Students' Feedback to Senior High School Teachers' Performance

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Abstract: This study aims to analyze the students' feedback to the teachers' performance in teaching recount text. This study was conducted by descriptive qualitative method through phases; gathering information and data and analyzing data. The subject of this research was at eighth grade students of SMP Negeri 35 Medan. The instruments for collecting data were students' written feedback and questionnaire. The data then was analyzed by using checklist.. The results of the data analysis showed that there were 62,97 % of students' used the negative feedback in giving their opinions. There were only four of twenty seven students that could enclose at least five indicators of a good feedback.
Keywords: feedback; teacher; performance; recount; text

I. Introduction

Language is a tool which is used to have an interaction in social life. It is used in many situations. It is also necessarily used in teaching and learning process. It can be used in many ways; to ask and offer something or in some cases, it is used to give feedback. Feedback itself is about giving information in away that can encourage the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better. Being able to give feedback is a useful skill in personal and professional lives. Carless (2015:192) defined feedback as a dialogue process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies. From this definition, it marks that a feedback can not be seen as a product only, but more of a process, a conversation, and a dialogue between the recipient and the assessor. This means that feedback is not limited to come from a specific agent, but can be delivered by peers or themselves.

In teaching and learning process, feedback is considered as an essential part of an effective learning. Gathering feedback from the students in or after teaching process is useful in order to have an improvement tool and performance measure. From the students' feedback, the teachers can takes informations bout the effectiveness of their practice and identified areas for future learning. Students' feedback, in many cases, has been widely used as a source of information to evaluate and improve the taching-learning effectiveness.

Since feedback is seemed as an important aspect of teaching-learning process, a teacher should ask the students to make a feedback for the improvement, especially when teaching a specific or advanced material. Teaching recount text to junior high school is considered a challenge for an English teacher. There are some specific materials that have to be taught to the students. In order to achieve the learning goals, the students clearly must have a scenarios in teaching. This scenario might not be well arranged that make the students hard to understand it. As Seldin (1997) pointed out that some teachers fail to recognize the need for their improvement in their teaching. They think that they already have done a good job in class. Due to this problem, it is a must for a teacher to reflect and make an improvement. One of the ways is gathering feedback from the students about the teaching scenarios or performances. Although the students' feedback is considered as an improvement tool, students tend to share their positive opinion in

giving feedback. They barely say what they need to critic in order to make the one who is given feedback feel better and not disappointed. Meanwhile critics on what is wrong in something is needed in order to have an improvement. However, students are expected to be able to give feedback that can encourage the recipients to improve their quality. In order to achieve this goal, the students can give some types of feedback and write a feedback bbased on the principle of a good feedback.

II. Review of Literature

2.1 Feedback

Feedback is one of a way to give information in order to encourage the recipient to accept it, reflect on it, learn from it, and hopefully can make changes for the better. Susan (2004: 6) stated that feedback is a judgment about the performance of another. Feedback is given and received in belief that the recipient will be able to adjust subsequent performances. In giving feedback, there is an expectation that it leads to learning. According to Phil (2014: 36) Feedback is informative and supportive and facilitates a positive attitude to future learning. Feedback includes the specific information that directs the recipient to the improvement.

Hattie (2007) stated that feedback is conceptualized as information provided by an agent (e.g. teacher, peer, book, parent, self, expert, and experience) regarding aspects of one's performance or understanding. The agent can provide corrective information, alternative strategy, and information to clarify ideas, encouragement, and evaluate correctness of a response.

Feedback is essential to the ongoing development of someone. Feedback is not only a commentary about what has been done, but also includes some suggestions that can be done next. It is considered as an important information especially when it is given in an ongoing process.

2.2 Feedback in Academic Field

In academic settings, there are two kinds of feedback based on who assesses it, they are teachers' feedback and students' feedback. The teachers' feedback is given by teachers to the pupils in during or after the teaching-learning process. It can be in form of verbal, non-verbal, or written feedback. Tunstall and Gipps (1996) in Hargreaves (2005) stated that teachers' feedback can be evaluative, that is judgmental, with implicit or explicit usage of norms; or feedback can be descriptive, with specific references to the achievements or competences. The evaluative feedback can be positive or negative and descriptive feedback can relate to achievement or improvement.

Teachers' feedback is presented to individual, pairs, groups or to the whole class. It will help the students to know and understand what is acceptable and what would be a good idea to do. Teachers can give the feedback to students if only the students have done something. Thus the students are able to know their weaknesses and make an improvement. On the other hands, the students' feedback are more likely a perceptions of the students toward something. They can share their thoughts on what they see from the teachers, other students, or even themselves. They can share what actually has happened based on their own knowledge.

According to Sackstein (2017), there are three types of students' feedback such as:
• Student peer feedback
  The teacher act as a supporter that give brief instruction and explanation about what the students need to do. The students can learn how to give quality feedback. Asking the

students to give and receive peer feedback allow them to enrich their learning experiences and help them to develop their professional skill.

• Student self-feedback

The teacher allow the students to do a self-assessment and reflection that lead them to be more independent. The teachers can help the students identify, share, and clarify the learning goals and success criteria, provide guidance of self-feedback, and teach the student to use their self-feedback in determining the next steps.

• Constructive feedback

The students make a feedback based on observations. This type of feedback is more specific. There are four types of constructive feedback, as:

1. Negative feedback is considered as a corrective comments about the unsuccessful behavior that shouldn't be repeated.
2. Positive feedback is considered as an affirming comments that focus on the successful behavior and should be continued.
3. Negative feed-forward is seen as corrective comments about what should be avoided in the future.
4. Positive feed-forward is seen as affirming comments that will improve the performance in the future.

Nicol and MacFarlane-Dick (2006) proposed seven principle of a good and effective feedback, as follows:

1) Helps clarify what good performance is. It is better to deliver a descriptive than an evaluative feedback. By describing the reaction, it leaves the individual free to use it as the recipient sees fit. It helps clarify what the assessor means by delivering how the performance is going. By avoiding evaluative language, it reduces the individual reacts defensively.

2) Facilitates the development of reflection. It is directed toward the behavior that the recipient can do something about it. In giving feedback, it is essential to not only critics the performance but also gives several suggestions that facilitate and lead to an improvement.

3) Delivers high-quality information. It is better to focus on error than mistakes. Errors are different from mistakes. We often see mistakes because we already know what they have to be and we can correct it directly. On the other hand, errors happen because the lack of knowledge. Even when the errors happen, we quite unsure how to fix it.

4) Encourages dialogue. An effective feedback is made in a communicative way. It is checked to ensure clear communication. Giving a feedback at the right time is considered as one of the effective way that can encourages the dialogue between the assessor and the recipient. It is most useful when the recipient has already been able to formulate a question that can be answered.

5) Encourages positive and motivational beliefs and self-esteem. Feedback can be destructive when it serves only the recipient's needs and fails. It also can be seen as a way of giving help. It is a corrective mechanism for individual who wants to learn how well his or her performance and reflect from it.

6) Provides opportunities to close the gap between current and desired performance by reflecting and learning from the feedback received. The recipient can re-perform to see what has been improved from the recent performance or do another similar performance and see how far he or she has improved.

7) Provides the information that can help shape the next stage. An efficient and effective feedback is given in line with the suggestions that can be done by the recipient in order to improve self-quality. It needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood.

III. Research Method

This research was conducted by using descriptive-qualitative method. It is derived from two words, they were descriptive and qualitative. Descriptive is something which described. Descriptive study is a way where the information collected without changing the environment and often called as the observational studies. In supporting the statement, Walliman (2011) stated that this design relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, i.e. what can be predicted to happen again under the same circumstances. The descriptive method concerned on the current status of a phenomena, and the phenomena investigated in this research was the students' feedback towards the teachers in teaching process.

The data of this study were the questionnaires from the students and their written feedback towards the teacher's performance. The source of the data was 27 students of the eighth grade in SMPN 35 Medan. The techniques of collecting data were Questionnaire and Checklist. In questionnaire, the researcher asked the students to fill in 20 statements adapted from Ortiz and Abrera (2016). In checklist, the students' written feedback then analyzed based on the checklist.

IV. Research Findings and Discussions

4.1 Research Findings

Table 1. Types of students' feedback

No	Types of Feedback	Total	Percentage (%)
1	Positive Feedback	9	33,33
2	Negative Feedback	17	62,97
3	Positive Feedforward	1	3,7
4	Negative Feedforward	0	0
	Total	27	100

Considering the results above, it could be seen that the type of feedback mostly used by the students was the negative feedback. A high percentage of 62,97 % showed that there were 17 students wrote their opinion about the teacher's performance by exposing the act that should not be repeated by the teacher. The result showed that 33,33% of the students wrote the positive feedback to the performance.

Table 2. Students' written feedback based on the principle of good feedback

No	Indicators	Total	Percentage (%)
1	Descriptive	11	40,7
2	Corrective	18	66,7
3	Give Suggestions	4	14,8
4	Focus on Error	0	0
5	Encourage Dialogue	0	0
6	Positive and Polite Words	27	100
7	Clarity	4	14,8
8	Motivational Words	0	0
9	Understandable	22	81,5
19	Contain Praises	7	25,9

The table revealed how the students wrote their feedback. The highest indicators that all of the students had in their feedback was they wrote the feedback in positive and polite words. There was no negativity in their feedback. Nearly all of the students' feedback were understandable. Twenty two of them were written in good way and flow.

4.2 Discussion

The first issue was the types of feedback mostly used by the students. As the data shown in findings, it was clear that the mostly used feedback is the negative feedback, followed by positive feedback and positive feedforward, but there was no student wrote a negative feedforward. Most of the students who used the negative feedback was commented on how the teacher started the class. He barely started the class with praying and checked the students' attendance. Based on the data, there was no students wrote the negative feedforward. This was because the students tended to give their positive opinion and since they were asked to write feedback for their teacher, they thought that it would be better to write something positive. But the students mostly gave negative feedback because when they were asked to write feedback, the first point limited was about how the teacher started the class so they wrote it as their first sentence.

Considering the result of the students' written feedback, it was clear that the students cannot reach the aspect of a good feedback. The only point that all of them could include in writing feedback is to use positive and polite words. The rest of them could only be understood but not represented their clear idea about the performance. Most of the students did not attach suggestions to the teacher in order to have a better performance in their feedback. There were only four of them included it in their feedback. In line with this results, among all of the students, seven of them wrote praises when they were asked to write feedback.

Hence, there was only one student had six of ten indicators included in his feedback. This was the highest score of the twenty seven students. None of them could reach the total ten points. The lowest score was one where the only indicators included in the feedback was it was written in a positive way used polite words. Six students could only reach 2 in completing the indicators and five of them could reach 3. Most of them, with the total ten students could reach 4. This was categorized low.

V. Conclusion

It was found that there were three out of four types of feedback that were used by the students. The results revealed that there were 17 students wrote negative feedback, 9 wrote positive feedback, 1 wrote positive feedforward, and none of them wrote negative feedforward. It can be concluded that the majority of the students gave negative feedback to the teacher's performance.

The results showed that the students corrected on the act that should not be continued by teacher but not giving any suggestion to that. The results of this study showed that the students' highest score was six out of ten and only one student could reach this point. Three of them reached 5 point and the rest could only reach one until four points. There were only several students described what they meant and seven of them could describe it clearly. From the data, it can be concluded that the students has not reach the all criteria of a good feedback and there were only five students could be categorized as pass in giving a good feedback by reaching five or more points.

From the conclusion above there were some suggestions: 1) teachers should know the criteria of a good feedback and provide the students good feedback as many as possible. In order to see how understand the students in giving feedback, the teachers should also ask them to write their own feedback. 2) The students should be active in giving feedback and try to make a good one as they can. The students can practice to make self-feedback by writing what they have done and what they should be done. 3) Further studies on students' feedback especially to the teachers' performances are highly recommended.

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