CHAPTER I

INTRODUCTION

A.   Background of the Study

English has become a primary language of communication. Millions of people speak it because it is an international language. Those can converse with people who speak a different language. English has also become one of the important competencies for worldwide communicators and people must study English in order to compete. Students must be master four linguistic skills: listening, speaking, reading, and writing, which are divided into receptive and productive categories.

During the teaching and learning process, these primary objectives must be achieved. It is insufficient for students to master merely receptive skills. They should master the others after mastering one. Speaking is a vital skill for students as a form of direct communication and it is one of the four major skills. It is one of the most crucial talents to master in order to be successful in communicating ideas, thoughts, and opinion orally. We cannot connect with one another without speaking. Communication is crucial because it serves a purpose.. Communication takes place in the classroom because the teacher has something new to impart to the students. Studentscommunicate with their teacher and peers in the same way because they want to learn new things and share their opinions.

Communication is carried out during this situation by interactive dialogue between and among teachers and students, and also between students and teachers.Based on the fact, it can be concluded that the students have low ability in

speaking. It was discovered that in the classroom, if the teacher begins, promotes, and asks the students to talk, the students will participate in the conversation. The teacher initiates the discussion by asking questions.

Underwood (1997:11) explain students must recognize that learning to speak includes three areas of knowledge: 1) mechanical elements of language, such as pronunciation, grammar, and vocabulary, which students must develop in order to speak fluently, and 2) speaking functions (transaction and interaction), which allow the speaker to know when message clarity is required. 3) sociocultural standards (such as turn taking, rate of speech, duration of pauses between speakers, relative roles of participants) that allow an individual to understand the conversational environment, to whom the students are speaking, and what the aim of speaking is.

Speaking is considered an important skill in our life. As Thornburry (2005, p.1) points out, communicating with others is an important aspect of daily life that we sometimes overlook. It means that speaking is a crucial ability for communicating with others. As a result, students learning a foreign language must practice speaking inthe target language. Teachers can stimulate interactions with students in the classroom by speaking the target language throughout, according to the researcher, to get students adapted to communicating in the target of language.. Walsh (2011, p. 33), there are numerous distinct characteristics of verbal interaction in speaking class: (1) In direct-error correction, the teacher interacts with students to fix mistakes they made during the conversation. Errors are corrected immediately and directly, saving time and effort. (2) In content feedback, the teacher expresses

personal reactions to naturally occurring comments. Its goal is to provide oral fluency practice using conversational language that is appropriate for their pedagogic purposes and language use.

(3) Because she or he does not always accept the initial input that students provide, a teacher who seeks clarification and checks for confirmation has the opportunity to maximize learning potential. (4) During extended wait times, teachers allow students to manage their turn taking without teacher assistance. Allowing students to control their turn-taking will improve the number of responses because it will lead to more complicated answers and student participation.

Hong (2009), Pinkevience (2011), and Cohen (2011) researched IRF and classroom interaction, and various studies demonstrated that IRF can generate active contact between teacher and students in classroom interaction. Because the instructor and students are the forcethat establish classroom interactions, it is impossible to separate them. Both of them must be in equilibrium. Too much teacher interaction with pupils makes students inactive and prevents them from improving theEnglish.It has the certain pattern on of them is IRF. This pattern stands for initiation, response, feedback is a pattern of discussion between teacher and students. The teacher initiates , the students respond, the feedback given by the teacher is known as IRF. Sinclair and Coulthard's(1975 three-part forward . In general, these research revealed that the IRF pattern is the most common sequence in classroom interaction. However, the number of studies examining IRF reflection in classroom interaction and the prevailing exchange among I, R, and F is not as large as the number of studies examining IRF use. As a result, the purpose of this

study is to examine the IRF (Initiation-Response-Feedback) reflection in speaking class, as well as the prevailing interchange among I, R, and F.

As stated by Dayag et al. (2008, p.5), initiation (I) is the movement in which a teacher initiates an interaction. Initiation is when a teacher asks a question or takes an action to encourage students to interact in the classroom. It is the teacher's initiative to encourage students to involve themselves in a conversation or interaction. It is the stage "where the instructor has to do something is to get the pupils involved, engage, and ready," according to Harmer (2009, p. 111). It is also thought to be a significant approach to establish an engaged language classroom since it gives students with constant stimulus.

Second, response moves (R) are actions taken by students in response to the teacher's commencement. Dayag et al (2008, p.5) conducted that the teacher initiates the response in response to the participants' initiation move. It indicates that students participate in response to teacher instructions.

The final exchange of a turn is feedback/follow up (F), which tries to provide feedback to students' responses. According to Dayag et al. (2008, p.5), feedback completes the cycle by bringing the initiation and response to a conclusion. It means that students receive immediate feedback or feedback on their responses.

Feedback can be defined as an oral or written feedback to someone's performance provided by another person, such as a teacher or peer. Purnawarman (2011) also claims that primary feedback has the most impact on students' learning and accomplishment. This is because a teacher has a significant impact on a

student's learning and achievement in school (Hattie and Timperley, 2007). According to Lewis (2002), feedback serves five purposes: it offers information to teachers and students, it provides students with advise on learning, it provides students with language, it is a form of information, and it can bring students to autonomy.

Based on my observations during my English teaching practice, I discovered that the teacher's failure to provide feedback to the students causes the students to respond less during the teaching learning activity.. The teacher only focused on the activity of the teaching learning such as explaining the material, asking the students to do their work related to the material discussed but she did not realize that her students did not follow the learning. Meanwhile feedback itself is necessary to stimulate the student's spirit in learning. When students receive feedback from their teacher, it will make them feel good about themselves. Teachers who contribute more to students' achievement should lead their students to be good speakers when teaching the English learning process.

The students usually make mistakes and errors in speaking. Those are not only important for the students but also for the teachers and can be supportive feedback because through mistakes and errors, teachers and students can understand the quantity and quality in their speaking,

Infact, According to early observations made during study at SMKS Eria Medan, many students are still having difficulty communicating. Sometimes, when the teacher asked the students to response the teacher question, they just speak one-three words. Then, when the students wanted to response the teacher's questions,

they did not understand because they are lack of vocabulary, they were afraid to speak up because of their wrong pronunciation and grammar. After that, the students have low confidence in speaking English and lazy to create speaking in the class.

The students have a limited ability to communicate. The expectation is that the school's students will be able to communicate well in English in terms of grammar, pronunciation, vocabulary, fluency, and comprehension.Students require feedback, such as teacher feedback, to tackle this difficulty. especially in oral feedback because teacher's oral feedback has an influence on the students speaking ability.

Based on the preliminary data the students made errors by saying the wrong object pronoun, verb, and auxiliary and the teacher corrected the errors immediately. The teacher used the praise feedback to give a positive comment to the students, the teacher used recast to completely remodel a learner's ill-fomied utterance and supply significant information that is either missing or incorrectly employed in the learners' utterance (Veliz 2013, Rassaei 2013, Sheen 2007). (Veliz, 2013: 22:87). The repetition feedback is the teacher repeated the student's error with different intonation to indicate that there is an error so the students will pay attention to it (Lyster and Ranta, 1997). For correcting the error of verb and the used of auxiliary the teacher gave the explicit correction to the students by providing the correct form. Teacher used metalinguistic feedback to give comments, facts, or questions relating to the students' utterances, is discussed to strengthen the students' knowledge of target forms by offering metalinguistic

information. In teaching English, the teacher should consider what kind of feedback that they should give to the students in the classroom in order to encourage them in acquiring English and avoiding them to make some errors. Correcting students" errors sometimes lead students to be demotivated. Inappropriate correction or negative feedback from teacher might influence student's anxiety, which means it might cause fossilization (Vigil and Oiler 2000; Rahimi & Dastjerdi 2012) and it can cause student blanking on to say something in the target language (Ortega, 2009). Therefore, giving correction to students" errors should meet their expectation (Odalejo, 1993; Katayama, 2007), so that they still can revise their errors and improve their English in way of correction that they can accept. Since, students expect feedback from the teachers every time they try to speak English. For them, feedback is one way to make them closer to English and finally acquire it as their second language.

A previous researcher Septiana, Daud, & Heriansyah (2016) about Students' Perception on the purpose of the Teacher's Oral Feedback was to describe the students' perceptions of the teacher's use of feedback in addressing their oral faults. by English teacher of SMAN 4 Banda Aceh. The result, revealed that there was feedback, specifically oral feedback given by the teacher during an oral exercise, and that almost all of the students had a good attitude toward the input, with just a small number of students having a negative attitude.

Suryoputro and Amaliah (2016) did another study on EFL students' responses to oral corrective feedback and uptakes in speaking classes. This study looked at how Oral Corrective Feedback and student uptake affected EFL students'

learning in speaking classes. The data is collected through an interview and documentation.

Lami (2019) also demonstrated the importance of feedback in teaching because it shows a learner's mistakes, allowing them to gradually eliminate them over time. Practice is vital for speeding up the learning process and enhancing pronunciation.

The phenomenon of feedback can also happen in teaching speaking class. Students can speak English but they also rechecked their grammar, pronunciation, vocabulary, fluency and comprehension.The teacher is dominant in talking to the students and find that the students has problem in speaking.

B.   Problems of the Study

In line with the background of the study above, the problems could be formulated as the following:

1. What types of oral feedback are used by the teacher towards students' response?

2. Why are the teacher's oral feedback used by the teacher towards student's response

C.   Objectives of the Study

Based on the problem of the study above, the researcher formulates the answer of the study as:

1. To investigate the types and dominant type of teacher's oral feedback towards students' response for grade eleventh in SMKS Eria Medan

2. To describe the realization of types and the functions of teacher's oral feedback towards students' response for grade eleventh in SMKS Eria Medan

D. The Scope of the Study

The scope of this study is analysis the oral feedback towards students' response in speaking skill. This method is used based on analysis of the learners which will support their understanding about oral feedback. It will implemented in grade eleventh in SMKS Eria Medan.

E. The Significance of the Study

In the significance of the research, the result of this research is expected to be any use as follows:

1. Students must be aware of the problems that they face when studying English. They would learn more about how to learn English and address their problems if they were aware of their obstacles..

2. For English teachers who want their students to be more interested in the teaching and study of the English language in class. The findings of the study will provide students with feedback on the difficulties of English teaching and learning, with the aim that they will be encouraged to find solutions.

3. For the researcher This study can provide information to the researcher regarding the role and benefits of students' responses to English language teaching and learning in the classroom. The researcher will need a fresh source of information on the difficulties oflearning English