CHAPTER I
INTRODUCTION

1.1   The Background of the Study

Teacher's feedback, one of the aspects of teacher talk, has become an essential and inevitable component of fostering communication in EFL classroom. Hattie and Timperley (2007) stated that feedback is conceptualized as information about one's performance or understanding delievered by an agent (eg: teacher, peer, book, parent, self, and experience). This indicates that both teachers and students would provide feedback in learning process. Black and William (1998) stated that the teacher will involve in learning when their focus to feedback on specific students' work. All of this indicates that the feedback from the teacher is applied mostly by students to make them achieve good results and succeed in their study of English. Norrish (1983) stated that an error as a systematic deviation that happens when a student have not learn something and consistently get it wrong. This means that in order to analyze the students' work, the teacher had to provide oral feedback. The teacher firstly explains to the students what is incorrect without show them what is correct.

Oral feedback from teachers on various topics are components of classroom interaction. Huong (2020) stated that several studies have shown that students oral feedback do not always match in teacher practice. Additionally, the presence of oral feedback is inevitable, because teacher's oral feedback always happened in classroom interaction. Wanphet (2006) stated that interaction in the classroom refers to the interaction between teacher and student in the classroom.

In the classroom, teaching and learning require all of the necessary elements, including the teacher, the students, and the instructional resources. The teacher should also be conscious of encouraging positive and fruitful student engagement. The students must achieve the purpose of the teaching and learning process in the classroom interaction. The teacher's proficiency with the subject matter, choice and application of the teaching technique, evaluation of the teaching process, and learning outcomes are some of the aspects that define good interaction in the learning process. In the classroom interaction, the presences of conversation mostly occurs between student and teacher. Sometimes, students have difficult in answer questions or giving opinions. Additionally, the student's made a mistake in choosing the right diction for certain words. If the problem occurs, the teacher will fix the error and prevent it from happening gradually.

The researcher conducted preliminary research at SMP Swasta Santa Lusia Sei Rotan by observing teaching and learning process of English in the eighth grade students. The research discovered that students received assignments from their English teachers as part of the learning process. After completing the assignments given by the teacher, students are asked to read their work. Then, the teacher gives oral feedback to students' work. The explanation as follows:

1. Students   : Lia always maked dinner everyday. She likes cooking

Very much.

   Teacher   : **Makes** is not maked. Its makes, add make+s becomes

Makes. Because it is Simple Present Tense.

2. Students   : A deer has horns, but a dog <u>don't</u>

Teacher   : A deer has horns, but a dog <u>don't</u>, a dog it is third

Person singular noun forms (She, He, It). So, we use does

Not do. In the negative becomes does not or **doesn't.**

Teacher corrected students' work based on the preliminary data shown above. For the aforementioned example, the teacher used the corrective feedback type to fix the grammar. The teacher used recast feedback to correct the students' work during corrective feedback. The teacher may also correct good or poor student work on tasks. The teacher can then use classroom interactions to motivate students and provide them feedback on their performance.

Black, et al (2018) stated that the importance of feedback is to help the students to learn English well. When the teacher knows what the students want in teaching and learning process, the teacher should prepare appropriate types in giving oral feedback in order to help the students to learn English well.

The researcher discovered certain issues based on the data in the initial observations. The kids' inability to pronounce English correctly and speak it clearly, as well as their inability to organize a phrase grammatically, were the problems. As a result, the researcher is motivated to conduct studies to find solutions to these issues. Since oral feedback from teachers affects pupils' ability, the kids actually need the teacher's input. When receiving feedback from the teacher in the classroom, the students should be able to communicate clearly in English and comprehend where they went wrong. Therefore, oral feedback from the teacher to students in resolving conflicts that arise during English classroom interaction. The teacher should be aware of the many forms and purposes for

which oral feedback is given during class discussions in English. The eighth grade students of SMP Swasta Santa Lusia Sei Rotan participated in a qualitative study to assess and investigate the sorts of oral feedback given by teachers and the reasons behind these practices.

1.2 The Problems of The Study

In line with the background of the study above, the writer formulated

The problems of the study were:

1. What types of teacher's oral feedback are used in English classroom interaction at the eighth-grade students of SMP Santa Lusia Sei Rotan?

2. Why does the teacher give oral feedback in English classroom interaction at the eighth-grade students of SMP Santa Lusia Sei Rotan?

1.3 The Objectives of The Study

The objectives of this study were:

1. To investigate the types of teacher's oral feedback used in English classroom interaction at the eighth-grade students of SMP Santa Lusia Sei Rotan.

2. To explain why teacher give oral feedback in English classroom interaction at the eighth-grade students of SMP Santa Lusia Sei Rotan.

1.4 The Scope of The Study

This study are limited to investigate and to explain teacher oral feedback in English classroom interaction. The teacher were brought three topics, namely inviting someone, giving instruction, and asking permission.

1.5 The Significances of The Study

1. Theoretically

The researcher hope that this research gave information to reader about the types of oral feedback that teachers can provide to students repair their mistakes and improve their English language in classroom interaction.

2. Practically

a) For students

The researcher expects that the research will be able to improve the students' performances in oral through teacher's oral feedback in classroom interaction.

b) For the teacher

The researcher expects that the research will be useful for the teacher in teaching-learning process. The teacher's oral feedback also can affect and improve the students to produce English well.

c) For other researchers

The researcher expects that the research will be usefull for those who wants to conduct in relevant to study and the findings of this study can be used as references for next research.