# CHAPTER I

# INTRODUCTION

## 1.1 The Background of the Study

Foreign language skills are very important in this developing era. Moreover, the ability to speak English is very crucial, as English is an international language. However, according to research on the English proficiency index by Education First (EF) in 2022, Indonesia has an English proficiency index score 469. Indonesia's score is in the low proficiency category and is ranked $81^{st}$ out of 111 countries that took the test. This shows that Indonesia's English skills are still lacking.

Due to that reason, today's educational development focuses on creating an interactive and communicative learning environment with the goal of developing students' potential (Utomo, 2023). Meaning that it calls for interaction that involves more than a person. It is said by Brown (2007) that interaction in the classroom is essential because it allows teachers and students to exchange ideas, feelings, and thoughts. Wang and Castro (2010) stated in their research that students who are involved in classroom interaction in doing tasks performed much better than those who are not engaged in classroom interaction.

Teachers should understand that interaction is needed for students to be able to speak in English. Not just any interaction, but one that allows students to convey messages or thoughts so that they can converse with the teacher or other classmates in order to improve their speaking skills.

Teachers can also interact with students, and one of the interactions is by providing feedback to the students.

Providing feedback in the classroom is essential for student growth and development. It helps students understand their strengths and areas for improvement and provides them with guidance on how to improve their performance. There are two ways in which teachers can provide corrective feedback to students. Cohen (1990) suggests that errors can be corrected through two different types of feedback; written and oral feedback.

Oral corrective feedback (OCF) was an essential aspect of classroom interaction for several reasons. Oral corrective feedback is important in English classrooms for several reasons. Firstly, it assisted students in identifying and correcting their mistakes in real-time, a key component of language learning. It is easier for students to remember the correct form if they receive feedback on their errors immediately (Syakira, 2022). Moreover, a collaborative and supportive learning environment can also be created through oral feedback (Monteiro et. al., 2021). Corrective feedback motivates students to take risks and participate actively in class discussions, increasing their engagement, motivation, and language confidence.

According to Alzubi (2022) in his research about the use of OCF in one-to-one EFL classrooms, providing corrective feedback to the learners helped them respond correctly to the teacher's utterance. Additionally, learners admitted that teacher correction played a role in their overall improvement in English. Furthermore, all three studies (Hussein & Ali, 2014), (Kirgoz & Agcam, 2015),

and (Voerman et al, 2012) mentioned that learners can use feedback to improve their language learning. In other words, feedback is provided when the target language is used incorrectly by learners. Explicitly or implicitly, feedback indicates that the student's statement in the target language is incorrect.

Based on the researcher's observation in SMP Taman Siswa Medan, the researcher found that there were still a lot of students who have difficulties communicating in English. When the teacher asked them to speak in English, the students are only able to speak just a few words or short sentences. The teacher seldom gave any feedback and sometimes did not give any feedback at all. The reason was that the teacher thought by giving feedback, it would take more time to correct students' speaking and also, she did not want to criticize the students often. Therefore, the students made the same mistakes over and over. Moreover, the teacher had to consider the student's proficiency in giving feedback because some high proficiency students can understand better when given feedback compared to low proficiency students. This reality contradicted with Lyster's theory. A language learning strategy that relies on oral corrective feedback, according to Lyster & Ranta (2007), can help students retrieve the target language knowledge they already possess. They also stated that feedback is not always to criticize but to help students and motivate them to improve their speaking. Additionally, Kurikulum Merdeka recommends that students use English to interact with teachers, peers, and others in formal and informal familiar contexts in order to exchange ideas, experiences, interests, opinions, views, and opinions. Students should be able to engage in discussions or presentations on general

interest topics or giving opinions. Yet, the researcher found that the students have not been able to achieve the achievements stated in Kurikulum Merdeka.

The purpose of this study was to investigate the oral corrective feedback that took place in the classroom, as previously explained. The primary goal of this study was to examine the types of oral corrective feedback that teachers employ as well as their feedback-giving strategies during oral classroom interactions with students.

## 1.2 The Problems of the Study

Based on the background of the study, the problems of the study were formulated in the form of questions:

1. What were the types of Oral Corrective Feedback (OCF) used by the teacher in oral classroom interaction at SMP Taman Siswa Medan?

2. How did the teacher give Oral Corrective Feedback (OCF) in oral classroom interaction at SMP Taman Siswa Medan?

## 1.3 The Objectives of the Study

Based on the problem of the study, the objectives of the research were as follows:

1. To investigate the types of Oral Corrective Feedback (OCF) used by the teacher in oral classroom interaction at SMP Taman Siswa Medan.

2. To investigate the process of giving feedback using Oral Corrective Feedback (OCF) in oral classroom interaction at SMP Taman Siswa Medan.

**1.4  The Scope of the Study**

There were two kinds of teacher feedback in the teaching and learning process, namely: Written Corrective Feedback and Oral Corrective Feedback. However, this study was focused on analyzing types of Oral Corrective Feedback (OCF) and the process of giving Oral Corrective Feedback (OCF) in oral classroom interaction at SMP Taman Siswa Medan in Ninth Grade.

**1.5  The Significances of the Study**

This research was expected to be useful in some valuable contributions theoretically and practically, as follows:

1. Theoretically, it was useful to provide information about the analysis of teacher's Oral Corrective Feedback (OCF), including the types of feedback and how the teacher gives feedback to the students, particularly in oral classroom interaction.

2. Practically, the findings were useful for:

   a.  For the teacher

   The findings of the study were expected to inspire English teachers to find out the types of feedback that is given to the students and the process of giving oral corrective feedback to the students appropriately.

b. For the students

The findings of the study were expected to assist students in improving their speaking skills by giving them a better grasp of the types of oral corrective feedback available.

c. For other researchers

For other researchers, this research was expected to be a reference for those who want to conduct research about Oral Corrective Feedback and oral classroom interaction.