COMPARING THE TEACHERS' FEEDBACK ON THE BASIS OF TEACHERS' GENDER AND STUDENTS' LEVEL OF PROFICIENCY

THESIS

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ABSTRACT

Reza Wijayani Ervian. 2023. Comparing the Teachers' Feedback on the Basis of Teacher's Gender and Students' Level of Proficiency

Teachers' feedback is useful in maintaining students' language use in the classroom. Teachers need to provide an appropriate model and level of feedback, as well as types of spoken corrective feedback, to students in order to help them notice their deficiencies and produce a successful uptake as their response. The goals of this research were to compare the model and level of feedback, as well as the types of spoken corrective feedback offered by male and female junior and senior high school teachers, as well as students' responses and preferences toward the types of spoken corrective feedback offered by the teachers. This research employed descriptive design. The participants of this research were 20 teachers that consist of male and female teachers in junior and senior high school. The researcher recorded and transcribed the learning process, and also distributed the questionnaire in collecting data. Transcription, analysis, identification, display, and conclusion were all used to analyze the data. The results revealed that the feedback model and task level were the most dominat models and levels of feedback used by male and female teachers in junior high and high school, but there was a difference in the overall percentage. Then, the most dominant types used by male teachers in junior high school were explicit correction with metalinguistic explanation, didactic recast, and explicit correction. Meanwhile, female teachers in junior high school mostly used didactic recast, metalinguistic clue, and conversational recast. Then, male teachers in senior high school mostly used didactic recast, metalinguistic clue and explicit correction with metalinguistic explanation. Last, female teachers in senior high school mostly used didactic recast, metalinguistic clue and clarification request. Metalinguistics and clarification requests greatly contributed to students' successful uptake in male teachers' junior high school classes; meanwhile, didactic recast greatly contributed to students' successful uptake in female teachers' junior high school classes, male teachers' senior high school classes, and female teachers' senior high school classes. In addition, the students' preferences for male and female teachers' types of spoken corrective feedback in junior and senior high school referred to didactic recast as chosen types' of spoken corrective feedback.

Keywords: *model and level of feedback, spoken corrective feedback, students' response, students' preferences, teachers' gender, and students' level oproficiency.*

ABSTRAK

Reza Wijayani Ervian. 2023. Membandingkan Umpan Balik Guru Berdasarkan Gender Guru dan Tingkat Kemahiran Siswa

Umpan balik guru berguna dalam menjaga penggunaan bahasa siswa di kelas. Guru perlu memberikan model dan tingkat umpan balik yang sesuai dan juga jenis umpan balik korektif lisan kepada siswa untuk membantu siswa memperhatikan kekurangan mereka dan menghasilkan serapan yang berhasil sebagai tanggapan mereka. Tujuan dari penelitian ini adalah untuk mengetahui perbandingan model dan level umpan balik dan jenis umpan balik korektif lisan pada guru laki-laki dan perempuan di SMP dan SMA, respon dan preferensi siswa terhadap jenis umpan balik korektif. Penelitian ini menggunakan design penelitian deskriptif. Partisipan penelitian ini adalah 5 guru bahasa Inggris laki-laki di SMP, 5 guru bahasa Inggris perempuan di SMP, 5 guru bahasa Inggris laki-laki di SMA, dan 5 guru bahasa Inggris perempuan di SMA. Peneliti merekam dan mentranskrip proses pembelajaran, serta menyebarkan angket dalam mengumpulkan data. Transkripsi, analisis, identifikasi, tampilan, dan kesimpulan digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa model *feed back* dan *task level* adalah model dan level umpan balik yang paling dominan digunakan oleh guru laki-laki dan perempuan di SMP dan SMA, tetapi total persentasenya berbeda. Kemudian, tipe yang paling dominan digunakan oleh guru laki-laki di SMP *adalah explicit correction with metalinguistic explanation, didactic recast* dan *explicit correction*. Sementara itu, guru perempuan di SMP lebih banyak menggunakan *didactic recast, metalinguistic clue,* and *conversational recast*. Kemudian, guru laki-laki di SMA lebih banyak menggunakan *didactic recast, metalinguistic clue* and *explicit correction with metalinguistic explanation*. Terakhir, guru perempuan di SMA lebih banyak menggunakan *didactic recast, metalinguistic clue* and *clarification request*. Respon siswa pada *successful uptake* sangat disumbang oleh *metalinguistic* and *clarification request* di kelas guru laki-laki SMP, sedangkan di kelas guru perempuan SMP, kelas guru laki-laki SMA dan guru perempuan di SMA adalah *didactic recast*. Sebagai tambahan, preferensi siswa untuk jenis umpan balik korektif lisan guru laki-laki dan perempuan di SMP dan SMA mengacu pada *didactic recast* sebagai jenis umpan balik korektif lisan yang dipilih.

Kata kunci: *feedback model dan level, umpan balik korektif lisan, respon siswa, preferensi siswa, gender guru, dan tingkat kemahiran siswa.*

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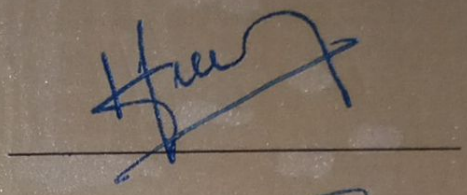
1.	Dr. Hamzah, M.A., M.M. *(Ketua)*	
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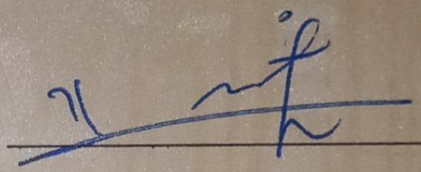
3.	Dr. Yuli Tiarina, S.Pd., M.Pd. *(Anggota)*	

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Padang, Februari 2023

Saya yang menyatakan,

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LIST OF ABBREVIATIONS

FU = Feed up

FB = Feed back

FF = Feed forward

FT = Feedback Task

FP = Feedback Processing

FR =Feedback Self-Regulation

FS = Feedback Self as person

CR = Conversational Recasts

DR = Didactic Recasts

EC = Explicit correction

EM = Explicit correction with metalinguistic explanation

M = Metalinguistic clue

E = Elicitation

PS = Paralinguistic signal

R = Repetition

C = Clarification request

SU = Success Uptake

UU = Unsuccess Uptake

NU = No Uptake

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Teaching and learning activity in the classroom expect students to make an improvement. Before students get any improvement in their performance, they commonly do some mistakes and errors in the learning process. However, these mistakes and errors cannot be changed directly without any response or feedback. Feedback related to their mistakes and errors helps them to produce better performance. Feedback refers to the result or impact of students' performance (Hattie & Timperley, 2007). Thus, feedback becomes an essential part of the learning process in the classroom that assists students to learn better.

In the classroom, feedback cannot be separated from students' activities. Feedback provides students' information related to their language learning, which mostly refers to speaking and writing as language production. However, feedback also refers to reading and listening skills, attitudes, effort, and the other area (Turner, 2020). The use of feedback not only relies on students' language production but can also refer to others. The role of feedback in the English language classroom is very useful because it helps teachers to know students' needs, teaching setting, assessment and also their language development (Herra & Kulińska, 2018).

Feedback consists of positive feedback as a teacher's response to students' correct and negative feedback as an indication of students' error or called corrective

feedback (Ellis, 2009b). Corrective feedback informs students about their lack of language proficiency related to mistakes and errors. This information may lead them to make a correction based on their lack. In correcting students' errors, teachers provide their students with spoken or written feedback form. Thus, some experts have classified types of corrective feedback in spoken (Ellis, 2009b; Fu & Nassaji, 2016; Lyster et al., 2013; Lyster & Ranta, 1997; Sheen, 2011) and written (Ellis, 2009a).

Furthermore, some scholars have conducted research related to spoken and written. Schuldt (2019) conducted a study on teacher-spoken feedback and found that teachers provided regular, specific, and positive writing-focused feedback to students. However, teachers distributed their feedback differently, and their feedback varied in the extent to which it was actionable and provided students with opportunities to develop content. On the other hand, Arts, Jaspers and Brinke (2021) conducted a study on enhancing written feedback by using a cover sheet. Based on the result, it can influence the quality of the feedback. Then, Ghazal et al. (2014) identified a number of factors that impact students' openness to and use of feedback. In order to improve the quality of their comments, teachers must be aware and trained. An experiment comparing spoken and written feedback was employed by Al Harbi (2021). The result found that spoken feedback was more efficient in details, clarifications, and personalization. Meanwhile, written feedback was perceived as clearer and easier to understand and interpret.

Therefore, the teacher's role in giving effective feedback is important in the form of both spoken and written. Some researchers have studied in this area, such as; Alsolami (2019) found that spoken feedback given by the teacher had a positive impact on students' language skills. The teacher's role in showing the students' common mistakes and errors through spoken feedback by mentioning the students' errors helped them to identify and avoid the errors. Nicely and with friendly manners, feedback should be contained when the teacher provides their feedback beside the correction itself (Ünsal Şakiroğlu, 2020). In written feedback, Samuel and Akther (2021) found that students also felt helpful with the teacher's indirect corrective feedback, and this feedback improved their English performance. This feedback, which included several hints, assisted them in improving so that they could self-correct. Then, a quasi-experimental study related to the effect of teachers' spoken, written, and combination of spoken and written feedback was examined by Rezazadeh, Ashrafi and Foozunfar (2018) the result revealed that the combination group was superior to the other groups. However, although both oral and written group differences were not significant, this feedback improved students' writing accuracy.

The way of providing feedback should be pay attention to by the teacher in order to help students improve their learning experience. Al Bashir, Kabir and Rahman (2016) recommended avoiding old delivery models of feedback in favor of modern, effective, and more valuable ones to maximize the effectiveness of feedback.

Moreover, effective feedback cannot be effective if the teacher provides too many comments or corrections to students and makes too many attempts at grammatical errors. Students can feel overwhelmed and it will be overwork for the teacher, who will then consume more time. According to Devi (2014) when providing corrective feedback to students, teachers have to take a number of factors into account, including the available time, the lesson objectives, the type of error the student makes, along with the characteristics and learning preferences of the student. It is also essential to provide students with feedback in a good manner.

However, Hattie and Temperely (2007) proposed three questions of effective feedback (e.g., where am I going? How am I going? And where to next? There are some researchers who have been studied related to their model feedback from those main questions. A study by Harris, Brown and Harnett (2015) analyzed peer and self-assessment on feedback by using the Hattie and Timperely Framework. Both types of assessments from all level categories were found, except self-regulation feedback in peer assessment. Higher grade students give more task and process feedback, while self-feedback is less during self-assessment and more during peer assessment.

Furthermore, Brooks et al. (2019) established the model of feedback proposed by Hattie and Temperely as a framework and found feedback was mostly focused on the task level and that feed forward, which provides details on the subsequent steps in learning, was the least common sort of feedback in the classroom. They proposed a

conceptual matrix of feedback that bridges research to practice, with the aim of feedback being a driver to promote improvement.

In the Indonesian context, Aisyah and Wicaksono (2020) conducted research on the level of feedback applied by the EFL teacher at a junior high school in a speaking class to determine the most frequent level of feedback employed by the EFL teacher. Based on the result of their study, it can be concluded that a teacher's feedback is an important tool to facilitate the learning process becoming more active. Then, they suggested conducting research about the implementation of the Hattie and Timperley model of level of feedback in other areas of English language skills, such as listening and writing, in order to provide novel and deep insight about the effectiveness of providing level of feedback to students.

Furthermore, feedback is a component of the teacher-student interaction in the classroom that supports students' ability to communicate in language. Hence, the teacher, as one of the main sources, provides students with language input in the classroom (Pinter, 2006). In providing students' language input, teachers need to adjust their language in order to be understood by their students. However, teacher talk means a language used by a teacher in the classroom; this also includes teacher feedback. According to Starr (2017) teacher talk refers to a teachers' utterance that covers content, context, tone, and vocabulary in teacher-student interaction in the classroom. Additionally, teacher talk has four modifications, including phonology,

lexis, syntax, and discourse (Osborne, 1999). Thus, it means that the teacher makes a language modification during teaching and learning activities.

Furthermore, some scholars have been investigated in relation to language modification of teacher talk. Ryu and Sung (2005) found that teachers used language modification such as simplified terms, common phrases, and code switching in order to support students. Then, Yousofi and Bahramlou (2014) investigated the effect of teacher talk discourse modification on ESL comprehension and acquisition. The result showed that modifications of input and interaction are beneficial, but modifications to information selection can also be detrimental in some cases. In phonology, Hamzah (2019) found that teachers modify their phonology in classroom interaction and that there are three main reasons for teacher modification: emphasizing material, providing comprehensible input, and modeling.

However, the teacher's gender and the students' level of proficiency become some issues related to the reason of the teacher's language modification in order to help students understand what the teacher is talking about. One of the most interesting areas of research recently has concerned the correspondence between gender and teaching. Gender becomes a teacher-related characteristic that is regularly examined because of the significant impact it has on aspects of teaching and learning such as teacher-student interaction, including misunderstanding, teacher impartiality toward male and female students, students' involvement in class, and student overall performance at school (Taqi et al., 2015).

Research related to teacher gender has been conducted by some experts in several areas. Laird et al. (2007) found male and female teachers have varied teaching styles in terms of the amount of time they allocate to talking and classroom activities. Monsefi and Hadidi (2015) conducted research on the effect of a teacher' gender and the use of politeness strategies in classroom interaction. The result revealed some differences in the patterns of teacher-student interaction based on gender. Female teachers were more engaging, encouraging, and tolerant of their students' errors. They used more compliments, more referential questions, and less directive forms. However, male teachers utilized a more competitive attitude, more display questions, and it was clear that they evaluated their students more.

Furthermore, Guo and Zhou (2021) examined research about the differences between male and female students' motivation for learning and their relationship patterns and teacher feedback. The results from teacher feedback showed that verification feedback, scaffolding feedback, and praise did not show significant gender differences. Students also believed that their teachers gave female students more directive feedback than male students. This could be caused by the fact that female students typically completed more language practice and homework than their male counterparts, which may have led to more directive feedback from teachers. Both females and males received less criticism, with females receiving less. However, students' motivation would differ in first-language learning. The research

reported there were both commonalities and differences in gender differences, teacher feedback, and student motivation.

Meanwhile, another issue is the teacher's language use modification based on the students' level of proficiency. In language learning, teachers simplify their utterances for students who have low English proficiency. Owen (1996) found the differences in teacher talk in different students' language proficiency. Two groups of students with different English proficiency levels were compared to investigate the teacher's language modification. The groups consist of beginner and advanced students. The teacher's modification focuses on pauses, vocabulary, the address, and rate of speech. However, the teacher provided an adjustment of their input in order to help students understand.

Moreover, Kennedy (2010) did a study on students' different proficiency levels in teacher corrective feedback. She investigated the types of students' errors, type of teacher feedback, and rate of students' responses to attempts at correction and repair or students' correction. The findings revealed differences in the types of errors made by each proficiency group as well as the types of feedback provided by the teacher to each proficiency group, demonstrating the importance of providing defined framework corrective feedback based on student individual.

Another area related to a teacher's feedback is students' response to the feedback. This area is crucial because no matter how effective feedback is provided

by the teacher, students need to repair and respond to the feedback. In feedback research, students' responses are commonly referred to as students' uptake. This term describes the types of utterance that immediately follow the teacher's feedback and that show a response in certain actions to the teacher's goal to draw attention to particular aspects of the students' original utterance (Lyster & Ranta, 1997). Students' uptake needs to be encouraged with repair. Hence, the teacher's corrective feedback can be noticed by students and lead students to deep processing (Ellis, 2013).

However, teachers must be aware of the students' perception of the teaching-learning process when providing corrective feedback for spoken errors made by students. Students' opinions on what they want to learn and how they want to learn are necessary for teachers to determine (Nunan, 1995). The situations in the teaching and learning activities should correspond with the teacher's priorities and other factors while providing the students with corrective feedback because it may affect their emotional experience of learning and mastering English.

Previous studies have explored research about the effective feedback model and level by implementing Hattie and Timperely's feedback model in primary, junior high school, and higher educational level education. However, some of them focus on distinct skills, such as writing and speaking, in order to enhance the use of spoken and written forms. Then, in corrective feedback, most researchers investigate the types, responses, and preferences of students without other factors that can influence them, such as: students' proficiency level in different educational levels and gender.

Few researchers have discussed gender-related corrective feedback, and most of them focus on students' gender rather than teachers'.

However, this study considers some factors that may interact during classroom interaction, such as proficiency level at different educational levels and gender. Teacher talk in the classroom is modified to provide comprehensible input for all students, and feedback is included as part of the teaching instruction. Thus, teacher feedback varies depending on students' different proficiency levels. In this research, the researcher compared male and female teachers' feedback on model and level, as well as the type of corrective feedback for both of those forms of feedback. Then, this research was compared based on students' proficiency levels in junior and senior high school. It means that there are gaps in the research through investigating the teachers' spoken feedback in classroom interaction.

B. Identification of the Problems

Regarding the background of the problem, the use of feedback in the language classroom has become a crucial component to improving students' performance. Feedback can be interpreted as evidence of a student's failure to meet teacher expectations. Thus, the students' lack of performance needs to be minimized by the teacher and students. It means teachers need to provide appropriate feedback that is effective to help students understand their lack so that they can make better improvement. In order to help students understand, the teacher provides modifications in their language use.

There has been several research conducted on teachers' spoken feedback due to the importance of the use of effective feedback in the language classroom. This research identified the problems that have been stated in the background. Unfortunately, the teachers' model and level of feedback used in the English classroom have not received considerable attention in the English classroom as an Indonesian context that is not focused on distinct skills.

Furthermore, it is also important to consider some issues related to teacher feedback, such as the teacher's gender and the students' level of proficiency. By comparing teachers' gender based on their language use, it is possible that both male and female teachers have provided different models and levels of feedback; type of corrective feedback; student's response; and students' preferences. Another issue is students' level of proficiency. It is needed to compare students in junior and senior high school, which would influence the teachers' feedback about their option to use an appropriate model and level of feedback, type of corrective feedback. As a result, there could be differences in the feedback provided by teachers in the classroom.

Moreover, the students' responses to the teacher's feedback could also produce different responses from students, which inform the type of response that students understand and realize their error. Then in matching the teacher's instruction to the students' preference, it becomes an important aspect to pay attention to in the classroom.

C. Limitation of the Research

This research limited the research on the model and level of feedback to enhance learning, classified by Hattie and Timperley as the framework of feedback on teachers' spoken feedback in junior and senior high schools in Padang academic year 2022/2023. The research then compared models, levels of feedback, types of corrective feedback, students' responses, and students' preferences based on the gender of the teacher and the level of proficiency of the students in junior and senior high school.

D. Formulation of the Problems

This research formulated the problem into the question "What are the differences between male and female teachers' spoken models, level of feedback, type of corrective feedback, students' responses and preferences of junior and senior high schools in Padang?"

E. Formulation the of Research Questions

The problems that are formulated in the formulation of the problems are developed into several research questions as follows:

1. What are the differences between male and female teachers' spoken models and levels of feedback in junior and senior high schools?
2. What are the differences between male and female teachers' types of spoken corrective feedback in junior and senior high schools?

3. What are the differences students' responses toward male and female teachers' spoken corrective feedback in junior and senior high schools?
4. What are the differences students' preferences of male and female teachers' spoken corrective feedback in junior and senior high schools?

F. Purpose of the Research

From the research questions above, the purposes of this research are:

1. To find out the differences between male and female teachers' spoken models and levels of feedback in junior and senior high schools.
2. To find out the differences between male and female teachers' types of spoken corrective feedback in junior and senior high schools.
3. To find out the differences of students' responses toward male and female teachers' spoken corrective feedback in junior and senior high schools.
4. To find out the differences of students' preferences of male and female teachers' spoken corrective feedback in junior and senior high schools.

G. Significance of the Research

These research findings are expected to make significant contributions to theoretical and practical applications. In theoretical application, the result of this research can contribute to enrich theory related to male and female teachers' spoken models, level of feedback, corrective feedback, students' responses and preferences in different levels of proficiency. Then, in practical aspect, the result of this research can be an educational reference of male and female teachers' spoken model and level of

feedback, corrective feedback, students' responses, and preferences in order to improve the quality of language teaching.

H. Definition of the Terms

1. Model feedback refers to representation of effective feedback that is useful for students in order to enhance learning.
2. Level feedback refers to the classification of effective feedback from different categories.
3. Gender refers to the behavioral characteristics associated with being male or female, which in this research refers to male and female teachers.
4. Spoken corrective feedback refers to a teacher's utterance of correction related to students' errors.
5. Students' response refers to students' error correction based on teachers' spoken corrective feedback.
6. Students' preference refers to students' choice related to the teachers' spoken corrective feedback.
7. Students' level of proficiency refers to schools with different standards of educational system, such as senior and junior high schools.