monroe hair.**
		[82.b]	**Very good.**
		[82.c]	**Ya, who else?**
S1	:	[83]	The dog wants to be an artist.
T	:	[84.a]	**Yeah, probably the dog wants to be an artist.**
		[84.b]	**So, thank you very much all of you are very active in contributing giving many sentences to describe this picture.**

Finding 4.b:

In this part the student has a presentation in front of his friends and teacher. He has to present his result of work within his group about describing the interesting thing that they choose around the school. He tries to describe about car and the teacher invites his friends to guess it.

S1	:	[90.a]	It can be public transportation or private transportation.
		[90.b]	It has four tires.
		[90.c]	It has machines and it has lamps in the front and back of the thing.
T	:	[91.a]	**Ok, that's all thank you.**
		[91.b]	**What animal is it?**
S1	:	[92]	Not animal.
T	:	[93.a]	(laugh..) **Not animal.**
		[93.b]	**What is it?**
		[93.c]	**What thing is it?**
		[93.d]	**Can you guess?**
Ss	:	[94.a]	Car.
		[94.b]	It is a car.
T	:	[95.a]	**It is a car.**
		[95.b]	**Is it correct?**
S1	:	[96]	Yes.
T	:	[97.a]	**Ok.**
		[97.b]	**Give applause for everybody.**
		[97.c]	**Thank you.**

Finding 5.b:

This part is same as the previous part where the students have a presentation infront of her friends and teacher. She has to present her result of work within her group about describing the interesting thing that they choose around the school. She tries to describe about a pot and the teacher gives question as the feedback to invite other students to guess it.

S5	:	[98.a]	It contains a living object.
		[98.b]	It has a hole.
		[98.c]	It could be for decorating and it uses for gardening.
		[98.d]	What is that?
Ss	:	[99]	Poottt...
T	:	[100]	Is it a pot?
S5	:	[101]	Yes.
T	:	[102.a]	**Yeah, that's correct.**
		[102.b]	**The thing is there, you can see it.**

Finding 6.b:

Same as the two previous findings, this part the student also presents her result of discussion with the group about the interesting things around the school. The student gives a more complete description about the thing she chosen and it makes the teacher feel curious. The are some feedbacks that the teacher use in this part such as questions and praises.

S4	:	[103.a]	Well the color is black.
		[103.b]	Many people step on it.
		[103.c]	It is not food.
		[103.d]	Sometimes it is useful to frighten away the animals such as

		[103.e]	chicken.
		[103.f]	It has several size.
		[103.g]	There is a big one and small one.
		[103.h]	It is also useful to build the house.
			Anyone can guess?
T	:	[104]	**One question, can we bite it?**
S4	:	[105]	Emm... no.
T	:	[106]	**No. So what is that?**
Ss	:	[107]	Rocks.
T	:	[108.a]	**Yeah, it is a rock.**
		[108.b]	**Very good.**
		[108.c]	**It is a very good description.**
		[108.d]	**Give applause for N.**

c. Feedback of Self as Person (FS)

This type of feedback occurs many times during the activities. Whether it is in individual or gorup work. The following are the detail description of the feedback:

Finding 1.c:

S5	:	[29]	I saw dogs.
T	:	[30.a]	**Dogs.**
		[30.b]	**Very good. Where?**

Finding 2.c:

S6	:	[34]	I saw many buildings.
T	:	[35.a]	**Buildings, right. Very good**.
		[35.b]	**Many buildings especially in the city there are so many buildings**.

From findings 1.c and 2.c, the FS "*very good*"occured when the students were able to give their opinion about what animal and what thing that they can find along the way they go from house the teacher. This feedback was used as positive feedback to praise the students' effort of being active.

Finding 3.c:

S7	:	[36]	It is a cow.
T	:	[37.a]	**It is a cow.**
		[37.b]	**Very good**.
		[37.c]	Number 2?
		[37.d]	Raise your hands if you can do that.

Finding 4.c:

S9	:	[42]	A rhino.
T	:	[43]	**Yeah, good**. Next?

In 3.c and 4.c, the FS "*very good*" and "*good*" occured when both of the students were able to answer correctly the pictures of animal that was showed by the teacher on the slide infront of the class. This positive feedback was used to prise the students' effort when guessing the showed pictures.

Finding 5.c:

T	:	[68]	Ok. Can you make sentences based on the words that you have typed there?
S12	:	[69]	Yesterday, I prayed at the mosque.
T	:	[70.a]	**Yesterday, You prayed at the mosque, not you went shopping at the mosques, right? (laugh....)**
		[70.b]	**Very good.** Next?
S4	:	[71]	The hospital is a place for the patient who sick.
T	:	[72.a]	**The hospital is a place for the patient who is sick.**
		[72.b]	**Right! Very good.**

In 5.c, the FS "*very good"* occured when the students were able to make a sentence based on the words that have been typed and showed on the slide. The FS were preceeded by the teacher's confirmation as in [70.a] and repetition as in [72.a].

Finding 6.c:

T	:	[76]	Using a word a cocoon.
S3	:	[77]	A cocoon will change into butterfly.
T	:	[78]	**Very good.**

Finding 6.c showed that the FS "very good" occured when the student was able to tell something about the animal that they can see from the text book. The FS was also used as positive feedback in valuing the student's response when telling something.

Finding 7.c:

Ss	:	[94.a]	Car.
		[94.b]	It is a car.
T	:	[95.a]	It is a car.
		[95.b]	Is it correct?
S1	:	[96]	Yes.
T	:	[97.a]	**Ok.**
		[97.b]	**Give applause for everybody.**
		[97.c]	**Thank you.**

In 7.c, the form of FS which occured was different from the previous findings. In here, the teacher said three different utterances as the positive feedback in valuing the students' effort when guessing the thing that has been described by one of their friend in front of the classroom. The feedback did not refer to one student only since the guessing has been answered correctly by the entirely students as in [97.b].

Finding 8.c:

T	:	[106]	No. So what is that?
Ss	:	[107]	Rocks.
T	:	[108.a]	**Yeah, it is rock.**
		[108.b]	**Very good.**
		[108.c]	**It is a very good description.**
		[108.d]	**Give applause for X**

The 8.c showed that the FS was employed in a complete form. It did not only showed the FS only but it was preceded by the teacher's justification first as in [108.a] and then ended with specific reason about the description presented by the student as in [108.c] and [108.d]. It seemed like the student was having a good competence of English among her friends in the classroom.

Finding 9.c:

T	:	[109.a]	Before we close our meeting today, what do you learn today?
		[109.b]	What lesson do you learn today?
S11	:	[110]	English.
T	:	[111]	**Yeah English, but what kind of lesson?**
S5	:	[112]	Describing things.
T	:	[113.a]	**Very good.**
		[113.b]	**Describing things.**
		[113.c]	**What else?**

By seeing the overall finding of this type of feedback, it seems inline with the statement in Hattie and Timperley (2007) that this level of feedback is put as the last final level not because it is effective but because it is often present in class situations and too often used instead of feedback of task, feedback of process, or feedback of self-regulation. Personal feedback, such as "very good", "good" or "give applause for...," typically expresses positive and sometimes negative but it contains little value to the result of learning. Using this type of feedback is good as a praise to motivate the students but too many use this type of feedback will not give a good impact on students learning progress. It would be better if the detail description toward students' response should be given after saying this type of feedback. It will give more informative result for the students about the result of their work.

2.The most frequent level of feedback employed by the teacher

From the result of analysis, it is found that the most frequent level of feedback employed by the teacher during the speaking activity is feedback of self as a person. It is proved because this level of feedback occurs nine (9) times during the activity. Mostly this type of feedback is used by the teacher after giving simple questions or instructions to each student and when the student can do it, the teacher employs this level of feedback as a praise or reward for his or her effort to accomplish the give activity. The clear result can be seen in the following table:

Table 1. Level of Feedback

No	Levels of Feedback	Frequency	Percentage
1.	Feedback of Task	1	6,25%
2.	Feedback of Process	6	37,5%
3.	Feedback of Self as a person	9	56,25%

From the table above, it can be a good lesson for teachers to consider the appropriate feedback for different learning condition. It will be more effective if the usage of other feedback also be increased in order to enhance our students' result of learning. Giving verbal praises or reward only is not enough to motivate them, we need

to provide them with other feedback to guide them and explain in detail if at the end they cannot find the answer or accomplishing the task.

DISCUSSION

The discussion derived fromthe elaborationofresearch findings and also the related expert theories which is helping to validate the research problem 'What are the level of feedback employed by the EFL teacher at a junior high school speaking class?, and What is the most frequent level of feedback employed by the EFL teacher?'. It is found that there are three level of feedback which occured during the teaching and learning proces, those are: feedback of task, feedback of process and feedback of self as person in which feedback of self as a person was the mostly used by the teacher.Employing various level of feedback is positively showed teacher's authority in controling the class. The feedback provide beneficial impulsion for students if it is given as soon as possible during the performance. It is supported by the study from Hattie (2012) and Brooks, et al, (2019) where they also found thatfeedback can be highly powerful when it attempts in the tendency from the student to the teacher since this affords evidence for the teacher deliberating his or her power upon learning and provides impulsion to modify instruction and future feedback processes. Essentially, this condition must occur before the closing of the learning phase. If the enhancement occurs as feedback will receive after learning, then it is overdue and hardly transfer to the novel learning frameworks (Hattie, Gan, & Brooks 2017).

The data of findings revealed that the feedback of process and self as a person obtain the higher frequency than the feedback of task. The level feedback of process and self-regulatory are used to students in order to build deeper understanding (Brooks, et al, 2019; Hattie, 2012).From the data, the teacher directly providing feedback of self as a person whenever the students make some elementary mistakes or when the students provide the correct answer. It is believed that by employingfeedback of self as a person the students can directly correct their mistake. Moreover, employing the feedback of process during the teaching and learning practice may assisst the teacher to gain students' deeper understanding. It teaches the students to enhance their critical thinking toward the material.

In this research, the researcher used Hattie and Timperley's (2007) feedback model as a conceptual framework since it was considered beneficial to investigate which level feedback was directed to during the formative assessment in speaking. It is supported by Willian (2011) and Brooks, et al, (2019) in which the formative assesment provide evidence about students achievements and it assist the teacher decides the next phase of instruction. Accordingly, the effectiveness of teachers' employ the feedback types and levels of Hattie and Timperley's model may be determined upon the assessment performs of certain learning contexts.

CONCLUSION

The role of feedback is obviouslyan issue of pivotal because of the emergent evidence that preserves to enhance students' learning. EFL teachers should realize that feedback is an efficient instructional component that has emerged as a valuable medium to facilitate the learning process. The result of finding revealed there are three levels of teacher's feedback that occur from the EFL classroom: feedback of task

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(6,25%), feedback of process (37,5%) and feedback of self as person (56,25%). From the total percentage it can be seen that the most frequently level of feedback employed by the teacher is the feedback of self as a person with 56,25%. This level of feedback is given as verbal praises or rewards and they are preciouselements of classroom interaction as they convey positive feedback. However, if excessively given, this type of feedback may indicate that the teacher has aninsufficient confidence in students'abilities.

For the next researcher, it is suggested that the may conduct about the implementation of Hattie and Timperley model of level of feedback in other area of English language skill such as listening and writing. It is believed that each area of skill will provide novel and deeper insight about the effectiveness of providing level of feedback to students.

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