

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

This research used four relevant previous studies related to feedback strategies.

The previous studies are explained in the table below.

No.	Study	Objective	Method	Results
1	Tabatabaei & Banitalebi (2011)	To investigate the most frequent feedback strategies used by Iranian EFL teachers in their reading comprehension classes in an Iranian language Institute	Qualitative and questionnaire method	Teachers can promote the acquisition of reading skills, through providing feedback, because feedback has been found to be an important aspect of supporting reading practices. Repetition was the most frequently provided positive feedback in reading comprehension classes, and this finding corresponded.
2	Rahmat & Munir (2018)	To find out verbal feedback used by EFL teachers in classroom interaction, function of verbal feedback used by EFL teachers in classroom interaction	Qualitative, observation, and audio recorded	The verbal feedback used by EFL teachers in classroom interaction, are (a) questioning, (b) praising (c) clarifying (d) comment (e) repeating (f) explicit correction and (g) Treating.
3	Carless & Boud (2018)	To set out why student feedback literacy is needed,	Qualitative method and library research	There is a need for meta-dialogues between teachers and students

		discuss its main features, and elaborate how it can be developed		about feedback processes. Enabling activities need to become core elements of the curriculum in order to realize their potential to support the development of student feedback literacy and promote evaluative judgment. Learning activities in which students discuss feedback together are particularly useful
4	Dabiri (2018)	To explore patterns of feedback are employed by English teachers in an EFL context	Qualitative method and communicative language teaching (CLT)	The most frequent pattern of feedback employed by the teachers was the positive feedback; approving and repeating the students' response.

Table 2.1 Previous Studies

The first list in the table is a research conducted by (Tabatabaei & Banitalebi, 2011) which look at the way how feedback strategies were used in Iranian English Institute. Feedback strategies in reading class in one of Iran's language institutions. They revealed that the lecturer used positive and corrective feedback. In positive feedback, it was found that mostly the lecturer always repeated students' responses in order to increase students' exposure to target language as the comprehensible input. It was also found that in corrective feedback, lecturer as the learning model tended to provide explicit correction related to nature of errors

done by students such as in grammar, vocabulary, and pronunciation when students were considered incapable to correct the errors by themselves (Tabatabaei & Banitalebi, 2011).

Rahmat & Munir (2018) examined the feedback strategies used by teachers at one of senior high schools in South Sulawesi. This study revealed that in classroom interaction, teachers often provided verbal feedback toward students' responses by asking and praising in order to support and motivate students to give more contribution in involving in learning activities. 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 verbal feedback were to establish interaction and evaluate students' responses.

In university context, studies from Carless and Boud (2018) investigated why student feedback literacy is needed, discuss its main features, and elaborate how it can be developed. Four features of student feedback literacy are proposed such as appreciating feedback; making judgments; managing affect; and taking action. The researchers discussed how these features can be developed through two enabling activities embedded within the curriculum. There are peer feedback and discussion of exemplars. Thus, feedback is very needed for students to make them understanding, to enhance work or learning strategies, can understand information quickly also put those lecturers are identified as playing important facilitator in promoting student feedback literacy through curriculum design, guidance and coaching.

Forth, Asma Dabiri (2018) examined a critical discourse analysis in social scientific research investigated feedback patterns from four English language teachers on learners' responses in four English Language institutes with Communicative Language Teaching (CLT). This study found that patterns used by teachers in CLT classroom were positive feedback and negative feedback. This study also found that feedback was beneficial to the performance students by influence learning strategies from praising and other forms of positive feedback. The researchers suggest a comprehensive study is needed to provide some CLT guidelines that could serve as a basis for teacher feedback and reflection.

In all conscience, the previous current research above is different from this study. In addition, the previous studies mostly focused on the function of feedback and did not completely focus on the way how lecturers manifested the feedback. However, this research investigates what are feedback strategies used by the lecturers in English literature lectures since research for literature areas are still limited in Indonesian university context and to get more comprehensive result.

2.2 Initiation-Response-Feedback (IRF) Model

In language learning process, the IRF sometimes 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. According to VanLier (2001) it depends on which questions are asked and the initiation stage may require students merely to recite previously learned items. On the other hand, he goes on to say: 'At the most demanding end of IRF, students must be articulate and precise; they are pushed by successive

probing questions, to clarify, substantiate, or illustrate a point that they made previously.’ (Van Lier, 2001)

2.3 Feedback Strategies

Exploring the classroom interaction has helped to provide an initial platform on how to observe classroom interaction. Strategies in giving feedback on literature lectures are essential. If the feedback is given effectively, it is useful for students to improve their skills from literature lectures and increase their motivation in achieving the learning goals. Feedback strategies refer to strategy which may help students in their negotiation of meaning; therefore, fostering more interaction on the part of students. Teachers may deliver negative or positive feedback by criticizing students’ unacceptable responses, praising students for their good ideas, and acknowledging students’ responses (Xuerong, 2012; Walsh, 2011, 2006). Feedback can be either positive, demonstrating comprehension of the learner’s language, or it can be negative, pointing out to the learner what was non-target like about his or her utterance. Feedback can be provided either implicitly, for example by demonstrating a lack of understanding of a learner’s utterance, or explicitly, by telling the learner what was non-target like about his or her utterance (Tabatabaei & Banitalebi, 2011). According to feedback strategies are divided into three parts there are negative strategy, neglecting strategy and positive strategy.

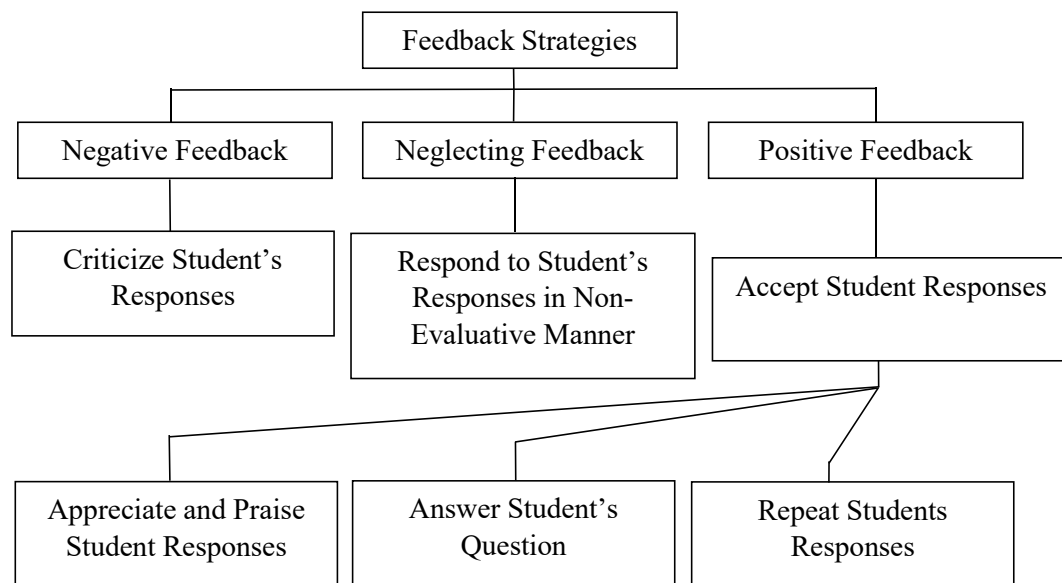


Table 2.2 Feedback Strategies (Rido, 2018)

a. Negative Feedback

Negative feedback is the type of feedback that makes the discussion lengthy and invites students to continue answering some initiation from lecturer by provide critical feedback. For example, can be seen from the conversation below.

Initiation L: Ok, finish. Now take your own words. What's the first word?

Respond S: Angels

Feedback L: **Angels? Angels or Angel? With S? : Are you sure?**

(Rahmat & Munir, 2018)

b. Neglecting Feedback

Neglecting feedback can be makes the response from students was an attempt by the lecturer to assess whether the understanding being discussed but directly chose to continue the material by give responses in non-evaluative manner. For example, regarding can be seen from the conversation below.

- Initiation L What is the biggest issue from William Shakespeare?
- Respond Ss Romeo & Juliet by William Shakespeare Juliet is tortured because her dad won't let her be with Romeo (also played by Leo), and the only person who really gets her is her nurse/maid. Wow. This is all hitting way too close to home.
- Feedback L **((click on laptop to replace the slide on the screen)) next we discuss about other ya .. (.)**

c. Positive Feedback

Positive feedback divided into four parts, there are accepting, appreciating, repeating, and answering. Positive feedback makes students could be motivated to be more active in lecture activities. For a clear explanation, here is the example of positive feedback.

- Accept student responses

- Initiation L What is capsicum?
- Respond S Pepper.

Feedback L **Yeah, that's right.**

(Tabatabaei & Banitalebi, 2011)

- Appreciate and praise student responses

Initiation L Okay, that is good. So you have cafeteria and restaurant. And married with?

Respond S Someone

Feedback L Someone. Okay. **Thank you very much.** Please improve your English and I do hope that next week you can do better. You may go out and call your friends.

(Rahmat & Munir, 2018)

- Repeat student responses

Initiation L What does threat mean?

Respond S **Be in danger**

Feedback L **Be in danger.**

(Tabatabaei & Banitalebi, 2011)

- Answer student's question

Initiation S Miss, so for the round is changing a(...) better better better person.

Respond L **No, the better but there is changing.**

Feedback S Oh.