

## WHAT DOES TEACHER'S PERCEPTION OF FEEDBACK IN EFL CLASSROOM? INSIGHTS FROM NON-FORMAL EDUCATION INSTITUTION

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**Abstract.** Many studies in teachers' perception of feedback have been done in mostly government educational institution. Otherwise, studies investigating the teachers' perception in non-formal education setting is still insufficient. This study aims to analyze EFL teachers' perception of feedback at non-formal education institutions. The data used in the research were assembled for about 2 months, starting from January to March 2023, and they were collected through observation and sharing questionnaires via google form. The participants were 8 English teachers. In addition, this qualitative research used thematic analysis to analyze the data. Based on the data analysis, this study revealed that providing feedback to students in EFL classroom is important and it should be mandatory. Also, students' will not get any insight of their academic performances if teachers do not provide any feedback for them. At last, feedback process is best to give at the end of every session. The other issues are also discussed here.

**Keywords:** Teacher's perception, Feedback, EFL classroom

**Abstrak.** Banyak penelitian mengenai persepsi guru terhadap umpan balik telah dilakukan di sebagian besar lembaga pendidikan pemerintah. Jika tidak, penelitian yang menyelidiki persepsi guru di lingkungan pendidikan non-formal masih belum memadai. Penelitian ini bertujuan untuk menganalisis persepsi guru EFL terhadap umpan balik di lembaga pendidikan non-formal. Data yang digunakan dalam penelitian dikumpulkan selama kurang lebih 2 bulan, dimulai dari bulan Januari sampai Maret 2023, dan dikumpulkan melalui observasi dan pembagian kuesioner melalui google form. Pesertanya adalah 8 orang guru bahasa Inggris. Selain itu, penelitian kualitatif ini menggunakan analisis tematik untuk menganalisis data. Berdasarkan analisis data, penelitian ini mengungkapkan bahwa memberikan umpan balik kepada siswa di kelas EFL adalah penting dan wajib dilakukan. Selain itu, siswa tidak akan mendapatkan gambaran apa pun tentang prestasi akademiknya jika guru tidak memberikan masukan apa pun kepada mereka. Terakhir, proses umpan balik paling baik diberikan pada akhir setiap sesi. Masalah-masalah lain juga dibahas di sini.

**Kata Kunci:** Persepsi Guru, Umpan Balik, Kelas EFL

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### INTRODUCTION

In teaching and learning activities, the role of feedback is crucial to develop the students' performance both academically and socially. In general, feedback also shares a positive insight for teachers as well. Feedback provided by teachers is important to support the students to have

great outcomes. Also, feedback from the students will be effective for teachers to improve the quality of teaching. In other words. Jurs and Špehte (2021) mention that the feedback given to the students must be simple and easy to understand. It clarifies the learning needs or previous knowledge. From students' point of view, Kourgiantakis, et al (2019) write that many students declared the essential of receiving feedback in the classroom setting which helps them to clarify as well as validate their own understanding fully. One current research conducted by Hidayat and Nurul (2022) also declared that giving feedback to students is a significant contribution in EFL teaching and learning context. It relates to the need to correct any aspect of English grammatically. Therefore, the topic is essential for educational practitioners to understand and to be implemented fully in the classroom setting in order to achieve learning aims, learning goals, and helping students to have better performances academically.

In the current research of teachers' perception of feedback in higher education context, Chan and Luo (2022) highlighted the different perceptions of teachers, especially in terms of the purposes of feedback itself. The fact related to the lack of teacher's feedback literacy. In addition, the study of teachers' perception of delayed immediate corrective feedback (DICF) shared positive insights. It supports the feasibility of implementing a new feedback type in an actual atmosphere for learning a language. Also, DICF opens an opportunity for more meaningful as well as dialogical feedback implementation (Canals, Granena, et al, 2020). On the contrary, a study as to teachers' perception on the use of automated feedback as well as automated scoring system created a new challenge for teachers (Wilson, Ahrendt, et al (2021). In fact, what was stated in the system was totally different to what teachers were teaching. It also forms inappropriate direct feedback in the authentic skill that teachers taught.

Several studies related to the existing topic include perception of teachers as to the implementation of feedback was done in formal educational institutions. Otherwise, the studies also highlighted the students' perception about feedback which exists in teaching and learning processes. One of the studies related to the topic was conducted by Saglamlal and Cetinkaya (2022). In the implementation of peer-feedback, students acquired positive insights or learning experiences from the other learners although some students felt not confident enough to correct his/her friends' works. Another positive finding on students' perception of feedback has been discussed by the students who accept feedback as a useful experience by recognizing their errors, willingness to revise their works, etc (Misiejuk, Wasson, et al, 2021). This paper will explore the implementation of feedback for EFL classrooms in non-formal education institutions. This is essential to compare with the existing research done in the formal education institution. This study proposes to research questions as the guideline to identify the topic

focused: (1) What is the teachers' perception of feedback in EFL Classrooms? (2) What do the teachers think about the existence of feedback practice in EFL Classrooms?

### **Teachers as Professionals Profession**

In general, teachers or educational practitioners are already well-known as a professional profession. This means that people are not only expected to carry out their work in an effective manner, but also, they must prioritize any improvement of their skills. In addition, they must be able to collaborate with colleagues, parents, and even think creatively as to any potential challenges ahead. At the same time, in many educational institutions, teachers wish to come together and be able to engage in more collaborative effort to make sure that there will be professional continuous development for teachers (Karlberg and Bezzina, 2022). Another concern of the issue is the role of digital literacy. Most teachers believe that the use of technological resources has a stellar role for their academic performance improvement, however, they need a kind of training program to fully master a practical implementation of it for them to be able to use it in teaching and learning processes. In fact, the use of technology is mostly based on technical issues compared to pedagogical issues (Fernández-Batanero, et al, 2022). Also, to support teachers as a professional profession, Bowman, et al (2022) mentioned that focusing on teachers training to engage technology is an investment for professional development. Therefore, it should be continued maximally.

### **Feedback in EFL Classroom Context**

Study of several types of feedback practice in the context of English as a Foreign Language (EFL) classroom have been conducted for many years. A study on the implementation of online peer feedback (OPF) and automated corrective feedback (ACF) for writing performance showed that OPF was better than ACF in writing sentences, minimizing grammatical errors, and the variety of lexical items produced (Shang, 2022). Another research, done by Shahidzade, et al (2022), investigated the teachers and the students' response towards corrective feedback (CF). There were 20 English teachers and 50 students, and the result mentioned that there was no significant difference between CF from the student's point of view and the teachers.

## METHOD

### Research Design

This is a qualitative study which used convenient sampling technique. According to Etikan, et al (2016), convenient sampling is a type of nonprobability sampling where numbers of the population that meet criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willing ness to participate. It focused on highlighting the teachers' perception toward feedback to students in the context of learning English as Foreign Language.

### Participants

The aim of this research is to explore the perceptions of EFL teachers who teach at Non-Formal Education Institution. The researcher recruited eight EFL teachers (namely P1-P8) who are teaching English at Non-Formal Education institution in Cilegon, Banten. They have the same code of conduct in teaching, otherwise, the difference might have occurred in terms of period related to teaching experiences.

**Table 1.** Demographic information of the participants

Participant	Gender	Age	Time of Period in Teaching
P1	M	22	1 year
P2	F	26	4 years
P3	F	27	3 years
P4	F	28	3 years
P5	F	30	4 years
P6	F	31	2 years
P7	M	36	4 years
P8	M	36	2 years

### Instruments

The data was taken by means of semi-structured interview to reach an in-depth understanding of English teachers at an English course in Cilegon. The interview was transformed into google form (questionnaire) to make the participant to share their experiences or views as to feedback in the classroom setting. It was presented in the form of 7 questions to collect information based on their experiences. The questions were used to recognize the teachers' perception as to feedback provided to students.

## **Data Analysis Procedures**

The result of the interview was analyzed by applying the thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data (Maguire & Delahunt, 2017). The result of the interview was analyzed, display, drawing and verifying conclusion.

## **RESULTS**

### **Feedback is Important and Should be Mandatory**

The importance of feedback was the first theme that was proved by the study. It means that most of the teachers believe that feedback to their students is an essential process during the teaching and learning activities. Most teachers believe that the activity of providing feedback for students should be mandatory. They felt that by providing feedback, it will bring the students to achieve learning goals. As P1, P2, P3 and P4 mentioned:

“Feedback is essential in teaching and learning process” (p1).

“It’s really important to improve student’s progress” (P2).

“It very important because it will support the students’ achievement” (P4).

“It’s important cause they need to know the progress” (P7).

The teachers also said that providing feedback to students should be mandatory. As P4, P5, P6 and P7 mentioned.

“Yes, cause the students need to know their weaknesses then they can improve their skills” (P4).

“Yes. Feedback is very helpful, and it make positive change to the students and teachers, (P5).

“Yes. So, students are aware of what they’re strong at and what they should work on, (P6).

“It should be since it can also motivate the students themselves, (P7).

### **No Clear Information for Students**

On the contrary, when a question such as “what might happen if you do not give feedback to students?”, several teachers mentioned what they are thinking about it. They said that teacher will not acquire such a valuable related to their student’s progress. Furthermore, from the students’ point view, they will not know which area that they still need to support more and more. As P1, P2, P3, and P4 mentioned:

“There will be no input both for teachers and students to what part we have done good and what part we need to have more work” (P1).

“Students won’t be aware of their weaknesses so will lack focus to improve their skills” (P2).

“Students might not get a clear guidance to help them improve in things they have to” (p3).

“Students wouldn't know their weaknesses, which make them hard to improve” (P4)

### **Feedback at The End of The Class/Session.**

The last theme of finding was about the appropriate time to give feedback to students. Most teachers prefer to provide feedback at the end of the class or session. As P1, P3, and P5 said:

“Feedback should be given at the end of the class session because usually by the ending of the class session, .....” (P1)

“Two times, in the middle and at the end of the teaching and learning period” (P3).

“Feedback should be given at the end of every session” (P5).

## **DISCUSSION**

This research has highlighted what does teachers' perception of feedback in EFL classroom. According to the findings, most teachers believe that the activity of providing feedback to students are fully essential. Moreover, the finding was also described that this one of academic activities should be mandatory. It confirms the result of Zaman, et al (2012) that both teachers and learners have positive perceptions towards feedback. This also agreed with Ahea, et al (2016) that the existence of feedback is important in enhancing students' learning experiences. In addition, the result in line with what have been found by Winstone, et al (2021) that it is a must to support the students to feel competent by taking advantages from feedback. In other words, this should be priority for interventions.

In relation to what teachers believe if they do not provide feedback to students, the study found that students will not get any insights about their academic performance now. The finding was closely related with previous reports by Ahea, et al (2016) that feedback from teachers has been a vital source for students to evaluate their progress. Then, teachers are often detecting the students' mistakes easily compared to the students themselves. Also, Amrhein and Nassaji (2010) in the study of what do students and teachers believe is right and why of written corrective feedback (WCF) mentioned that many of the students elaborated that a clue with no clear advice is useless. Therefore, from students' point of view, explicit and explanatory are expected from the teachers.

In terms of the time to provide feedback, the present study revealed that feedback should be given at the end of each session. This finding proved a contrast result by Allman (2019) that effective feedback should be provided while the teaching and learning is still ongoing. The

reason for this is to avoid students to not to improve misconceptions and will remain invested in the subject matter.

## CONCLUSION

This research aimed to explore the implementation of feedback for EFL student at non-formal educational institutions. Focusing on what is the teachers' perception and what do they think as to the existence of feedback itself. There were three major themes revealed in this research. The first theme is that feedback is so essential and even it should be mandatory for teacher to provide it for students. The second theme concerns to what teachers think related to the existence of feedback itself. This study found that students will not acquire any insights of their academic performance if their teachers never provide them feedback. The last theme is about the best period for providing feedback. The findings indicated that most teacher prefer at the end of each session.

## RECOMMENDATIONS

For further research, the researchers share recommendations to discover what are the types of feedback given by English teachers at non formal education institutions. Furthermore, are the any role of ICT tools in helping the teachers to provide feedback for ESL students.

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