RESEARCH PROPOSAL

THE CORRELATION BETWEEN TEACHER’S FEEDBACK AND ENGLISH LANGUAGE LEARNING ACHIEVEMENT AT MTs NEGERI 1 PONTIANAK GRADE V11 SEMESTER 2 IN ACADEMIC YEAR 2014-2015

Submitted as individual assignment for RELT-2 class

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ABSTRACT

The objective of this research is to study the correlation between teacher’s feedback and English language learning achievement. For this correlational research, the appropriate method will be employed namely bivariate analysis with the sample of 35 students and one English teacher, conducted at grade V11A in second semester at MTs Negeri 1 Pontianak in academic year 2014- 2015. Whereas the results will be achieved are to answer the research questions; is there any correlation between teacher’s feedback and English language learning achievement? And how high is the correlation between these variables—teacher’s feedback and English language learning achievement? In conclusion, after doing this research there will be advantages that are: (1) as empirical data for the next research, (2) as knowledge enrichment, and (3) as reinforcement for all teachers and especially English teacher to increase students’ achievement. (139 words).
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A. RESEARCH BACKGROUND

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure”. This good proverb, which is inspired by Collin Powell, is appropriately to answer the crucial question in education that emphasizes in students necessity especially for English language students. One of the important problems that relate to English language students necessity is enhancing higher achievement.

Generally, in English language teaching and learning process, teacher, who is dominant in control the class (Walsh, 2006), is required to be able to promote his or her special subject to students with guarantee on the achievement or score. In order to promote the subject that teacher teaches to, teacher also needs to help students who face difficulties in understanding learning material, language use, and so on. Indeed, in giving guarantee on the achievement or score of students, effective communication and interaction among them—teacher to student, students to teacher, and students to students— is the better way that must be organized and initiated well and appropriately in English language teaching and learning.

Like all the activities in English language teaching and learning process, communication and interaction are needed to become a routine activity in the way of achieving students’ higher achievement context. Specifically, a tool that can be applied in routine activity, that relates to effective communication and interaction which is also having certain relationship with teacher’s role; facilitator (Brown, 2001), is feedback.

According to Butler and McMunn in Black and William (2006: 141) finds,” One of five key factors that leaded to enhance students’ learning was effective feedback.” In addition, in previous research that done by Hattie and Timperley (2007: 81) “Feedback is one of the most powerful influences on learning and achievement.”
These empirical data show that feedback is a powerful tool which can be used to enhance students’ achievement or score.

On the other hand, teacher can also use feedback to build relationship among them—students and teacher. According to Ferlazzo (2011: 6) “Teachers are building relationship with their students by showing that they care about them…” It means feedback can give more advantages—strong relationship between teacher and students beside or in order to enhance students’ achievement.

In spite of the powerful of feedback that was shown by experts and previous research data, some teachers still do not want to apply or sometimes they do not give feedback appropriately to students. According to Leo in Alwasilah (2013) showed that 47.3% students’ work are graded and returned to students without corrections, 31.2% are collected but never returned to students and 17.2% are read but never returned to students. From this finding, students will frustrate and disappoint to improve their learning because they do not know what their strengths, weaknesses and next destination.

Considering this phenomenon, there is a necessary to do research to know how strong the correlation between teacher’s feedback and students achievement and how high the contribution of feedback for students’ outcome or achievement in English language learning and also how the teacher’s creations and roles in providing feedback in order to reach students expectation properly.

B. RESEARCH PROBLEM

Based on the description above, there are two problems that can be restricted in this research:
1. Is there any correlation between teacher’s feedback and English language learning achievement at MTs Negeri 1 Pontianak grade V11 semester 2 in academic year 2014-2015?

2. How high is the correlation between teacher’s feedback and English language learning achievement at MTs Negeri 1 Pontianak grade V11 semester 2 in academic year 2014-2015?

C. RESEARCH OBJECTIVE

Regarding to the problem above, the purpose of this study is to find out:

1. The correlation between teacher’s feedback and English language learning achievement at MTs Negeri 1 Pontianak grade V11 semester 2 in academic year 2014-2015.

2. The high of the correlation between teacher’s feedback and English language learning achievement at MTs Negeri 1 Pontianak grade V11 semester 2 in academic year 2014-2015.

D. SCOPES OF THE RESEARCH

1. Research Variables

   Theoretically, Sugiyono in Hatch and Farhady (2013: 60) says, “variable can be defined as someone’s attribute, or object, which having “varies” between a person to others, or an object to other objects.” In this research, the variables which will be used are (1) teacher’s feedback as independent variable or free variable that influencing the appearance of dependent variable and (2) English language learning achievement as dependent variable that influenced by independent variable.
2. Terminology used

In this research, there are some terms that the researcher will use. In order to avoid any misinterpretation of the terms, therefore, the writer provides some explanations as follows:

1. Feedback is teacher’s cares in explaining students’ strengths and weaknesses and giving some advices to next action.
2. English language learning achievement covers students’ outcome in rapport book; cognitive, psychomotor, and affective factor.
3. MTs Negeri 1 Pontianak is junior high school that is located in Pontianak regency.
4. The seventh grade students are who registered in seventh grade of the school in academic year 2014-2015.
5. CLT is an abbreviation from Communicative Language Teaching.
6. Extract is the example of dialog such as how teacher gives feedback for students.
7. T is an abbreviation for teacher.
8. L4 is abbreviation for fourth student.
9. 276 – 286 is conversation number that is provided for the dialog.

E. SIGNIFICANCE OF THE RESEARCH

From this research, there will be advantages:

1. For the researcher who can use this study as the empirical data to support the research which will be conducted in the future.
2. For academicians who can use this result of research as knowledge enrichment in order to make an argumentation, evaluation, and so on.
3. For English teacher who wants directly or indirectly helping and enhancing the English students’ achievement as stated on the syllabus or lesson plan.
4. For students who need more information how to improve their learning and enhance their score or achievement especially for English language learning achievement.

F. LITERATURE REVIEW

1. Nature of language learning

   Even though learners set themselves demanding goals as stated by Richards (2006), they also need a guide namely a teacher in the classroom of language learning. In the nature of language learning, there are some theories whether in approaches, methods, or techniques which are used by language teachers. One of the famous approaches is Communicative Language Teaching (CLT) which was found in the late of 1960s. In CLT, one principle that can be taken is, “Teachers help learners any way that motivates them to work with the language” (Richards and Rodgers in Finocchiaro and Brumfit 2001, p.157).

2. Behavioristic

   Psychologically, this approach—CLT—refers to behavioristic especially for Skinners’ theory “Operant Conditioning.” According to Aunurrahman (2008: 31) who says, “When getting stimulus, people will give response base on the relation of S-R.” Here is meant that teacher needs to give stimulus (S) for the learners to get the response (R) which can be right or wrong responses. For example when teacher gives positive feedback for students correctly and appropriately, they will show their responses; enhancing their learning spirit, increasing their activeness, and so on. This response will also develop students’ knowledge that basically refers to their experiences—mistakes and errors—in order to enhance their achievement as Suriasumantri (2005: 109) says, “There will be development of the knowledge
which takes root from experiences based on common sense and supported with trial-
and error method.” On the other hand, when teacher gives the stimulus
inappropriately, they will show their low learning spirit, unmotivated, etc. In other
words, teacher is required to give feedback positively, correctly, and appropriately to
be able to enhance students learning because according to Asrori (2008: 97)“For
parents and educators must be able to see the potential and positive points from
adolescent”—students in junior high school level. In the same way, students must also
be able to take learning from their mistakes as inspired by Septiandari (2010:
3)“Manusia yang bahagia adalah manusia yang pandai menggunakan kesalahannya
sebagai pelajaran, …”

3. Positive and negative effect

When noticing a glance at feedback, there will be only positive side that
can be seen; (1) students are helped to know their strengths and weaknesses, guided
to specific directions on what to do in the next time, and understood to enhance
learning (Butler and McMunn, 2006), (2) students’ motivation can be increased in
order to improve students learning (Leo, 2013), and (3) students will know to do
revision for process, input even for output (Uno, 2006).

While, if looking at the other theories or even previous research, feedback
can also give negative effects for students namely they will find frustrations and
disappointments when feedback is not sufficiently given (Leo, 2013), and students
will get confuse for unclear of instructional strategy which is given by teacher
(Butler and McMunn, 2006).

In fact, the positive or the negative of feedback is from students’
responses which include the overall quality of written or oral feedback, the
usefulness from feedback given, the teacher who gives feedback or comment,
students’ understanding of feedback, and positive feelings of feedback. Look at the

<table>
<thead>
<tr>
<th>Students’ responses</th>
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<tbody>
<tr>
<td>Positive responses</td>
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<tr>
<td>Overall quality of writing</td>
</tr>
<tr>
<td>Usefulness of feedback</td>
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<tr>
<td>Comment on teacher</td>
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<tr>
<td>Understanding of feedback</td>
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<tr>
<td>Positive feeling</td>
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<tr>
<td>Total</td>
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<table>
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<tr>
<th>Negative responses</th>
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<tbody>
<tr>
<td>Overall quality of writing</td>
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<tr>
<td>Uselessness of feedback</td>
</tr>
<tr>
<td>Self-reprimand</td>
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<tr>
<td>Lack of understanding of feedback</td>
</tr>
<tr>
<td>Negative feeling</td>
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<tr>
<td>Total</td>
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</table>

Table 1 (Taken from Lee 2008, p. 155)

Either positive or negative, feedback actually gives more positive effects for
students and effectiveness of classroom learning teaching as stressed by Hattie and
Timperley in Black and Wiliam (2011: 88)”… extensive feedback lead to greater
student engagement and higher achievement.”

4. Classification of feedback

Feedback, which is also called teacher’s correction or Walsh in Lier
(2006: 10) calls, “correction of errors”, can be classified into two—written and oral.
Written feedback is feedback that teacher gives in writing form indirectly and
covertly. For instance, when students submit their assessment worksheet, they will
get score and teacher’s advice with correction which is sometimes used for
correcting linguistic error and so on. For the example of written feedback, look at
picture 1.
In contrast, oral feedback is given orally or in spoken form to students. For example when a student makes a mistake in saying something ungrammatically, teacher will directly repair it. Therefore, oral feedback is given directly, and covertly or overtly. Look at extract 1 for the example of oral feedback.

Extract 1

273 T  what about in Spain if you park your car illegally?

274 L4  …there are two possibilities

275 T  two (possibilities)

276 L4  (one) is er I park my car ((1)) and

277 T  yes… if I park … my car … illegally again Rosa

278 L4  (laughter) if I park my car [illegally]

279 T  [illegally]

280 L4  police stat policeman er give me give me

281 T  GIVES me
G. CONCEPTUAL FRAMEWORK

The researcher will do this research to know about correlation between two variables; teacher’s feedback as independent variable and students’ achievement or score as dependent variable (see exhibit 1).

Conceptually, achieving English language learning achievement is influenced by effective feedback that given by teacher. On the other hand, the
correlation between teacher’s feedback and English language learning achievement cannot avoid other factors that are as vehicles to deliver from one place the other places. Those factors are students’ understanding about their strengths and weaknesses and their awareness to improve learning or learning improvement. Therefore, in order to get high achievement or score in English language learning at the end of the semester, students are required to understand their position- in strengths and weaknesses, and improve their learning.

H. OPERATIONAL DEFINITION

Conducting this research, the researcher is necessary to explain definition for certain theory that will be used as follows:

1. The concept of communication between teacher and students which is derived from CLT approach will need additions in how teacher gives stimulus and students response for the stimulus themselves.

2. The psychological concept used is the result from behavioristic psychology about stimulus and response. But, there will be a little modification that the researcher will apply namely combination with another psychology from constructivism theory as Aunurrahman (2008: 13) says, “Which emphasizes students to active in creating and initiating their learning activity.”

3. For the effect whether positive or negative, the researcher will only positively look at the achievement which is as the result of students’ learning process where they get feedback from teacher in it.

4. Looking at classification of feedback— written and oral, the researcher will need to include all feedback because of students’ score or achievement analysis and information that are only taken from students’ rapport and through interview.
I. HYPOTHESIS

Regarding to the research problem above, the hypothesis of this research is formulated as follows:

1. The Null Hypothesis (H0)

There is no specific correlation between teacher’s feedback and English language learning achievement at MTs 1 Pontianak grade VII semester 2.

2. The Alternative Hypothesis (Ha)

There is a specific correlation between teacher’s feedback and English language learning achievement at MTs 1 Pontianak grade VII semester 2.

J. METHOD OF RESEARCH

This research will be appropriately called correlational research. According to Nasution and Usman (2008: 85) "That correlational research is only showing the existence of correlation between two variables with neither explanation of the cause nor of the effect." In order to achieve the purpose of this research, the researcher will use the suitable method namely bivariate analysis. According to Muijs (2004: 142) "Bivariate analysis: looking at the relationship between two variables."

K. POPULATION AND SAMPLE

1. Population

Population is everything that will become object of research. According to Mahmud in Asyari (2011: 154), “Population is the overall of the research object, which can be people, phenomena, thing, attitude, behavior, and so on.” For this research, the populations are three hundred students who are from grade V11 A, B,
C, D, E, F1, F2, and F3 and eight English teachers in second semester at MTs Negeri 1 Pontianak in academic year 2014-2015.

2. Sample

According to Dornyei (2007: 96), “The sample is the group of participants whom the researcher actually examines in an empirical investigation...” For the sample of this research are thirty five students from grade V11A and an English teacher in second semester at MTs Negeri 1 Pontianak in academic year 2014-2015.

I. TECHNIQUE AND TOOL OF DATA COLLECTING

1. Technique of data collecting

For this research, the researcher will apply two techniques to collect the data namely teacher’s information in giving feedback, students’ information about teacher’s feedback, and students’ achievement or score. In collecting the data of teachers’ feedback and students’ responses about teacher’s feedback, the researcher will employ structure interview using questionnaire to get answer from respondent. According to Nasution and Usman (2008: 98) says, “Questionnaire is actually lists of written questions that also provides the responses or answers from respondent.” Indeed, in answering questions, the respondent gets authority utterly.

On the other hand, in order to gather students’ achievement or score data, the researcher will apply documentary technique. According to Arikunto (2010: 274) says, “Documentary technique is used to look for data related something which can be notes, transcripts, books, journals, magazines, epigraphs, minute books, … “ Therefore, the document of students’ English language learning achievement—students’ rapport books will be the data that will be analyzed using documentary technique.
2. **Tools of Data Collecting**

The researcher will need to use two tools. The tool to collect data of teacher’s feedback and students’ responses about teacher’s feedback is questionnaire using Likert scale which is as in Sugiyono’s (2013) who has defined as the tool to measure person or people attitude, opinion, and perception. Whereas the tool which is used to gather students information of achievement in English language learning is from students’ rapport books— nominal data; using table.

M. **TEACHNIQUE OF DATA ANALYSIS**

Regarding to the purpose of this research that is to know the correlation between teacher’s feedback and English language learning achievement, the researcher will do analysis of quantitative data using computer analysis; Statistical Package for Social Science (SPSS) version 16.0.

1. The steps or procedures are used using SPSS: (1) Open SPSS application and see the screen (2) Input the data from interview and questionnaire in **Variable View** (3) Point the cursor to **Menu Analyze**. To know the correlation: click **Correlate** → **Bivariate**, block all variables from left to right and click **coefficient correlation – Pearson**, **test of significance – Two-tailed** and press **OK**.

2. The formula to find out the correlation (Taken from Arikunto 2010, p. 316):

\[
 r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}
\]

**Description:**

\( r \) : Correlation

\( x \) : Teacher’s feedback (Variable 1)

\( y \) : Student learning achievement in English subject (variable 2)
\(\sum\) : Summation (For knowing things totally).

\(\sqrt{}\) : Square Root

3. Actually there is an old and simple way namely using interpretation towards correlation coefficient or \(r\) which has been gotten.

<table>
<thead>
<tr>
<th>The high score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 0, 800 until 1, 00</td>
<td>High</td>
</tr>
<tr>
<td>Between 0, 600 until 0, 800</td>
<td>Adequate</td>
</tr>
<tr>
<td>Between 0, 400 until 0, 600</td>
<td>Quit low</td>
</tr>
<tr>
<td>Between 0, 200 until 0, 0400</td>
<td>Low</td>
</tr>
<tr>
<td>Between 0, 000 until 0, 200</td>
<td>Very low (no correlation)</td>
</tr>
</tbody>
</table>

(Taken from Arikunto, 2010, p. 319)
BIBLIOGRAPHY


Teacher, The Language. (2011). My Teaching Corner. A sharing blog for English learners and teachers: *Using Reader-Based Corrective Feedback for Improving Students’


