

CHAPTER I

INTRODUCTION

A. Background of the Research

Communication is the act of conveying information from one place to another by transferring information, ideas, emotions and skills, using symbols such as words and gestures so that it can be understood between individuals. Communication can be categorized into two types: verbal and non-verbal. Verbal communication encompasses several key elements, including voice, speech, and language. This form of communication, unlike non-verbal communication, is often known as communication without the use of words.

Interactions like this often occur in any environment. These interactions also occur in schools, such as interactions between principals and teachers, between teachers and teachers, and between teachers and students. This interaction is of course intended to achieve mutual understanding with each other. Bee (2012) said that a good teacher not only needs content knowledge but also the art of good behavior, empathy towards students and good communication skills to establish deep intimate interpersonal relationships class. This understanding leads to successful communication and quality interactions which facilitate the teaching process, because class interaction will influence students' perceptions and their level of participation. Thus, this interaction allows learners to be involved in an environment that provides opportunities to use language. And also, looking at instructor and learner interactions will allow the author to examine the type of language communication practiced in the classroom.

Language communication is very important in class activities, and influences learners' activity in class, especially in speaking English. Rahmat and Munir (2018), stated that factors that make learners not like speaking English are because of their individuality, such as language insecurity or ability to speak in English. the target language itself. Arif, Zaim and Refnaldi (2018) stated, an active teaching and learning process in the classroom requires both teachers and learners to be willing to engage in classroom interactions. By interacting in class, teachers give learners the freedom to express their opinions and have the desire to be involved in class interactions so learners dare to try speaking English in class. Therefore, Instructors should include speaking activities in the classroom to encourage learners to use English.

Speaking is a skill that must be mastered by learners for communicate in English. Harmer (as cited in Pohan & Manurung, 2020) argues that through speaking, the students will understand ideas, opinios and information from other people. Therefore, speaking skills are important for learners to improve communication skills orally in learning. Kosar And Bedir (2014) Stated, a fundamental to language learning. It is often assumed that success in language learning is demonstrated through improvements in speaking skills. Leong And Ahmadi (2017) explained that speaking is the most important skill that is very influential for smooth communication. It means without speech, there will be no communication between learners and instructors, or learners and learners in class. In performing English speaking skills, sometimes learners experience several

errors in speaking, such as verbs or adjectives, as well as grammatical mistakes like incorrect usage of prepositions, pronouns, or tenses.

To overcome this problem, learners need feedback in classroom interactions such as teacher feedback. Teacher need to offer feedback as a means to help learners comprehend language during the learning process. This is where the role of teacher feedback is really needed in the learning process in the classroom. Oral feedback is a form of communication where learners receive feedback from the instructor who corrects them clearly or even asks them to explain and clarify what they said. Teacher must provide feedback as a means to give learners information that helps them understand their language use during the learning process.

Black, et al (2018) stated that “feedback is very important in helping learners learn English well”. Teacher also have a role in providing feedback to learners during class interactions so that learners are encouraged to express the opinions they have. When giving feedback, teacher not only offer information or comments to their learners but also consider the type of feedback each learner requires. Numerous studies have explored oral feedback in class settings, whether given by instructors or peers. Several studies have shown that oral feedback from instructors enhances class interaction. (Irawan & Salija, 2017; Sahyoni, 2018; Saleha (2019); Yulia & Zainil, 2021) in the class.

Then Lewis stated that one of the purposes of feedback is to provide information for instructors and learners. This is a form of ongoing assessment that focuses more than grades. By pointing out strengths and weaknesses, comments offer insights into the learner's progress, unlike grades which tend to compare one

learner with another. Besides that, he stated that feedback is a way to inform learners about their progress and is also able to facilitate them in improving their abilities. This means that the feedback given must be objective so that learners know what they are doing, know which parts are lacking, and know which parts are good. By looking at these facts, it can be concluded that to improve good learning, the feedback given by instructors must be clear, useful, objective, encouraging, and proportional.

Various types of oral feedback were utilized to correct student errors. And teachers tend to use only specific types of oral feedback. Ayedh (2011) and Asmayana (2015) discussed teacher's perspectives in providing oral feedback. The research indicates that there are significant differences in learners' writing and speaking skills before and after receiving oral feedback from the instructor. It means, feedback can have a direct impact on learner teaching outcomes because it can improve learner learning outcomes.

Providing feedback is important for improving learner learning performance. Learners can gain knowledge from the feedback provided by their instructor. Related to Gholamreza (2013), providing feedback has been considered important in developing language learners' overall competence in various contexts. It can train learners in speaking, especially in speaking English. Learners still often experience difficulties in speaking and providing ideas in learning. These are crucial not only for learners but also for teacher and can serve as supportive feedback by addressing errors, teacher and learners can understand the

quantity and quality in their speaking so teacher have an important role to encourage learners by providing feedback when interacting in class.

Researcher have found learners' problems when learning based on observations made. The problems experienced are the learners' inability to pronounce English correctly and clearly, as well as their inability to express the ideas they have using the correct language structure. Therefore, researcher motivated to conduct research on these problems. Learners really need instructor feedback and input from instructors, because it influences the development of learners' skills. When receiving input from teachers, learners must give answers correctly and clearly, so the teacher's oral feedback is important in solving conflicts that occur in classroom interactions. Teachers must also know which oral feedback can be given to learners during discussions in class, so that learners are motivated to have the courage to start communicating clearly in English.

Based on initial observations made by researcher at SMP Gajah Mada Medan, there were learners who still have difficulty speaking English. Learners often experience difficulties in answering questions given by teachers in class interactions. Based on these facts, the researcher concluded that learners are still weak in speaking English. So, the hope is that learners will be able to speak English well and correctly according to grammar.

Regarding the importance of teacher's oral feedback on student responses in speaking skills, this research is intended to analyze teacher's oral feedback on student responses in English speaking skills during the classroom interaction. This research will analyze the types of teacher's oral feedback on learner responses,

and knowing the type of oral feedback that is most dominantly use by the teachers in classroom interactions, which is able to help and improve learners' English speaking skills well and correctly.

B. Problems Of the Research

The problems could be formulated as follow:

1. What types of oral feedback are used by the teacher on student's response in classroom interaction?
2. How do the teacher's use types of oral feedback on student responses in classroom interactions?

C. Objectives of the Research

1. To determine the type of teacher's oral feedback that is dominant and most frequently used by teachers regarding student responses in classroom interactions.
2. To find out reason how do the teacher use the type of teacher's oral feedback on student's response in classroom interaction?

D. Scope of the Research

The scope of this study is to analyze the type of oral feedback that teachers use on student responses in classroom interactions. This research was limited to seventh grade learners on descriptive text material in the second semester at SMP Gajah Mada Medan.

E. Significance of the Research

1. Theoretically

The researcher hopes that this study can provide information to readers about the types of oral feedback that teacher can give to learners to correct their mistakes and improve their English skills in classroom interactions.

2. Practically

a. For students

The researcher hope that this research will be beneficial to students by increasing student's enthusiasm and performance in speaking through the teacher's oral feedback given in class interactions.

b. For teachers

The researcher hope that this research can be useful for teachers and increase teacher's insight into the importance and influence of teacher's oral feedback on student responses to produce good English in classroom interactions.

c. For other researchers.

The researcher hopes that this research can be useful and provide information to researchers who want to conduct relevant research and can be used as a reference regarding teacher's oral feedback on student responses in speaking in classroom interactions.