The implementation of feedback to facilitate students' self-regulation in learning English in Madrasah Aliyah context

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Abstract: Feedback is necessary to measure whether students have understood well the lesson that has been delivered. Students should be given feedback to help them become autonomous learners who can regulate aspects of their thinking, motivation, and behaviour during learning. The study aimed to find out how feedback is implemented by the teacher based on Nicol's framework and to find out students' perceptions towards the application of formative assessment. A questionnaire was administered to get the data on how feedback that facilitates students' self-regulation is implemented at MA Negeri 2 Kota Palu. Further, an in-depth interview was used to get students' perception towards the implementation of feedback. The questionnaire showed that the implementation of feedback at MA Negeri 2 Kota Palu helps clarify what good performance is, facilitates the development of self-assessment in learning, delivers high quality information to students about their learning, encourages teacher and peer dialogue around learning, encourages positive motivational beliefs and self-esteem, and provides opportunities to close the gap between current and desired performance. The interview revealed that students have positive perception towards the feedback implemented by the teacher.

Keywords: feedback, self-regulation, perception

Abstract: Umpan balik diperlukan untuk mengukur apakah siswa telah memahami dengan baik pelajaran yang telah disampaikan. Siswa harus diberikan umpan balik untuk membantu mereka menjadi pembelajar mandiri yang dapat mengatur aspek pemikiran, motivasi dan perilaku mereka selama belajar. Penelitian ini bertujuan untuk mengetahui bagaimana umpan balik diimplementasikan oleh guru berdasarkan kerangka kerja Nicol dan untuk mengetahui persepsi siswa terhadap penerapan penilaian formatif. Kuesioner diberikan untuk mendapatkan data bagaimana umpan balik yang memfasilitasi pengaturan diri siswa dilaksanakan di MA Negeri 2 Kota Palu, dan wawancara mendalam digunakan untuk mendapatkan data persepsi siswa terhadap pelaksanaan umpan balik. Kuesioner menunjukkan bahwa penerapan umpan balik di MA Negeri 2 Kota Palu membantu memperjelas apa kinerja yang baik, memfasilitasi pengembangan penilaian diri dalam pembelajaran, memberikan informasi berkualitas tinggi kepada siswa tentang pembelajaran mereka, mendorong dialog guru dan teman sebaya seputar pembelajaran, mendorong keyakinan motivasi positif dan harga diri, dan memberikan peluang untuk menutup kesenjangan antara kinerja saat ini dan yang diinginkan. Hasil wawancara menunjukkan bahwa siswa memiliki persepsi yang positif terhadap umpan balik yang dilakukan oleh guru.

Keywords: umpan balik, regulasi diri, persepsi

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INTRODUCTION

Education is the most crucial aspect in human life which can be developed through human investment. Education should be accessible as it is capable of change through a flexible mindset with a creative approach without compromising their identity (Tanti, Maison, Syefrinando, 2020). In education, it is necessary to have students' feedback to measure whether students have understood well the lesson that has been delivered (Nafila & Zainuddin, 2022). Recently, feedback has been conceptualized as a process from the learner's and learning's standpoint (Yang et al., 2022). Feedback may be intended for improving learning or processing information (Yang et al., 2022).

The feedback that engages learners in monitoring, guiding, and regulating actions toward the learning goal is the most effective at the self-regulation level. Furthermore, Chen (2020) assumed that interventions that include the teaching of self-regulated learning (SRL) procedures are effective in raising students' second language (L2) proficiency because they encourage SRL activity and self-efficacy. Students may improve their own assessment skills by giving feedback so they can comprehend assessment criteria and recognize what is excellent in a particular field. This will improve their ability to interpret feedback and self-assess what they can create in the future. Students who get feedback from peers can do so in an additional language that is similar to their own and at a degree of difficulty that is appropriate to their subject knowledge (Misiejuk et al., 2021). Students' perceptions of the procedure compared to grade-focused, targeted feedback are more beneficial (van der Kleij, 2019).

Feedback distinctly depends on its role in classroom environment. As stated by Frank (2022), feedback can be given concerning behaviour or learning. Teachers may accidentally express compliment or disapproval through feedback that is biased. Feedback that offers justifications or strategic information tends to be more useful than just corrective feedback (van der Kleij, 2019). Thus, students should be given feedback to help them become autonomous learners who can regulate aspects of their thinking, motivation, and behaviour during learning (Nicol & MacFarlane-Dick, 2006).

Self-regulation is demonstrated in practice by the active monitoring and control of a variety of learning processes, such as the setting of, and orientation toward, learning objectives, the strategies utilized to accomplish goals, the management of resources, the effort placed outwards, and the responses to external feedback (Nicol & MacFarlane-Dick, 2006). Self-regulation is utilized to enhance students' learning strategies. They may do so by evaluating themselves, taking stock of their skills, and offering learning responses (Toharudin, Rahmat, Kruniawan, 2019). Students frequently lack motivation to learn because of their laziness (Panadero, Broadbent, Boud, Lodge, 2019). It was also stated by Usman (2018) that students who are highly motivated to achieve are disciplined and diligent about completing their work inside and outside the classroom.

The lessons are useless and seen as a waste of time if a student feels they will not learn anything (Landrum, 2020).

Many researchers conducted studies which deal with feedback that facilitates students' self-regulation. Chou and Zou (2020) found that students frequently have inadequate internal self-regulated learning (SRL) processes and feedback, particularly poor self-assessment, incorrect target objectives, failure to carry out follow-up learning, and failure to accomplish their goals. It indicates that there is a strong relationship between self-regulation and feedback. Another research by Nicol (2021) shows that students who used multiple sources of information as an innovative approach to the way students self- and co-regulate their learning generate internal feedback.

Considering the aforementioned research, the support for self-regulated learning is significant. This attests the novelty of this research concerning how feedback is implemented in the classroom as it facilitates students' self-regulation according to the strategy provided by Nicol and MacFarlane-Dick (2006). The previous research mainly shows that there is relationship between feedback and students' self-regulation.

The aforementioned literature justified the need to conduct this research to find out if the implementation of feedback at MA Negeri 2 Kota Palu followed the principles of good feedback that facilitates students' self-regulation. A feedback practice is considered to be good feedback when it helps clarify what good performance is, facilitates the development of self-assessment in learning, delivers high quality information to students about their learning, encourages teacher and peer dialogue around learning, encourages positive motivational beliefs and self-esteem, and provides opportunities to close the gap between current and desired performance (Nicol & MacFarlane-Dick, 2006). This research attempted to determine how feedback is implemented by the teacher at MA Negeri 2 Palu based on Nicol and MacFarlane-Dick framework and the students' perceptions of the application of feedback that facilitates their self-regulation.

METHODS

This study utilized a qualitative research design which employed case study. Qualitative approaches make use of text and visual data, special data analysis techniques, and a variety of designs. In case studies, which are a type of inquiry used in a variety of fields including assessment, the researcher builds a detailed study of a case, frequently a program, event, activity, process, or one or more people (Creswell & David Creswell, 2018). Cases have time and activity limits, and over an extended period, researchers gather comprehensive data by employing various kinds of data gathering techniques. The sampling technique used in this research is purposive sampling. Informants in this study namely Putri, Fadil, and Anisa, were students of X MIPA 6 at MA Negeri 2 Kota Palu. Data collection techniques in this study were observation,

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questionnaire, and interview. The data analysis used in this study refers to the data analysis model of Creswell & David Creswell (2018).

The procedures involved in assessing the various types of qualitative data were described in methods discussion for a qualitative proposal or research. The goal is to interpret text and visual data which entails segmenting, disassembling, and then reassembling the data.

RESULT

Findings

Feedback practices that facilitate students' self-regulation at MA Negeri 2 Kota Palu were implemented in many ways as provided in the table below.

Table 1. the process of giving feedback by the teacher in helping clarify what good performance is.

No.	Questions	Frequency	Percentage
1	The teacher provides a paper containing the assessment criteria along with the definition of the level of performance. (Example: excellent, very good, good)	11	5,3%
2	The teacher conducts discussions with students to determine the assessment criteria in class.	9	4,4%
3	The teacher engages students in providing feedback on the speaking performance of other students.	17	8,3%

Learning objectives can only be met by students if they comprehend them, take some ownership of them, and are able to monitor their progress. Therefore, feedback must clarify to students what a good performance is. A student gave her perception of a paper containing the assessment criteria along with the definition of the level of performance provided by the teacher:

Student 1: *"The teacher gives a paper to us to make our performance get better. Sometimes when we are performing, the teacher writes that the performance is good."*

The teacher conducts discussions with students to determine the assessment criteria in class to clarify what a good performance is. A student gave her opinion toward this strategy:

Student 1: *"For example, when the teacher wants to assess a student, the teacher asks other students because we are closer to each other. So, the teacher asks us to discuss about that one student. I think it is good for us so we can develop our critical thinking."*

Clarifying a good performance can also be done if the teacher engages students in providing feedback on the speaking performance of other students. Two students gave their perception of this strategy:

Student 1: *"I think it is a must because we must interact to other students to make our speaking performance better. It is more fun when we interact with friends."*

Students 2: *"In my opinion, we must give feedback so that our friend is triggered to speak."*

Table 2. The process of giving feedback that facilitates the development of self-assessment in learning

No	Questions	Frequency	Percentage
4	The teacher gives me the opportunity to give feedback to my friend.	10	4,9%
5	The teacher gives me the opportunity to identify my strengths and weaknesses before asking them for feedback.	7	3,4%
6	Before speaking, I think about the achievement of the goals I want, then I reflect on what I have done in my previous speaking performance.	9	4,4%
7	The teacher gives me the opportunity to reflect on my speaking performance.	8	3,9%

Teachers must establish more organized chances for self-monitoring and evaluation of goal progression in order to build on this and systematically develop the learner's ability for self-regulation. Reflection requires self-assessment and activities that promote learning progress. Two students gave their perception on the teacher giving them the opportunity to give feedback to their friends:

Student 1: *"For example, when the teacher asks us to do storytelling and my friend makes a mistake, the teacher then asks us to give feedback to that one friend so that the discussion runs well."*

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Student 2: *"My teacher sometimes asks us whether there is any interruption. When I think that I know, I have to give feedback. I have to be brave to give a critic."*

The teacher also gave the opportunity to students to identify their strengths and weaknesses before asking them for feedback to facilitate students' self-reflection. A student gave their perception toward this strategy:

Student 1: *"I think the teacher must implement it in order to have better public speaking skills for us."*

A student was asked about their perception towards whether the student think about the achievement of the goals they want, then they reflect on what they have done in their previous speaking performance:

Student 1: *"When I make a story, I imagine how I would express it whether my vocabulary is correct or not. For example, I should say salam at first."*

Giving students the chance to assess and comment on one another's work is one approach. The teacher gave students the opportunity to reflect on their speaking performance. A student gave her perception towards this strategy:

Student 1: *"It is important for students to self-improve and that the teacher always gives chances."*

Table 3. The process of giving feedback that delivers high quality information to students about their learning.

No	Questions	Frequency	Percentage
8	The teacher always gives feedback to all students after speaking.	14	6,8%
9	The teacher conveys feedback using a loud voice and easy-to-understand language.	15	7,3%
10	The teacher conveys feedback with no bush.	12	5,8%

Teachers are much better than peers or students themselves at identifying errors or misconceptions in students' work. In short, teacher feedback can support students' self-regulation. The teacher must always give feedback to all students after speaking. Three students gave their perception toward this strategy:

Student 1: *"In a learning activity, feedback should be given in to know which part is mistaken by friends, so that after performing, it would be a tool for self-introspection."*

Student 2: *"For example, there is a moderator, the teacher gives comment to the moderator on which part is lacking, which the friends did not actively*

participate in. This is for the students to feel motivated after receiving the comment."

Student 3: *"The teacher corrects what we said, so we know which part needs to be fixed."*

Delivering high quality information to students about their learning can be obtained by conveying feedback using a loud voice and easy-to-understand language. A student gave his perception towards this strategy:

Student 1: *"The teacher gives feedback loudly so we can find it easier to understand and so all students in the classroom can hear it clearly."*

Most academics and textbook authors worry that feedback to students may be delayed, irrelevant, or uninformative, that it may concentrate on low-level learning goals, be overwhelming in number, or be lacking in tone. The teacher should convey feedback with no bush. A student gave her perception toward this strategy:

Student 1: *"If the teacher talks like that, it will be hard to understand. Since we are nervous after performing, the teacher gives long feedback, which makes us dizzy. So, it is better to be straight to the point."*

Table 4. The process of giving feedback that encourages teacher and peer dialogue around learning

No	Questions	Frequency	Percentage
11	The teacher asks me to review the feedback from the teacher with my friend.	5	2,4%
12	The teacher asks me to pick one or two pieces of feedback that I find useful and then explain to the teacher why the feedback is useful to me.	4	1,9%
13	The teacher tells me to give feedback to my friend before speaking.	6	2,9%
14	When the teacher gives us a group project, my friend and I discuss the standard of performance we wanted before performing.	14	6,8%

Through conversations with the teacher, students may clarify any misunderstanding about expectations and standards, check for errors, and receive an immediate response to problems. Two students gave their perception on how the teacher asks students to review the feedback from the teacher with their friend:

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Student 1: *"Sometimes we are criticized after performing. Based on this, we, as the performers must take notes as a lesson since we are not the ones who judge ourselves but others. It is important for self-evaluation."*

Student 2: *"There is no perfect human. Sometimes, I do share with friends because the feedback from the teacher is not always correct to me."*

The teacher told students to give feedback to their friend before speaking to encourage teacher and peer dialogue around learning. A student gave her performance towards this strategy:

Student 1: *"Since we often have presentations, I give feedback to my friend to be active. It triggered us to pay attention to our friends' performance."*

Thinking of feedback more as a dialogue than as a way of transmitting information can help to improve the effectiveness of external feedback and the chance that the information is understood by students. A student gave her perception when the teacher gave her a group project. She and her friend discussed the standard of performance they wanted before performing:

Student 1: *"Sometimes, we brief first. The teacher triggers us to have discussion with friends. Interaction is important, if there is no feedback, there will be miscommunication. We have to develop what we already know."*

Student 2: *"I think it is important since we could do a better performance that suits our standard. We do not put high standards so that we will not find it difficult to achieve."*

Table 5. The process of giving feedback that encourages positive motivational beliefs and self-esteem

No	Questions	Frequency	Percentage
15	The teacher gives me a grade on my speaking performance after I finish responding to feedback from the teacher.	13	6,3%
16	The teacher gives me the opportunity to repeat when my speaking performance still have several mistakes.	16	7,8%

Learning and assessment depend heavily on motivation and self-esteem. Students have qualitatively distinct motivational frameworks based on their learning beliefs. The teacher gave students feedback while they were speaking and gave them the opportunity to make improvements later. Two students gave their perceptions toward this strategy:

Student 1: *"Sometimes, we speak in front of the class nervously. After we get back to our seats, the teacher gives feedback and I feel relaxed after. This strategy does not decrease my self-esteem, I think."*

Student 2: *"The teacher sometimes gives feedback then announce the score. So, it makes us try to be optimistic."*

The teachers have the power to affect both the learning or performance goals that students establish and their dedication to achieving those goals. Teachers may model strategies that students can use to improve students' speaking performance. Three students gave their perception toward this strategy:

Student 1: *"When we are not good enough when performing and the classroom is noisy, the teacher asks us to perform again. When we are performing and our friend is noisy, it is better to repeat the performance. But, if it is not too noisy, there is no need to perform again."*

Student 2: *"For example, when doing storytelling, if there is a mistake, the teacher gives chance to perform again. It of course motivated me because I don't want to be stuck in the same level and I feel more confident".*

Student 3: *"The teacher asks me to read again beacause maybe, other students don't understand. I am happy to repeat my performance because I can fix my mistake and I don't feel down."*

Table 6. The process of giving feedback that provides opportunities to close the gap between current and desired performance

No	Questions	Frequency	Percentage
17	The teacher gives me feedback while I am speaking and gives me the opportunity to make improvements later.	15	7,3%
18	Teachers model strategies that students can use to improve students' speaking performance.	15	7,3%
19	The teacher assigns a two-stage assignment where feedback from the first stage is used to make the second stage better.	5	2,4%

When it comes to self-regulation, it is also necessary to consider how feedback affects behaviour and the academic work that is produced. Two students gave their perception on how the teacher gives them feedback while they speak and gives them the opportunity to make improvements later:

Student 1: *"After being given feedback, I realize that the point I express is not correct. So, when the teacher gives feedback, I try to fix it."*

Student 2: *"For me, I am happy when the teacher gives feedback. I always remember the feedback from the teacher for the next performance so that I don't do the same mistakes."*

Providing opportunity to close the gap between current and desired performance can be obtained by modelling strategies that students can use to improve students' speaking performance. A student gave her perception towards this strategy:

Student 1: *"It is very important for a teacher to model a strategy. For example, when being a moderator, at the beginning, there were so many of us who were not good in public speaking. The teacher gives feedback by giving examples on how to be a good moderator so we can develop our public speaking skills."*

Most students in higher education have few opportunities to apply the feedback they get directly to decrease the performance gap, especially when it comes to planned assignments. A student gave his perception on how the teacher assigns a two-stage assignment where feedback from the first stage is used to make the second stage better:

Student 1: *"The teacher sometimes gives us a chance to improve our performance on the next meeting so we have time to be better prepared."*

DISCUSSION

The principles of a good feedback practice based on Nicol is implemented in many ways at MA Negeri 2 Kota Palu. Good feedback must clarify to students what a good performance is. In this context, the teacher gives a paper containing performance level criteria. The teacher likes to ask students to give responses after other students performed in front of the classroom. This strategy is good for students to improve their speaking skills. The students express that it is good for them to get a paper of their performance. It made their speaking performance better. It is in accordance with Virtanen, Vaaland, Ertesvåg (2019) who found out that high levels of instructional support are observed in classroom interactions that emphasize essential concepts and a wide framework to help students develop their higher order thinking abilities. The teacher also involves students in determining assessment criteria. It is necessary for students to interact with the teacher and classmates in discussing their assessment criteria. Putri, Adhitya, and Putra (2022) state that the effectiveness of teacher interactions with their students as they deliver instructions has a big impact on how students learn. The learning process will be difficult for students to accept if the teacher cannot engage properly.

Self-reflection is a matter that must be included in giving good feedback. This can be achieved by students through peer assessment. Meşe, Sevilen, and Info (2021) states that peers in the classroom help students stay motivated since they "exchange ideas" with one another. It is a must for students to give feedback to each other. It will improve their speaking skill by giving feedback to friends. This is in accordance with Double, McGrane, and Hopfenbeck (2020) who stated that for academic achievement, peer assessment appeared to be more effective than teacher assessment. For instance, when they do storytelling, the teacher triggered the students to identify the mistake of the student who performed. This strategy will encourage the students to speak and discuss with each other. Opportunities or requirements for discussion or response are a facilitator for good peer feedback (Carless, 2022).

Self-reflection is important for students as most of them do this before performing. Students' performance will be running well since it has been planned well. The teacher should always give chances to students to reflect after their performance. This strategy is important for students to improve their skills. Rodek (2019) stated that most of the time, a learner is more of "a lone searcher," who understands the value of self-activity.

Good feedback represents good quality of feedback. It was believed that providing students with high-quality comments would encourage their learning since it would encourage them to form their own opinions on the standard of their own work (Vattøy, 2020). Additionally, rather than being given instructions or feedback, the students preferred chances for reflection and thinking. In the learning process at MA Negeri 2 Kota Palu, the feedback is delivered right after the students performed, so the students can take a note about the feedback. In the classroom situation, for instance, the teacher must be aware of the students who did not actively participate in the discussion. So, the teacher may ask those students to speak. The quality of feedback is also shown by the way the teacher delivers it. The students prefer the teacher to give shorter pieces of advice. Students sometimes feel nervous after they perform. So, it is better for teachers to give brief feedback to make the students remember all the feedback they received. It is in line with the study of Haughney, Wakeman, and Hart (2020) who stated that quality requires detail so that the student may comprehend how to carry on. Feedback must be clear and expressed in a language that the student can comprehend Vattøy, Gamlem, and Rogne (2021).

Engagement between students with students and students with a teacher is important for self-regulation in giving good feedback practice. Havik and Westergård (2020) mentioned that each student's engagement is most strongly influenced by their teacher's emotional support. This is in accordance with the findings where the students usually share feedback to their friends. Since the feedback given by teacher is not always right, the students always review the feedback with friends. It is in line with van der Kleij (2019) who found out that most of the time, students' perceived and intended feedback

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practices diverge. The teacher also tried to encourage students to interact to each other. Peer learning procedures are not completely realized when people request to participate in it without receiving the appropriate support. For instance, the teacher asks them to give feedback to each other before performing (Latifi, Noroozi, & Talee, 2021). The students usually have a group discussion in speaking class. So, they always discuss with their teammates about their desired performance. When given feedback from their peers, students who considered it helpful tend to be more receptive by admitting their errors (Misiejuk, Wasson, & Egelandsdal, 2021).

A good feedback practice must not cause students' self-confidence to decrease. Many Indonesian students lack confidence while speaking English, especially in speaking classes, and their English teachers fail to do enough to encourage them and use techniques to help them develop into confident learners (Muin, 2019). Students tend to feel nervous when performing so teachers must be aware of this situation to let the students finish their performance then give them feedback afterwards. This strategy is believed to be useful since it does not decrease students' self-confidence. A good feedback practice must encourage students' self-esteem. This becomes an essential part for teacher in delivering the feedback. The teacher sometimes asks students to repeat their performance if the student made several mistakes. Even though they are asked to repeat their performance, the students are not embarrassed. It, on the contrary, motivated them to be better because they do not want to be stuck in the same level as before. Another factor such as the classroom atmosphere, influences students' performance. For instance, when the classroom is noisy, the teacher will ask the students to repeat the performance.

Sometimes, the current performance does not fulfill students' expectation of their desired performance. Students may reinterpret the assignment, modify internal objectives, or change methods or strategies in response to the internal feedback they create through comparing their developing work with external information (Nicol, 2021). Improvements in performance would result from modified or new internal knowledge constructs, external products, and processes. Therefore, feedback is needed to fix this problem. The teacher sometimes gives chances to reperform on other days. According to the students, this way could improve their speaking skills. When they are given feedback, they know what needs to be fixed. So, they will be better in the next performance. They also did not put high expectations on their performance so they would avoid disappointment. As stated by Chou and Zou (2020), students frequently havea a tendency to exaggerate their degrees of ability. Vattøy, Gamlem, and Rogne (2021) also stated that when the feedback is given to the students repeatedly and cumulatively as they produce the work, they engage with it and use it. For example, when they are having a group discussion, the teacher demonstrates how to be a good moderator. Morrison and Jacobsen (2023) also found out that students are motivated

when being given a task that should be turn-around in certain days. They stated that it helps students to know how much the student progresses after getting the feedback.

Students who were interviewed have their own perception towards the implementation of feedback that facilitates students' self-regulation. Even though there is a variety of answers, most of them share the same main idea. The variation of answers can be seen through questionnaire where not all the options were chosen by the students. Most students prefer that the teacher engages them in providing feedback on the speaking performance of other students. This has an impact on their performance since it is clarified to them if their performance is good. Most of them also prefer that the teacher conveys feedback using loud voice. It helps the students to get high-quality feedback. Overall, the feedback practices at Madrasah Aliyah' context were implemented according to good feedback practices.

CONCLUSION

This research examines the implementation of feedback that facilitates students' self-regulation and students' perceptions towards it. Based on the results, it is concluded that the implementation of feedback at Madrasah Aliyah' context helps clarify what good performance is, facilitates the development of self-assessment in learning, delivers high quality information to students about their learning, encourages teacher and peer dialogue around learning, encourages positive motivational beliefs and self-esteem, and provides opportunities to close the gap between current and desired performance. The interview shows that students have positive perception towards the feedback implemented by the teacher. This research is limited to speaking skills. It is hoped that the next researcher will do broader research including all skills using the theory of Nicol & MacFarlane-Dick. Additionally, the researchers hope for the future research to use more theory of formative assessment.

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