

**AN ANALYSIS OF ENGLISH TEACHERS' ORAL FEEDBACK IN
TEACHING AND LEARNING PROCESS IN SMA N 1 BATUSANGKAR**

THESIS

*Submitted as a Partial Fulfillment of the Requirements for Strata One (S1)
Degree of English Language Teaching*



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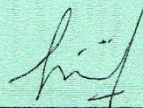
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ABSTRAK

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Umpan balik secara lisan adalah komponen penting yang harus disediakan guru dalam proses belajar mengajar. Hal ini karena umpan balik secara lisan adalah bentuk respon guru terhadap performa siswa dalam mengikuti proses belajar dan mengajar. Ada banyak jenis umpan balik lisan yang bisa guru berikan kepada siswa dan setiap tipe memiliki fungsi yang berbeda beda. Penelitian ini bertujuan untuk menganalisis tipe-tipe umpan balik secara lisan yang digunakan guru bahasa Inggris dalam proses belajar dan mengajar di kelas. Selain itu, penelitian ini juga mengidentifikasi alasan guru menggunakan umpan balik secara lisan di kelas selama proses belajar mengajar. Penelitian ini menggunakan metode deskriptif. Data dikumpulkan dari 3 guru bahasa Inggris yang mengajar di SMA N 1 Batusangkar. Dalam mengumpulkan data guru diobservasi menggunakan rekaman video dan audio selama melakukan kegiatan pembelajaran didalam kelas. Untuk mengetahui alasan guru dalam menggunakan umpan balik, data dikumpulkan melalui Stimulated Recall Interview (SRI). Hasil penelitian menunjukan bahwa ada 6 sub-tipe umpan balik lisan yang digunakan guru. Guru juga memiliki beberapa alasan dalam memberikan siswa umpan balik secara lisan. Alasan yang pertama adalah umpan balik secara lisan merupakan hal yang dibutuhkan dalam proses belajar mengajar di kelas dan juga sebagai bentuk perhatian guru kepada siswa selama proses belajar mengajar. Selain itu guru memberikan umpan karena guru ingin memeriksa koreksi kesalahan yang dilakukan siswa, menjaga interaksi dengan siswa, memberikan motivasi dan apresiasi kepada performa siswa selama proses belajar.

Kata kunci: Umpan Balik Lisan, Proses Belajar Mengajar

ABSTRACT

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Oral feedback is the important thing that should provide by the teachers in the teaching and learning process. Since oral feedback is the form of teachers' response through the performance of the students in the learning process. There are many types of oral feedback that can be given by the teachers and each type has different function. This research aims to analyze the types of oral feedback of the English teacher in the teaching and learning process in the classroom. Behind that, this research also indentifies the reasons of the teachers in giving oral feedback in the learning process. In this case the research conducted in SMA N 1 Batusangkar. This research is descriptive research. In collecting the data, 3 English teachers were observed and video and audio recording came as tools. To investigate the reason of the teachers, the data collected by Stimulated Recall Interview (SRI). The finding of the research is there are 6 sub-types of oral feedback used by the teachers. In giving oral feedback the teachers have some reasons. The first reason is oral feedback is needed in the class and by giving oral feedback the teachers show their attention to the students. The other reason is by giving the students oral feedback the teachers want to correct the students' mistake and their performance, keeping the interaction with the students, motivating the students and appreciating the students' performance.

Key words: Oral Feedback, Teaching and Learning Process

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study that explains the reasons for conducting this research. Limitation of the problem is also presented in this chapter. Besides, it contains the research questions that come up from some cases, the purpose of the research that explain the aims of conducting this research, significances of this research containing theoretical and practical benefits. Moreover, the definition of key terms defining the variables used in this research is provided.

A. Background of the Problem

In the teaching and learning process, there are a lot of things that need to be considered. One of the considerations for managing learning is the teacher's feedback about the mistake of the students. Harmer (2007) specifically states that in managing the learning process, the teacher needs to manage the students' mistakes and feedback in the learning process. It means that feedback plays an important role in the teaching-learning process, especially for the students.

Generally, feedback formed of specific descriptions and suggestions with specific students' work. It is a kind of information to the teacher and students about what students have done and students' progress respective to the learning goals based on the evidence that happens in the learning process. Giving feedback can happen in the teacher to the student individually or peers to make sure leading the change both teacher and students' performance.

The aim of giving feedback is to encourage the students to learn actively. Arif, Zaim and Refnaldi, (2018:311) say that to create the active students in the teaching and learning process in the classroom, both teachers and students should have a willingness to get involved in the interaction. By doing the interaction in the class it means teachers allow making students to have the desire to get involved in classroom interaction. Behind that, through the interaction, both teachers and students, the feedback of the teachers will appear naturally. Giving feedback affects the students in the learning process. Lewis (2002) states feedback is the way of telling the students about the progress they are making and facilitating them in improvement. The teacher will give feedback in class whether in oral or in writing to the students during the teaching and learning process.

According to Harmer (2007), there are two forms of giving feedback, oral and written form. Oral feedback is verbal feedback that takes place between teacher and student or student and student. It can be focused on a group or more individuals. So-called collective feedback happens when the teacher collects the most common mistakes and corrects them in class, so as not to single out any individual student; this could be considered being more group-focused oral feedback. Giving feedback orally in the classroom may involve the mistake of students during the learning process. As a result, the students know in what place they have a lack of ability. Contrast with the oral feedback written feedback depends on the task that students done and the competency they should have. The teacher can mark the students' assignments or give them error correction. The

teacher should do written feedback because it gives the students an advantage. The students notice their mistakes in writing form.

The oral feedback divided into several types based on the expert that proposed them. There are some types of teachers' oral feedback. Lyster & Ranta (1997) and Ellis (2006) classify corrective feedback into recast, explicit correction, elicitation, metalinguistic feedback, and repetition. Besides, interactional feedback from the theory from Cullen (2002) is reformulation, elaboration, commenting and repetition. Therefore motivational feedback from Mackiewicz & Thompson (2013) is praise and expression of sympathy and empathy. Each type of oral feedback can be found and applied in the teaching and learning process in the classroom.

Both oral feedback and written feedback was important in the teaching and learning process. Dignen (2014) argues that feedback is the most important communication skill, both outside and inside the classroom because it is around all the time; it is another word for effective listening; it is an opportunity to motivate; it is essential to develop performance; and a way to keep the learning. It means that feedback plays an important role not only in the classroom but also outside the classroom to increase the outcome of learning.

The topic of feedback did in many scopes of the problem before. Mulliner and Tucker (2015) highlight the perceptions of both academics and students concerning preferences for different types of feedback, timeliness of feedback, students' engagement and interest in feedback, quality feedback, and satisfaction with current practice. McFadzlen (2015) reviews what forms effective feedback

and why it is so critical in teaching and learning. Muhsin (2016) analyzes the students' responses and perceptions toward the corrective feedback given in teaching speaking activity. Rezazadeh, Ashrafi and Foozunfar (2018) focus on the effects of different types of feedback on learners' written accuracy considering the relevance of the students' perception and three feedback types including oral, written, and oral/written were investigated.

Some researchers only focus on oral feedback. Santos and Pinto (2014) present an exploratory study that seeks to build an analysis grid that helps teachers to reflect on its assessment regulatory practice about oral feedback. Irawan and Salija (2015) investigate teachers' reasons for using oral feedback and students' perceptions of oral feedback used by teachers in EFL classroom interaction.

Most of these researchers did the research focusing on the students' perception towards the teachers' feedback, the reason for the teacher using feedback, the important feedback and the effect of each different type both in the learning process and assessment. Furthermore, the research about oral feedback of English teachers in the classroom during the teaching and learning process in the senior high school is the gap of this research, so the researcher analyzes the teachers' oral feedback in the classroom. Additionally, the more focus of this research is on the feedback of the teacher in the teaching and learning process seeing from the form, types and the reasons for feedback used.

The study will be conducted in SMA N 1 Batusangkar because during the class the teacher doing a variety of activities. At the beginning of the class, the teacher greets the students and sometimes take a little conversation that needs the

response from the students. Behind that, the teacher also explains the material about what they are learning about and gives the students exercise both written and speaking exercises to make them master that material. Almost all of the hours in the class teacher and students both do interactions. These activities almost happen in every English class.

There are many feedbacks in oral and written in the language learning process. However, almost of the teacher forgets or not used to practice it in teaching and learning in the class. From the observation did in SMA N 1 Batusangkar the teacher tends to be monotonous in giving feedback in written and oral. The monotonous feedback cannot make the students improve learning. The teachers try to ignore the oral feedback that should exist. The other one, the activities in the classroom did in variety that needs students' responses. However, after asking the students' participation the teachers seem to ignore the students have done about or sometimes give the same response.

Those phenomena indicate that the teachers still have a problem with giving oral feedback in the teaching and learning process in the classroom. Support on that fact the research interest to find out the oral feedback of English teachers in the teaching and learning process in the classroom. Accordingly all over the statements above the researcher motivates to research with the title "*An Analysis of English Teacher's Oral Feedback in Teaching and Learning Process in SMA N 1 Batusangkar*".

B. Identification of the Problem

There are many feedbacks in oral and written in the language learning process. In teaching and learning, the students need the teacher's feedback to make them know their ability and to motivate them to learn better. The teachers and students work within the learning and teaching process but the teacher is monotonous in giving feedback in written and oral. The monotonous feedback cannot make the students improve learning. When the teacher asks the students' participation and the students give the wrong answer or do error but the teacher does nothing about this. Then giving feedback in the teaching-learning process is naught. The teacher tries to ignore the oral feedback that should exist. In this case, the teacher should also notice types of feedback that can be used in the classroom. The second one, the activities in the classroom did in variety that needs students' responses. However, after asking the students' participation the teachers seem to ignore the students have done. For example, related to the writing activities, the teacher was designing activities to behave a performance in the classroom, but after assigning the assignment or task by the teacher the students do not recognize in which material they get wrong or don't understand. It is because no feedback is given by the teacher. Therefore giving feedback in a variety of ways that suitable for the situation and condition of the students is the point of the teacher has to pay.

C. Limitation of the Problem

There are some problems related to giving feedback from the English teachers. The researcher limits this research to analyze the types and the reasons

for oral feedback used in the classroom by English teachers in the teaching and learning process.

D. Formulation of the problem

From the background of the research above, the researcher formulates the problems as follows: What the types are used on giving oral feedback and the reasons giving oral feedback by the English teacher during the teaching and learning process in SMA N 1 Batusangkar?

E. Research Questions

Due to the explanation above, some problems can be investigated in this research.

The research questions are stated as below:

1. What types of oral feedback are mostly used in the classroom in SMA N 1 Batusangkar?
2. What are the reasons for teachers in giving oral feedback in the teaching and learning process in the classroom?

F. Purposes of the Study

The objective of this research can be described as follows:

1. To analyze the types of teachers' oral feedback that mostly used in the classroom in SMA N 1 Batusangkar.
2. To find out the reasons for the English teachers in giving oral feedback in the teaching and learning process in the classroom in SMA N 1 Batusangkar.

G. Significance of the Study

Feedback has a part as one of the important roles in achieving learning goals. Therefore, the researcher hopes the results of attention to the application of the feedback. This study provides benefits to both teachers and students in teaching and learning English.

First, through this research, the teachers realize the importance of feedback to create enjoyable learning which is very important for the students to make the learning process run well and they can achieve the learning goals well. Accordingly in the future, the teachers do not ignore giving feedback which often happens. Second, through this study, teachers can use the role of the feedback given to run the class smoothly. As a result, the teaching-learning process in the class can be more efficient and effective. Third, the finding of this research hopefully becomes an input for the improvement of the quality of the English teaching-learning process, especially in connection with the teacher's feedback. Also, for the researcher, the finding of this research can be one of the resources of thoughts for further research.

H. Definitions of the Key Terms

1. Oral Feedback is a kind of oral response given by the teacher during the teaching-learning process in the classroom.
2. Teaching and learning English is an activity of transferring knowledge conducted by an English teacher and students as the object of this activity. The activity is intended to make the students have good English proficiency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the most types of oral feedback given by the teachers were motivational feedback which is praise. Meanwhile, the rarely one was corrective feedback. Next, the reasons for the teachers in giving oral feedback in the teaching and learning process are because oral feedback is needed and showed that the teacher has attention to the students. The teachers gave the corrective feedback because they did the correction to the student's performance. Besides that, the teachers' reason gave the interactional feedback was the teachers want to keep the interaction between the teacher and the students in the teaching and learning process. Meanwhile, the reasons of the teachers gave motivational feedback because they wanted to motivate the students and to appreciate the student's performance in the teaching and learning process.

B. Suggestion

This research has found out the teachers' oral feedback in the teaching and learning process in the classroom. The researcher analyzed the most type of oral feedback given by the teacher and how does the oral feedback given by the teacher. Since the short time of collecting data, the finding of this research maybe is not present in detail enough.

Based on the findings and the conclusion of the research, it took as consideration for the teachers in giving oral feedback in the teaching and learning process in the classroom. There are some suggestions approached. Firstly, the

researcher hopes the teachers could learn more about oral feedback, so they can improve giving oral feedback in the variety of types and how oral feedback given during the teaching and learning process in the classroom. Moreover, the researcher likes to remain this research was incomplete and still need discussions. Finally, the researcher realizes this research will advantage the readers and other researchers.

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