



## THE INFLUENCE OF IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE ON STUDENT LEARNING OUTCOMES

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### ABSTRAK

*This study is conducted to analyze feedback on English learning outcomes empirically. This study uses one class as a research subject by referring to the One Group Pretest-Posttest Design research design. The population in this study were all VII grade students at SMP Negeri 3 Padangsidempuan. The sample selection uses the purposive sampling technique. In this study, data was collected through quantitative data, namely student test scores. All the data collected will be accounted by using SPSS 26.0 program in this case, was paired sample t-test.*

*After completing this research, the writer found that giving immediate feedback in teaching English effectively improves students' learning outcomes. Based on the research results, it is expected that the teacher and subsequent researchers can apply learning by providing positive feedback as an alternative to learning English in school because positive feedback can increase student motivation so that student learning outcomes are better.*

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**Kata Kunci : immediate feedback, learning outcome, assessment technique**

### A. INTRODUCTION

Learning evaluation is part of a series of learning in addition to the planning and implementation learning. One crucial aspect in the evaluation of Learning is assessment. The results of observations at SMP Negeri 3 Padangsidempuan show that many students still get grades under the minimum completeness criteria (KKM). One aspect that is thought to have influenced this is the lack of optimal assessment activities provided by the teacher during the learning process. This certainly has an impact on the low learning outcomes of students. (Sukardi, 2015) states that learning outcomes are the achievement of student growth in the teaching



and learning process. This learning achievement can be evaluated using measurements. Therefore, in learning activities, the teacher must prepare the assessment instrument. The process assessment instrument and results well, which is a valid and reliable measuring instrument.

Assessment is part of the learning activities to determine the achievement of students' competencies, including knowledge, attitudes and skills. Assessment is carried out during the learning process and at the end of learning. The assessment system used to improve the quality of education is a sustainable assessment system. A sustainable assessment is carried out in a planned, continuous and gradual manner to obtain a picture of the development of student behavior as a learning outcome of learning activities. One form of assessment based on the sustainable assessment system is immediate feedback assessment.

Several studies indicate feedback is more effective if given immediately than a few days, Sunday, or in the next few months. This opinion is in line with (Kulik & Kulik, 1988) state that immediate feedback is more profitable at the level of process that involves the learning process in the classroom. The results of (Kehrer et al., 2013) revealed that immediate feedback helps improve students' misconceptions in learning as soon as they make so that the same mistakes do not repeat. (Lemley, n.d.) revealed the advantage of immediate feedback, which can quickly confirm the correct understanding of students about the concept and wrong to be immediately confirmed and clarified.

Immediately feedback is the provision of information on students' answers where in this feedback there is a sign of valid or wrong and guidance justification so that students are required to fix it by consulting directly with the lecturer individually. In contrast, delayed feedback provides information on the student's answers. The bait behind this is no sign of right or wrong and guidance justification so that students are required to fix it based on the teacher's explanation in general in front of the class. Giving consistent feedback is expected to build a positive impression of students on English subjects that impact the growth of interest in learning in the course and can improve their learning outcomes. Feedback accuracy is expected to build positive interest and improve learning outcomes in English subjects. An experiment is conducted to determine an empirical analysis of feedback on English learning outcomes.

## B. THE RESEACH METHOD

The approach used in this study is a quantitative approach to the type of pre-experimental research. This study uses one class as a research subject by referring to the One Group Pretest-Posttest Design research design. The One Group Pretest-Posttest Design research design was measured using a pre-test that was carried out before being given treatment and post-tests conducted after being treated for each learning series. The One Group Pre-Test-Post Test Design scheme is shown as follows:

**Table 1**  
**The One Group Pre-Test-Post Test Design Scheme**

PreTest	Treatment	PostTest
T1	X	T2

The population in this study were all VII grade students at SMP Negeri 3 Padangsidempuan. The research sample in this study consisted of 38 students from one class as an experimental class. This class selection uses the purposive sampling technique. In this study, data was collected through quantitative data, namely

student test scores. The test score is obtained through the test method using the test questions instrument; this instrument is measured using pre-test and post-test. Data on pre-test and student post-test learning outcomes are then processed and analyzed. All the data collected will be accounted by using SPSS 26.0 program in this case was paired sample t-test.

### C. THE RESEARCH RESULTS

Before the writer gave the treatment in the class, the writer held pretest. The pre-test was done, in order to know the student's learning outcomes before learning without immediate feedback. After the writer gave the pre-test, the class was taught by giving immediate feedback. Then the writer gave post-test. The result of the test of both the groups was compared by using t-test.

Based on The Descriptive Statistics of Pre-Test, the mean of pre-test is 63.71, standard deviation was 11.101, N was 38. It showed students' learning outcome before they got treatments. Based on The Descriptive Statistics of Post-Test, the mean of post-test is 77.61, standard deviation was 6.883, N was 38. It showed students' learning outcomes after they learned with immediate feedback as the treatment.

After collecting all the data on the students' scores, the writer analyzed the data through a t-test. T-test is a tool that is used for the comparative hypothesis of two samples if the data is in interval or ratio. It aims to determine whether the students who are learn through immediate feedback have better outcomes. The hypothesis formulas are: a)  $H_a$  : There is a significant difference in students who learn by giving immediate feedback; b)  $H_o$  : There is no significant difference in students who learn by giving immediate feedback. The criteria for acceptance or rejection of the hypothesis for hypothetical test were:  $H_o$  is accepted is  $Sig. (Pvalue) > \alpha = 0.05$ , and  $H_a$  is accepted is  $Sig. (Pvalue) < \alpha = 0.05$ . The output is as follow:

**Table 2**  
**The Paired Samples Statistics**

Pair 1	Mean	N	Std. Deviation	Std. Error Mean
nilai pretest	63.71	38	11.101	1.801
nilai postest	77.61	38	6.883	1.117

Source: Data Processing 2022

The data presented above is the performance scores of the one group of students taken as the sample, before and after taught by giving immediate feedback as the treatment. The mean score of pre-test is 63.71 while the mean score of post-test is 77.61. The number of students (N) both in pre-test and post-test is 38. The standard deviation of pre-test is 11.101, and the error mean is 1.801. On the pos-test, the standard deviation is 6.883 and the error mean is 1.117. Based on the result mean, it can be concluded that the mean score of pre-test is different from the mean score of post-test. The mean score of the pre-test is 63.71, and on the post-test is 77.61. Thus, it can be concluded that there is increase since the mean score of post-test is higher than pre-test.

**Table 3**  
**The Paired Samples Correlations**

Pair 1	N	Correlation	Sig.
nilai pretest dan nilai postest	38	.359	.027

Source: Data Processing 2022

In the table above showed that the results of the relationship between pretest and posttest. Based on the table above, the correlation was 0.359 with a significance value (sig.) was 0.027. Because sig. 0.027 < probability 0.05, so it can be accepted that there is a relationship between the pretest and posttest variables.

**Table 4**  
**The Paired Samples Statistics**

Pair 1	nilai pretest- nilai posttest	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		-13.895	10.760	1.745	-17.431	-10.358	-7.960	37	.000

Source: Data Processing 2022

Table 4 shows the result of the output paired sample T-Test. The mean pre-test and post-test scores are -13.990, the standard deviation is 10.760, and the standard error is 1.745. The lower difference is -17.431, while the upper difference is -10.358. The result of t-count is -7.960 with df 37 and significance value (Sig 2 tailed) 0.00. Furthermore, with degree of freedom (df) 37, it is consulted to t-table with significant level  $0.05:2 = 0.025$  (two-tailed test) and the result is 2.026.

Interpret those data can be done by concerning the value of tcount (t0) and significance value (Sig). The writer used both to analyze the data and test the hypothesis. In this case, t0 is compared to table, whereas if  $-t_{table} \leq t_{count} \leq t_{table}$ , so null hypothesis (Ho) is accepted and if  $-t_{count} < -t_{table}$  or  $t_{count} > t_{table}$ , so null hypothesis (Ho) is rejected (Priyatno, 2012:45). In addition, in interpreting significance value, if it is higher than 0.05 (Sig > 0.05), Ho is accepted while if it is lower than 0.05 (Sig < 0.05) Ho is rejected. In other words, Ho is rejected if Sig < 0.05 and tcount > ttable.

Table 4 showed that tcount > ttable (7.960 > 2.026) and significance value < 0.05 (0.000 < 0.05), so Ho is rejected. It means that there is a significant difference in students who learn by giving immediate feedback.

#### D. DISCUSSION

As stated previously, the objectives of this research is to find and empirically analyze giving feedback on English learning outcomes. This research was conducted at SMP Negeri 1 Padangsidempuanin 2021/2022 academic year. In order to achieve the objectives of the research, the writer did some steps to collect the data. The first step was administering pre-test to know students' outcomes learning before given treatment. Then the writer gave treatment to the students by teaching English and giving feedback. The next step of the data collection method was administering the post-test. The writer wanted to know whether or not there was any improvement in their achievement in English subject.

After the post-test was administered, the writer got the data from pre-test and post-test scores. The data were then analyzed by using paired sample T-test through SPSS 26.00. The output of paired the sample T-test shows that the mean score of pre-test is 63.71 while on post Test is 77.61. The data found that the student's learning outcomes on post-test are much better than pre-test. It can be interpreted that the student's learning outcomes in learning English had been improved after getting the treatment.

The other outputs of paired sample t-tests also show that the value of tcount is 7.960, and the significance value is 0.000. The value of TTable in significant level 5%

(two tailed tests) with df 37 is 2.026. From the data, as described in the research found above, it is concluded that  $H_0$  is rejected and  $H_a$  is accepted since the data has fulfilled the requirements in that  $t_{count}$  is higher than  $t_{table}$  ( $7.960 > 2.026$ ) and the significance value is lower than 0.05 ( $0.000 < 0.05$ ). It means that there is a significant difference in students who learn by giving immediate feedback. Thus, learning with feedback techniques is suitable for school. In addition, feedback on students to study is very good for increased learning achievement (Lindsay & Good, 2009).

## E. CONCLUSIONS

After completing this research, the writer draws some conclusions in terms of the use of immediate feedback in teaching English. Based on the research result, the mean score of pre-test is 63.71 while on post Test is 77.61. It showed that the students' posttest score was higher than students' pretest score. It means that giving immediate feedback in teaching English is effective in improving students' outcomes learning. The result of paired sample t-tests showed that the value of  $t_{count}$  is 7.960 and the significance value is 0.000. The value of T-Table in significant level 5% (two tailed test) with df 37 is 2.026. From the data, as described in research found above, it is concluded that  $H_0$  is rejected and  $H_a$  is accepted since the data has fulfilled the requirements in that  $t_{count}$  is higher than  $t_{table}$  ( $7.960 > 2.026$ ) and the significance value is lower than 0.05 ( $0.000 < 0.05$ ). It means that there is a significant difference in students who learn by giving immediate feedback. Based on the research results, it is expected that the teacher and subsequent researchers can apply learning by providing positive feedback as an alternative to learning English in school because positive feedback can increase student motivation so that student learning outcomes are better.

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