

CHAPTER I

INTRODUCTION

1.1. Background of the study

Feedback is one of the most powerful tools that teachers can use to guide and support students in their learning journey. When effective feedback is given, it not only highlights mistakes but also helps students identify their strengths, determine areas for improvement, and develop confidence in their abilities. In classrooms, feedback acts as a bridge between teaching and learning, helping students stay on the right path and grow academically (Hattie & Timperley, 2007). However, the impact of feedback depends not only on what is said, but also on when and how it is delivered, as these factors shape how students understand and respond to it.

One key factor that influences the effectiveness of feedback is timing. Some studies suggest that immediate feedback allows students to correct mistakes right away and boosts learning, while delayed feedback encourages deeper reflection and critical thinking. However, the ideal timing can vary depending on the subject, the student's learning style, and the educational level. Understanding when feedback is most effective is crucial for ensuring that students truly benefit from it.

Beyond timing, the way teachers understand and deliver feedback also plays an important role. Feedback is not only about identifying errors but should also be clear, constructive, and encourage students to take an active role in their

learning. However, not all teachers receive proper training in giving effective feedback, which can sometimes lead to confusion or even discourage students. This is where teachers' feedback literacy becomes important. According to Carless and Winstone (2020), teacher feedback literacy consists of three interconnected dimensions: designing feedback processes, managing practicalities, and managing relational sensitivities. These dimensions emphasize teachers' ability to create meaningful feedback opportunities, address practical constraints in classroom settings, and maintain supportive relationships when providing feedback. Without sufficient feedback literacy, even well-intentioned feedback may fail to support meaningful learning, as students may struggle to interpret or apply it effectively.

At the same time, the way feedback is given is evolving. Traditionally, teachers have relied on written and spoken comments, but as technology grows, audio and video feedback are becoming more popular. Some studies suggest that hearing a recorded or teacher's voice makes feedback feel more personal and engaging, helping students to understand the messages better. However, it remains unclear how widely teachers in East Java are adopting these newer feedback methods and whether they find them effective. This indicates a gap in current research regarding teachers' feedback practices in East Java, especially across different educational levels and feedback modalities.

In East Java, teachers from junior high school to senior high school play an important role in shaping students' learning experiences. However, little is known about how they provide feedback, whether their approaches differ across

the two educational levels, and whether they feel fully prepared to give effective feedback. This study sought to provide valuable insights into teachers' feedback literacy, improve classroom practices, and support the development of effective feedback strategies among high school levels in East Java.

1.2 Research Questions

In order to gain a better understanding of English teachers' feedback practices and the challenges they encounter, this study addressed the following research questions:

- 1.2.1. How do English teachers perceive their feedback practices regarding feedback timing, methods, and areas of focus?
- 1.2.2. What challenges do English teachers face in implementing feedback practices?

1.3 Research Objectives

In the context of education, feedback serves as a vital tool that helps students grow by pointing out strengths, correcting misunderstandings, and guiding future improvement. While feedback can have a powerful impact on learning, its effectiveness often depends on factors such as timing, delivery methods, and the teacher's ability to communicate it clearly and constructively. In East Java, there is limited understanding of how teachers deliver feedback, the obstacles they encounter, and their level of confidence in applying feedback strategies. To address this gap, this study set out several objectives designed to

explore feedback practices among high school levels and assess the need for enhancing feedback literacy among teachers.

1.3.1. This study aimed to explore English teachers' perceptions of their feedback practices regarding feedback timing, methods, and areas of focus.

1.3.2. This study aimed to identify the challenges English teachers face in implementing feedback practices.

1.4 Theoretical framework

Giving feedback is more than just correcting mistakes because it's about guiding students, encouraging them, and helping them grow. To truly support students, teachers need to provide feedback in a way that is not only clear and constructive but also meaningful and engaging. This study was grounded in two key theories that highlight the importance of effective feedback: the Feedback Literacy Framework (Carless & Boud, 2018) and Sociocultural Theory (Vygotsky, 1978). Together, these frameworks help us understand how teachers in East Java provide feedback, how students engage with it, and what makes feedback truly impactful.

1.4.1 Feedback Literacy Framework (Carless & Boud, 2018; Carless & Winstone, 2020)

Giving effective feedback is a professional skill that requires more than simply identifying students' mistakes. Carless and Boud (2018) introduced the concept of feedback literacy, which refers to the understandings, capacities, and dispositions needed to engage productively with feedback processes. While their

work emphasizes the role of students in understanding and using feedback, effective feedback also depends on teachers' ability to design and deliver meaningful feedback experiences.

Building on this concept, Carless and Winstone (2020) highlight the importance of teachers' feedback literacy, which refers to teachers' knowledge, skills, and judgment in creating effective feedback processes that support student learning. Teachers with strong feedback literacy are able to:

- Provide feedback that is clear, constructive, and actionable.
- Select appropriate feedback methods according to students' needs and learning contexts.
- Encourage students to engage actively with feedback rather than passively receiving comments.
- Manage the emotional aspects of feedback by creating supportive and motivating learning environments.
- Use feedback strategically to promote students' long-term learning and self-regulation.

Teachers' feedback literacy also involves understanding that feedback is not merely information transmission but a process that requires student engagement and response. Therefore, effective feedback practices depend on teachers' ability to facilitate dialogue, reflection, and improvement opportunities for students.

In the context of this study, the concept of teachers' feedback literacy provided a lens for examining how English teachers perceive their feedback

practices regarding feedback timing, methods, and areas of focus, as well as how they address challenges encountered during feedback implementation. It also helps explain the extent to which teachers feel prepared and capable of providing feedback that supports meaningful student learning.

1.4.2 Sociocultural Theory (Vygotsky, 1978)

Vygotsky's Sociocultural Theory emphasizes that learning is a social process, where students achieve the best outcomes through interaction, discussion, and support from others. This means feedback shouldn't just be one-way communication from teachers to students; it should be a conversation where students can reflect, ask questions, and take an active role in their learning. For feedback to be meaningful, it should:

- Be interactive, where students feel comfortable discussing their progress.
- Act as guidance (or scaffolding), helping students take small steps toward improvement.
- Encourage students to engage with their learning rather than just receiving corrections.

This study examined whether teachers in East Java use feedback as a form of dialogue, engaging with students, providing guidance, and encouraging them to take ownership of their learning.

1.4.3 How These Theories Work Together

The concept of teachers' feedback literacy (Carless & Winstone, 2020) explains the knowledge and skills teachers need to provide effective feedback, while Sociocultural Theory (Vygotsky, 1978) emphasizes the interactive and

social nature of feedback processes. Together, these perspectives provide a comprehensive framework for understanding how feedback is implemented in English language classrooms. This study explored:

- Whether teachers in East Java feel prepared to give effective, engaging, and constructive feedback.
- How teachers and students interact during feedback: Do students feel engaged, or is it purely one-sided?
- Whether students see feedback as helpful and motivating or just something they have to receive.

By combining these two theories, this research aimed to understand how feedback is given in classrooms across East Java, what challenges teachers face, and how we can make feedback more meaningful for both teachers and students.

1.5 The Significance of the Study

Feedback is more than just corrections or comments because it is a powerful tool that shapes how students learn, grow, and stay motivated. This study sought to explore how teachers in East Java provide feedback, when they give it, and what methods they use, with the goal of making feedback more effective and meaningful. The findings of this research will benefit several key groups:

1) Teachers

Teachers dedicate their time and effort to guiding students, but feedback can sometimes feel like a routine task rather than an impactful learning

experience. By understanding which feedback strategies work best and how students respond to them, teachers can refine their approaches, making feedback more engaging, constructive, and supportive of student learning. Additionally, this study will highlight the importance of feedback literacy, helping teachers recognize areas where they may need more support or training.

2) Students

For students, feedback is essential because it helps them recognize their strengths and identify areas for improvement. However, not all feedback is easy to understand or apply. This study will explore whether current feedback practices truly help students learn and whether newer methods, like audio and video feedback, make a difference in their engagement and comprehension.

3) School Leaders and Policymakers

Educational leaders play a crucial role in shaping classroom experiences. By identifying the challenges teachers face in delivering feedback, this study can help schools and policymakers create better professional development programs. It can also encourage a shift toward more effective feedback strategies, ensuring that feedback is not just given but actually helps students grow.

1.6 Definition of Key-terms

1.6.1. Feedback

Definition: Feedback refers to information provided by a teacher to students with the purpose of improving their understanding, performance, and learning outcomes.

Source of the definition: (Sadler, 1989: 120)

1.6.2 Timing

Definition: Timing in feedback refers to the specific moment when the feedback is given in relation to student performance. It may be delivered immediately, shortly afterward, or after some time has passed, and this timing can affect how students absorb and apply the information.

Source of the definition: (Shute, 2008: 158)

1.6.3 Feedback Practices

Definition: Feedback practice refers to the approaches and techniques that teachers use when giving feedback, including the reasons they provide it, the ways they deliver it, and the moments they choose to do so, all aimed at supporting student learning.

Source of the definition: Carless and Boud (2018: 1317)

1.6.4 Feedback Literacy

Definition: Feedback literacy refers to the ability to understand, interpret, and apply feedback for learning improvement.

Source of definition: Carless, D., & Boud, D. (2018).

1.6.5 Feedback Strategies

Definition: Effective feedback strategies involve clarity, specificity, and constructive criticism to enhance student learning.

Source of definition: Hattie, J., & Timperley, H. (2007).

1.6.6 Feedback Modalities

Definition: Feedback modalities describe the different forms in which feedback can be presented, such as through written comments, spoken explanations, audio messages, or video recordings. Each form offers its own benefits in helping students engage with and understand the feedback.

Source of the definition: Mahoney, Macfarlane, and Ajjawi (2019: 405)

1.6.7 Feedback Methods

Definition: Feedback methods refer to the ways teachers deliver feedback to students, such as through oral comments, written comments, digital communication, or a combination of these approaches. Different methods may influence how students receive, understand, and act upon feedback.

Source of the definition: Mahoney, Macfarlane, and Ajjawi (2019)

1.7. Scope and Limitation of the Study

First, it focuses only on teachers in East Java, which may limit the generalizability of the findings to other regions. Second, the study relies on self-reported data, which may be influenced by personal biases. However, this approach suits qualitative research by deeply capturing teachers' subjective perceptions, experiences, and interpretations that quantitative measures or observations cannot fully access. Lastly, the research primarily focused on teachers' perceptions and experiences rather than an in-depth analysis of student outcomes.

1.8 Organization of the Thesis

1.8.1 Chapter 1: Introduction

This chapter provided an overview of the study, including the background, problem statement, research questions, objectives, theoretical framework, significance of the study, scope and limitations, key definitions, and organization of the proposal.

1.8.2 Chapter 2: Literature Review

This chapter reviewed relevant literature on teacher feedback practices, including different types of feedback (written, audio, video), the impact of feedback timing, feedback literacy among teachers, and feedback practices across two different educational levels. It also discussed theoretical perspectives on feedback in education.

1.8.3 Chapter 3: Research Methodology

This chapter described the methodology that is used for this study, including the research design, site and contexts, participants, data and data sources, instruments, data collection procedure, data analysis procedure, and research schedule.

1.8.4 Chapter 4: Findings and Discussion

This chapter presented and discussed the findings of the study based on the data collected from the participants. The findings addressed the research questions concerning teachers' perceptions of their feedback practices regarding feedback timing, methods, and areas of focus, as well as the challenges they encountered in

implementing feedback practices. The findings were interpreted and discussed in relation to the theoretical frameworks and previous studies.

1.8.5 Chapter 5: Conclusion and Recommendations

This chapter summarized the main findings of the study and presented the conclusions drawn from the research. It also provided recommendations for English teachers and future researchers regarding feedback practices and teacher feedback literacy.