Students' Reflective Thinking on Teachers' Feedback at Ma'had Al Jamiah Program in IAI DDI Polewali Mandar

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Abstract. The objective of the study are to find out students' reflective thinking on teachers' feedback during Islamic Institute of English Club (ILC) and Kursus Ilmu Bahasa Arab (KIBAR) of foreign language development program at Ma'had Al Jamiah IAI DDI Polewali Mandar. 69 students who joined Islamic Institute English Club (ILC) and (KIBAR) as Language Foreign Development Program at Ma'had Al Jamiah in IAI DDI Polewali Mandar Regency, West Sulawesi, Indonesia. Puporsive sampling used in this qualitative study. In total 31 students of ILC (3 male, 28 female) and 38 students of KIBAR (16 male, 22 female) age from 18 to 23 were involved. The result of study about students' reflective thinking on feedback usefulness, feedback time, and how the feedback given enabled student have many opportunities in improving themselves.

Keywords: Reflective Thinking; Feedback

1 Introduction

The success of teacher feedback is dependent on whether or not it encourages pupils to think critically and reflectively. It is necessary for the students to engage in feedback discussions with their teachers. A conversation in which students receive both verbal or written feedback from teachers and exchange information about their own learning and performance with them in order to narrow the gap between their performances and the desired learning goals [1]. Good feedback provides students with the information they require in order to comprehend where they are in their learning and what to do next. Students develop a sense of control over their own learning if they believe they understand what they are supposed to do and why they are supposed to do it. This is known as the motivating element in education [2].

In a classroom assessment atmosphere where students perceive constructive criticism as a positive thing and understand that learning cannot occur without practice, meaningful feedback should be a standard component of the procedure. As long as students are expected to "get things perfect," then anything that requires improvement is deemed "wrong" in the classroom culture. If, on the other hand, the classroom culture encourages students to seek and use suggestions for improvement, they will be better able to use feedback, plan and execute steps for improvement, and in the long run, they will be able to achieve more than they could if they were stuck with assignments on which they could already get an A without having to learn anything new. It is unfair to kids to provide them with feedback while simultaneously denying them the opportunity to put it to use.

Reflective thinking necessitates the participation of the student in the feedback-receiving process. Students should be engaged both in written and oral feedback that they receive. It analyze what they are doing, what they have done, what they have experienced, what they have learned, and how they have learned it. Feedback engagement is the way on focusing teachers are likely to support students in more productive ways, allowing them to make use of feedback to further their learning rather than simply responding mechanically to the teachers' "teaching." [3] It is necessary to consider feedback can be effective if its become as part of a continuous activity in order to strengthen that process.

The vast majority of students responded well to oral input. Some students reported that spoken feedback made them feel uncomfortable. In spite of this, they were nonetheless aware of its good impact on the outcome of their work or on their performance [4]. In the same line, oral feedback was used by teachers due to their obligation to deliver it, its effectiveness and efficiency, its value, its beneficial influence on students, and the repercussions of not providing it. Oral response was mostly well received by students. Some students considered oral feedback offensive. Nevertheless, they recognized its favorable impact on their work or performance.[5] To summarize that teachers provided feedback because it's helpful for the students, not only as obligation in giving feedback in learning process.

Compared to written feedback, EFL students' emotive reactions to written comments varied. The students thought their teachers' written feedback was very helpful in developing their writing skills. Students asked teachers to provide written feedback that addressed all parts of written works. Experience, instructors' written feedback language, student acceptance of authority, and teachers' handwriting all influence EFL students' emotive reactions to and perceptions of their written feedback [6]. Besides that three Written Corrective Feedback (WCW) on local issues received more attention than global issues, despite teachers believing they provided more feedback on global issues. Contextual factors such as time restrictions, workload, and student perceptions of WCF led to a misalignment of beliefs and practice. Students and teachers should work together to attain the ultimate aim of written feedback, while in-service teachers should get clear professional training on WCF providing [7]. Despite teachers' belief that students' emotional responses to written comments differed. Teachers handwriting and experience all influence EFL students' emotional reactions to and perceptions of their written feedback Students and teachers should collaborate to achieve written feedback, and teachers should familiar with the WCF to use them properly. Student impressions of the content of teacher comments are mediated by student perceptions. Perceptions determine students' interpretations of instructor feedback and can influence their actions in response. Student perceptions of written or verbal comments are critical to its effectiveness.

The aims of the study to find out students' reflective thinking on teachers' feedback during Islamic Institute of English Club (ILC) and Kursus Ilmu Bahasa Arab (KIBAR) of foreign language development program at Ma'had Al Jamiah IAI DDI Polewali Mandar academic year 2020-2021. ILC is stand for Islamic Institute of English Club, it is Non English students' community who are interested in English at IAI DDI Polewali Mandar. ILC was founded in 2016. KIBAR is stand for Kursus Ilmu Bahasa Arab, its used to be Arabic Club in 2018. Then, the name was changed to KIBAR in in 2020. Most of the students who joined KIBAR are from Arabic Education (Pendidikan Bahasa Arab/PBA), Islamic Education (Pendidikan Agama Islam/PAI) Islamic Primary School Education (Pendidikan Guru Madrasah Ibtidaiyah/PGMI) study Program. However, students of ILC spread in ten study Program in IAI DDI Polman, all of them non English study Program. The study programs are: 1) Islamic Education (Pendidikan Agama Islam/PAI), 2) Islamic Primary School Education (Pendidikan Guru Madrasah Ibtidaiyah/PGMI), 3) Islamic Early childhood education (Pendidikan Islam Anak Usia

Dini/PIAUD), 4) Arabic Education (Pendidikan Bahasa Arab/PBA), 5) Islamic Education Counseling Guidance (Bimbingan Konseling Pendidikan Islam/BKPI), 6) Syariah Banking (Perbankan Syariah/PS), 7) Islamic Economy (Ekonomi Islam/ES), 8) Constitutional Law (Hukum Tata Negara/HTN), 9) Islamic Civil Law (Hukum Perdata Islam/HPI), 10) Islamic Broadcasting Communication (Komunikasi Penyiaran Islam/KPI). Both ILC and KIBAR divide the class into basic and intermediate level. The Foreign Language Devolopment Program was carried out for 6 months on every semester.
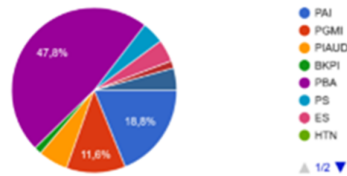

Figure 1. The spread of Foreign Language Development Program at Ma'had Al Jamiah in IAI DDI Polewali Mandar

2 Method

69 students who joined Islamic Institute English Club (ILC) and (KIBAR) as Language Foreign Development Program at Ma'had Al Jamiah in IAI DDI Polewali Mandar Regency, West Sulawesi, Indonesia. Puporsive sampling used in this qualitative study. In total 31 students of ILC (3 male, 28 female) and 38 students of KIBAR (16 male, 22 female) age from 18 to 23 were involved. The quesstionnaire were spread by Google form that shared in Whatsapp Group. All the students had received feedback from their teacher during the Foreign Language Development Program both in ILC and KIBAR.

Figure 2. The number of students of ILC and KIBAR (Foreign Language Development Program)

3 Result and Discussion

3.1 Feedback Usefulness

69 or 100% respondents received sufficient feedback during Foreign Language Development Program through ILC and KIBAR. Not only that, students feel feedback in the learning process were useful for them and 68 students or or 98,6% were more motivated to learn after being given feedback by the teacher.

Furthermore, 65 students or 94,2% could understand better about their strengths and weaknesses in the learning process after being given feedback from their teachers. On the contrary, 4 students or 5,8% couldn't understand better. In the same line, 65 students or 94,2% were able to do the assignment well after getting the feedback, and only 4 students or 5,8% were not.

The data indicated about how they perceive feedback from teachers. The feedback made them useful, motivatted, underrstand better about their strength and weaknesses, in order to be able to do assignment well. Student perceptions of teachers' feedback practices in relation to perceived external goal orientation, self-regulation, self-efficacy, and English as a foreign language (EFL) instruction. Students who were aware of their learning objectives saw the feedback from their teachers as more valuable[8]. Bringing students' attention to their own personal strengths and limitations, they can use this information to evaluate their own performance and make adjustments to their future work.[9] Teachers are be able to design and improve their teaching practices as a result of this information, and also allowing students to have a more successful learning experience overall. Based on their ideas of learning, all students had distinct perceptions of feedback, its functions, and processes [1].

Reflective thinking of usefulness feedback enable them to be engaged in the learning process. Both teachers and students can be seated together to share and discuss about teaching practices that they utilize in their classrooms because reflection necessitates the expression of ideas, understandings, and beliefs that serve as the foundation for actions on teachers' behalf [10]. it's not only for students but also teachers to improve the qualitu of learning.

3.2 Feedback Time

65 students or 94,2% got feedback from the teacher immediately after completing the assignment, and only 4 students or 5,8% did not. And 66 or 95,7% feedback were given to all members at the end of each class meeting in general, only 3 or 4,3% students were not. And then 65 students or 94,2% students received at the end of the Program to each of the students, and only 4 students or 5,8% did not.

The data showed that students got feedback from the teacher immediiately after completing the assignment. Moreover, Students received feedback at the end of the class and program, in general or group and individually.

Among the feedback tactics in language instruction, Brookhart suggests that one of the most effective is to talk with students about their work on a frequent basis. Also, make sure you leave enough of time for interaction and student discussions [2]. Feedback is like a dialogue, teachers and students should have more time to discuss and talk about students' work. The more teacher have time to interach with students the more engagement would come.

Receiving feedback from teachers have a powerful impact, especially if it was given individually and immediately. Then completed with suggestions to make students know themselves. It can show several considerations for improvement were highlighted from teacher and the students' comments on their teaching strengths and faults, as well as in their plans for reconstructing their teaching [11].

3.3 How the feedback was given

The feedback was given in oral and written form. 53 or 76, 8% feedback were given orally or in spoken form. 16 or 23,2% students were received feedback in written. It can be concluded that most of the feedback gave in oral or spoken form.

In another words, most of the students of ILC and KIBAR at Ma'had Al Jamiah Foreign Language Program at IAI DDI Polewali Mandar.
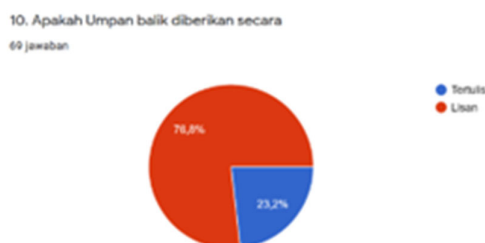

Figure 3. Feedback were given in spoken and written form.

A study on 2670 Chinese EFL students were interviewed about their views on spoken corrective feedback (CF). This study identified seven factors: overall attitude toward CF, output-prompting CF, uptake, input-providing CF, peer CF, and error gravity. The results demonstrate that participants favored immediate CF over delayed CF, and output-prompting CF over input-providing CF. Also, learners had mixed feelings about uptake and peer correction. In addition, the volatility of CF-related beliefs across educational environments is consistent with empirical SLA studies on the effectiveness of error correction [12].

In the same token, another study at a Japanese university studied the impact of written and spoken peer feedback (PF) combined with teacher feedback. This study used post-course questionnaire responses to examine student impressions of the bimodal PF. Students' writing abilities were compared before and after the training. All student works and written PF were objectively evaluated. Overall, students liked the bimodal PF. In spite of the lack of significant improvement in students' writing ability and confidence, the results suggest that written-plus-spoken PF is a promising combination that might assist increase students' enthusiasm to write in English and possibly improve their writing competence. The two classes' significant distinctions were also examined [13].

Both of the studies can about the impact of corrective feedback in oral and written form. However, in giving written feedback, teachers must select whether to (1) correct or not to correct errors; (2) identify or not to identify error categories; and (3) locate errors directly or indirectly in their students' writing [14]. It means that teacher decision lead to the choice of direct and indirect feedback.

A lot of research on tutor feedback and how students perceive and use it had conducted. One of them was on the topic of teacher feedback and student learning, this study examined some important concerns. It examined some of the current feedback, including the need for feedback to transition from a teacher to student monologue to a valuable teacher to student dialogue. The concepts of self-regulation, dialogue, and social learning are discussed in connection to pushing feedback forward. The study presents a framework (GOALS) for teachers to use the theory into practice and improve student learning by feedback [15].

4 Conclusion

The result of study about students' reflective thinking on feedback usefulness, feedback time, and how the feedback given enabled student have many opportunities in improving

themselves. The Foreign Language Program in lead them to a reflective thinking after receiving feedback about what they are doing, what they have done, what they have experienced, what they have learned, and how they have learned during ILC and KIBAR learning activities. The program shoul be continued and for the further research it needs to explore separately about the feedback in Islamic Institute English Club (ILC) and Kursus Ilmu Bahasa Arab (KIBAR) at MA'had Al Jamiah IAI DDI Polewali Mandar Regency, West Sulawesi, Indonesia.

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