

CHAPTER I

INTRODUCTION

This section discusses eight main issues including the background of the study, research questions, research objectives, research significances, rationale, the procedure of research, data analysis, and definition of key terms.

A. Background of the Study

How do children with Special Educational Needs reach the objectives of study the case of learning English in an inclusive classroom with children who do not have such needs? Narciss (2008) in Bijami, et al (2013) defines term ‘feedback’ is in any teaching context as “[the] post-response information which informs the learners on their actual states of learning and/or performance in order to help them detect if their states correspond to the learning aims in a given context.” Feedback has the vital impact for teaching-learning process to give students responses information after they did their activities.

Indonesia has been conducting national examination as the summative assessment. The curricula as the objectives of the study should be reached to facing national examination is assessed extremely high for children with Special Educational Needs. Summative assessment can be avoided nevertheless, students can be prepared to facing national examination through feedback during formative assessment (Zulfikar, 2009). Feedback for children with Special Educational Needs can be adapted with children’s necessity. Padurean (2014) states the aims of

providing feedback despite for the goodness sometimes it could be demoralizing. She suggests to avoid correcting mistake too often. Intent on avoiding give the wrong feedback which can be contra-productive for students' learning goals know well the characteristic of children with Special Educational Needs and the types of feedback is necessary to provide appropriate teacher feedback.

Fact at the research site shows each student with Special Educational Needs has their own characteristic. The English teacher treats differ from one and another included feedback. Brookhart (2008) states there is no the appropriate feedback because each student has different necessity and capability. Feedback is appropriate when it is useful for student. Student understand what the teacher mean then the feedback is productive to help reach the learning goals.

Previous studies of feedback discuss teacher feedback have been conducted in several countries (Seker & Dincer, 2014; Bijami, Kashef, & Nejad, 2013; Srichanyachon, 2012; Lee, 2008; Hattie & Timperley, 2007; Wu, 2006; Miao, Badger, & Zhen, 2006). There is an insufficient study about feedback in Indonesia specifically appropriate feedback for children with Special Educational Needs. The research and book have been found do not discuss feedback deeply (OECD, 2015; Zulfikar, 2009). Therefore, the study about appropriate feedback for children with Special Educational Needs is necessary to conduct. This study aims to explore the appropriate feedback for children with Special Educational Needs are given by the teachers and their responses toward teachers' feedback.

B. Research Questions

Based on the problem explained in the previous section, the study specifically aims to find the answer to the following research questions:

1. What kinds of appropriate feedback are given by the teachers for children with Special Educational Needs?
2. How does the English teacher give appropriate feedback for children with Special Educational Needs in English subject?
3. What are student' responses towards teacher's feedback?

C. Research Objectives

This study aims to explore the appropriate feedback for children with Special Educational Needs are given by the teachers and their responses towards teachers' feedback. Besides, the objectives of this study are stated as the following:

1. To describe kinds of appropriate feedback are given by the teacher for children with Special Educational Needs;
2. To describe the appropriate feedback for children with Special Educational Needs are provided by the English teacher;
3. To describe students' responses towards teacher's feedback.

D. Research Significances

This research has two significances those are theoretical and practical significances:

1. Theoretical Significances

To develop the new theory about provide appropriate feedback for children with Special Educational Needs in English subject.

2. Practical Significances

The result of this study is expected to give the contribution to teachers, to students specifically children with Special Educational Needs, and to other investigators.

- a. To teachers as the facilitators hopefully, this study provides new knowledge about strategies to provide appropriate feedback for children with Special Educational Needs in English subject to improve their performance in next future.
- b. To students specifically, children with Special Educational Needs as the subject of the learning process hopefully this study represent their voice to get feedback as their need.
- c. To other investigators, probably this study could be used as one of the references about teacher feedback.

E. Rationale

The objectives of the study are always included in the lesson plan. It is going to be teachers' duties to help students reach the goals. Usually, teachers do

correction and suggestion to students, nowadays those are called as feedback. Some research stated that feedback is used to give information what extent students' performances close to the objectives of the study. Hattie and Timperley (2007) reported feedback to be information that aims to reduce the gap between what is now and should or could be.

In the case of extraordinarily, teachers face special students who need special education. Children who do not have such needs, as well as children with Special Educational Needs have the same right to an education. All children, including children with special educational needs, have a right to an education which is appropriate to their needs. The aims of education for pupils with special educational needs are the same as applying to all children (National Council for Special Education, 2014).

These are the theories related to feedback and children with Special Educational Needs:

a. Feedback

Previous studies related to feedback mostly stated feedback is one of the crucial elements in language learning and teaching (Seker & Dincer, 2014). According to Hylan and Hyland (2006) feedback is "a key element of scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities" (Srichanyachon, 2012). From definition above feedback, could be concluded as the most important thing in learning process which could influence learners' performance. Feedback is one of the most powerful

influences on learning and achievement, but this impact can be either positive or negative (Hattie & Timperley, 2007).

Both teachers and students are expected feedback is useful and effective to enhance the learning process and reach the objectives of the study. In this case to solve the problem feedback is given properly tally with students' needs. To answers, the research questions some theories related to the feedback of previous studies is underpinning in this study.

According to Hattie and Timperley (2007) in their study entitled *The Power of Feedback* there are three feedback questions asked by a teacher and/or by a student to get effective feedback: Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?). "Where am I going?" related to the objectives of study, "How am I going?" related to students' performance to get feedback to lead further task, "Where to next?" related to next effort to reach the goals closely. It has the consequence which forces students to make high effort level than before.

Each feedback questions work at four levels; those are task level; process level; self-regulation level; self-level. Hattie and Timperley (2007) stated rather than the above three questions working in isolation at each of the four levels, and they typically work together (p. 90).

Hattie and Timperley (2007) give the code for each level. First, task level or FT (Feedback about the task) related to first students' performance whether it is correct or incorrect after this level students are going to be given feedback and lead

to the next level. Second, process level or FP (Feedback about the processing of the task) related to students process to understand the feedback and do task mission based on the feedback. Third, self-regulation or FR (Feedback about self-regulation) related to learners' belief to accomplish the task confidently and engage further task. Fourth, Self-level or FS (Feedback about the self as a person) related to information about the learners. It tends to directed to the "self" for example "You are a great student." FS is the least effective (Hattie & Timperley, 2007).

Work process of Hattie and Timperley (2007) theories could be described as this following frame.

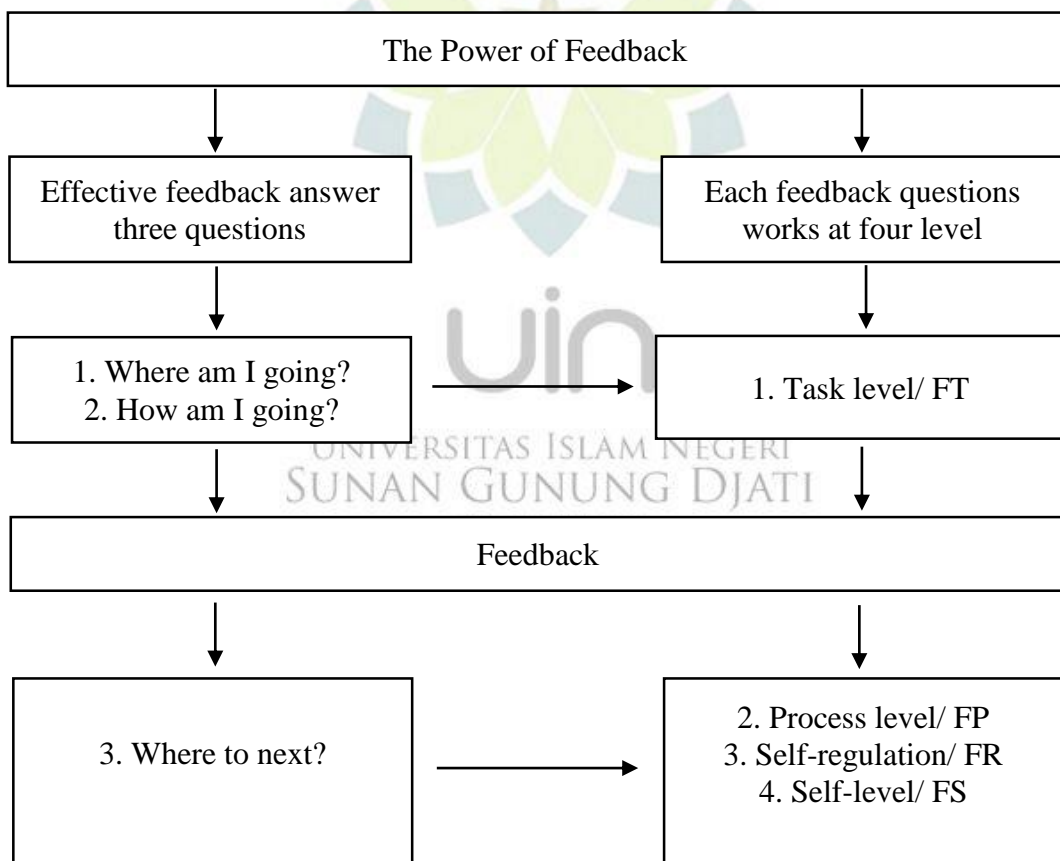


Figure 1.1 *Integrating the Three Feedback Questions with Four Levels*

To answer research questions clearly one theory is added from Brookhart (2008) in the book entitled *How to give effective feedback to your students*. She stated feedback is divided into two there are feedback strategies and feedback contents. In this book, she offers the solution to give ‘praise’ as a feedback which according to Hattie and Timperley (2007) it has the lower effect (p. 84). Brookhart (2008) suggests to using ‘praise’ focus on the task not the person for example “This report is better than your last one. You’ve made it clear you think we should recycle newspapers.” then “Your report is the best one in the class! You can have a “free pass” for your homework tonight” because the second one does not tell the student what is right about the report (p. 28). Feedback strategies consist of timing, amount, mode, audience. Feedback contents consist of focus, comparison, function, volume, clarity, specificity, tone. Those kinds of teacher feedbacks in the frame.

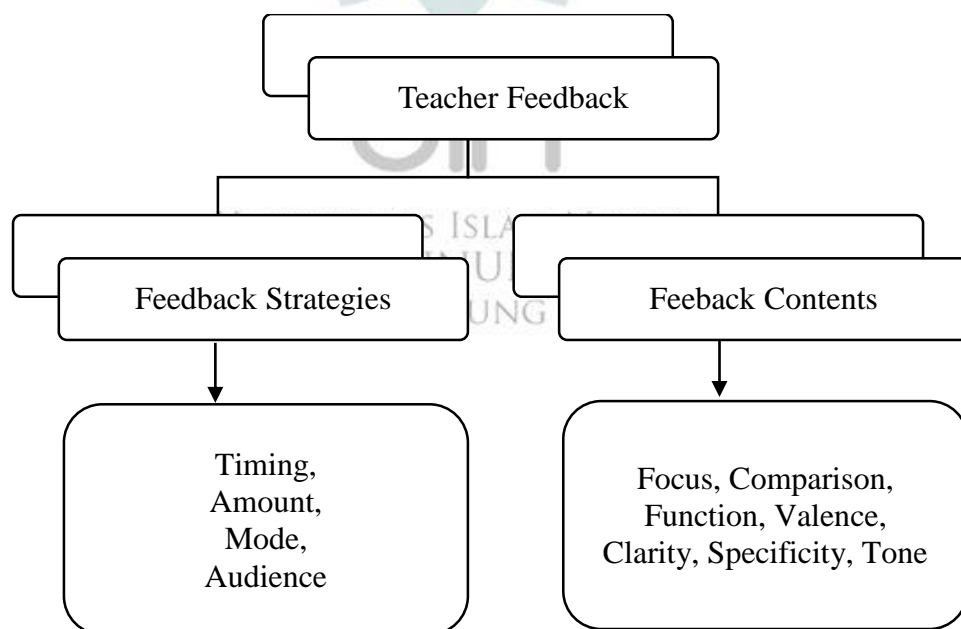


Figure 1.2 *Kinds of Teacher Feedback*

b. Children with Special Educational Needs

Listening, reading, speaking, and writing is the language skills which related to language learning process. However, some children are not born with those language skills whether listening skill, reading skill, speaking skill, or writing skill. The solution for that problem is the special education for them and children who have such needs called children with Special Educational Needs.

Those are below types of disability or disorder according to Farrell (2009, p. 3) related to language skills: Hearing impairment; Communication disorders (speech, grammar, comprehension, semantics, and pragmatics); Reading disorder; Disorder of written expression. Children with Special Educational Needs nowadays allow to attend in regular classroom joined with children who do not have such a needs. The programme is an inclusive classroom to encourage each child to take part in the everyday activity of the school, and helping every child to achieve the most from school (National Council for Special Education, 2014).

c. Appropriate Feedback for Children with Special Educational Needs

According to Farrell (2009) in his book about Special Education, feedback is part of the pedagogical area. It is a process of the teacher (or facilitator) giving the pupil information about how he is doing compared with the required performance (p. 237). The previous study about children with Special Educational Needs stated students should receive positive feedback. Students should consistently receive immediate positive feedback for successful improvement of targeted behaviors (Martel, 2009). Additionally, students' responses as the

barometer of teacher feedback is shown by three indicators: attendance, comprehension, and participation (Lowery, 2005).

Theories of children with Special Educational Needs from Farrell (2009) and Martel (2009) supported by principles of feedback from Hattie and Timperley (2007) and Brookhart (2008), and students' responses from Lowery (2005). To answer research questions based on the theories and studies the following concept has been designed as the framework for this study.



ENGLISH LANGUAGE LEARNING

IN

INCLUSIVE CLASSROOM

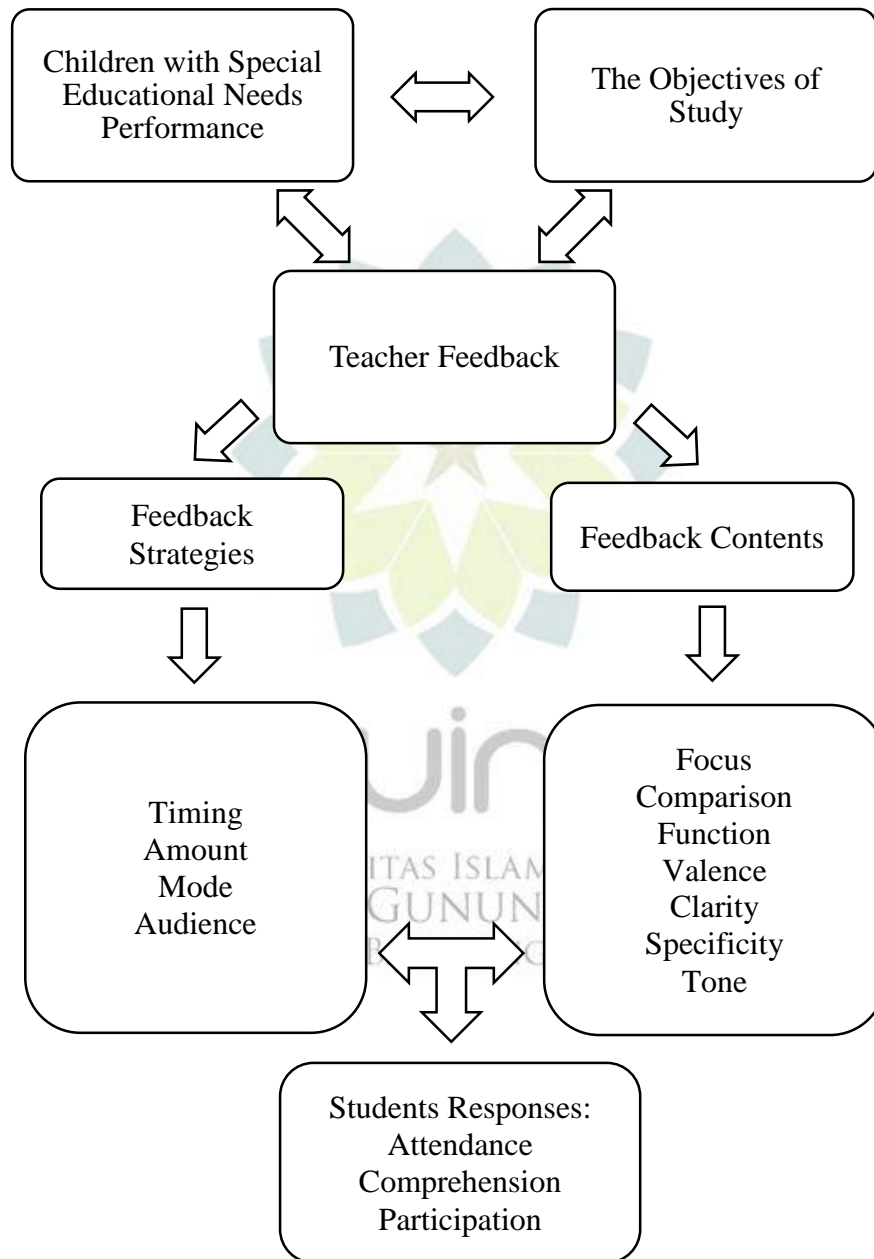


Figure 1.3 *Conceptual Framework of Appropriate Teacher Feedback for Children with Special Educational Needs in English Subject*

F. Procedure of Research

1. Research Methodology

A qualitative approach is used as the core framework for this study. Case study method used to investigate a contemporary phenomenon within its real-life context (Yin, 2003). Case study intended to build understanding about the study based on the data collected. Data gathered from observations of teacher and students interactions in the classroom. Documentation study was conducted to analyze teacher's written feedback. In addition, questionnaires and interviews were carried out to get deep information about teacher feedback and children with Special Educational Needs responses.

After gaining permission from the site to collect the data. Furthermore, data collection were analyzed and interpreted based on six steps theory of Creswell (2012). Findings data were validated by triangulation to develop a report that is both accurate and credible (Creswell, 2012).

2. Sources of Data

Analyzing the data at different stages in the research: The primary database may be analyzed, and the results compared with the secondary database, or the secondary database may be collected and analyzed prior to or after the primary database (Creswell, 2012).

a. Primary Data

Observations, interviews, and questionnaires were collected for primary data.

b. Secondary Data

Student's absence, and student's worksheet as document analysis were collected for secondary data.

3. Location

The research was conducted at school with inclusive classroom program in Bandung which is located at Ibnu Sina Islamic Elementary School komplek Bumi Asri Padasuka, Jl. Lembah Asri No. 2 Pasirlayung, Cibeunying Kidul, Padasuka, Cimenyan, Bandung. The location was chosen because children with Special Educational Needs and children who do not have such needs merging into the inclusive classroom are taught by the same English teacher, this real-life context related to the phenomenon of study.

4. Research Participants

One English teacher and one child with Special Educational Needs were involved in this study. The strategies of the teacher in providing feedback to children with Special Educational Needs is the primary focus of this study. One child with Special Educational Needs was taken randomly. Student's attendance list, and student's worksheet of children with Special Educational Needs gave information about the student responses towards teacher feedback given to the student. Ethical issues which appeared in this study that name and photo of children with Special Educational Needs and the teacher could not be published in this study.

5. Techniques for Data Collection

Data triangulation those were classroom observations, documentation study, questionnaires, and interviews were used in this study to compensate the weaknesses in the data by strengths of other data (Rugg, 2010). Those were instruments to answer the research questions.

a. Observations

Recorded observations (videotape) was used to gather information about teacher feedback strategies was given to the children with Special Educational Needs. It was conducted to see the reality in the classroom was related to the theories of feedback. The observation was used in this qualitative study to study them in their homes or workplace; note how they behave, think, and talk (Creswell, 2012).

b. Documentation Study

Student's attendance and student's worksheet of children with Special Educational Needs as documentation study were collected to gather information about teacher feedback given to the children with Special Educational Needs and student's responses. Teacher feedback was conducted to analyze the ways how English teacher give the feedback, student's attendance, and student's worksheet to know the result of giving feedback to the student.

c. Questionnaire

MacDonald and Headlam (2013) stated questionnaire surveys could be used in a wide range of settings and to gather a variety of different types of information (p. 35). Questionnaire was also used to collect a variety of various kinds of

information about teacher feedback in the real-life context of this study by distributing the questionnaire of English teacher.

Close-ended question and open-ended question types were composed for teacher's questionnaire intent on providing the definite answer but participant still have a chance to feel free to answer the questions and it gave more detail information about feedback strategies and feedback contents were used by the teacher.

d. Interview

This technique was used intent on strengthening the previous data collection above. It was conducted by English teacher because to get complete information about appropriate feedback from teacher who gives the feedback. The interview to the teacher to find out teacher strategies about providing feedback. Semi-structured interview style was used to allow a certain degree of flexibility for the investigator to respond to the answers of the interviewee (MacDonald & Headlam, 2013).

G. Data Analysis

According to Creswell (2012) analyzing qualitative data requires understanding how to make sense of text so that you can form answers to the research questions (p. 236). He stated there are six steps involved in analyzing and interpreting qualitative data. Those are preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

Those steps above were performed in this study as the following:

1. Data collection those are record observations, documentation study, questionnaire, and interview were prepared to organize the materials by type. Transcription was needed to convert record observation into text data.
2. Exploring the database by reading the transcripts in several times then coding the database, this is a process of narrowing data into a few themes. Coding the database by drew a bracket around key sentence which related to code.
3. These steps were intent on answering the major research questions by describing findings data and forming the themes based on phenomena of study those are teacher feedback strategies, teacher feedback content, students' responses towards teacher feedback.
4. The findings data were represented and reported in the narration. It is a written passage in a qualitative study in which authors summarize, in detail, the findings from data analysis (Creswell, 2012).
5. Summarizing the findings and providing personal reflections based on the findings data compare with prior studies, besides clarify the limitations of the study and makes recommendations for future research were served in interpreting the meaning of the findings.
6. Validating the accuracy of the findings used triangulation. Triangulation has proved to be an effective tool for reviewing and corroborating findings (Rugg, 2010). To avoid inaccuracy findings data, this is the scheme of data analysis to give a better understanding of the process of data analysis.

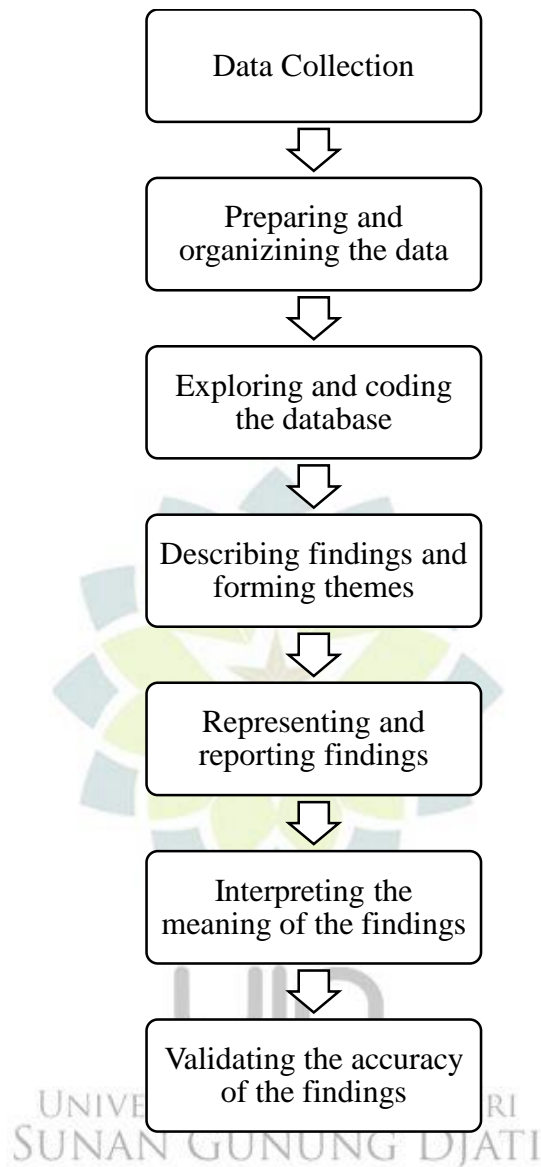


Figure 1.4 *Scheme of Data Analysis*

H. Definition of Key Terms

Those are below the definition of key terms which are found in this study:

1. Feedback

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007).

2. Children with Special Educational Needs

According to Circular Sp Ed 08/02 in National Council for Special Education (2014) children with Special Educational Needs are children who in the opinion of the psychologist, have a specific learning disability are more properly the responsibility of the learning support teacher and/or the class teacher (p. 57).

3. Inclusive classroom

According to Gilhool (1989) inclusion refers to the practice of students with disabilities (SWD) learning alongside their peers in general education classrooms (Ford, 2013).