

TEACHER FEEDBACK AND STUDENT RESPONSES: CLASSROOM DISCOURSE OF READING COMPREHENSION

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Abstract: Reading comprehension is an interactive process between the reader and the text in which the reader must match the text's clues to their prior knowledge. It means that the comprehension of a reading text is influenced by the reader's prior understanding of it. The provision of teacher feedback on the reading process has been beneficial. However, the student's reading comprehension may vary depending on the feedback mechanisms used. This study discusses the classroom discourse involving teacher feedback and student responses. The research questions cover how teachers serve feedback on the students' reading comprehension skills and how the students respond. Therefore, this study aims to see how the teacher's feedback expectations affected student's reading comprehension. Using a qualitative approach with basic interpretive design, this research looks at the reading comprehension abilities of seventh graders in a distant junior high school in Pamekasan, East Java. The researcher used observation and interviews as research tools. It was discovered that the student's reading comprehension did not change significantly due to the comments. In other words, direct and indirect feedback has the same effect on the student's reading comprehension. In sum, it is clear that the feedback can positively affect the students' reading and is inextricably linked with how the teacher gave it to them.

Keywords: teacher's feedback, students' response, classroom discourse, reading comprehension

INTRODUCTION

For more than two decades of research on teacher feedback, most of the findings were more focused on giving feedback in the reading process to enhance the student's reading comprehension. However, it is significant to look deeper into the classroom discourse involving teacher feedback and student responses in the context of a reading comprehension course. This is because the feedback on reading skills is equivalent to the value of editing or revision throughout the students' reading process. Feedback is provided to help students improve their reading by identifying their strengths and faults. It is the knowledge provided to the learner to raise performance. Giving feedback means telling learners about the progress they are making as well as guiding them to areas for improvement.

In classroom discourse, feedback and responses are related because responses also demonstrate the qualities of teacher feedback, various media, or other technology, demonstrating that students can build the teacher feedback procedure (Carvalho et al., 2014). Feedback during the reading process has concerned various scholars (Bitchener & Ferris, 2012). Giving feedback requires telling students about their progress and directing them to areas for improvement. Neighbors et al.(2006) explain that students can concentrate better on what they are learning when given feedback. Furthermore, instructor feedback assists students in understanding their strengths and weaknesses in a learning course so that they can use their talents to overcome their limitations. By digesting the feedback given, empirical research has identified teacher feedback as one of the most essential instructional methods

for boosting student learning. Researchers focus empirically on feedback reactions, recipients, and emotions as crucial internal processes, with evidence that processes may occur concurrently (Kleij & Lipnevich, 2021; Rikard, 1991; Shute, 2008). In this situation, feedback is provided by the teacher as a provider and received by the students as recipients. The current study intends to look into this issue more.

Preliminary research on teacher's feedback on reading comprehension has demonstrated that providing feedback in the form of an assisted response helps students with reading difficulties improve their accuracy while reading words in text. Hyland (2003) confirmed that students commonly need to be more accurate with their teacher's words or suggestions, which is one of the reasons they do not correct their reading errors. He also discovered that the types of errors students make and their level of experience influence their ability to self-correct. Lee (2008) discovered that highly proficient students are more favorable than low-proficient students in terms of their grasp of the teacher's feedback, their ability to remedy errors, and their opinion of the value of the feedback, such as students' ability to engage with feedback and the kind of errors that benefit from feedback.

Other studies concern the challenges in the classroom discourse of reading comprehension courses. For instance, Sakrak-Ekin & Balgikanli (2019) stated that the product of reading act is communication, the reader understands soft ideas that have been put in print since reading is an essential skill for both learning and communication. According to current educational trends, reading lessons are a vital early step in developing mental and linguistic talents (Ramadani et al., 2022; Rochman, 2019). Therefore, reading is challenging, from truly awful reading habits to better ones. In this case, peer feedback is essential in developing academic writing skills and becoming a self-regulated learner (Carless & Boud, 2018). It also can provide viable alternatives or automated feedback systems (Lipnevich & Smith, 2009).

In this study, feedback is information conveyed to students to change their thinking or behavior to improve the quality of their learning results. Feedback can also be characterized as a process in which the factors influencing an outcome can be management, correction, or community. The feedback strategy to be examined in this case, according to Shute (2008) is direct strategy or direct feedback and indirect or delayed feedback. Feedback is effective, according to Hattie & Timperley (2007), when it contains feed-up (where am I going ?), feedback-back (how am I going ?), and feed-forward (where to next ?) information, and when the receiver utilizes it.

Feedback in classroom discourse is supplied immediately after the learner provides a response or completes duty. While the indirect strategy is characterized as the inverse of the direct strategy, that is, feedback delivered a few weeks, or sometime after completion of a task or test. Differences in feedback strategies, both direct and indirect, are considered to influence learning outcomes. When the best time to provide feedback is unknown, however there is correlation between delivery time and feedback is more effective since it can prevent errors from being ingrained in memory learners. However other findings indicate that indirect feedback is more effective. It can decrease mistakes being forgotten, and proper information can be stored without there is a disturbance. Direct feedback is a strategy to suggest the hypothesis that the faster remedial information is provided, the greater the like of efficient retention. Advantages of strategy feedback over no feedback, whether immediate or delayed, from learning knowledge materials, procedural skills, and some skills. Eggen & Kauchak (2016) explain that feedback is information obtained by students regarding the precision or appropriateness of their written and verbal responses. Ellis (2009) divides feedback into two categories in the context of oral feedback. They are positive and negative feedback, according to behavioral theory. Positive feedback is a corrective action that indicates the accuracy of the content or the appropriateness of the language usage. It is crucial because it motivates learners to continue learning by offering emotional support and positive comments. Negative feedback, on the other hand serves as a corrective measure for the student's error or deviance. This means that feedback enables learners to check the accuracy of their prior knowledge, provides information on the validity of their knowledge contraction, and assists them in expanding.

The teachers' response to students' behavior is direct feedback, in which they expressly state the students mistake and a feedback technique for the students to assist they remedy their mistake by supplying the correct language (Ellis, 2009; Oche, 2012). In other words, immediate feedback proves the target language's form is correct. According to Bitchener & Ferris (2012), reading the feedback,

explicit correction allows for the rectification of language form or a quasi-linguistic defect. Furthermore, they state that this feedback can remove a word, phrase, or morpheme, offer grammar rules, or clarify written met linguistic explanations. Unlike verbal feedback, teachers can point out when a student's statement is accurate, indicating a specific error area for the student.

Implicit feedback is a teacher's response to assisting learners in correcting their errors by reporting the issue without providing the correct forms (Ellis, 2009). It refers to a circumstance in which the teacher provides a hint, which makes the students aware of the existence of a mistake but does not provide the student with a correction. Instead of the teacher offering an example, indirect feedback is superior to direct feedback in guiding and motivating students to solve problems. They reflect a type of linguistics that promotes long-term learning and successfully empowers students to correct their mistakes. Mistakes based on Ellis's idea, the following are the characteristics of two feedbacks.

So far, limited studies have focused on teacher feedback with responses from teachers and students during teaching activities (direct or indirect feedback). Accordingly, this research focused on feedback and responses during reading comprehension classroom discourse in seventh-grade public high schools, which is a transition from elementary to middle school. I took seventh-grade English reading class in a remote junior high school in Pamekasan, Indonesia.

METHOD

A qualitative approach was used in this study. The researcher employs basic interpretive design to describe how the teacher employs the feedback during the learning process of reading comprehension. Teacher comments and reader comprehension were both variable. This study included seventh graders from a distant junior high in Pamekasan. Observation and interviews were used in this instruments study. Observation is carried out through instructor feedback to students to obtain a reaction to reading comprehension, interviews were performed with the students to gather data in the form of reading comprehension responses. A questionnaire was administered with feedback to collect data on reading comprehension responses. Some procedure steps were taken during the data collection process. First, the researcher observed the classroom discourse and documented the occurring interactions. Then, the researcher questioned the students further by distributing questionnaires and having more in-depth talks in interview section. The researcher was interested in how teachers provide feedback on reading comprehension to their students. The analysis looked into how the students at a remote junior high school are benefited from using teacher feedback on reading comprehension in this study.

FINDINGS AND DISCUSSION

Teacher's Feedback on Students' Reading Comprehension

In this section, the researcher describes the findings obtained from observation questionnaire. The analysis focused on what and how teacher's feedback on reading comprehension are. The researcher observes the teaching-learning process of reading comprehension course, and the documentation's support has helped the reader grasp clearly. Feedback, both directly and indirectly supplied to students, has the potential to motivate students to understand reading comprehension. The teachers demonstrated how to correct the reading of another student. In the classroom discourse, the teacher led other students in correcting their reading skills and came to student's desk who still did not understand. "Check your friend's reading skill by giving one error that your friend did," the teacher added "as in pronunciations". In such a way, students are more likely to make reading mistakes. One by one, students are given by the teacher, not other than to improve the student's reading; accompanying is a form that the teacher takes to ensure that the teacher supervises the student's learning process well. The feedback given by the teacher based on the understanding of the reading received by the student is very different from the feedback given either directly or indirectly. Thus, the teacher asks the student to examine errors in reading skills.

According to the previous research, teacher feedback is the path to the evaluative process, and its central role in the assessment process is to encourage student learning. Feedback is also used to give corrections or assessment in the reading process to the student's reading comprehension. Teacher's input was the most visible type of feedback they will receive, and it could come from a variety of sources; teacher feedback can be provided by both the teacher and a peer. The conversation's conclusion revealed that the teacher commented on the student on reading comprehension. The teacher also employed peer editing to help the teacher manage the time to correct the student's reading comprehension and know the student's capability, as evidenced by the classroom discourse. The teacher demonstrated how to correct another student. The teacher rechecked the student's reading comprehension and provided teacher feedback. To understand student reading, an evaluation of the reading process is required during the learning process. Feedback from teachers is only sometimes favorably accepted by learners, which is why there is evaluation or distinction in the teaching process.

When providing feedback to students. Teachers can discuss learning outcomes, how well students attained them, and which components were unsuccessful. Students can be given feedback in the form of questions to encourage self-assessment. Effective feedback teaches students how to make modifications during the process rather than at the conclusion. If the gap is too long, the student may need more time to enter the feedback into the following work before the deadline expires, causing them to repeat the same error. Teachers should avoid making broad statements; instead, they should provide specifics regarding what students perform well and where they need to improve. For example, instead of saying "Read it well, but not delivered well," say "It's already excellent reading in this paragraph." It will be stronger, though, when the teacher used a clear voice so that the pronunciation read may be heard." Based on the observation, the teachers showed that they have considered the practical measures students may take to enhance their work and explain them clearly and concisely. The way they gave feedback also showed that the input was tailored to the initial step, allowing the learner to identify what needs to be improved for success.

In addition to giving comment, the teachers observed in this study also provide more encouragement mainly when the learners accomplished something well, it reinforces positive behavior. In this case, they gave the feedback that is straightforward and concise to avoid confusion. Therefore, it keeps learners motivated by demonstrating that their progress is being tracked. Giving appropriate comments can help students become more aware of their strengths and flaws, allowing them to grow. Based on the interview, it was confirmed that teachers must consider the characteristics of effective feedback when reading or express them to the learners indirectly. Students are encouraged to take an active role in their education when they receive timely and detailed criticism offered politely and systematically. Giving learners helpful feedback can empower them to take responsibility for themselves while providing positive reinforcement to ensure everything goes well.

However, the classroom discourse also gives the information that it can be difficult for the teacher to address all of the student's work's flaws or provide feedback in understandable language. This is because not all students are good at listening to English comments, so some feedback also involved the use of first language. Thus, teacher also used repetition. Providing the same evaluation can also contribute feedback in a student-centered conversation at the same time. It also encourages students to be more objective and critical of their work. When students respond to the work of others and receive feedback on their work, they better understand what quality is and how to achieve it. A literature analysis high three significant areas of feedback these are the areas, the reaction of others. Evaluation and error correction for other significant areas of the literature and feedback in the review below some situation(Keh, 1990). In some situations, both instructor and peer feedback are considered feedback.

It was also demonstrated by the interview results that the teacher provides feedback on the first one the teacher's explanation linked to the topic that the teacher taught in the teaching-learning process. After the students comprehended, the teacher assigned exercises or practice reading the book, such as an accounting text, and the topic at random. When the student completed their work. The teacher chose randomly, and one of the students read some text, which was then given to another student, after which the students submitted again, and the teacher checked and awarded a score. As a result, the learner will revise based on their error. This is done not for what purpose, but to determine

how effective the feedback has been, so that the teacher receives as many students who have understood the input in comprehending student reading skills as possible. Reading practice is done slowly and relaxed so that learners have time to consider whether their reading is correct or incorrect in pronunciation.

Teacher feedback is used to help students improve their learning process, or to guide students through the zone of proximal development. For example, the additional teacher remarks on tests are more than just a ratio for a grade. It provides reader feedback and advice on how to improve (Budimlic, 2012). Then, feedback not only provides value or score by the teacher, but it also demonstrates how it can help students build their reading comprehension and have good reading in the future reading comprehension process. This feedback can be used to motivate learners to understand their reading. Students will gain a better knowledge of the learning process due to this.

Students' Response on the Teacher's Feedback

In this situation, feedback is given to students as a reaction to determine whether or not they have acquired the learning material and achieved the learning objectives. As a result, the instructor must be able to properly create and convey the learning objectives that must be met at the start of the learning activity. Involving students in developing success criteria is one of the most effective ways to guarantee that they comprehend the learning objectives. Students who understand the learning success criteria can guide and carry out the learning process effectively. Feedback provides value or meaning in learning rather than to convey praise or slander, agreement or disagreement. Generally, feedback is neutral, describing what learners have and have not done. Furthermore, the feedback is objective, descriptive, and provided at the appropriate time, when the purpose of learning is still fresh in the student's mind.

Effective feedback should instruct learners on how to improve. Accordingly, the students need the help from the teacher to offer assistance and opportunities for the learners to improve if they make mistakes or achieve less-than-ideal learning results. Teachers are confident that by implementing a feedback cycle in the learning process, they may produce benefits from student performance. As a result, it is beneficial for each teacher to provide learners with feedback throughout the learning process. Effective feedback should instruct learners on how to improve. In this case, the teacher must offer assistance and opportunities for the learners to improve if they make mistakes or achieve less-than-ideal learning results. Teachers are confident that by implementing a feedback cycle in the learning process, they may produce benefits from student performance. As a result, it is beneficial for each teacher to provide learners with feedback throughout the learning process. Talking about what they like and have experienced will undoubtedly increase their enthusiasm. You can use their happy experiences or perceptions as a boost when you're teaching in the classroom.

Teachers should offer a suitable and comfortable learning atmosphere for learners to be eager and happy about studying. Motivational variables play a significant part in the classroom climate to establish a conducive and comfortable classroom. Using a variety of teaching approaches can encourage students to develop new teaching abilities or methods. Furthermore, teaching and learning become more effective, efficient, and structured as teaching methods improve. Teachers' approaches are not impartial, because there are several factors that teachers should consider before employing such teaching methods. These issues can be resolved through discussion; it is the most essential thing a teacher can do to provide and receive student feedback during the learning process. The teacher can allow each student in the classroom time and space to discuss a subject and pay close attention to them as they share their opinions. After the discussion is finished, you can provide a conclusion and feedback.

According to the result of the questionnaire and interviews, the teacher provided written feedback to let the students know where they went wrong and how they should revise it. When the students read their mistakes, the teacher hopes they will improve their reading comprehension and know their score immediately. The teacher used some form of feedback based on the documentation data as validated by interviews. There were two kinds of feedback direct feedback and indirect feedback. The teacher provided immediate feedback to the teachers. What is read and what is written sometimes differ. As a result, the teacher provides this feedback so the student understands what is wrong and how to rectify it. The teacher wants the student to remember the mistakes that occur

frequently during the learning process so that there are changes before and after the feedback is given, whether directly or indirectly.

When teacher notices an error and provides the correct form, this is called direct feedback. It includes removing a needless word or phrase and morpheme, inserting a missing word or phrase and morpheme, or providing the correct form or structure. The teacher, detected faults in the students reading comprehension and provided the proper form (Pratiwi, 2013).

After the teacher rechecked and explained the students blunder, the teacher requested the learners to come forward individually to read. When teacher checked the student's reading, it was so different than what the students read in reading only a few mistakes that students made in the book than in students reading, because the students had finished giving feedback by their teacher. So that, they notice their error and are cautious when conducting the following reading. A reduction in the number of errors produced during learning, particularly in the English lesson. As a result, students become more aware of the common faults they make, but with the feedback provided, they are more cautious when reading. Many individuals dislike English courses; I am one of them; but, via the teacher's approach and more maximizing the type of attention for them, they might infer that they genuinely have a feeling of wanting to repair their prior illusions. However, many need an incentive or assistance in understanding their reading skills. This is an alternative approach depending on how far a teacher pushes the measure or differentiator for the learners.

Teacher criticisms important in the writing process because it helps students enhance their writing skills. The teacher feedback can provide general guidelines for improving their reading comprehension. A guideline is a note or advice given to students to help them improve their reading comprehension. The students benefited greatly from the teacher input since it allowed them to identify their errors and mistakes. As a result, students can increase their reading comprehension. A teacher's correction is significant to a student since it identifies the source of the problem. The input provided can be used to help improve reading skills. Aside from learning about a common reading mistake in the classroom, there are other advantages to receiving this feedback. It can also promote the learning process as knowledge material or a science. If necessary, they can use it in several settings, including public locations.

Furthermore, the researchers collected data in a school in remote area in Pamekasan, where the teaching process is, of course in reading comprehension, the teacher covers reflection to learn better understanding students can get feedback from the teacher and remember longer learning and provide a motivation for the students continue to be enthusiastic about learning, particularly in this data reading comprehension lesson. According to the class teacher from numerous classes that can master reading comprehension, seventh-grade learners believe they do not understand reading comprehension with this. The teacher input to the student can be beneficial to their learning. The goal of this study is given the many shortcomings associated with a response offered by teachers to the students in public schools on how students can receive feedback effectively this study is founded on the premise that a response gained from teacher feedback can directly instill confidence in students that teacher feedback can take into account these students opinions and intentions.

CONCLUSION

Aiming to examine teacher's feedback and students' response toward reading comprehension skill, this study finds that employing instructor remarks in the past is not dependent on student responses. It is also discovered that different types of feedback and students replies did not alter students reading comprehension at the same time. Students reading skills can be strengthened when they receive feedback on their reading, regardless of whether they are field-dependent or field-independent. They read more effectively when receive feedback. In other words, direct and indirect feedback has the same effect on students reading comprehension. Students second reading "the repair" improves when they receive feedback; students read better when they receive feedback and improve their reading, regardless of whether the feedback is delivered directly or indirectly. The empirical findings of this study could contribute to understanding why youngsters read better when they obtain feedback, regardless of whether their reactions are field-dependent or indecent.

Teachers should continue to prioritize providing feedback on students' reading comprehension exercises. They should explore direct and indirect feedback methods to ensure their

students receive constructive guidance for improvement. The research reveals that students read more effectively and improve their reading skills when they receive feedback. This practical insight can guide educators in refining their teaching strategies, emphasizing the incorporation of feedback mechanisms in reading instruction.

This study itself is limited to junior high school in a rural area. That is why, further researchers may have the same topic within the same area in high school institutions. Further research in different educational settings and age groups, such as high school institutions, can help corroborate and extend the findings of this study. This would provide a more comprehensive understanding of the role of feedback in improving reading comprehension across various contexts. Furthermore, it calls for future research in similar contexts to expand our understanding of the impact of feedback on reading comprehension.

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