

CHAPTER I

INTRODUCTION

A. The Background of the Study

Education is an essential process in human development. It is different from schooling. According to Adesemowo et al, (2022), Schooling is just one of how education is provided whereas education deals with the total process of human learning by which knowledge is imparted and different skills are developed. Education is also defined as the act or process of educating or applying discipline to the mind or a process of character training. Education is a life-long process that is always used to imply a positive state of mind. According to Bamisaiye (1989, p.9), Education is “a cumulative process of development of intellectual abilities, skills, and attitudes, all of which form our various outlooks and dispositions to action in life generally”. Education is an effort to help students’ souls, both physical and spiritual, from their nature towards a humane and better civilization. Education is a continuous and never-ending process, so it can produce sustainable quality that aims to create a future human figure and is rooted in the nation’s cultural values. The importance of the role of education in social life will make the government in a country including Indonesia continue to make changes so that all people can get education. Therefore, education can produce good achievements in the future and benefit the needs of each individual. Factors that influence a person’s learning achievement are motivation, interest in learning, family environment, teacher’s role, learning facilities, and others. For this research, will be discussed further is the Teacher’s Role.

According to Havighurst (2012), broadly speaking, the role of the teacher is to help students learn by imparting knowledge to them and by setting up situations in which students can and will learn effectively. However, teachers have a complex set of roles, which differ from one society to another and from one level of education to another. In this case, teachers also play a role in creating an effective learning environment. According to Thorn (2020), 6 teacher roles can create a positive learning environment, namely appearance, and voice when teaching, preparing materials thoroughly, providing feedback and praise, using more sophisticated learning tools, and displaying student work in the learning space to help provide a good balance between visual stimulation and asking for suggestions or opinions from students. One way to control students' language use in the classroom is to provide feedback. In this study, the focus of the research is feedback.

Feedback is information given to students regarding whether or not their language production and interpretation are correct (Cameron, 2001, p.237). Feedback can occur before and after the submission of assessments, but needs to be useful for students to improve their subsequent performance. Feedback is known to have a strong influence on learning but only if the learner can utilize it. Feedback is about improving students' understanding, skills, or other abilities such as study habits, motivation, and self-regulation. Feedback contains all information about what is right and wrong in something. Lewis (2002) states that students need to have a response as feedback to interpret the message. The main idea of feedback on this statement is response. When students say inappropriate words, the teacher must get a response. This may be a sign to them that the message cannot be interpreted.

From the definition of feedback, it can be concluded that feedback is a correction given by the teacher to students regarding the results of the student's work.

In classroom interactions, teacher feedback has two main purposes. The first purpose is for students to know how well they are doing and the second purpose is to increase their interest and motivation. For the first purpose, it appears that a teacher focuses on the correctness and adequacy of students' contributions. Meanwhile, for the second purpose, a teacher focuses on the messages that students want to express without evaluation, correction, or criticism. According to Verplaetse (2000), interaction in the classroom allows students to develop academically, socially, and communicatively. Apart from that, interaction also provides students with the opportunity to share their knowledge with others. A study conducted by Ha & Nguyen (2021) revealed that students prefer to receive feedback for all types of errors and want to be drilled into providing feedback from friends, while teachers are more selective in choosing feedback targets and are sometimes skeptical of their student's ability to perform colleague correction.

According to Cohen (1999), feedback is classified into two, namely oral feedback and written feedback. In this research, the focus of this research is oral feedback. Oral feedback is a type of feedback given orally, which is accompanied by interaction between the teacher and student of the feedback. This type of feedback can be given to one student, several students, and all students as a whole, before, during, and after the learning process. Students can be informed of their deficiencies verbally through feedback interactions. In teaching speaking, teacher's

oral feedback is needed by students so that students know their speaking abilities and motivate them to learn better. Several researchers have conducted research related to feedback in teaching speaking. Dana (2013) studied oral feedback in the English as a Foreign Language classroom; they also found some reasons why teachers seldom give oral feedback. For example, with clarification requests, the teacher will use clarification requests if she does not understand what students are talking about. Teachers are not advised to correct students' pronunciation when they speak. Teacher's oral feedback is essential for student improvement. This helps them to know their performance, mistakes, and their progress.

Based on preliminary observation at SMP Negeri 29 Medan, especially in class VIII, it was found that the teacher conducted an active learning process in speaking and students sometimes gave feedback in speaking activities. However, some students were afraid to express their opinions and thoughts during the teaching and learning process due to their limited English proficiency. The students tend to make mistakes in speaking, such as mispronouncing words, making sentences not according to grammar, and using inappropriate words. The teacher always notes their inappropriate words and corrects them. The teacher actively speaks English in class and always encourages students to do the same. When students receive speaking assignments, the teacher asks them to perform in front of the class and assesses the students. However, some students refuse to perform, sometimes some students perform in front of the class with poor abilities and the teacher does not just let them go without encouraging them. In the observation, it was found that there was feedback between students and teachers during the

learning process. Below is an example of classroom interaction that shows feedback given by the teacher to one of the students.

Teacher : Coba sebutkan apa yang kamu ingat contoh dari Verb 2?

Student A : play, flew, flown

Teacher : Bukan play, tetapi fly. Apa verb 2 fly?

Student A : Fly, flew, flown

Teacher : Good job!

It can be seen that the sentence “Bukan play, tetapi fly” is a type of Corrective feedback. Corrective feedback is a response given by the teacher to student errors and indicating correct statements. Then the sentence “Good job” is also a type of evaluative feedback, namely a form of assessment of student performance or work (Tunstall & Gipps, 1996). Tunstall & Gipps (1996) classify ways of evaluative feedback into rewarding, punishing, approving, and disapproving.

Based on the transcript of feedback on classroom interaction, the teacher encourages and helps students to be able to follow the learning according to the learning objectives. The teacher is active in providing different feedback to the different abilities of each student. Based on the observations described above, the phenomenon of oral feedback given by the teacher at SMP Negeri 29 Medan needs to be studied further and that is why this research will be conducted.

B. The Problems of the Study

1. What types of teacher oral feedback are implemented by the English teacher in the classroom interaction during teaching the eighth-grade students at SMP Negeri 29 Medan?
2. How does the teacher implement oral feedback in the classroom interaction?

C. The Objectives of the Study

1. To describe the types of teacher oral feedback that were found in the classroom interaction in eighth grade at SMP Negeri 29 Medan.
2. To investigate the ways the teacher implements oral feedback in classroom interaction.

D. The Scope of the Study

During teaching, the teacher needs to assess the student. Assessing the student can be informed during feedback. Feedback is divided into two forms, namely oral feedback and written feedback. The study will focus on oral feedback.

E. The Significances of the Study

After conducting this research, it is expected that some of the benefits of the research are aimed for both theoretical and practical implementation. Here are detailed explanations:

A. Theoretically

The results of this study will provide new information and suggestions for determining what type of oral feedback is suitable for teachers to use in classroom interaction.

B. Practically

1. English Teacher

The results of this research will guide English teachers in teaching, especially in speaking activities, by providing a good explanation of oral feedback and how this feedback is given in the teaching and learning process in the classroom. It is hoped that after knowing the results of this study, the teacher can improve their feedback techniques, especially in terms of improving students' speaking skills.

2. Students

By providing a good explanation of the teacher's oral feedback used in classroom interaction, it is hoped that students can improve their speaking skills in providing feedback both to the teacher and other students.

3. Other Researchers

The results of this research can inspire other researchers to conduct other research related to teacher feedback or other subjects related to feedback.

