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Lecturers' Feedback on Students' Reading at Politeknik LP3I Medan

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Abstract

This study dealt lecturers' feedback on students' reading at Politeknik LP3I Medan. This study aimed to find out lecturers' feedback on students' reading at Politeknik LP3I Medan. This study used the theory from Ellis (2009). Methodology of this study used qualitative research by Miles, Huberman and Saldana (2014), it was interactive method. The collecting data of this study was observation and recording students and lecturers' utterances on learning process in reading class. The recording was transcribed to find out the data related to the study. The result of this study, there were direct feedback and indirect feedback. There were four process of feedback that implemented in learning process on reading class, they are explicit correction, metalinguistic comment, recast and repetition. Process of feedback was not related to the theory from Ellis (2009). There were six processes of feedback by Ellis (2009). They were explicit correction, metalinguistic comment, recast, repetition, elicitation and clarification request. In this study, researcher did not find two processes of feedback, they were elicitation and clarification request.

Keywords
Feedback; types of feedback; process of feedback; teaching of reading

I. Introduction

There are four basic skills that are required by students in order to be able to communicate well in English namely: Reading, Writing, Speaking, and Listening. Reading is one of the most important skills in learning language. Reading is very complex and progress from very poor reading habits to better ones. It requires a high level of effort and concentration. It is more than just a visual task. A reader must not only see and identify the symbol but must be able to interpret what he read. Similarly, Burn et al. (1984: 3) said that "the product of reading act is communication, the reader understands of ideas that have been put in print by the researcher". One of the most important role in transferring and teaching English language at the university level is lecturer. How she or he tells and works is going to impact the students' knowledge of English. There are some purposes of reading, they are reading to search for simple information and reading skim, reading to learn from text, reading to investigate information, write and critique text, and reading for general a comprehension (William Grabe and Stoller , 2002:13). The role of feedback has a place in most theories of second language (L2) learning and language pedagogy. In both behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. In both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. There are pros and cons in giving feedback in previous studies. Some researchers

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hold with the feedback is worthwhile. Hattie & Timperley (2007) utters feedback is an effective tool for students learning. By giving the information of correctness, it shows to the student how well or not he is and feedback is beneficial in enhancing the learning. Ferris (1999) argued that corrective feedback is highly recommendable and should therefore have a natural place in second language reading class and of course the same thing happens in foreign language reading classes. Ellis, Loewen, & Erlam (2006) stated one that the response of lecturer in giving feedback is consist of an indication that an error has been committed, provision of the correct target language form, metalinguistic information about the nature of the error, or any combination. In the line with the explanation above, in the reality during the interaction between a lecturer and a student, there was different phenomenon such as the following:

Lc : I want you to read your activity in the last weekend. I want to check your pronunciation.

St : …….I visited (visit) my grandmother's house. I happy can (I was happy to be able to) visit my grandmother's house. Many activities I do there like laugh together, tell something, share experience and watch together……..

Lc : Stop. How often do you read English book?

St : hmmmm…. Seldom sir.

Lc : *banyak kesalahan yang kamu baca tadi, banyak sekali kata-kata yang tidak benar dalam pengucapan. Apalagi sekarang kita membahas recount text atau kejadian yang masa lampau, pengucapan harus benar. Anak saya saja masih umur 5 tahun sudah bisa membaca buku bahasa inggris, karena saya berikan setiap hari buku-buku bahasa inggris, bearti kalau sering kita membaca makin bagus pengucapannya.anak saya dia memang bijak sekali, banyak sekali tanya, makanya saya biasakan minta apa-apa dirumah menggunakan bahasa inggris. Belajar lagi kamu ya cara pengucapan bahasa inggris.*

Based on their interaction, the lecturer asked the student to read his last activity and then the student did many mistakes in his pronunciation. From their interaction above, the lecturer tried to give feedback to his students reading but the lecturer was out of topic, he discussed his son dominantly in reading class. He just gives suggestion how to be good reader in English without his improvement to his student reading word by word. This is as preliminary data from this study, there was a gap from theory and reality. Unlike, Ellis (2009) mentioned that feeback supplies learners with negative evidence that something that the learner has said or written did not conform to target language norms. Direct feedback was a teacher's response to students behavior in which he specifically showed the error of the student and a strategy of providing feedback to student to help them correct their error by providing the correct linguistic form (Ellis, 2009) while indirect feedback was a response of teachers to help students correct their errors by indicating an error without providing the correct form (Ellis, 2009). The phenomenon of feedback can also happen in the teaching reading class activity. While some students rechecked their form and content in their reading after lecturer provided the feedback in their previous knowledge and others were not. Meanwhile lecturer has done their responsibility and he knew the students feedback from the response of students about their answer whether it is correct and improve. However, it was affected from lecturer feedback and motivated him about what he had done. It also occurred at Business administration class of the fourth semester. In the newest study, oral and written feedback from secondary teachers revealed that the students

are provided almost all corrective feedback strategies except repetition and clarification request and the mistakes are not corrected and underlined (Hadzic, S, 2016). On the contrary, feedback on student has been provided can enhance the students' performance (Isar,2014). So, the necessity of feedback from lecturer should be investigated more in the different phenomenon especially in reading class. Even though the research results lead to some questions about the usefulness and effectiveness of feedback especially for students' reading, it should be realized that students want feedback be a means of assessing students' accuracy and helping them to be aware of the errors and more importantly, to make few errors in their reading. Therefore, based on the phenomena mention above, this study tried to find out the lecturers' feedback of students' reading by identifying the types was given by lecturers to provide feedback of undergraduate students in reading.

II. Review of Literature

2.1 The Definition of Feedback

In general feedback refers to that specific information teachers provide to students related to the task or learning process. Feedback is information about the correctness of a student's performance or understanding and with the feedback the student will be able to evaluate how well or how bad his understanding or performance is or "consequence of performance". The information about the correctness of the students' performance is also called corrective information. The term "corrective" in the definition may be realized in different sense, they are confirming, adding to, overwriting, tuning, or restructuring the information. (Hattie and Timperley, 2009).

Paul and Kauchak (2010:402) state that feedback is information learners receive about the accuracy or appropriateness of their verbal responses and written work. In the context of oral feedback, Ellis (2009) divides two type of feedback. They are positive and negative feedback in behavioral theory. Positive feedback is a response to an activity is correct which may signal the veracity of the content or the linguistic correctness. It is important because by giving positive feedback, it gives affective support and fosters the motivation for the students to continue the learning. On the other side, negative feedback is a corrective of the student's lack of veracity or deviant. It means that feedback allows learners to assess the accuracy of their prior knowledge, gives them information about the validity of their knowledge construction, and helps them elaborate on existing understanding.

In order to the explanation above, it can be concluded that the feedback is information of corrective or comments which is provided by the lecturer concerning the performance or understanding of the students to establish increasing of effort, motivation, or engagement students to their learning to improve and learn how to evaluate the learning by restructuring their understanding, confirming they are correct or incorrect, indicating that more information is available or needed, pointing to directions student could pursue, and indicating alternative strategies to understand particular information to achieve the goal of learning. The feedback can be distinguished based on the correctness. For further, this investigation is focused types of feedback which is elaborated by Ellis (2009)

2.3 The types of feedback

Sheen & Ellis (2011), there are two types of feedback. They are direct (explicit) feedback and indirect (implicit) feedback. The distinction between direct and indirect will be described into table.

Table 1. The Classification of Oral Feedback (Based on Sheen & Ellis 2011)

Types	Indirect (Implicit)	Direct (Explicit)
Input providing	recasts	Explicit corrections
Output prompting	Repetitions Clarification requests	Metalinguistic comments Elicitations

a. Direct Feedback

Direct feedback is a teacher's response to students behavior in which he specifically show the error of the student and a strategy of providing feedback to student to help them correct their error by providing the correct linguistic form (Ellis, 2009). In other words, direct feedback is a positive evidence of target language form.

In the reading feedback Bitchenerand Knoch (2010) claimed that explicit correction provides for correction of linguistic form or near the linguistic error. They mentioned further that this feedback can be the crossing out of a word, phrase, or morpheme, the provision of grammar rules, or the oral clarification of written meta-linguistic explanations. Differ from oral feedback, teachers may point out the learners' utterance is wrong. As such, they directly identify their students a specific point of error.

b. Indirect Feedback

Indirect feedback is a response of teachers to help students correct their errors by indicating an error without providing the correct form (Ellis, 2009). This refers to the situation when the teacher only provides the indication which is in some way makes students aware that an error exists but they do not provide the students with the correction. It is believed rather than teacher providing an explicit correction, students are left to solve and correct the problem that has been drawn to their attention.

Many researchers have different arguments and results such indirect feedback is preferred than direct feedback to guide student to solve problem and encourage them to reflect about linguistics form, leading to long-term learning, and more effective in empowering students to correct their errors. Below, the characteristics of two type of feedback based on the Ellis' theory:

Table 2. The Characteristics of Direct and Indirect Feedback

No.	Direct feedback	Indirect feedback
1.	Provide the learners with the correct target form	Push learners to self-correct their own errors
2.	The corrective force is made clear	The corrective force remains covert

2.4 Process of Feedback

a. The Strategies of providing feedback

There are two forms of providing feedback such as oral and written. In providing oral feedback, there are six strategies based on Lynster&Ranta cited in Ellis (2009). They are:

a. Explicit correction

In this feedback, the teacher clearly indicates that what the students said was incorrect and also provides the correct form. For example (Ellis, 2009:9):

Learner :"On May"
Teacher :"Not on May, In May. We say "It will start in May."

b. Metalinguistic comment

In providing the feedback, the teacher comments on or questions the well formedness of the learner's utterance without explicitly providing the correct form. Namely:

Learner :"She bought three flower"
Teacher :"Use 's' for plural"
Learner :" She bought three flowers"

c. Elicitation

In this part, feedback is given by elicits completion of learner's utterance, uses a question to elicit the correct form, and ask a learner to reformulate his/her utterance. For instance:

Learner :"When I went to Japan, I met a girl who name is Takato"
Teacher :"I met a girl....."
Learner :"Whose name is Takato"

d. Recast

In this providing, teacher reformulates all or part of the student's utterance replacing the erroneous part with the correct target language form, such as:

Learner :"When I go to school yesterday"
Teacher :"You went to school yesterday?"
Learner :"Yes, I went to school yesterday"

e. Repetitions

Feedback is given by repeating the student's erroneous utterance with or without emphasis on the erroneous part. That is:

Learner :"I can sang very well"
Teacher :"I can SANG very well?"
Learner :"I can sing very well"

f. Clarification request

In this strategy, teacher indicates that a student utterance has been misunderstood or is ill-formed in some way. To illustrate:

Learner :"What do you spend with your wife?"
Teacher :"What?"

In direct feedback, Bitchener (2008) mentioned that the provision of the correct linguistic form of structure above or near the linguistic error. In providing the direct feedback, the student will see the correct usage, provided by the teacher, but if he/she does not know the name of the error, then she/he does not have any recourse to find the error in

a handbook and understand the rhetorical concept behind his/her mistake (Cook, 2013). Feedback can be provided by giving general clue regarding the location and nature or type of an error by providing an underline, a circle, a code, a mark, or a highlight on the error, and ask the students to correct the error themselves (Lee, 2008 cited in Almasi, 2016).

b. Teaching

Gage (2008) state that teaching is a system of action involving an agent, a situation, and an end-in-view or purpose. The situation has two sets of factors: one set over which the agent has no control (for example, size of classroom and physical characteristics of pupils) and one set which the agent can modify with the respect to the end-in-view (for example, assignments and ways of asking question) (p.4).

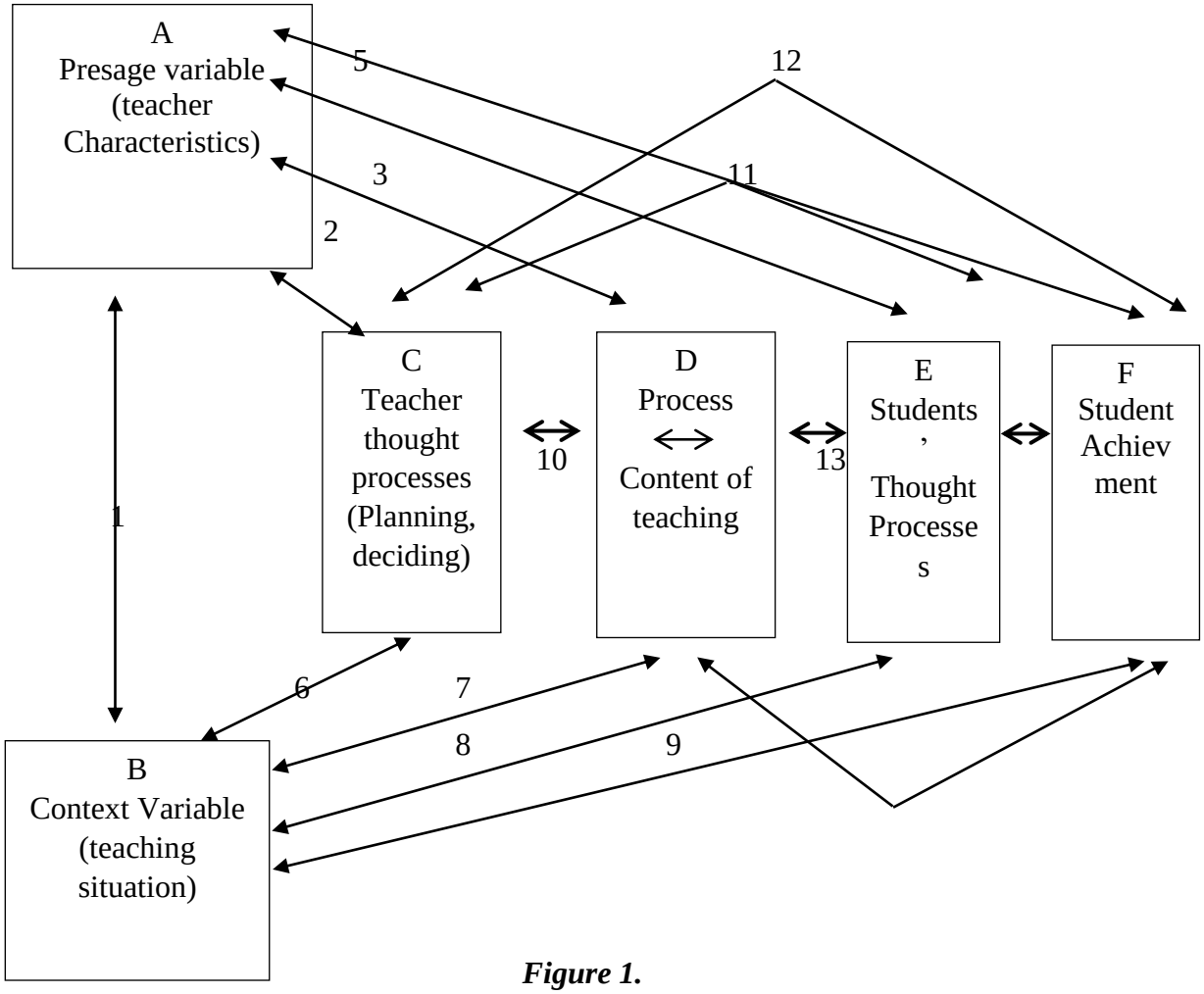

Figure 1.

c. Teaching of Reading

According to Nation (2009), teaching grammar should follow specific principles that help boost the reading skills.

a. Reading is a purposeful enterprise

Training students to develop their reading skills should be done to fulfill arange of purposes:

- To search for specific information through skimming and scanning activities.
- To learn and gain knowledge about different topics

- To be entertained
- To react to a text and have a say about its content.

1. Appropriateness to students' level
   Reading activities should be appropriate to students' level of language proficiency. Teachers should use simplified texts that are slightly above their level.
2. Vocabulary knowledge
   As far as vocabulary is concerned, students should:
   "read with 98 percent coverage of vocabulary in the text so that they can learn the remaining 2 percent guessing from context." Nation, 2009, p. 6
3. Integration of skills
   Reading activities should integrate other skills. Smooth incorporation of speaking, listening and writing activities are highly advised. These activities should be assigned at the pre, while, or post-reading stages.
4. Reading skills
   The focus should be also on developing reading skills such as phonemic awareness, spelling practice, vocabulary learning, and grammar study.
5. Reading strategies
   A reading strategy is a conscious plan that good readers adopt to understand a text. By becoming aware of these purposeful strategies, learners may get full control of reading comprehension. Accordingly, teachers should train learners to acquire reading strategies such as:
   - Previewing,
   - Setting a purpose,
   - Predicting,
   - Asking questions,
   - Connecting to background knowledge,
   - Paying attention to text structure
   - Guessing words from context,
   - Reflecting on the text and reacting to it.

1. Text type
   Gaining knowledge about text type is another area that learners should be trained at. They should be able to differentiate between genres of texts: emails, reports, stories, newspaper articles, scientific texts.
2. Reading a lot
   Learners must be also encouraged to read a lot. Extensive reading helps them become fluent and develop speed at reading different texts, a competency much needed for academic success and in students' future careers.

III. Research Method

The research method that used in this study was qualitative analysis. Moleong (2004: 6) stated qualitative research as research that intends to understand phenomena about what was experienced by research subjects such as behaviour, perception, motivation, actions etc., holistically and by means of descriptions in the form of words and language in a particular context naturally and by utilizing various scientific methods. The data of this study were the utterances of students and lecturers in learning process. Data were analyzed

using the method of Miles, Huberman & Saldana (2014: 33). There were three phases of bias analysis data seen in the figure below:

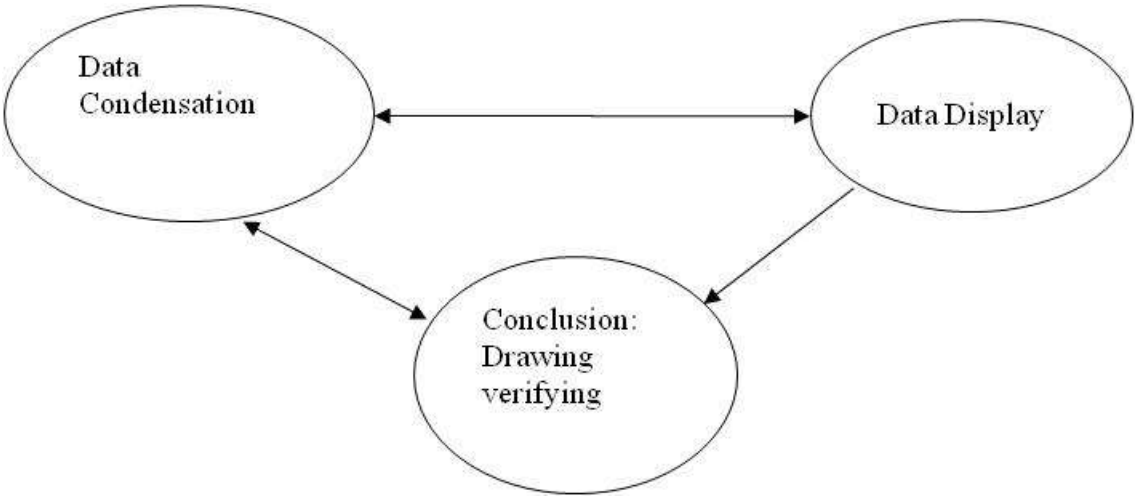

Figure 2

IV. Result and Discussion

4.1 Population Policy During Turki Utsmani 1512-1566 M

After the researcher conducted the research, the researcher found that there were two types of lecturers' feedback in the class, they were direct feedback and indirect feedback. The researcher also found four of process of feedbacks that done by lecturers, they were explicit correction, metalinguistic comment, re-cast and repetition. In the class, the researcher found direct feedback that done by the lecturers. When one of student read their activity last week, the lecturer gave feedback directly, the student said "Last week, I went to my grandmother's house, I take shower at 06.00 am, it is cool". Then, the lecturer gave direct feedback and said "please use took shower and it was cool, because the activity was done". From the discussion between lecturer and student, we know that, the lecturer gave direct feedback to student. The lecturer did it directly without finishing the text first. The lecturer gave correct form directly because the lecturer wanted the students to know their incorrect form son and more careful in conveying their activity. The researcher also found indirect feedback that done by the lecturer. The data was following: the student said "when I go to Lake Toba, I see beautiful view on my left and right side". When the student said this utterance, the lecturer give feedback, the lecturer said "let's remember, what kind of verbs have you to use on past tense?" the n the student gave response "sorry sir, I have to use I went to, I saw". From the data above, we know that the lecturer did not give the correction directly, the lecturer attempted to make the student think what's wrong with her text. After the lecturer gave freedom to student to think, then the student understand and perceive the right form for her text. It was called by indirect feedback where the lecturer just remind the students what's wrong on their text without giving the right form. The right form was found by the student herself. The researcher did not just find direct and indirect feedback in the class. The researcher also found four process of feedback that done by the lecturer. The first process of feedback was explicit correction. It was occurred when the student said "in Sunday, I do many activities at home" then the lecturer response "use on for days and use did for verb". From the data above we know that the lecturer gave explicit correction to student, it's about grammar, how to make good grammar in English. In this

situation the lecturer gave correct form directly to student. It had goal to make the student make it right form directly. Then, the researcher found also metalinguistic comment in reading class. When the students said “in my vacation, I find many tree and monkey on road side” then the lecturer commented “use “s” in plural”, then the student said “oh yes, sorry sir”. This data, we know that the lecturer did not give correct form but just gave clue to change it in correct form. After the lecturer said that, the student know their incorrect form on their text. In this study, the researcher also found Re-cast in learning process in the class, the student said “in independent day, I take many part in competition”. Lecturer responded “I took many parts in competition”. In this data, the student was wrong in formulating utterance because student told in past tense, she had to use verb-2 on verb in her utterance. In this situation, the lecturer gave correct formulating from her utterance. The last, the researcher found repetition on this study. It can be seen on the following data. The student said “I will talking my great experience last month” when the lecturer hear this utterance, the lecturer response it spontaneously “I will talking?” It meant that the lecturer did repetition because the student was wrong on her utterance, so lecturer repeat what student said, it’s for making student aware that she was wrong on her utterance.

V. Conclusion

Based on analysing the data and data finding, researcher concluded that there were two feedbacks that done by lecturer at Politeknik LP3I Medan. They were direct feedback and indirect feedback. There were four process of feedback that implemented in learning process on reading class, they are explicit correction, metalinguistic comment, recast and repetition. Process of feedback was not related to the theory from Ellis (2009). There were six process of feedback by Ellis (2009). They were explicit correction, metalinguistic comment, recast, repetition, elicitation and clarification request. In this study, researcher did not find two process of feedback, they were elicitation and clarification request.

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