

RE-ENERGIZING STUDENTS' MOTIVATION BY GIVING FEEDBACK THROUGH ONLINE LEARNING PLATFORM

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ABSTRACT

Feedback takes crucial parts in teaching and learning process. Moreover, feedback is such information given to the learners in order to help them in achieving the learning objective. This is a case study that has aims to know the teachers and students perspective in the use of feedback through online learning platform to re-energize motivation as well as the reflection of teachers' perspective in implementation. The data of this study are interview and observation. The finding of this study revealed that feedback gives positive effect for learners in learning English although through learning platform. This study also found that feedback also elicits the learners' motivation, so that it helped them to improve their English ability. This study also found that the teacher's perspective reflected the implementation of feedback in teaching English. It also had contribution to improve learners' English ability and to support the development of teaching English in teaching learning online.

Keyword: Feedback, Students' Perspective, Teacher's Perspective

INTRODUCTION

In teaching learning process, interaction between teacher and students is one of the important aspects to measure the effectiveness of teaching learning process itself. Giving feedback is part of interaction that cannot be ignored in teaching learning process. The teacher should use suitable strategies in teaching English. The success in teaching learning depends on the intrinsic factors such as the students as well as the environment and the condition of the class. Feedback is one of the most powerful influences in teaching learning process and achievement, but it can give either positive or negative impact especially in online learning.

According to Winne and Butler (1994, p. 5740), feedback is kind of information where the learners can confirm, add to, overwrite, tune, or restructure information in memory, whether the information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies. Targeting the feedback to assist the learners achieve the learning goal of the day is a good place to start. Podsakoff & Farh (1989, p. 62) state that in circumstances in which learners are committed the objective, feedback can trigger an internal comparison process, which

determines how individuals react to feedback. Upon receiving negative feedback, individuals become more dissatisfied with their previous performance and perform at the higher level than those who receive positive feedback or no feedback at all.

Feedback is conceptualized as information given by the agent such as teacher, parents, self, book, and experience regarding aspects of one's understanding or performance. According to Kulhavy (1977) feedback is the process that takes on the forms of new instruction rather than giving information to the students about correctness. Feedback provides information relating to the task or the process of learning which fills a gap between what is understood and what is aimed to be understood (Sadler, 1989). Feedback can be done in any different ways. Those can be through motivation, engagement, restructuring understanding, confirming the students that they are correct or incorrect, pointing to directions students could pursue, and others. Winne and Butler (1994) stated that feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory.

Then, according to Lumetta (2006), feedback is the process where the teacher provides the students with information about their performance in order to improve their performance.

From the definition of feedback above, it can be concluded that feedback is information which takes on the forms of new instruction and it can be done in many other different ways where the learners can confirm, add to, overwrite, tune, or restructure information in memory in order to improve learners' performance.

There are several researchers who have conducted studies in the area of feedback. Lee (2008) conducted a research in Hong Kong secondary classroom on the reaction of students towards teachers' feedback. It is found that the students, irrespective of proficiency level, wanted more written comments from teachers. The students of lower proficiency were less interested in error feedback than those of higher proficiency, though both groups preferred more explicit error feedback from teachers. It also found that students did not understand all of the teachers' feedback, which could be due to its illegibility, apart from other plausible factors not explored in the study. Moreover, Nikolov (2017) conducted a research in Hungarian public school. The findings show that the feedback from the students and their teachers was insightful for various reasons. The key finding on assessment for learning was that children at the early stages of their EFL learning were clearly able to evaluate the tasks and their own performances.

However, little has been investigated about feedback in teaching English through online learning platforms. Based on the preliminary research done in one of the senior high schools in Indonesia, it was found that the use of feedback can re-energize students' motivation in teaching English. Therefore, this study tried to address two major questions:

1. What are teachers' perspectives on the use of feedback in eliciting learners' motivation?
2. What are students' perspectives on the use of feedback in eliciting learners' motivation?

METHODOLOGY

This study aimed to investigate feedback in re-energizing learners' motivation in teaching English through online learning platform. The design of the study was a qualitative study that applied a case study design using purposive sampling technique. According to Creswell (2012, p. 465), a case study is applied to explore the phenomena deeply by using extensive data collection.

Twenty one students and a teacher of senior high school in Indonesia were selected to participate in this study. The students contain 11 males and 10 females.

The data obtained by employing interview for the teacher and the students and also observation during online teaching and learning process. Furthermore, the researcher did descriptive qualitative method. Creswell theory was used to analyze the data. The analysis of the data was done in the following stages: collecting the data from the participants, classifying the data by coding to generate the setting and people, selecting/ displaying the data to make it easier in analysis and interpreting data which is involved interpretation or meaning of the data.

RESULTS AND DISCUSSION

The result presents the answer of the research questions. The writer carried out the research which focuses on the use of feedback in re-energizing learners' motivation in teaching English through online learning platform based on teacher and students' perspectives. The problems which are discussed in this part are about the teacher's perspective on the use of feedback in re-energizing learners' motivation in teaching English, the students' perspective on the use of feedback in re-energizing learners' motivation in teaching English.

a. Teacher's Perspective on the Use of Feedback in Re-energizing Learners' Motivation in Teaching English through Online Learning Platform

In research finding, the researcher has done the interview by asking the English teacher about his perspective on the use of feedback through online learning platform in teaching English. The teacher always gave the students feedback in every meeting. Based on the interview, the teacher said that the use of feedback through online learning platform in teaching English could assist her in delivering the material. She also added that the use of feedback also could enhance the students' understanding about the material so that their English ability improve. On the other hand the use of feedback could provoke students' motivation when they were not enthusiast in following the teaching learning process. The teacher claimed that the learners had positive responses with feedback used by the teacher through online learning platform. The teacher added that feedback had relation to the score of the students. Score of the students

increased when the teacher also giving them feedback during teaching learning process although through online learning platform for instance Google Classroom.

The teacher told that there were many advantages for the students related to the use of feedback in teaching English for learners. First, by using feedback, it could help them in understanding the materials. It also improved students' English ability because they could understand the materials easily. Second, by giving feedback, it could re-energize students' motivation in teaching learning English. Third, by giving feedback also could enhance the learners learned English naturally. And fourth, by giving feedback, it could assist the students in acquiring language.

Based on the observation, the use of feedback in teaching English gave good interaction between teacher and the learners. It brought good atmosphere during teaching learning process although through online learning platform. The use of feedback could re-energize students' motivation. The students who were passive could be more active because of giving feedback from the teacher during teaching learning process.

To sum up, based on teacher's perspective about the use of feedback through online learning platform in teaching learning English, feedback gave many benefits for both teacher and the students. In addition, feedback in teaching learning English could elicit students' motivation, so that it could enhance the learners to learn English, and also by giving feedback, it helped the students in reaching their goals in learning English.

b. Students' Perspective on the Use of Feedback in Eliciting Learners' Motivation in Teaching English for Young Learners

In research finding, the researcher has done the interview to the students. In interview, the respondents were asked several questions based on their perspective about feedback in teaching English through online learning platform. The students admitted that the English teacher always gave feedback in every teaching and in every task they submitted. When the students asked the comfort level about feedback given by the teacher, many of them responded that they were very comfortable learning English using feedback given by the teacher. They claimed that the teacher was very often giving feedback to the students during teaching learning process. Almost of all respondents assumed that feedback gave them a number of benefits especially in re-energizing their motivation in teaching learning English. First, from feedback, the students assumed that it helped them to improve their English skill. Second, the students could be more active in learning English. Third, by using feedback, it created good interaction between students and teacher. And the fourth, the students claimed that feedback could re-energize their motivation in learning English, so that they could improve their English ability, and of course it would give positive effect for their test results.

Generally, all of students were enjoy with feedback given by the teacher during teaching learning process. Thus, by using feedback, the students were able to make meaning much effectively during teaching learning process.

Teaching learning using feedback made the learners enthusiastic in learning English. It re-energized learners' motivation to learn English, so that it assisted them in understanding the materials.

CONCLUSION

In a nutshell, based on teacher's perspective on the use of feedback in re-energizing students' motivation in teaching learning English through online learning platform, it gave many advantages for both students and teacher. The advantages for the students, feedback could improve their English ability. Teaching learning using feedback also assisted the students in understanding the material easily. Additionally, feedback also re-energized students' motivation to learn English. The advantages for the teacher, teaching learning English by using feedback although through online learning platform, it helped the teacher in delivering the materials. It made the students' motivation increased so that the teaching learning process ran well and efficiently. Feedback also made the students more enthusiastic in learning English. Based on the finding, the teacher's perspective on the use of feedback through online learning platform in re-energizing students' motivation in teaching learning English reflected the implementation in the classroom.

Based on students' perspectives on the use of feedback in re-energizing learners' motivation in teaching learning English, feedback gave a number of benefits. First, from feedback helped the students in improving their English skill. Second, the students became more active in learning English by giving feedback during teaching learning process. Third, feedback created good interaction between students and teacher. And the fourth, feedback elicited their motivation in learning English, so that they could improve their English ability, and it gave positive effect for their test results.

It is suggested for the teacher to always give feedback to the learners in order to re-energize their motivation in learning English. Moreover, this study only focuses on exploring teacher's and students' perspectives about feedback through online learning platform in teaching learning English to re-energize student' motivation, so it is also suggested for the other researchers to conduct research in the area of feedback but in specific type of feedback as well as the implementation in the classroom.

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