

The Most Types of Speaking Feedback on Students Between COVID-19 and the post-COVID-19 Pandemic Era

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ABSTRACT

In the era of the COVID-19 and post-covid-19 pandemics, there were many changes, especially in education. This made feedback have to be conveyed perfectly even in both online and offline learning. This study aimed to compare the types of feedback and to explore the types and how feedback was given by lecturers to students in understanding speaking between the COVID-19 and post-COVID-19 pandemic. This research used a qualitative methodology with a case study as an approach. The findings data of this study were presented verbally rather than through computation or numerical data, in the form of words or descriptive data. This study used in-class observation and interviews with four respondents. With this approach, the research sought to understand in-depth and in detail the phenomenon under study, explored understanding from the perspective of the respondents and analyzed various information collected to formulate meaningful findings. The results of this study show that feedback plays a vital role in higher education, improving student learning and academic performance. Corrective feedback is the most common type mentioned. Students' application of feedback depends on their perspectives and the support available for implementation. The absence of feedback can negatively impact understanding and direction in learning. However, applying feedback leads to positive changes and improves performance. Post-COVID-19- 19 offline learning is preferred by students compared to the challenges of online learning during the pandemic.

Keywords: *COVID-19 Pandemic era, Feedback, Lecturers, Students*

1. INTRODUCTION

In supervision and field education, feedback is an important method for improving student learning. Knowledge, abilities, professional judgment, and self-reflection were all improved by feedback. The trustworthiness of the individual giving the feedback, the nature of the input, and the method of delivery all helped students understand how the feedback would affect their learning. (Kourgiantakis et al., 2019)

In contrast, what takes on in the field is that the lecturer seldom ever engages in reciprocity and just provides material or a specific problem to solve. This claim suggests that most professors are unaware of the significance of giving pupils feedback.

Based on these statements, it can be seen that most lecturers do not understand the importance of feedback to students. This will affect the amount and quality of the feedback that will be transferred to students. This will have an impact on the quantity and quality of feedback that is transferred to students, leading to a decrease in the frequency with which lecturers provide feedback to students.

Input is often one of the least satisfying components of the student experience because they don't get much helpful or timely feedback. (Carless, 2022). Research on feedback strategies and content was found for each of the categories. The findings show discrepancies between perceptions of adherence to good feedback practices and actual implementation, the potential for using cutting-edge tools, and a disagreement regarding peers' ability to provide effective feedback.

Feedback loops are more complicated than this objective might seem because it's not necessarily a sign of successful independent student learning when one closes (Haughney et al., 2020). While double-loop feedback procedures are primarily dedicated to enhancing students' learning techniques over the medium or longer term, single-loop feedback processes are mostly focused on increasing short-term performance (Carless, 2019). Although the use of formative evaluation and feedback to promote student performance seems to be a worthwhile strategy, there is still a lack of information regarding the precise and most efficient teaching methods. The recent shifts toward the use of evidence in the compulsory education sector should serve as a lesson for the higher education sector (Morris et al., 2021). From this statement, it can be concluded that many studies explain variations in the use of feedback in learning. This leads to the conclusion that there is still little research or study on the comparison of feedback acquisition in online and offline learning, especially in speaking.

2. METHOD

2.1 Research Design

Qualitative methodologies case study will be used in the research. The research will research the lecturer's feedback on students between COVID-19 and covid-19 pandemic era when speaking English during teaching and learning activities of English subjects.

2.2 Subject of the Research

The subjects of this research are English Language Education students at Private University. The author conducted a study at a Private University.

2.3 Data Collection Technique

a. Observation

To collect different types of information and data, observation is done by watching teaching and learning activities in class. In this instance, the researcher will pay closer attention to both the quantity and type of feedback that students receive.

b. Interview

An interview or interview guide is the name of the tool. An interview is a type of conversation that researchers use with respondents to gather information.

3. RESULT AND ANALYSIS

In this section, it is explained the results of the research and at the same time is given a comprehensive discussion. Results can be presented in figures, graphs, tables, and others that make the reader understand easily.

Data Observation

From the results of these observations, the researcher got the view that there was not too much transfer of feedback at the beginning of learning, both from lecturer to student and student to student. Because there are presentations from students that are carried out briefly, concisely, and clearly, the lecturers and students do not provide feedback to the students who are presenting because the presentations are easy to understand. Apart from being easy to understand, some students are engrossed in themselves and don't pay attention to students who are presenting, so there is no feedback.

In contrast to the beginning of learning, in the middle to the end of learning the lecturer

gives a lot of feedback to students through discussions on what was presented by students. Even the lecturers also provide feedback such as suggestions to their students who are engrossed in themselves and don't pay attention when other students are presenting. "You have to respect the person who is talking", that's what the lecturer said when giving feedback to his students.

Data Interview

3.1 What are types of Feedback?

a. Types of Feedback

In this sub-chapter, we will discuss several types of feedback from lecturers that can be implemented in the context of learning in higher education. Good feedback can improve student learning, help them understand difficult concepts, and improve their academic performance.

Table 1. Interview result number 4

Do all lecturers give feedback to you when teaching?
Respondent 1: Of course, because when teaching we can meet directly with the lecturer, but outside of class hours we rarely meet lecturers so there is no feedback
Respondent 2: There's also, lecturers can also provide feedback even when outside the classroom, such as when meeting at Nasi Padang(Restaurant) hahaha
Respondent 3: It also depends, for example even when outside the classroom, when there is a discussion sometimes the lecturer also gives feedback, especially when teaching. As I said, it depends on the lecturer
Respondent 4: Some gave feedback, and some didn't. It depends on whether the lecturer is in a hurry or not. Even outside the class, the lecturer gives feedback if weak

A statement about whether all lecturers provide feedback to students. Of the four students, two students gave positive explanations and two students gave uncertain answers. The table of interview results shows that the two students gave positive answers or agreed with the lecturer's statements, which often gave feedback. Lecturers often provide feedback when teaching, sometimes even giving outside the classroom. Then to the two students who gave these doubtful answers, he replied that in his opinion the lecturer did not give feedback too often, depending on whether the lecturer and students asked questions or not. Therefore, because the positive and negative answers are balanced, it can be concluded that providing feedback to students depends on the teaching methods of each lecturer, and depends on whether students listen or ask questions.

However, this contrasts with other studies which state that, according to the students, the lecturers provided more verbal feedback. Students also mentioned that lecturers frequently offer forthright feedback or praise. Nevertheless, professors occasionally include written feedback with every test or assignment they grade. Feedback may come in the form of recommendations, exhortations to study harder, or compliments for performing well on exams. In other words, although the instructor gives students feedback in two different ways, vocal input is more common than written comments (Wachyudi et al, 2005).

Effective teaching requires a continuous cycle of feedback between teachers and students. Feedback plays an important role in helping students understand their progress, improve skills, and achieve learning goals. Therefore feedback is considered important to be applied in the context of teaching. Following are some of them, first is corrective feedback, and corrective feedback is the action or process of giving information or criticism to improve a piece of work or action. Corrective feedback is given to students or students in the context of learning or teaching in response to their performance in understanding or carrying out certain tasks (Hattie, J., & Timperley,

H, 2007). The second is formative feedback, formative feedback is provided throughout the learning process to help students understand their progress, assess their strengths and weaknesses, and provide directions for further improvement. This is also true for teachers, where formative feedback can help them identify areas for improvement in their teaching (Shute, V. J., 2008). Next is summative feedback, Different from formative feedback, summative feedback is given after a certain learning period has ended. It aims to evaluate students' final performance in a particular field or topic. Even though summative feedback focuses more on evaluation, it still provides insights for teachers about the effectiveness of their teaching methods (Shute, V. J., 2008). The last is peer feedback, Teachers often provide feedback to one another as part of professional development and continuous improvement. Peer feedback can provide valuable perspective as fellow teachers understand similar challenges and classroom dynamics (Brookhart, S. M., 2008)

Table 2. Interview result number 2 & 3

Was the feedback from the lecturer useful to you?

Respondent 1: Yes, useful. after we are given feedback we use the feedback for the next

2 **Respondent 2:** Yes, useful. and not only useful in the scope of education, but some are useful in everyday life. For example, when studying in class, sometimes there are mispronunciations or incorrect expressions, usually the lecturer immediately gives feedback. It is also impossible for the lecturer to continue to provide learning material that will make students bored, so there are interruptions when the lecturer does not provide learning material, that's when the lecturer gives feedback outside the scope of education

Respondent 3: It's very useful, it really depends, but as long as I receive feedback from the lecturer, it will be useful

Respondent 4: Very useful, because the feedback from the lecturer encourages us to do better

What type of feedback do you receive?

Respondent 1: Corrective feedback

Respondent 2: Corrective feedback

3 **Respondent 3:** Corrective feedback

Respondent 4: Corrective feedback

The results of the interview indicated that all respondents answered positively the question "Was the feedback from the lecturer useful to you?" in the second question. The researcher also found a similar statement in the results of the second and third interview questions which emphasized that feedback is useful and corrective feedback is often used in learning.

Involving students in the feedback process is useful. Students will learn how to give reviews and reply to them in addition to understanding the types of reviews that are given (Jabri & Ismail, 2021). Also, another research said that one of the most frequently used types of feedback is corrective feedback because according to (Hattie, J., & Timperley, H, 2007) the importance of corrective feedback in learning is so great that it is always used and acts as an effective tool to help students correct mistakes and increase their understanding. Here are some reasons why corrective

feedback is important in the context of learning, first is the correction of errors: Corrective feedback helps students to identify and understand the mistakes they make. By knowing where mistakes occur, students can improve their understanding of the material and prevent the same mistakes in the future. The second is to improve comprehension: Through corrective feedback, students can deepen their understanding of the concepts being studied. Appropriate and timely information helps students build better knowledge. The third is motivation: When students receive positive feedback for their efforts or are corrected constructively, this can increase their motivation to study better. By feeling valued and encouraged, students will be more motivated to continue learning and improve their performance. Next is to identification of learning needs: Through corrective feedback, teachers can identify the individual learning needs of each student. This allows teachers to adapt teaching approaches and strategies to assist students who need additional assistance. The last is the formation of metacognitive skills: Receiving corrective feedback allows students to develop metacognitive skills. They learn to reflect on their learning process, identify strengths and weaknesses, and better manage their understanding.

Although feedback is important, several factors influence the delivery of feedback from lecturers. The COVID-19 pandemic is a big factor in influencing the delivery of feedback, both positive and negative factors. This can be seen in the results of interviews found by researchers.

Table 3. Interview result number 7

7	What different speaking feedback did you get from covid-19 and post covid-19 pandemic era course?
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Respondent 1: If COVID-19 or online it makes you stupid, also sorry for students who don't understand and need guidance, whereas if online learning is left alone

Respondent 2: The difference is very significant, if online learning students are not focused, so if the lecturer gives feedback to students, they don't understand. Also, there are often obstacles such as bad signals that are not conveyed properly by the lecturer. So it's not optimal to give feedback. But if learning directly (offline) it's better, it's easier to understand

Respondent 3: It's very different, (offline) is more accurate and effective, because (online) is often interrupted by bad signals, etc. Even though when (online) learning is also given feedback from lecturers, because of the constraints earlier learning is not optimal so giving feedback is also not optimal

Respondent 4: The good thing about online learning is that when the lecturer gives quick and concise feedback, there are also drawbacks such as signal constraints so that the recipient of the feedback doesn't understand. Post-covid, the feedback gets the whole thing because there are no signal problems, also the lecturer is in class so you don't want to give feedback when teaching

The results of the interview were strengthened by other research, which stated that there were notable variances in learning during the time of COVID-19, and these differences had a variety of effects on students. For instance, online learning continues to confuse students, causes them to become passive, uncreative, and unproductive, lessens the value of their learning by stressing them out, and improves their language literacy skills (Argaheni, 2020). Whereas, even when students have spent a considerable amount of time studying online or using a hybrid system, the return of offline learning to post-pandemic learning does not make it harder for them to comprehend the content being taught. With an offline learning paradigm, the majority of students find it simple to comprehend the subject (Krisna, 2023).

4. CONCLUSION

Based analyzing the data and discussions in the previous chapter, the researcher has presented the conclusions as follows :

In conclusion, feedback plays a vital role in higher education, improving student learning and academic performance. Students receive both positive and uncertain responses about lecturers providing feedback. Corrective feedback is the most common type mentioned and is highly valued for its role in identifying mistakes, enhancing comprehension, and motivating students. The COVID-19 pandemic affected feedback delivery, with online learning facing challenges, while offline learning post-pandemic was perceived as more effective. To improve feedback, lecturers should consider individual student needs and adapt their approach for both online and offline settings.

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With persistence, support, and motivation the author finally completed this research. Hopefully, the completion of the research written by the author will contribute to the world of education.

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