

# CHAPTER I

## INTRODUCTION

The first chapter presents the brief elaboration of several elements covered in the study. They are background, statement of problem, aims of study, the significance of the study, scope and limitation of the study, and definition of key terms.

### **A. Background of the Study**

English as a Foreign Language (EFL) is being taught in mainstream schools around the world. As part of a larger curriculum of general education, EFL teachers have an opportunity to focus on aspects of learning beyond grammar, vocabulary, and the traditional four skills. Speaking is one of the four language skills in English. In Indonesia especially in SMAN 8 Kediri, English is a foreign language. Sometimes teacher getting difficulties when they teach English, because students use Indonesian language as everyday language and Indonesian language also becomes second language. One of ways to support learning English in classroom is giving feedback. In everyday classroom interaction, giving feedback is one of important thing to make the classroom more life, in order to generate motivation for students.

Feedback is a process of sharing observations, concerns and suggestions between persons or divisions of the organization with an intention of improving both personal and organizational performance. In teaching and learning schemes,

feedback is prominently introduced by Sinclair & Coulthard. It comes from the idea of I-R-F exchange structure where 'I' is the teacher initiation to pose a question, 'R' represents students' performance or work, and 'F' is the teacher feedback or follow up to students' performance or work.<sup>1</sup> It could mean feedback used to evaluate and follow up student's work or assignment. In communicative assignments feedback does not need to be that precise, whereas in accurate assignments, where one needs to use a particular form of the word or for example the right tense, it is better to give feedback that points out the error or even corrects it.

Feedback can be divided into different subcategories, such as *written* or *oral* feedback. Oral feedback is a spoken feedback mode. Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way. Oral feedback also have some categories, they are oral positive feedback, corrective feedback, evaluative feedback, descriptive feedback, etc. In this study the researcher focus on oral corrective feedback.

In recent studies, many studies that have studied about teacher's oral feedback such. Elaborated by Diana Mahdi and Noha El Saadany entitled "*Oral Feedback in the EFL classroom*". The second study was doen by Elis Homsini Maolida entitled "*A Descriptive study of Teacher's Oral Feedback in an ESL*

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<sup>1</sup> Sinclair, J. & Coulthard, M. 1975. *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. Oxford: Oxford University Press.

*Young Learner Classroom in Indonesia*” present about types of oral feedback that teacher use. The third research was done by Irawan & Kisman 2017 “*Teacher’s Oral Feedback in EFL classroom Interaction (A Descriptive Study in Senior High School in Indonesia)*).

The previous studies have presented the findings of oral feedback in Indonesia. Therefore, the researcher is interested to do the same research in SMAN 8 Kediri. Some reasons why researcher doing this research in SMAN 8 Kediri. First, because there is no research about teacher’s oral feedback in SMAN 8 Kediri. Second, the school still use curriculum ktsp which teacher become a central in class.

The teaching and learning process can occur with it. The feedback content can support students’ good performance and achievement in English learning. This brings to a noteworthy comprehension that oral feedback can contribute to the language learning.<sup>2</sup> So, based on the previous explanation, the researcher will conduct a research entitle “*A Descriptive Study of Teacher’s Oral Feedback in EFL Classroom Interaction at SMAN 8 Kediri*”

## **B. Problem of Study**

Based on the background of the study above, the researcher formulates a problem as follow : 1. What types of oral corrective feedback are used by the teachers in EFL classroom interaction?

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<sup>2</sup> Ellis, R. 2009. Corrective Feedback and Teacher Development. *L2 Journal*, 1(1), 3-18.

## **1. Objective of Study**

Based on the research question, the objective of this study is to find out and to describe the types of oral corrective feedback used by the teacher in teaching English.

## **2. The Significance of The Study**

A research should have significance to this world. Minimally, it has significance to the researcher or the institution where the researcher doing the research. The research hopes that it will be useful not only the researcher or reader but also teacher.

### **1. Researcher**

Through this study, the writer will be able to improve her knowledge in writing good paper and to improve knowledge in teacher's oral feedback to improve English ability.

### **2. Teacher**

For the teachers, researcher hopes this study can help teacher to knows some types of oral feedback which encourage students work. Therefore, the teacher After knowing the description of oral feedback, teacher more aware when correct the students error answer and giving feedback.

### **3. Scope and Limitation**

The scope and limitation are needed to make research easier to do. It will help in research to getting the data. The scope of the study deals with teacher's oral feedback in EFL classroom. The investigation is concentrated on teacher's oral feedback when correct students oral errors in EFL classroom. The current study is limited to the class observation in which teacher teaching English.

### **4. Definition of Key Terms**

To avoid the misunderstanding and ambiguity of several terms used in study, the following key term are clarified.

#### **1. Oral Feedback**

Oral feedback is a powerful force for moving pupils on and will be the most regular and interactive form of feedback. It is both direct (targeted to individuals or groups), but also indirect (others listen and reflect on what has been said). Teachers' comments should pupils' efforts and achievements to date, and developmental- offering specific details of ways forward.

#### **2. EFL**

EFL is an abbreviation for English as a Foreign Language. It is the teaching of English to students whose first language is not English.<sup>3</sup> EFL

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<sup>3</sup> Electronic Cambridge Advanced Learner's Dictionary, 2007.

is an English as Foreign Language. EFL classroom is a class which student use English language as foreign language or different with their first language. A term typically used in non English – speaking country, like Indonesia.

### **3. Classroom Interaction**

Amy B.M. Tsui defines classroom that the classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. the teacher has certain perception about his or her role in the classroom.<sup>4</sup>

Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called “interaction”.

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<sup>4</sup> Tsui, Amy B.M., Introducing Classroom Interaction. Penguin books Ltd,1995, P.1.