Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Artikel 1
Assignment title: Thathit Manon Andini 2
Submission title: The Impacts of Teacher's Direct and Indirect Feedback on Th...
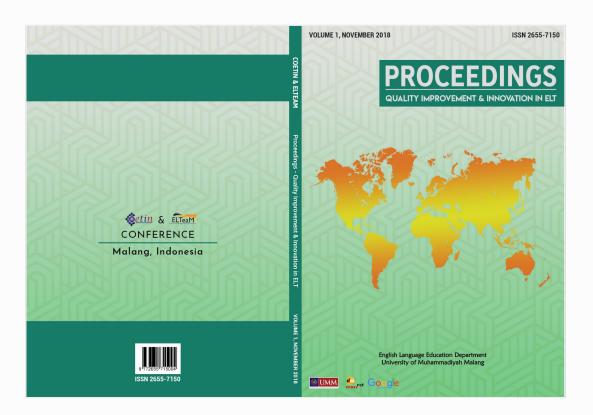File name: -_Impacts_Feedback_Students_Motivation_Intermediate_Gra...
File size: 1.41M
Page count: 9
Word count: 4,742
Character count: 26,133
Submission date: 22-Mar-2024 10:48AM (UTC+0700)
Submission ID: 2327512285

The Impacts of Teacher's Direct and Indirect Feedback on The Students' Motivation in Intermediate Grammar at The Second Semester Students of English Language Education Department UMM

by Artikel 1

PROCEEDINGS

QUALITY IMPROVEMENT & INNOVATION IN ELT

English Language Education Department
University of Muhammadiyah Malang

Google

doi crossref

UMM

COETIN & ELTEAM

Proceedings - Quality Improvement & Innovation in ELT

VOLUME 1, NOVEMBER 2018

oetin & ELTeaM

CONFERENCE
Malang, Indonesia

THE IMPACTS OF TEACHER'S DIRECT AND INDIRECT FEEDBACK ON THE STUDENTS' MOTIVATION IN INTERMEDIATE GRAMMAR AT THE SECOND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT UMM
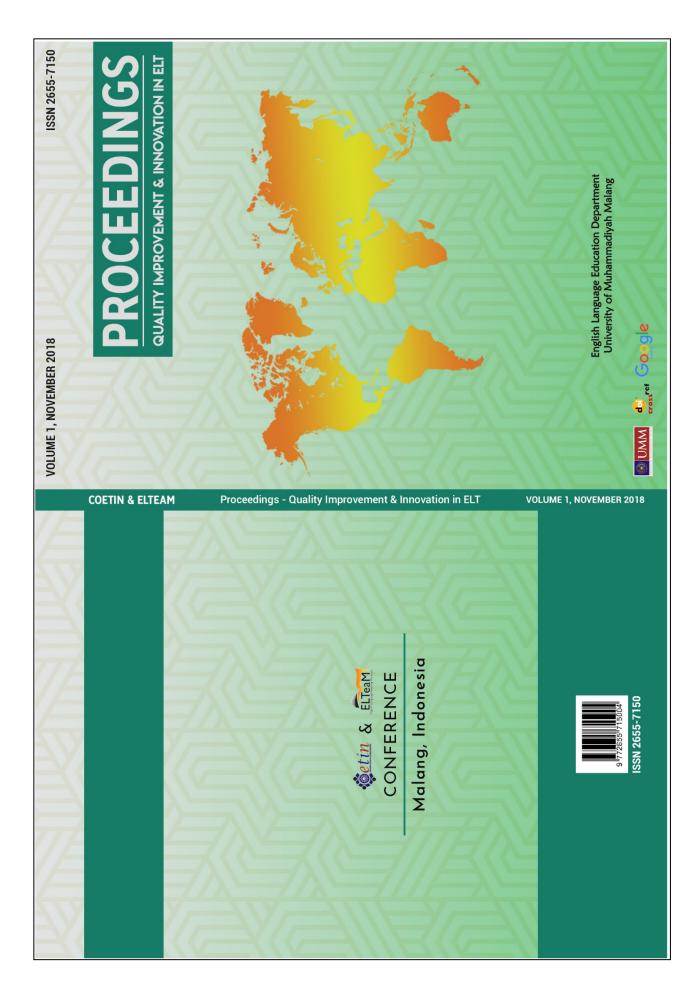
Thathit Manon Andini, Erly Wahyuni, and Santi Prastiyowati

Abstract

English Language Education Department Faculty of Teacher Training and Education is the institution that provides the qualified student teachers in the future. To prepare them well, the education system in the Department has to pay attention to upgrading the teaching learning process both for teacher and students. Teachers have a great responsibility to deliver students achieving success as expected. With his knowledge, teacher tried to keep their students not fail in learning. One of the ways to improve the quality of learning process is by giving feedback. Feedback is very important in the learning process both for students and teachers which functions to motivate their study, to know their weaknesses and it influences their achievement. Therefore, it is necessary to conduct a research on the impacts of teacher's direct and indirect feedback on the students' motivation in intermediate grammar II which purposes are a) to know the types of feedback given by the teacher, and b) to explain the impact of feedback on their learning especially motivation. The research uses descriptive qualitative method which takes place in English Department of UMM. The subject of the research is the second semester students of English Department UMM which consists of 42 students from two classes: A and B. Meanwhile, the instruments used to collect the data are observation, questionnaire and interview. After the data were compiled, it will be analyzed descriptively by using Miles dan Huberman' model: reduction data, display data and conclusion/drawing/verification. The result of the study showed that the teacher applied indirect and direct feedback during the class. Indirect feedback is given in the end of the presentation, while direct feedback is given directly during the presentation. Based on the study, the students show positive attitude. In addition, students have very high motivation (more than 80%), which encourage them to learn Grammar. In addition, 79% of the class expect the comments of their performance. Many of them also feel well when they get a lot of comment during their presentation (71%). However, 29% of them feel discourage if they get a lot of comments. Mostly, 90% of the class feel good when the lecturer gives comments to their presentation. Similarly, the class (90% of them) welcome their classmates' feedback.

Keywords

Impacts, Feedback, Students' motivation, Intermediate Grammar

I. INTRODUCTION

In general, students in the second semester have good knowledge and skill in English language. But the monotonous process of learning caused their achievement is not good. So it is necessary that the lecturer has to find out the method in teaching so the class will be more active and effective.

Feedback is equally vital in teaching learning process and performs a variety of functions including recognizing, correcting, and encouraging, challenging and improving students' performance. Feedback also keeps students 'on track' and aid to classroom management. The students know which teacher never check their performance, mark and monitor their presentation and assess their work in other ways. It should be noted that there is the potential for feedback to be negative, in that can discourage student's effort and achievement (Hattie & Timperley, 2007). In some cases bad feedback can be worse than no feedback.

Another factor in teaching learning process is motivation. Motivation is the factor that makes the students keep in doing the task. In this case, keeping the students' motivation is very important. By having good motivation, the students will be more attentive in studying.

Based on the explanation above, we decided to conduct the research entitled The Impacts of Teacher's Direct and Indirect Feedback on the Students' Motivation in Intermediate Grammar Class of English Language Education Department, Faculty of Teacher Training and Education University of Muhammadiyah Malang.

The purpose of this research is to identify the types of feedback given by the teacher, and to explain the impact of feedback on their learning, especially motivation.

II THEORETICAL FRAMEWORK

Teaching Grammar

Grammar is essential to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of nonprestige forms.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

The communicative competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language.

Intermediate Grammar incorporates the learning of Grammar with their spoken communication skill. Given the topics on Grammar (Adverbials, Modals, Degree of Comparison, Passives, Gerund, and Infinitive), students, working in groups, are allowed to conduct a presentation describing the detail information/ materials of the subject. The teacher leads the class, observes the class, and gives feedback to the students' presentation.

Corrective Feedback

Corrective feedback refers to a means of offering inputs to students which can lead to modified output of the students. The outcomes can be implemented in the form of learner uptake in terms of: the relation of input, interaction and acquisition. It can be said that corrective feedback and learner uptake are effective processes for language development.

This study highlights the indirect and direct feedback given to students' presentation during Grammar class. Indirect feedback is given when the teachers marks the errors but does not correct them and allow the students to correct their errors (Lee, 2004). In this case, indirect feedback refers to comments given by the teacher when the

students finished their presentation. In addition, feedback is provided in the end of the presentation. Some studies discover that indirect feedback is more preferable to direct feedback (Chandler, 2003; Sheen, 2007). Indirect feedback enables students to get involved in the correction process and it may help them develop their acquisition of the target language.

Direct feedback is provided when a teacher gives a student particular correction to help them correct their errors by providing the correct form, whether in linguistic form or linguistic structure of the target language (Ferris, 2006, as quoted in Mahmoozifard, 2016). Lee (2005, as cited in Makmoofizard, 2016) mentioned that direct feedback may be appropriate for beginner students. This kind of feedback is also useful when errors are so 'serious' that they cannot correct by themselves. In addition, the errors of sentence structure and word choice often occurred. In this study, direct feedback refers to comments given by teacher to the students when they present their works. In other words, teacher directly gives his/ her comment when the students make mistake. Moreover, teacher reacts by giving comments or feedback when mistake occurs. A study conducted by Chandler (2003) reported that students prefer direct feedback as it was the easiest way for them to revise the mistakes.

Besides, particular studies has analyzed the right time to give corrective feedback. Otavio (2010, quoted in Calsiyao, 2012) highlights that indirect feedback has positive effects on students' fluency and accuracy. Another research conducted by Kavaliauskiene, Anusiene, Kaminskiene (2009) point out that interrupting students during their communication activities should not be conducted. This may increase their anxiety and obstruct their communication. Moreover, the feedback should be provided in the end of the activities. In addition, by conducting this kind of feedback the error that should be corrected is forgotten.

Students' Motivation

Parsons, Hinson and Brown (2001, as cited in Wimolmas, 2012) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process. Gardner (1982 quoted in Wimolmas, 2012), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study. Aree Punmanee (1991, as cited in Wimolmas, 2012) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on a person's desire.

Motivation has an important role in success and failure in learning a second language. Spolsky (1990, as cited in Wimolmas, 2012) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the

contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

III METHODOLOGY

This study employs descriptive qualitative as the research design. Based on Ary (2010), qualitative research is based on the argument that both the natural and social sciences strive for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions. According to Ary, qualitative research is methods for examining social research data without converting them to a numerical format, (2010). The researcher uses this design to describe and to know the phenomena of the students' motivation while given direct and indirect feedback by the lecturer.

The subject of this study is the students of Intermediate Grammar Class. The number of students are 42 students, which consists of 21 students from Class A and 21 students from Class B. The students are completing their second semester study.

In this study, the researcher used two instruments to help the researcher makes the result of the study more accurate and complete. The instruments of this research are observation, questionnaire, and interview.

Questionnaire contains of closed questions. The questionnaires contain twenty-five questions, which cover: student's opinion and motivation about Intermediate Grammar course, and students' opinion about direct and indirect feedback. Non-participant observations were conducted to observe the activities of teaching learning process. The observation was conducted four times and it was carried out in May 2017. This research employs semi-structured interviews which enables the interviewer to modify the interview process. The interview covers the following questions:

1. Students' preference: indirect and direct feedback,
2. The impact of feedback on students' motivation,
3. Whether or not feedback give improvement to students' learning,
4. How feedback improve their mastery (if the answer if 'yes').

IV FINDINGS AND DISCUSSION

Types of Feedback Given by the Lecturer

In this subject, Intermediate Grammar, the students are required to make presentation about the topic, which are offered in the course. In this case, the students construct several groups consisting two or three students. In turn, they will deliver the topic in front of the class. During the presentation, the class pay attention to the presenters and the lecturer gives the feedback. In addition, lecturer provides direct feedback in a meeting and indirect feedback in the next meeting or vice versa.

Indirect Feedback

Indirect feedback is given after the presenter finished their presentation. For example, in a meeting on May 5, 2017, the lecturer did not directly correct the student's mistake. In a question-answer session, the lecturer observes the class, let the presenters led the discussion.

There were 5 students who gave the questions. Meanwhile those who gave response to the questions are the same students (mostly male students) and they are actively participate in the discussion. The others only keep silent as listeners. After the presentation finished, the lecturer underlined and reviewed the discussion. She gave some examples of Gerund based on their daily activities. Lecturer gave comments to students' question, which previously asked to the presenter. In addition, the lecturer also corrects students' errors in misspelling words, grammatical structures, and so on.

The last, the lecturer summarized the today's topic. She asked the class to do an assignment to give enforcement to the material.

Direct Feedback

Direct feedback is provided when the presenter is conducting their presentation. In this case, the lecturer gives the students particular correction to help them correct their errors by providing the correct form (Ferris, as cited in Fard and Mehdiabati, 2016).

In a meeting on May 10, 2017, the lecturer applied direct feedback to response the students' performance. The topic was about "Verb(s) + ing as Gerund". The leader of the presenters asked their friends to open their phone to share the topic of today's discussion. Then, the presenter explained and gave example the kinds of verb(s) + ing as Gerund.

While the presenter explained the topic, the lecturer gave comments to the presenter to give other examples. It was about the difference between verb + infinitive and verb +Gerund and their meaning. She also asked the class to refer to the text book. Moreover, the teacher directly gave comments upon the presentation if the presenter got difficulties to explain and answer their friend's questions. In this case, sometimes the class got misunderstand on what being explained.

After the presentation completed, Question-Answer session was given. Four students (3 male and 1 female student) gave the questions. The presenter appointed to a male student. Mostly, male students gave response to presenter's answer. Since the time for the class was over, the discussion was ended and continued in the next meeting.

The Impact of Feedback to Students Motivation

Motivation become an important factor in the learning process. Motivation pushes the learners to go through learning process. Based on the result of the questionnaires given to the students of Intermediate Grammar class, most of the students have high motivation in learning Grammar. It is indicated by 98% of the students believed that Grammar class gain and sustain their interest. In addition, the information contained in Grammar are important for them. The confidence of the students was also supported by the content they have learned from Grammar (100%). It means that the whole class agree with this attitude. The next, in terms of the way they get along with Grammar class, 93% of the students believe that they will enjoy the class and know more about the topic. Furthermore, 90% of the class (38 out of 42 students) say that they feel confident if they successfully complete the Grammar class. Moreover, 85% of the students also agree that Grammar is relevant to their interest. Related to assignments given in

Grammar class, they feel confident if they can complete the assignments. Table 4.1 describes the complete results.

It can be concluded that students have very high motivation (more than 80%), which encourage them to learn Grammar. The motivation mostly come from their internal desire that pushed them to learn without rewards.

Table 4.1 Students' Motivation on Grammar subject

No.	Statement	Percentage	Description
6	Grammar will gain and sustain students' interest.		
7	Information in Grammar is important.		
8	Students feel confident when they learn more about Grammar.		
9	Enjoying Grammar will make the students know more about the topic.		
11	Grammar is relevant to students' interest.		
13	After working with Grammar class, students feel confident in his/ her ability.		
14	It is good to complete this Grammar subject successfully.		

In terms of students' opinion, most of the students (97%) think that Grammar is challenging. Moreover, forty out of forty-two students (95%) assume that grammar is also interesting. However, 26% of the class (eleven out of forty-two) thought that Grammar seemed more difficult that they thought. It can be assumed that mostly students give positive opinion toward Grammar subject.

In terms of students' confidence in delivering the presentation, 35 out of 42 (83%) say that they feel confident when giving presentation in front of the class. In addition, 79% of the class expect the comments of their performance. Many of them also feel well when they get a lot of comment during their presentation (71%). However, 29% of them feel discourage if they get a lot of comments. On the contrary, a small number feel unhappy when the lecturer gives comments to the presentation (10%). Mostly, 90% of the class feel good when the lecturer gives comments to their presentation. Similarly, the class (90% of them) welcome their classmates' feedback. It may happen because they also easily give comments to their classmate's performance (68%). On the other hand, 13 out of 42 students (32%) do not say that they love to give comments to their classmate's presentation. It is also found that many of the students (74%) make notes to the comments given.

In terms of indirect feedback, most of the class (98%) agree if the lecturer gives comment after they finished their performance. The student believe that the feedback are useful for their progress in Grammar subject (98%). The complete result is described in Table 4.2.

Table 4.2 Students' Opinion about Direct and Indirect Feedback

No.	Statements	Percentage	Description
16	Students feel confident when they deliver the presentation.	48%	Mostly True/ Very True
17	The comments are expected when students have their performance.	57%	Mostly True/ Very True
18	Having a lot of comments does not mean that students have bad presentation.	45%	Mostly True/ Very True
19	Students feel good when lecturer gives comments.	79%	Mostly True/ Very True
20	Students feel good when classmate gives comments.	88%	Mostly True/ Very True
21	Student often gives comments to his/ classmates.	93%	Mostly True/ Very True
22	Student feel better the lecturer give the comments when he finished presentation.	67%	Mostly True/ Very True
23	Student feel better the lecturer give the comments during his/ her presentation.	74%	Mostly True/ Very True
24	Student makes notes to comments.	48%	Mostly True/ Very True
25	The comments are useful for the students' progress.	88%	Mostly True/ Very True

The feedback given by the lecturer in Intermediate Grammar class highly motivated the students to be better. The corrective feedback made them aware of what is correct and incorrect during their presentation.

"Knowing what is correct and incorrect, motivates me to do better. Oh, this is right... so when I do the similar thing in the future, I give more enthusiasm in doing my activity," said BM. He added that he was excited knowing that he could perform his task well.

Another student, KH mentioned that feedback showed good relationship between students and lecturer.

"There is a bonding between teacher and students. We know which is correct and incorrect," Similar to BM, he also agreed that feedback contributed to motivating students. He view feedback given as a positive influence to improve his performance.

"I see it in a positive way that can motivate me to be better,"

He preferred direct feedback that can make him directly correct his mistake.

Another student mentioned that the feedback can help her to memorize the material better. She also thinks that it also assisted her in delivering her presentation better.

"The feedback given makes me remember how to present something better. So, it is not only about Grammar itself. It is also about how to say something," said TA.

However, some students felt discourage when the lecturer gave direct feedback.

"I felt nervous. I felt 'down' because I thought that I cannot complete my presentation well," said a female student.

"I felt distracted. I lost my concentration in delivering my presentation," add another student.

"When teacher interrupts me to give feedback, I feel 'blank' and I forget what to say next and lost my concentration," Another male student said that direct feedback contributed to his self-confidence.

"It decreases my self-confidence and I feel I lost my focus in presenting the material,"

It can be inferred that somehow the feedback that is given directly might disturb students' concentration. To some extent, it also influence students' self-confidence in doing the presentation.

Based on the result of the questionnaires, it can be concluded that the students shows encouraging attitude toward feedback given by the lecturer. The comments or feedback given may improve their skill that is related to their knowledge as well as their Grammar. Some students who feel unhappy think that the feedback given sometimes disturb their attention. Additionally, the discussion looks alive when the class actively participate in the discussion. Presenter may feel discourage if their classmates do not show their passion upon the presentation.

Discussion

The result of the study showed that the students generally gave positive attitude toward feedback given by the teacher. Two issues are addressed in this sub chapter. The first, it deals with the kinds of feedback given in the presentation in Intermediate Grammar class. Most of the students agree that indirect feedback is more appropriate for them. They prefer correction that is provided after they finish their performance. The finding was in line with what has been suggested by Kavaliauskiene et al (2009). These researchers emphasized the importance to give feedback after the students finish their communication activities. Another researcher also mentioned that teacher should consider the appropriate time to give correction to his/ her correction.

The second is about the impact of feedback to students' motivation. The investigation showed that most of the students welcome the feedback both form their teacher and classmates. However, we cannot ignore some of the opinion in the opposite parts. In this case, some of them feel discourage when they received many comments. Referring to several previous studies, these discouragements deals with when the teacher should provide correction. Otavio (2010, as cited in Calsiyao, 2015) said that corrective feedback presented in the end of the presentation/ activity could be a good idea. However, he assured that sometimes immediate correction is necessary. Another research, conducted by Kavaliauskiene, Anusiene, Kaminskiene (2009, as quoted in Calsiyao, 2015) emphasized that interrupting students during their communication activities should be avoided.

The abovementioned studies are similar to what had been experienced by the students. They felt that giving correction during their activity could disturb their concentration. The interruption could hinder them in delivering their presentation because they cannot remember and say in the correct words.

However, direct feedback is still needed when it comes to the frequent errors done by the students. Usually this correction will make the student remember that they make error.

V CONCLUSION

The results of the study indicated that teacher gave direct and indirect feedback at Intermediate Grammar class. Direct feedback was provided during students' presentation to give direct correction to students' errors. On the other hand, teacher had to wait until the students finished their presentation and gave feedback in response to students' performance.

Based on the study, the students show positive attitude. In addition, students have very high motivation (more than 80%), which encourage them to learn Grammar. In addition, 79% of the class expect the comments of their performance. Many of them also feel well when they get a lot of comment during their presentation (71%). However, 29% of them feel discourage if they get a lot of comments. Mostly, 90% of the class feel good when the lecturer gives comments to their presentation. Similarly, the class (90% of them) welcome their classmates' feedback.

REFERENCES

Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston: Allyn and Bacon.

Calsiyao, I.S., (2015). Corrective feedback in classroom oral errors among Kalinga-Apayao State College students. *International Journal of Social Science and Humanities Research*. Vol. 3 No. 1, 394-400. Retrieved from www.researchpublish.com

Ellis, R., Loewen S., and Erlam R. (2006). Implicit and explicit corrective feedback and the acquisition of l2 grammar. *SSLA* 28, 339-368. Retrieved from www.cambridge.org/core/services/aop-cambridge-core/content/view/S0272263106060141

Fard, S.M., Mehdiabadi, F. (2016). The effect of direct vs. indirect feedback on the speaking accuracy of Iranian learners at elementary level of proficiency. *International Journal of Basic Sciences & Applied Research*. Vol. 5(2). 99-105. Retrieved from http://www.isicenter.org/fulltext/paper-30062016170819.pdf

Kavaliauskiene, G., Anusiene, L., and Kaminskiene, L. (2009). Classroom practice: Error correction at tertiary level. *Studies about Languages* No. 14. Retrieved from www.kalbos.lt/ zurnalia/ 14 _ numeris/11.pdf.

Latief, M.A. (2012). *Research methods on language learning: an introduction*. Malang: UM Press.

Miles, M.B., Huberman, A.M., and Saldana, J. (1994). *Qualitative data analysis: a method sourcebooks*. SAGE Publishing.

Wimolmas R. (2012). *A survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute of Technology (SIIT), Thammasat University*. Retrieved from http://www.litu.tu.ac.th/journal/FLLTCP/Proceeding/904.pdf

Appendix 1

Students' questionnaire

No.	Statement	NT	ST	ModT	MosT	VT
1	Grammar class is challenging					
2	Grammar is interesting and catch student's attention					
3	Grammar is more difficult that the students think					
4	Completing grammar class will give satisfaction.					
5	Grammar is related to students' knowledge.					
6	Grammar will gain and sustain students' interest.					
7	Information in Grammar is important.					
8	Students feel confident when they learn more about Grammar.					
9	Enjoying Grammar will make the students know more about the topic.					
10	Grammar seems dry and unappealing.					
11	Grammar is relevant to students' interest.					
12	Students enjoy completing assignment for Grammar class.					
13	After working with Grammar class, students feel confident in his/ her ability.					
14	It is good to complete this Grammar subject successfully.					
15	The course will not be worth students' time and effort.					
16	Students feel confident when they deliver the presentation.					
17	The comments are expected when students have their performance.					
18	Having a lot of comments does not mean that students have bad presentation.					
19	Students feel good when lecturer gives comments.					
20	Students feel good when classmates gives comments					
21	Student often gives comments to his/ her classmates.					
22	Student feel better if the lecturer give the comments after she/ he finished the presentation.					
23	Student feel better if the lecturer give the comments during his/ her presentation.					
24	Student makes notes to comments.					
25	The comments are useful for the students' progress.					

NT   : Not True
ST   : Slightly True
ModT : Moderately True

MosT   : Mostly True
VT   : Very True