

**AN ANALYSIS OF ORAL AND WRITTEN FEEDBACK GIVEN BY  
ENGLISH TEACHERS AT SMP N 1 ENAM LINGKUNG**

**A THESIS**



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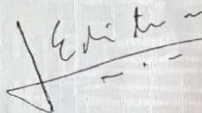
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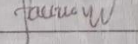
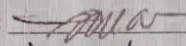
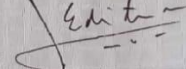
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## **ABSTRAK**

**Efendi, Yolanda. 2021. An Analysis of Oral and Written Feedback Given by English Teachers at Smp N 1 Enam Lingkung: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Umpan balik adalah komentar guru terhadap hasil pekerjaan siswa. Umpan balik dapat tertulis pada karya atau umpan balik lisan, langsung kepada siswa yang bersangkutan. Ada banyak jenis umpan balik lisan dan tertulis dan masing-masing jenis memiliki fungsi yang berbeda. Penelitian ini bertujuan untuk menganalisis jenis umpan balik lisan dan tulisan guru bahasa Inggris dalam proses belajar mengajar di SMP N 1 Enam Lingkung. Penelitian ini merupakan penelitian deskriptif. Subyek penelitian ini adalah 3 orang guru yang dipilih dengan menggunakan teknik total sampling. Teknik pengumpulan data adalah observasi kelas-rekaman video dan penulisan tugas siswa. Hasil penelitian ini adalah jenis umpan balik yang paling banyak digunakan guru dalam proses belajar mengajar di SMP N 1 Enam Lingkung adalah umpan balik evaluatif, dengan 410 umpan balik (43,65% dari total umpan balik). Temuan kedua tentang jenis umpan balik tertulis guru pada tugas siswa, ditemukan bahwa umpan balik tertulis yang umum langsung sekitar 60,62%. Kemudian, 23,83% tidak langsung Juga, pujian adalah 13,98%. Kritik 1,55% Sedangkan fokus, tidak fokus, dan saran ditemukan sebagai umpan balik tertulis yang tidak digunakan oleh guru.

**Kata Kunci:** Umpan Balik Lisan, Umpan Balik Tertulis, Proses Belajar Mengajar

## **ABSTRACT**

**Efendi, Yolanda. 2021. An Analysis of Oral and Written Feedback Given by English Teachers at Smp N 1 Enam Lingkung: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Feedback is the teacher's comments on the results of student work. Feedback can be written on the work or verbal feedback, directly to the student concerned. There are many types of verbal and written feedback and each type has a different function. This study aims to analyze the types of oral and written feedback from English teachers in the teaching and learning process at SMP N 1 Six Lingkung. This research is descriptive research. The subjects of this study were 3 teachers who were selected using a total sampling technique. Data collection techniques are video-recording class observations and writing student assignments. The results of this study are the type of feedback that is most widely used by teachers in the teaching and learning process at SMP N 1 Six Lingkung is evaluative feedback, with 410 feedback (43.65% of the total feedback). The second finding about the type of teacher written feedback on student assignments, it was found that the general direct written feedback was about 60.62%. Then, 23.83% indirect Also, praise is 13.98%. Criticism 1.55% While focus, unfocused, and suggestions were found as written feedback that was never used by the teacher.

**Keywords:** Oral Feedback, Written Feedback, Teaching and Learning Process

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## **CHAPTER I**

### **INTRODUCTION**

In this section, the researcher discusses the introduction of the research. It shows the background of the problem, identification of the problem, limitation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms

#### **A. Background of the Problem**

Making mistakes is a common thing in the learning process. When students make mistakes, teachers are there to provide them with guidance so that they will be able to produce the correct target form. Furthermore, when students do some activities in the classroom as instructed by the teacher, there must be an error or mistake made during or after the work. It is the teacher's work to give a correction for the students' problems in the study. According to Harmer (2001: 99), the feedback includes not just correcting students but also providing them with an assessment of how they performed, whether during a drill or during a longer language production activity. Feedback is a tool of the teacher to help students who have problems in the study by giving respond such as encouragement, suggestion, correction to the result of students' work in order to make the students understand more about the materials. Lewis (2002) states that feedback is the way of telling students about the progress they are making and facilitating their improvement. Feedback can be powerful if done well, and effective feedback gives students the information that they need so that they can understand where they are in their learning and what to do next (Brookhart,

2008:2).

According to Harmer (2007), there are two forms of giving feedback, oral and written form. Teachers need to provide feedback on students' oral and written performances in order to enhance their target language skills. Oral feedback is information given by teachers verbally to students regarding their tasks or performance in the classroom, and written feedback is a kind of feedback given by teachers in written form.

There are some types of teachers' oral feedback based on the experts. Each type of oral feedback can be found and applied in the teaching and learning process in the classroom. Evaluative feedback regards the form of judgment on students' performance or work (Tunstall & Gipps, 1996). Lyster & Ranta (1997) investigated corrective feedback into recast, explicit correction, elicitation, metalinguistic feedback, and repetition. Besides, Hargreaves, McCallum & Gipps (2000), descriptive feedback is the specific information about students' strength and weakness and improvement strategies. Then, Cullen (2002) categorized interactional feedback into reformulation, elaboration, comment, and repetition. Motivational feedback from Mackiewicz & Thompson (2013), aims to encourage students in learning. Then, Mackiewicz & Thompson (2013) described five ways of motivational feedback into praise, statements of encouragement or optimism, demonstrations of concern for students, expressions of sympathy and empathy, and reinforcement of students' feeling of ownership and control.

Written feedback (WF) refers to the correction of errors and weaknesses in content, organization, and language through writing. Furthermore, Harmer (2007)

pointed out two ways of giving written feedback in writing class; responding and correcting. Responding means the feedback is given by providing comments. While correcting means the correction is done by marking the error part in writing without providing any comments. In written feedback, the teacher makes use of direct and indirect correction, focused and unfocused feedback, and marginal and comments, in the forms of corrections, questions, imperatives, praise, and suggestions. Depending on the level of explicitness, teachers might provide written feedback in two ways, direct and indirect feedback.

The studies about teachers' feedback have been done by many writers. Some previous studies are relevant to this research. First, Sofi (2011) This study was to explore the ways teachers gave feedback to the writing class. The method, which the teacher used when giving feedback to students' writing, indicated a balance in utilizing both indirect and direct feedback.

Another previous study was conducted by Seden & Svaricek (2018), They explored EFL teachers' perceptions of effective feedback practices in relation to student learning. There were few teachers who perceived the formative nature of feedback as important and effective. Most teachers' perceptions of effective feedback were out-dated, and those perceptions significantly differed from the literature.

Some researchers only focus on oral feedback. Irawan & Salija (2017) this research identified types and students' perceptions of using oral feedback as well as the oral feedback used by teachers in EFL classroom interaction. There were two new ways of oral feedback found in this research. They were praise and

correction in corrective feedback and giving help in motivational feedback. Mostly, students perceived positively teachers' oral feedback based on its function and effect on them. Pinto & Santos (2008) viewed that the way in which teachers' oral feedback appears differs. Many different types of oral feedback are utilized in various contexts and in various ways. Because of the unpredictability of feedback providing, teachers' motivations for using oral feedback are uncertain. Ikeda (2010) argued, it is not easy for teachers to deliver it while keeping students' feelings in mind. Despite, the fact that oral feedback is necessary for learning.

However, studies on the types of feedback proposed by teachers in EFL junior high school classes have not been explored. Therefore, it encourages researchers to conduct research to find out the types of oral and written feedback used by teachers in EFL classes given by English teachers of SMP N 1 Enam Lingkungan.

Based on the explanation above, this study will analyze the English teachers' oral and written feedback at Smp N 1 Enam Lingkungan Padang Pariaman amid the COVID-19 Pandemic. Accordingly, all over the statements above, the researcher is motivated to do research with the title "AN ANALYSIS OF ORAL AND WRITTEN FEEDBACK GIVEN BY ENGLISH TEACHERS AT SMP N 1 ENAM LINGKUNG".



## **B. Identification of the Problems**

Related to this topic, the researcher found that There are some problems related to giving feedback from the English teachers.. Through this analysis, the researcher hopes to be able to find out the English teachers oral and written feedback.

## **C. Limitation of the Research**

In this research, the researcher will focus on analyzing on what types of oral and written feedback is used by teachers for the students at Smp N 1 Enam Lingkungan. The subjects of this study are the English teachers.

## **D. Research Question**

The problems of this research are formulated by the researcher in the following question :

1. What types of oral feedback are used by the teachers?
2. What types of written feedback are used by the teachers?

## **E. Purpose of the Research**

The purpose of this study is tries to analyze the type of feedback given by English teachers both oral and written feedback at SMP N 1 Enam Lingkungan.

## **F. Significance of the Research**

### **1. Theoretical Benefit**

This research will give information related on how teachers providing oral and written feedback and what type of feedback is used. Moreover, this study gives a favorable description for further research that needs to study the same

case, so this inquiry gets to be supportive data and a valuable reference for another study.

## **2. Practical Benefit**

### **a. For the English teacher**

The researcher hopes that the result of this study will be useful for the other teacher in giving oral and written feedback to the students toward teaching English. So, the teacher can improve the feedback strategies to become effective and efficient.

### **b. For students**

By using an effective feedback methods and appropriate strategies, the researcher hopes that students will get enhance the learning process. The students will not feel forced in learning English but they will feel happy to learn English since they are put in an enjoyable situation.

## **G. Definition of the Key-terms**

By knowing the key terms, it makes this research is easier to be understood by other researcher and the readers.

### **1. English Language Teaching and Learning**

Language teaching and learning is a complicated subject that includes socio-cultural linguistics, psycholinguistics, curricula, and instructional factors

### **2. Oral Feedback**

Oral feedback is when a teacher corrects a student directly after they make a mistake, and the student receives information from the teacher to help them correct their mistake and improve their speaking skills.

### **3. Written Feedback**

The written feedback is defined as comments, questions or error correction on students' writing.