CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In creating an interactive classroom, it is important for the lecturers to pay attention to give comprehensible input to the students by providing feedback related to the students' comprehension (Gormally et al., 2014; Ion et al., 2016; Mandouit, 2018; Nugroho et al., 2020; Oakes et al., 2018; Sisquiarco et al., 2018). According to Council, (2014), the use of different feedback strategies has been found to be effective in enhancing literacy skills of learners and feedback strategies can be effectively used to improve teaching and learning. Literacy or literature in the most countries where English language serves as foreign language (EFL) and second language (ESL) is one of the subjects that very useful tool for education, literacy, instruction, entertainment also as the pedagogical value for develop a cognitive, affective and psycho-social domains of learning (Olagunju, 2020)

IRF (Initiation-Response-Feedback) has been a tool that the lecturer's feedback will be analyzed by Sinclair and Coulthard's IRF model where two-ways communication occurred in the class. According to Sinclair and Coulthard (1975) in (Nugroho et al., 2020), IRF is interaction pattern where lecturer initiates an interaction, students give response, and the lecturer provides some follow-up or feedback.

Study has proven that feedback can be a part of an interactive learning environment in lecture where students will get input from various sources such as their teacher, peer, parent, or from their own experiences (Hattie & Timperley, 2007) . (Smith & Wilhelm, 2002 , and Olagunju, 2020) noted that feedback strategies are strongly linked to various assessment strategies embedded in literacy also learning environment that responds to adolescent's need to feel.

Feedback strategies enable the lecture to manage students' learning and contribution also lecturer has the most power to encourage their students to participate by speaking up in lecture. (Emanuelsson & Sahlström, 2008) emphasized that even though participation is highly encouraged, lecture still needs to control the content and flow of the class.

Several studies have discussed feedback strategies in classroom. (Tabatabaei & Banitalebi, 2011) examined how the lecturer employed feedback strategies in reading class in one of Iran's . They revealed that the lecturer used positive and corrective feedback. (Walsh, 2011) asserted that this is a common scenario in the classroom since these strategies enable the lecture to manage students' learning and contribution. (Xuerong, 2012) also posited that it is the lecturer who has to encourage their learners to participate by speaking up in classrooms. (Rahmat & Munir, 2018) examined the feedback strategies used by teachers at one of senior high schools in South Sulawesi. This study found that teachers implemented various kinds of verbal feedback such as questioning, praising, clarifying, comments, repeating, and explicit correction. It was found that the functions of feedback were to establish interaction and evaluate students' responses. However,

(Razavi & Naghizadeh, 2014) revealed that lack of lecturer's knowledge in employing feedback strategies could also make students lose their self-confidence. Studies on feedback strategies in the Indonesian university literature lectures context were still limited. It was important to investigate how feedback strategies were used by the lecturers in literature lectures to fill gaps in knowledge of the existing topics and this study could be a guideline to improve the lecturers on pedagogical practices. Thus, it is important to investigate how feedback strategies are used by the lecturers in literature lectures to fill the gap in knowledge and as the guideline for lecturers to improve their pedagogical practices.

1.2 Research Question

Based on the background explained, here is the research question:
What are the feedback strategies used and how they are manifested by lecturers in English literature lectures in a university in Indonesia?

1.3 Research Objective

After knowing the problem stated in chapter one, this study has objective as follow:
To investigate and reveal feedback strategies used and how they are manifested by lectures in English literature lectures in a university in Indonesia.

1.3 Uses of the Study

This research is expected to contribute to several stakeholders as follow:

1.3.1 Theoretical Use

Theoretically, this research applies the conceptual framework of (Rido, 2018) about Matrix of Classroom Interaction in the foreign/second language (FL/SL) contexts and IRF. The IRF referred to as IRE is the familiar sequence of lecturer-student-lecturer turn-taking in the classroom. In the "initiation" (I) phase the lecturer usually asks a question, to which the student responds (R). This is then followed by some sort of feedback or evaluation (F/E) by the lecturer. This research is expected to be additional reference for other researchers who are interested in investigating further studies on similar topic. It is also expected to provide an explanation of classroom interaction, particularly on feedback strategies used by lecturers in the Indonesian university context.

1.3.2 Practical Use

Practically, this research may assist to give valuable contributions for lecturers to engage with their students during lecture activities and improve their feedback strategies to facilitate both language and literature learning. For students, this study could help them in identifying types of feedback and how the feedback's are manifested by lecturers so the students can feel motivated to be active and improve their skills from literature lectures.

1.4 Scope of the Study

The scope of this study will be limited at investigating the feedback strategies used in Indonesian literature lectures context and how the lecture manifested. Using library research technique and transcription analysis, this study only observes three transcription documents of drama, literary criticism and prose from literature lectures.