

Perceptions of English and Literature Department Students on Lecturer's Feedback for Critical Book Review (CBR)

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ABSTRACT

This study aims to analyze Perceptions of English and Literature Department Students perceptions on lecturer's feedback for Critical Book Review (CBR). A descriptive qualitative design was used in this study. The data sources are all students outside the English Education study program who take 5 courses, namely Curriculum and Textbook Analysis, Translation in Language Teaching, English Culture in ELT, Technology in ELT and Management of English Based Institution. The data are the results of questionnaires given to students outside the Study Program who are conducting the student exchange program (Permata). Research shows that students feel helped by the feedback provided by the lecturer in the form of corrections, criticisms, suggestions, and providing solutions either orally or in writing. The reason why lecturers provide feedback is to measure students' abilities in doing CBR assignments.

KEYWORDS

perceptions; feedback; Critical Book Review (CBR)

INTRODUCTION

The MBKM Program in Higher Education provides opportunities for students to gain knowledge, improve their competence as well as talents and interests for 1 to 3 semesters outside of their study program. Thus, students have the opportunity to innovate creatively by choosing to study at higher education institutions that are superior in certain competencies.

This Student Exchange can be seen from 2 (two) sides, to be specific the "Outbound" Student Exchange and the "Inbound" Understudy Trade. Outbound understudy trade may be a learning movement carried out by understudies in similar/different consider programs at accomplice colleges (domestic or overseas). In the mean time, Inbound understudy trade may be a learning movement for exterior understudies in ponder programs within the environment. The Medan State University English Education Study Program has set 5 inbound courses for the Permata MBKM Program, namely Curriculum and Textbook Analysis, Translation in Language Teaching, English Culture in ELT, Technology in ELT and Management of English Based Institution. So in the Inbound class there will be several students from outside the study program, from Unimed or from outside Unimed. By interacting with students outside the study program, the lecturer will also teach students outside the study program so it is necessary to improve performance and performance in teaching. One way is to provide feedback on the teaching process and assignment in class.

In connection with the Covid-19 pandemic, the learning process in Indonesia has changed, including at the State University of Medan with the ongoing online (digital)

learning which was previously sit-in-class/offline. In the even semester of 2021/2022, the University's policy is to conduct online and offline learning (digital and face-to-face). Likewise, the learning process at the English Education Study Program, one of the study programs at the State University of Medan will also carry out 2 types of online learning processes for theoretical courses and offline for practical courses. For the Permata Program courses, all of which are theoretical courses, they will be held online again.

Then there are six tasks of KKNI based Curriculum, namely Routine Task, Critical Book Review, Critical Journal Review, Engineering Idea, Mini Research, and Project in the learning process in the English Education Study Program. ¹All students also follow and successfully complete the six assignments which are the policy of the University. One type of assignment is the Critical Book Report (CBR) where students will be asked by the course lecturer to analyze the strengths and weaknesses and be able to make a summary of the selected book. This assignment includes reading skills that must be possessed by students. Reading comprehension skills are a process of acquiring meaning that actively involves the knowledge and experience that the reader already has and is related to the content of the reading (Somadoyo, 2011). Also Critical Book Report (CBR) is a Scientific Work consisting of 1000-2000 words that are arranged based on the critical results of the contents of a book. Doing a critical book requires at least 1 comparison book that is relevant to the content of the book being criticized. The more comparison books, the better the critical book results will be. The purpose of preparing a critical book report is to find out the strengths and weaknesses of a book according to the results of its comparison with other books. Before obtaining the results, of course, a CBR writer must first dissect the contents of the book, both the content of the main book (the book that was criticized) and the content of the comparison book. For this reason, feedback from the subject lecturers is very much needed on the content of CBR written by students.

Collecting feedback from students in or after the teaching process is a useful tool for improvement and performance measures. From student feedback, lecturers can extract information about the effectiveness of their practice and identify areas for learning that match the results that can be evaluated. Student feedback, in many cases, has been widely used as a source of information to evaluate and improve learning effectiveness (Saragih, et al, 2019). Lecturer feedback is also important to improve the assignments given, especially the improvement of the results of the CBR assignments, in terms of grammar, sentence structure, writing format, and the content of the CBR. Moreover, in a class whose subjects follow the Permata program, there will be students from outside the English Education Study Program. They will do a comparison between their study program at their university and the Unimed English Education Study Program. So a good perception is important for course lecturers as a means of reflection as well as for the English Education Study Program. If referring to the research of Lyster and Ranta (1997) in Siagian, C, et a (2021) which found that students with appropriate feedback provided something effective to correct their mistakes. So the feedback from this lecturer can be something to look forward to for improvement. As well as from this feedback, it can create perceptions from students, whether the feedback given has had a positive impact on improving the CBR assignment or even caused a negative perception if the lecturer was inappropriate or lazy to provide feedback for the CBR assignment.

This paper tries to explain the perceptions of MBKM Permata Inbound Program students towards the Critical Book Review (CBR) assignment and to find out the types of

¹ Yeni, Erlita. "Development of Six KKNI Based Tasks Through Blended Learning Implementation on Oral Language Skills in English Education Unimed." *Advances in Social Science, Education and Humanities Research*, vol. 200 (2018): 901.

feedback given by the lecturer to the Critical Book Review (CBR) assignments for the Inbound students of the Permata MBKM Program in the English Education Study Program. This paper also tries to find the reason why do lecturers provide corrective feedback on the Critical Book Review (CBR) assignments for Inbound students of the Permata MBKM Program in the English Education Study Program.

LITERATURE REVIEW

Independent Campus Program

To deal with different propels in science and innovation, different advancements within the field of instruction are required to progress the quality of learning and higher instruction graduates. Merdeka Learning-Merdeka Campus is one of the approaches of the Serve of Instruction and Culture, Nadiem Makariem where one of the programs of the Merdeka Learning-Merdeka Campus approach is the Proper to Consider for Three Semesters Exterior the Think about Program. Through the autonomous learning program, colleges are anticipated to be able to carry out learning that shapes students' difficult and delicate aptitudes. This could be realized by planning and executing learning that gives challenges and openings for the advancement of advancement, imagination, capacity, identity, and understudy needs, as well as creating autonomy in looking for and finding information through substances and field elements such as capacity necessities, genuine issues, social interaction, collaboration, self-management, execution requests, targets and achievements. Autonomous campuses are anticipated to be able to supply field relevant encounters that will make strides understudy competence as a entire, be prepared to work, or make modern work openings.

So far, learning tends to be restricted to face-to-face learning in a formal classroom. In truth, the understudy learning prepare ought to not be constrained to exercises within the classroom. Within the Merdeka Learning-Merdeka Campus arrangement, understudies are given the correct to intentionally (can be taken or not). carry out activities outside the consider program, even outside the college that can be taken under consideration in credits. This is often controlled in Permendikbud No 3 of 2020 Article 15 section 1 with respect to a few shapes of learning exercises that can be carried out inside the Think about Program and exterior the Ponder Program which incorporate: Understudy trades, internships/work hones, instructing help in instruction units, building towns/ topical genuine work addresses, free studies/projects, entrepreneurial exercises, research/research, and helpful ventures. All these activities must be carried out with the guidance of the lecturer.

Definition of Feedback

Feedback is defined as data given by people who pass on or can be alluded to as operators (eg, instructors, colleagues, books, guardians, self, encounter) with respect to angles of one's execution or understanding. Winne and Butler (1994) give an amazing rundown in their articulation saying that "criticism is data that empowers learners to affirm, include, overwrite, alter, or rebuild data in memory, whether that data is space information, meta-knowledge, cognitive aptitudes, convictions almost self and errands, or cognitive strategies and techniques" (p.5740). Feedback is considered as "an important means of establishing the significance of reader responses in shaping meanings"²

Feedback is considered as a result of past execution and hone (Hattie & Timperley, 2007). Illustrations of criticism incorporate the taking after:

² Ken Hyland and Fiona Hyland, Feedback on second language students' writing, *State of the Art Review Article*, (Cambridge University Press, 2006), p. 77.

- 1) A teacher who provides information to correct in-class and out-of-class activities;
- 2) Colleagues who provide information to clarify information or understanding of something;
- 3) Students can refer to the answer key to evaluate the accuracy of the answer;
- 4) Individuals can reflect on past experiences to improve future actions.

Black and William (2018) assert that feedback can help students identify and interpret evidence about their abilities, and it can improve their abilities for the next activity. This implies that feedback is needed to maintain and improve student learning progress. Assessment as a Learner defines feedback in an educational context as a way to improve the accuracy of student self-evaluation and can be provided by various methods (oral presentation, and paper-based instruction). Rink (1985:34) suggests "Feedback is sensory information that a person receives as a result of a response". The feedback that Rink put forward is more general in nature as sensory information that a person receives as a result of responding to it. According to Rusli Lutan (1988:300), "Feedback is knowledge obtained with regard to a task, action or response that has been given".

Types of Feedback

Feedback can be given in several types such as direct and indirect feedback. Ferris et al. (2012) said that direct feedback means that teachers provide feedback by providing the correct form of language or errors or errors made by students. Meanwhile, indirect feedback can be done by giving symbols, signs, or codes to the students' work. In indirect feedback, teachers only mark the certain error without giving the correct form.³ In reality, input is portion of educating, and it happens when the learner has been instructed something. Essentially, data approximately a few perspectives of learning execution is given as criticism. Input can be given in a assortment of ways, counting as an emotional prepare (e.g., giving inspiration, actuation expanded exertion and engagement) and a cognitive handle (e.g., restructuring understanding the Feedback Concept, guiding learners in a direction they can pursue, and suggesting strategies to follow. relevant to understanding certain knowledge). In expansion, input can be either dynamic or detached. Dynamic input happens when an person looks for input from an educators and detached criticism happens when an person is given input by an educators. Type Feedback proposed by Suherman (1998:126) is positive feedback, neutral feedback, and negative feedback. These three types of feedback are most often found in teaching and learning activities. In general, feedback is divided into two types, namely intrinsic feedback and extrinsic feedback (Apruebo, 2005). Intrinsic feedback is related to an assessment of himself, about the attitudes, activities and or behavior he has done, as well as about the abilities he has shown. While extrinsic feedback is feedback that comes from outside. Feedback can be given in several types, such as knowledge of results, objective measures, self monitoring, snap judgments, video playback (Butler, 1996 in Apruebo, 2005). Adang Suherman (1998:124-16) suggests several types of feedback based on studies from several literatures.

The types of feedback include the following:

- 1) General and specific feedback General feedback or general feedback for example relating to general movements, student behavior, or clothes used. This feedback types usually expressed in words such as: good, great, awesome. Specific feedback contains information that causes students to know what to do and know how students should perform movement tasks correctly and how to practice. This

³ John Bitchener and Ute Knoch, The value of written corrective feedback for migrant and international students, *Language Teaching Research*, Vol. 12 (3), (2008), p. 414.

feedback is given when the student realizes that he made a mistake but does not yet or does not know how to fix it.

- 2) Congruent and Incongruent feedback Congruent feedback is feedback that focuses on learning activities that are being studied by students. For example, when students are learning footwork in badminton strokes. Feedback related to these footworks can be said to be congruent feedback. While related to stroke as incongruent feedback. For example, related to stroke in badminton is how to hold the racket, follow through, and other aspects besides footworks.
- 3) Simple Feedback is feedback that only focuses on one skill component at a time. Simple feedback usually contains one or two keywords that describe the improvement activity and is repeated as feedback during the learning process. The advantages of using simple feedback include:
 - 4) Teaching staff is easier and more accurate in providing feedback because they only focus on one component.
 - 5) Make it easier for students to accept and practice perfecting the movements that are the focus of their students.
 - 6) Students will remember what they learned in the learning activities.
- 7) Positive, Neutral, and Negative Feedback
 - Positive feedback is feedback that is expressed in good words, fun, smart, interesting, and great.
 - Neutral feedback is feedback that does not refer specifically to students who make mistakes in doing movement tasks, but neutrally reminds all students who are doing movement tasks. For example, when practicing heading a ball, the teacher says "look at the ball!"
 - Negative feedback is the opposite of positive feedback, although it is rarely recommended given the concern that it will damage students' self-confidence.

RESEARCH METHODS

Research Design

This research will use descriptive qualitative research. Al-Ma'ruf (2010: p.83) explains that descriptive research aims to reveal different subjective data with careful and nuanced descriptions to accurately describe the properties of a thing, situation, phenomenon, but it is not revealed to be data collection but combines investigation and interpretation of information.

Data and Data Sources

The data in this study are the results of the questionnaire in the form of answer items, observations and the results of interviews in the form of conversations carried out with the lecturers of the courses.

Meanwhile, the data sources are Inbound students from outside the English Education Study Program at the Permata Program who take 5 courses in Curriculum and Textbook Analysis, Translation in Language Teaching, English Culture in ELT, Technology in ELT and Management of English Based Institution.

Techniques of Data Collection

The data in this study are the results of the questionnaire in the form of answer items, observations and the results of interviews in the form of conversations carried out with the lecturers of the courses.

Questionnaire Students are asked to fill out a questionnaire that contains 3 major sections. The three sections are the personal data section, the background section and the students' English condition, and the third section is questions related to lecturer feedback on the 5 inbound courses of the Permata MBKM Program. The contents of the questionnaire are questions about the types of corrective feedback strategies used by the lecturer, the way students perceive the lecturer's corrective feedback, and the effect of corrective feedback on learning. Then at the interview, students were asked to answer questions to explore more complete information about the responses of students' perceptions of the feedback given by the lecturer on student performance and speech. This interview is structured but open. Resource persons were selected purposively based on the following criteria:

1. Students get a lot of corrective feedback,
2. Students who found/did not find the effect of the type of corrective feedback given by the lecturer.

The implementation of this interview was filled with researchers providing questions that lead to answers to the questions why students consider corrective feedback necessary or unnecessary, and why.

Techniques of Data Analysis

The researcher will use descriptive qualitative to analyze the data. Miles & Huberman (1994, p. 10) mentions three activities to analyze data in descriptive qualitative research, namely data reduction, data presentation, and conclusion drawing/verification. In this study, the researcher will separate the activities in analyzing the data into three activities as mentioned above.

RESULTS AND DISCUSSION

In providing feedback, student responses to the question "What are the types of feedback given by the lecturer to the Critical Book Review (CBR) assignment in the English Education Study Program?" replied that the type of immediate feedback. As the name implies, Ferris (2012) says that direct feedback is given in the form of the correct language, or justifies errors (corrections) made by students. One example that shows that the feedback given by the lecturer is direct feedback is the response of one of the students as follows:

Student 9:

- 1) The lecturer gave a response to the CBR that was being worked on in the form of an opinion, for example the student had already done the CBR, but there were still some things that were not quite right, the lecturer gave an opinion for us to improve the CBR
- 2) Lecturers give suggestions which books are good for review,
- 3) Provide criticism and suggestions to improve book references, in accordance with what the lecturer directs
- 4) The lecturer invites students to discuss the development of the CBR that is being carried out, so there is a two-way interaction, the lecturer provides sufficient assignment time so that it does not overwhelm students with assignments.
- 5) Facilitating books in CBR

In the response, students explained that the type of feedback given by the lecturer was direct feedback in the form of opinions to correct things that were not right in the student's work to improve the CBR. Corrective feedback provided by the lecturer is packaged in the form of a discussion that discusses the development of the CBR being worked on which

creates a two-way interaction between students and lecturers to reduce the student's workload.

CONCLUSION

To answer the formulation of problem number 1 about how students perceive the assignment of Critical Book Review, a questionnaire containing 30 statements related to the work of Critical Book Review has been distributed to 95 students. In the questionnaire, there are 5 answer choices, namely strongly agree, agree, neutral, disagree, and strongly disagree. Calculations in data analysis show that:

- 1) A total of 1 statement obtained the highest percentage on the choice of strongly agree with the percentage reaching 50.8% or as many as 48 students answered strongly agree with the statement given.
- 2) A total of 19 statements obtained the highest percentage of the agree option.
- 3) A total of 9 statements obtained the highest percentage on the neutral choice.
- 4) A total of 1 statement obtained the highest percentage of the disagree option. The percentage reached 34.8 or as many as 33 students answered disagreed with the statement given.
- 5) None of the statements that get the highest percentage of choices strongly disagree.

So it can be concluded that the feedback provided by the lecturer helps students in doing the Critical Book Review task. The feedback given can be in the form of responses and questions to find out how far students' critical thinking skills are towards CBR assignments and related courses. Other feedback given by lecturers can be in the form of corrections to make students' work and thinking better in the future.

Suggestions

To pay more attention to the guidelines and understand more about the content of the text, especially when completing the assignment of book criticism (CBR). To pay more attention and add other references from various sources, especially in carrying out the learning process in the classroom. To be able to research further and in a large scope regarding perceptions and feedback from each of the other KKNi tasks, starting from CJR, RI, Mini Research and Projects.

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