

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter deals with the literatures related to the present of study. It discusses Feedback, Oral Feedback, Types of Oral Feedback, and Oral Feedback in Classroom Interaction.

A. Feedback

The word *feedback* is found in man context but not only limited to the educational definition. The general definition of *feedback* is a process in which the factors that produce a result are themselves modifies, corrected, strengthened, etc. Askew defines *feedback* in other words, as “a judgment about the performance of another with the intentions to close a gap in knowledge and skills”.¹

Feedback is a term that has numerous definitions, and it has been proven relatively difficult to define precisely. Moreover, feedback can relate to several issues, and it can be used for different purposes. Here, however, the focus is on education and thus definitions related to that context are presented. According to Westberg and Hilliard that One way of understanding feedback is to see it as “information that students are given about their performance with the intention of guiding them in acquiring desired attitudes

¹ Askew, S. (2000). *Feedback for learning*. London: RoutledgeFalmer. p.6

and skills”.² Hattie and Timperley modestly say feedback to be “one of the most powerful influences on learning and achievement”.³ With this note, it is important to truly see the effect that feedback has on people in different contexts and situations, all the way from homes to schools and classrooms.

Another definition of feedback from Taras which relating to the field of education arises from the assumptions that feedback ultimately is what one needs in order to learn, a key to learning. It is “a product that is presented to learner by someone”.⁴ This views the process of feedback giving ending up to be a product, and making the feedback receiver a learner in the context. A dictionary defines feedback in the following way: “helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc”.⁵

B. Oral Corrective Feedback

Oral feedback is one type of feedback, and as its name already states, it is feedback that is given orally and often in interaction with people. It can be given to an individual, to a group or to the whole class.⁶ Clarke stated that As a feedback experience, it is the most natural one, because it can be given instantly

² Westberg, J. and Hilliard, J. 2001. *Fostering reflection and providing feedback: Helping others learn from experience*. New York: Springer Publishing Company.

³ Hattie, J. and Timperley, H. (2007). *The power of feedback*. *Review of Educational Research*. CA: Teller Road, Thousand Oaks. Vol. 77, No. 1 (Mar., 2007) (81-112).

⁴ Taras, Maddalena (2013). Feedback on feedback: Uncrossing wires across sectors. In S. Merry, M. Price, D. Carless and M. Taras (editors). *Reconceptualising feedback in higher education: Developing dialogue with students*. New York: Routledge.

⁵ Merriam-Webster Dictionary. 20.10.2015. <http://www.merriam-webster.com/>.

⁶ Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria Va.: Association for Supervision and Curriculum Development.

and frequently.⁷ Moreover, one knows what one has done right and what could be improved right after the performance, not a day or a week later. With oral feedback there is also a chance to ask questions about the feedback one received, or justify or argue one's choices.

Oral feedback as a topic strongly relates to the area of feedback and the role of the teacher in the classroom. Harmer state that oral feedback has been studied according to the situation it is used in.⁸ John and Hellen describe that feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Askew defines feedback in other words, as “ a judgment about the performance of another with the intentions to close a gap in knowledge and skills”.⁹ These general definitions of feedback can also be applied within an educational context but the most common name for feedback within classroom context is called *corrective feedback*.

Corrective feedback is defined as “responses to learner utterances containing an error”.¹⁰ Corrective feedback is considered of oral corrective feedback because it is not only given feedback on learners' written work but also given in orally whether learner produces an erroneous utterance. Furthermore, Russell and Spada explain that “the term corrective feedback

⁷ Clarke, S. (2003). *Enriching feedback in the primary classroom: Oral and written feedback from teachers and children*. London: Hodder & Stoughton.

⁸ Harmer, J. (2001). *The practice of English language teaching*. Essex: Longman.

⁹ Askew, S. (2000). *Feedback for learning*. London: RoutledgeFalmer. p.6

¹⁰ Lyster, R., Saito, K., Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Learning* 46 (1), p2

[refers] to any feedback provided to a learner, from any source, that contains evidence of learner error of language form”.¹¹

Many studies on teachers’ oral feedback in EFL classroom interaction have been conducted in some countries (Noor, *et al.*, 2010 in Malaysia; Pfanner, 2015 in Michigan; Ran & Danli, 2016 in China). Other studies were conducted in Indonesia (Maolida, 2013; Syam, 2015; Permatasari, 2016; Irawan, 2017).

C. Types of Oral Corrective Feedback

Corrective feedback has been classified into six types by Lyster and Ranta such as explicit correction, recasts, clarification requests, meta-linguistic cue, elicitation and repetition.¹² These classifications have been categorized into two categories such as reformulations and prompts. Recasts and explicit correction are included to reformulation because both of them focus the correct way of saying a certain word or a sentence. Whereas, in prompts include a variety of signals rather than reformations. Elicitation, meta-linguistic cue, clarification requests and repetition are included in prompts (as cited in Mahdi & Saadany, 2013, p.9-10).

Six types of oral corrective feedback are presented bellow with examples:

¹¹ Russell, J., & Spada, N. (2006). The effectiveness of corrective feedback for second language acquisition: A meta-analysis of the research. In J. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching*. Amsterdam: Benjamins. (pp. 133-164)

¹² Lyster, R. & Ranta, L.(1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition* 19 (1), 37- 66.

1. **Explicit**, a teacher's corrective feedback is coded as *explicit correction* when the teacher clearly indicates that a student's utterance contained an error and then immediately corrects the error. correction refers to the teacher indicates student's utterance was not correct. Instructors or teachers provide the correct form.

For example; Some phrases are used such as "oh, you mean," "you should say," etc.

2. **Recasts** refers to the teacher repeats a student's utterance and provides the correction where student has made a mistake, without pointing out that student's utterance was incorrect.

For example; "I go to the circus yesterday" – "oh, you went to the circus yesterday"

3. **Clarification** requests refer to the teacher indicates to students that he or she does not understand what students just said. It typically occurs when students produce erroneous utterance. Teachers use some request-phrases e.g "sorry", "Pardon me", "excuse me" , " I don't understand" and " I beg your pardon? " etc.

4. **Metalinguistic** cue refers to the teacher asks questions or provides comments or information which related to the formation of the student's utterance without providing the correct form. Meta-linguistic cue feedback is grammatical explanation on any particular language use. Meta-linguistic feedback also includes meta-language.

For examples. “ me and my mom go to the circus yesterday” – “use past tense in your sentence”.

5. **Elicitation** refers to the teachers use at least three techniques to elicit the correct answers or forms directly from the students by asking questions such as e.g “How do I ask somebody to open the door?”, by asking students to reformulate the utterance such as e.g. “Can you say that again?”, and by pausing to allow students to fill in the blank such as “This is a”
6. **Repetition** refers to the teacher repeats the student’s error and changes intonation to draw student’s attention to it. Repeating an incorrect utterance, often using intonation to point out the error, E.g. “ I goed to the circus yesterday” – “ goed? ”

D. Oral Feedback in Classroom Interaction

According to Aisyah and Hidayah that in everyday classroom interaction, teacher’s feedback plays a critical role in understanding, creating and sustaining patterns of communication which facilitates second language acquisition.¹³ In a classroom, teacher is often, if not always, the one guiding the students and giving them instructions. Students, on the other hand, are also responsible for their own learning.

However, guidance and feedback from the teacher is always necessary in order for the students to learn and develop further. Feedback as a concept is an

¹³ Aisyah, E., & Hidayat, D. R. (2010, August). *Teacher strategies in initiating ESL young learners to speak English*. Paper presented at the 3rd International Conference on Applied Linguistics (CONAPLIN) Indonesia University of Education (UPI), Bandung.

essential part of teaching and learning, and thus this study focuses on the different ways feedback is present in the classroom. Feedback is always present in schools, and thus it has been studied before from different angles. The focus is especially on oral feedback.

Teacher oral feedback is central to this study. There is no doubt that teacher oral feedback is part of classroom interaction. Teacher to students and students to students oral communication is central to the EFL classroom. Ellis and Hall & Vertplaetse talk about the role of classroom interaction in naturalistic way, in which it makes messages comprehensible. It seems obvious that EFL teachers make oral feedback to students more effective if their oral exchanges or turn takings are pragmatically coherent. Teacher should be like a caretaker to a child, and the amount of teacher talk be reasonable to effect communication.