TEACHERS' ORAL FEEDBACK IN EFL CLASSROOM INTERACTION
(A Descriptive Qualitative Study at Eighth Grade Students of SMP IT Khairunnas
Kota Bengkulu in Academic Year 2019)

THESIS

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MOTTO

"Destiny is not a matter of chance; it is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved."

(William Jennings Bryan)

"Life has no limitations except the ones we make."
(Les Brown)

DEDICATION

This thesis is dedicated to:

- My beloved parents Sainuri and Siti Aisa who faithfully and patiently to wait me in finishing my study;

- My beloved older brothers and older sisters

- All of my friends who always support me materially or spiritually all the time (Ayuk Feni, Hayati Etri, Bella Jeon, Tery aka Tetew, Wulan) and also squads of TBI B. Thanks a lot for your support guys.

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I expect that this thesis will give some contributions to the practice of the English teaching and learning especially the one in SMP IT Khairunnas. However, I realize that this writing is still far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated

Bengkulu, July   2019
The Writer

(Siti Saleha)

CHAPTER I
INTRODUCTION

A. Background of The Study

Classroom interaction has been a central issue in teaching and learning English in the era of communicative language teaching. According to Seedhouse & Jenks, language classroom is a place that aspects of language are learnt and taught, method, syllabus and materials are applied, theories and practices are met, social identity and affective factors are affected, and classroom is a site where interaction and education unite.[1] In the other words, interaction practices occurring inside the classroom are apparently influenced by factors outside the classroom.

Moreover, Murray and Christison Stated that in the classroom, controls are on the teacher' hand as the knower; he modifies and simplifies his utterances to help students understand the language easily; he frequently gives feedbacks or correction when students make errors; then, the common interaction pattern follows the moves on teacher initiates communication, students respond and teacher gives feedback.[2] In other words The teacher and students use the language in interaction in the classroom as the learning goal.

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[1]Paul, Seedhouse and Christopher, J. Jenks (Ed). *International perspectives on ELT classroom interaction* (1st ed). (Hampshire: Palgrave MacMillan, 2015) P. 3

[2] Denise, E. Murray, and Marryann, Christison. *What English language teachers need to know volume I. (* New York: Routledge, 2011) P. 11

In fact, many teachers that do not understand how to apply interactions with the students while teaching learning process. As we know in classroom interaction, there are some interactions between a teacher and students. Beside, there are some problems from the students. One of the problems is the students don't understand about the materials that given by the teacher while teaching learning process. Harmer states that the problem above may be caused by some factors such as inappropriate class mixture, unsuitable topic, and wrong task organization.[3]

Based on preliminary observation by interviewing some teachers and students in SMP IT Khairunnas Kota Bengkulu on March, 14 2019 the researcher found that there are some problems in classroom interaction such as the teacher felt difficult to found out the suitable technique to teach the students. Moreover the teacher also confuse to make interaction with the students while teaching learning process .

In any classroom, there are many forms of interaction, include among teachers and students. Oral feedback is the one of the communication forms in which students receive feedback from the teachers who corrects them clearly or even asks them to explain and clarify what they say. Ellis states that feedback as a tool to give information to learners which they can use to comprehend their

[3] Jeremy, Harmer. *The practice of English language teaching* (4th ed). (Malaysia: Longman Pearson Education Limited, 2007) P. 58
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language use in teacher-student learning environment[4]. Hattie & Timperley state that Feedback is conceptualized as information about one's performance or understanding delivered by an agent. Feedback, and oral feedback as a part of the process has several positive effects on learning.

First of all, it helps the students learn. We can imagine without feedback, it would be rather difficult to know what one has been doing right and where there is still need for improvement. Second of all, another statement comes from Bookrhart. He says that providing students with feedback motivates them and gives them control over their own learning[5]. Finally, Jeremy Harmer argues that feedback is sensory information that a person receives as a result of a response.[6]

Furthermore, when students do some activities instructed by teacher, it must be an error or mistake made during or after the works. It is the teacher's work to give a correction for the students' problems in the study. In other word, feedback as a tool of teacher to help students who has problems in study by giving respond such as encouragement, suggestion, correction to the result of students' work in order to make the students understand more about the materials.

[4]Rod, Ellis. Corrective feedback and teacher development. (*L2 Journal*, 2009), *1*(1), P. 46- 49
[5]Susan, M, Brookhart. *How to give effective feedback to your students*. (Alexandria: ASCD, 2008) P. 2
[6] Jeremy, Harmer. *The practice of English language teaching* (4th ed). (Malaysia: Longman Pearson Education Limited, 2007) P. 140

The previous study was from Karlstade Universitet in Swedan that had been written by Rydhal and had title "Oral Feedback in the English Classroom". she did the research to two different school of upper secondary school. Research methodology of this thesis was descriptive qualitative and some of the answer were presented in ordinary text and the other answers were presented in figures and charts. The main aim of this research was to find out if and how teachers in upper secondary school use oral feedback when they correct students' mistakes and to find out which approach the teacher find most useful depending on the error made by the students. The results showed that she had found the majority of the teachers oral feedback as a very important tool to help students achieve a higher proficiency in a second and foreign language.

Referring to some previous explanations above, the researcher is interested to the teachers' oral feedback in EFL classroom interaction. In this research, descriptive qualitative research will be used to analyze the data. From the data, the analysis was done and then presented as a complete description of teachers' oral feedback in EFL classroom interaction. The English teachers and the eighth grade students of SMP IT Khairunnas will be taken as the subject of the research. This paper attempts to identify types of oral feedback used by the teachers and also to describe teachers' reasons for using oral feedback and students' perception of teachers' oral feedback in EFL classroom interaction.

B. Identification of The Problems

There are some factors which determine the success of teaching and learning process in EFL classroom interaction. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP IT Khairunnas kota Bengkulu.

Based on the preliminary study by conducting interview some teachers and students, the researcher found some problems. They are as follows. The first problem is related to the teacher. The English teacher felt difficult to found out the suitable technique to teach the students. Moreover the teacher also confuse to make interaction with the students while teaching learning process.

The second problem related to the students. Students have many difficulties to understand the content that explained by the teacher in classroom interaction.

In reference to the above discussion, there are some problems concerned with the quality of teaching and learning process in EFL classroom interaction at SMP IT Khairunnas Kota Bengkulu. The crucial problems are the lack of students' motivation in joining English teaching and learning, in effective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English teaching skill and learning process.

C. Limitation of the Study

This research only observes eighth grade students of SMP IT Khairunnas kota Bengkulu. The study focus on the types of oral feedback used by the teachers and also to know the teachers' reason for using oral feedback in EFL classroom interaction and how students' perception of teachers' oral feedback in EFL classroom interaction.

D. Research Questions

Based on the background above, the problems of the study such as :

1. What are types of oral feedback used by teachers in EFL classroom interaction ?

2. What are teachers' reason for using oral feedback in EFL classroom interaction ?

3. How are the students' perceptions about teacher's oral feedback in EFL Classroom interaction ?

E. Purpose of Study

Based on the formulation of the study mentioned above, researcher has some purposes in this study:

1. To identify what types of teacher's oral feedback in EFL classroom interaction of the grade seven students of SMP IT Khairunnas

2. To describe teachers' reason for using oral feedback to students in EFL classroom interaction

3. To describe the students' perceptions about oral feedback given by teacher in EFL Classroom Interaction.

F. Significances of the Study

The result of this research is expected to give contribution to:

1. English teachers

   The result will provide English teachers with a clear description of oral feedback in EFL Classroom Interaction, especially how the oral feedback is given in classroom interaction. Hopefully, after knowing the result of this research, the teachers will improve their techniques in giving oral feedback.

2. Next Researchers

   The researcher hopes that this study can inspire them to conduct further research about teacher's oral feedback or other topics related to feedback to enrich the existing study.

G. Definition of Keyterm

In this research, some terms are important to be defined in order to avoid misinterpretation. Those terms are as follows :

1. Teacher's Oral feedback

   an act of the teacher in which the function is to give feedback in oral communication form for the students.

2. EFL Classroom Interaction

   An interaction among teachers and students in EFL classroom interaction activities.

3. Descriptive Study

   A research used to describe a situation, subject, behavior, or phenomenon. It is used to answer questions of who, what, when, where, and how associated with a particular research question or problem.

CHAPTER II
LITERATURE REVIEW

A. The Concept of Feedback

This study deals with feedback , therefore, it is necessary to reveal some relevant theories of feedback. The theories elaborated in this part are definition of feedback and types of teacher's oral feedback.

1. Definitions of feedback

There are many definitions of feedback. Wolsey in Wahyu states that Feedback is communication aimed to improve all of performances.[7] The feedback given can be a useful   input for the students to improve their work. The students will obtain praises or criticisms from the feedback. Thus, they will see what area they already understand or still need improvement. Furthermore, Ellis defined feedback in as a tool to give information to learners which they can use to comprehend their language use in teacher-student learning environment. Feedback is used in the process of learning in classroom. It is used when the teacher correct the errors which are produced by the students. Feedback is used in the process of learning in a classroom. In line with this, Irons argues that feedback is any type of comment from another individual which might result in

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[7] Wahyu, Anggraeni. *The characteristics of teacher's feedback in the speaking activities of the grade nine students of SMPN 02 Depok* (Master's Thesis). (Yogyakarta: UNY, 2012) P. 20

learning. In the teaching-learning process, teachers use feedback as a means to improve students' learning. It is important for the students to know how well they are doing in learning by getting feedback. It is because feedback will give the students sense of achievement when they are already doing well, then it will motivate the students to learn more.

A dictionary name Merriam Webster 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. From this statement, one can already see that feedback can be given on multiple issues and with different approaches. What is important, however, is the fact that it is given in order to improve the receiver's performance in the future. According to Askew feedback is simply "a judgement about the performance of another". She continues to state that when feedback is given, the receiver is usually someone who is not as skilled in that topic as the feedback giver. In other words, it is assumed that the one giving feedback is competent enough to advice someone else. This is often the case with teacher- student feedback, when the teacher helps the students and shows his/her expertise. Moreover, it can be assumed that whether the person giving the feedback is a student talking to another student, or a child giving feedback to an adult, the receiver of the feedback is someone who at that point is not aware of the issues and will want to hear what the other person has to say. These are

assumptions that will not always hold true, but are a good base for the concept of feedback.

Moreover, Asnawi concludes in Yustia that feedback is used when the teacher check students' error.[8] In addition , according to Fata When teachers use feedback, it can be positive or negative. 'Positive feedback' should be used to praise students for doing a good job. The teacher gives good comment for what the students do. Teacher will say "very good" or "excellent". which called as a positive feedback. Another part of feedback is 'negative feedback' which is used to help students understand what has to be changed in an utterance. When the students' make an error in learning process, the teacher will correct the error by feedback and help the students to correct the error by changing the error into the correct form.

Kluger & Denisi in Erfiani grouped feedback as some information that referring through someone's performances.[9] Some instances of feedback action are mentioned by Hattie & Timperley. They are teacher's correction to students' mistakes, a peer's assistance to a partner, parents' motivation to their children, a reader's clarification to the idea from a book, and a student's corrective and evaluation answer.[10] It is concluded that feedback

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[8] Yustia, Septiana. Students' perceptions on teacher's oral feedback. (*Research in English and Education Journal,* 2016), *1*(1), 18-25

[9] Erfiani, Irawan. Teachers' oral feedback in EFL classroom interaction (A descriptive study of senior high school in Indonesia). (*ELT Worldwide Journal,* 2017)*, 4*(2). P.139

[10] John, Hattie and Helen, Timperley. The power of feedback. (*Review of Educational Research,* 2007) *77*(1*)* 81–11

is the information provided by the one who perceives someone's performance.

Kaur says by giving helpful feedback to the students is an essential commitment in any teaching-learning situation . It is related to teacher's service to the students. It is crucial for EFL teachers to give meaningful feedback to the students' efforts at speaking in a classroom. The classroom is a miniature of public area where the learners may use the target language, English. Therefore, it is natural if they feel nervous to speak as they should face many people, in this case their classmates.

2. Purposes of Feedback

Feedback as a tool to give students the information they need to improve on their performance. It can motivate students in learning especially in foreign language learning such as English. As it is not the daily-use-language of the students, they frequently face problems and make mistakes when speaking English. Thus, they need feedback to reflect their ability in speaking, whether or not they are fluent, accurate, or appropriate.

Harmer has made a distinction between fluency work and accuracy work, in other words the oral work of students. According to Harmer, during fluency work teacher should only correct errors that are in the way of communication. Correction needs to be subtle and one has to use one's judgement to see what needs to be corrected and what does not. The point

with this is the fact that students are speaking a foreign language in order to gain experience and become more confident in speaking. Thus, there is no point in correcting all the little mistakes they make.[11]

In addition, Luoma also points out that informal feedback is rather common with speaking assessment. On the other hand, she also states that one needs to develop more organized strategies for reporting feedback. When it comes to accuracy work, however, feedback can be more precise and the focus is usually on one issue at a time. For example, if students are practicing the present tense of a verb, it is essential that they are being corrected, if the form is not present, or if they are not sure how to say something. During this oral work, teacher corrections are not meant to give away the right answers directly. Here, as in all aspects of feedback, teacher should strive for feedback that helps the students find the right answer themselves, using their own thoughts and previous knowledge as help.

According to, Connie and Brookhart oral feedback works well in situations where writing could feel overwhelming to the student.[12] In other words, if a teacher feels he/she has so much to say that in writing all of it might go to waste or make the student anxious, it is a good strategy to use oral feedback. Verbally one can focus on many issues if one wants to, but

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[11] Jeremy, Harmer. *The practice of English language teaching* (4th ed). (Malaysia: Longman Pearson Education Limited, 2007) P. 97

[12] Susan, M, Brookhart. *How to give effective feedback to your students*. (Alexandria: ASCD, 2008) P. 20

still be encouraging and effective. Moreover, oral feedback instead of written feedback is especially useful with young students or with students struggling with written text (ibid.). With oral feedback, it is easier for students to pay attention in some cases, and they can just listen and absorb the information, whereas written text demands concentration and skills for assimilating the matters in a different way.

Here, the role of teacher is needed as a feedback provider to correct the students' mistakes so that their mistakes do not come to what is called as fossilization. In relation to the role of teacher as feedback provider in EFL teaching-learning process, Brown states that "in most EFL situations, students are totally dependent on the teacher for useful linguistic feedback". It can be inferred that the students need feedback from the teacher to improve their linguistic competency.

They are completely dependent to the teacher as there is limited occasion to speak English outside the classroom. When they are involved in speaking activities in a classroom the teacher can monitor the students' oral production and know what area the students need to improve or correct. Then, the teacher gives the feedback to the students. It is different from the situation outside the classroom as there is little pressure to use English for communication. Even if the students have a conversation with natives, they will not receive enough or even no feedback at all from the natives related to their mistakes in speaking. It is because the interlocutors will pay more

attention to the meaning or information in the communication rather than to the mistakes made. So when the students have a conversation to the native it is possible that they communicate well although the students make mistakes.

Lewis said that, feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research based purposes that have been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

1) Feedback provides information for teachers and students

Feedback is a way for teachers to portray their learners' language competency. It gives teachers information about individual and class progress. It is also a form of evaluation on their teaching. For learners, feedback is a continuing form of assessment which is more focused than marks or grades. By considering the strengths and weaknesses that the students have, the comments provide information about the individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direct information about language, by stating a rule or by giving an example. One way to focus comments is to consider questions that students may have about their language use. For example:

1. How does the teacher think I'm coming along with my English in general?
2. Did I do what was required for this particular task?
3. How does my work this week compared with last week's?
4. Why does the teacher say my work is good when I know everyone else is better than me?
5. Why does the teacher say my work needs improving when I know I've done my best?
6. How exactly am I meant to improve?
7. What does the comment mean? (Lewis, 2003: 3)

2) Feedback provides students with advice about learning

Teachers can provide students with more than simple descriptions of their language use. Comments can also be given to the student's learning processes, a common way is using learning journal. The procedures are a student writes in a journal, the teacher answers, the student responds to their teacher's feedback with comments, questions, and additional information. The journals may be written without or with any guidelines. Journals are recommended in language classes for a number of reasons:

1. Students have the chance to reflect on their own learning.
2. Teachers find out about the student's learning needs.
3. Feedback is individual and therefore much focused.
4. Students' language improves in fluency and quality.
5. The teachers' comments provide authentic reading material.
6. Students' vocabulary and grammar increases.
7. For some students journal writing overcomes their shyness
8. The journal provides a permanent and ongoing record.

3) Feedback provides students with language input

The teacher's written and spoken feedback provides students with meaningful and individual language input. The teacher's words, both in their form and their purpose, illustrate how language is used in

communication. That is why it is important to expand students' language by giving comments in language at a level slightly higher than the students' own current language use. By this way, students can learn new vocabulary and structures in context.

4) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage student to study and to use language in their best ability by considering whatever the teacher knows about the learners' attitudes. Both hardworking and underworking students need encouragement but it needs to be given in different ways. Day by day the teachers teach the students, they will learn more about their students, the encouragement can take personal condition into account.

5) Feedback can lead students towards autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. Lewis gives the example below:

"One teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on).

In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it

with scaffolding. While a building is going up it needs scaffolding, but once it is finished the scaffolding can be taken away".[13]

3. Types of Teacher's Oral Feedback

There are many types of feedback in the teaching-learning process. Each expert has his or her own categorization. Some of feedback classifications are presented below.

1.) Lyster and Ranta's Classification

Lyster and Ranta in Lightbown and Spada state that there are six different types of feedback on error provided by teachers and the students' immediate responses to them (called uptake). Those feedbacks are explained in the following:

a. Explicit correction

The explicit correction of corrective feedback refers to the explicit provision of the correct form. By providing the correct form, the teacher clearly indicates that the students have said incorrect utterance. This typical corrective feedback is usually recognized by the employment of 'No, what you said was wrong', 'You don't say….', 'Oh you mean…', 'You should say…', or the like.

b) Recast

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[13] M. Tolkhah Adityas. *Teacher's corrective feedback as a means of enhancing students' responsibility.* (ICPECE Proceedings, 2017) P. 60

It involves the teacher's reformulation of all or part of student's utterances excluding the error. They are generally implicit in the way that they are not introduced by phrases such as 'You don't say …', 'You mean …', 'Use this word…..', or 'You should say ….'.

By implementing recast, the teacher would not indicate or point out that the students have made error but he/she merely gives a correct form.

c) Clarification Request

This type of corrective feedback is used when there are linguistic problems in the learner's turn and also when the learner's utterance is not comprehensible. Unlike explicit correction and recast, clarification request can refer to problems in comprehensibility and usually present in the form of question such as 'Pardon me?', 'I'm sorry? What do you mean by?' which attempt to reveal the intended form of the error with the rising tone.

d) Metalinguistic feedback

This type of corrective feedback contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.

e) Elicitation

It refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion

of their own utterance (for example, 'It's a …'). Second, teachers use questions to elicit correct forms (for example…'How do we say x in English?'). Such questions exclude the use of yes/no questions: A question such as "Do we say that in English?" is metalinguistic feedback, not elicitation. Third, teachers occasionally ask students to reformulate their utterance.

f) Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's incorrect utterance. Mostly, teachers adjust their intonation to highlight the error. The teacher repeats the student's incorrect form to attract his attention to it.[14]

2.) Tunstall and Gipps' Classification

Another typology of feedback is proposed by Tunstall and Gipps. There are eight types of feedback explained as follows:

1) Rewarding

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[14] Roy, Lyster and Leila, Ranta. Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms. (*SSLA,* 1997*), 20*(1). P. 46-49

This is the most positive type of evaluative feedback. Examples include smiley faces, stickers, stars, treats and work seen by the principal.

2) Approving

This type of feedback is evaluative and positive and described as a "warm expression of teacher approval of the child's work". Examples include a touch, a positive facial expression, use of ticks, and general praise such as very good, well done, and good girl.

3) Specifying attainment

It is described as descriptive and identifies "specific aspects of successful attainment" (Tunstall & Gipps, 1996, p.398). It supports student achievement through specific praise. An example is "This is very well done because you have…."

4) Construction achievement

The description is embedded in conversation and dialogue with the student reflecting "work in progress". With this type of feedback, the teacher facilitates learning process. The child is involved in explaining or demonstrating achievement using their own work.

5) Punishing

This is the most negative type of evaluative feedback. It signifies complete disapproval. Examples include removal from the

classroom, deprivation, destruction of work and removal from a group.

6) Disapproving

This type of feedback is evaluative and related to general feelings of disapproval. Examples include "I'm very disappointed in you today" or "You could do a lot better."

7) Specifying improvement

Tunstall and Gipps define This is descriptive feedback "which teachers use to specify how something which is being learned can be corrected" . It focuses on the mistakes relating more to student achievement than personal attributes.

8) Constructing the way forward-mutual critical appraisal

This type of feedback focuses on mutual critical appraisal of the student's work. "Constructing the way forward was used by teachers to speak about future possibilities in learning in a way that looked like a partnership with the child" [15]

3.) Wolsey's Classification

There is another classification of feedback proposed by Wolsey. According to him, not all feedbacks merely focus on error although they

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[15] Tunstall, P. & Gipps, C. Teacher Feedback to Young Children in Formative Assessment: A Typology. (*British Educational Research Journal, 1996), 22*(4), 389-404.

are intended to correct mistakes. He divides feedback into four types. They are feedback as affirmation; feedback that clarifies; feedback as observation, questions, and exploration; and feedback as correction. Each type of feedback will be explained further below.

a) Feedback as Affirmation

Students are often inexperienced when they meet subject and process for the first time in teaching-learning process. As they are not experts, they often believe that they have already completed a task correctly or did the process efficiently. Thus, feedback that affirms the quality of students' work is needed. For example, there is a student who has just made a bit of dialogue as a part of short story but he is unsure of the placement of the comma between attribution and the quote.

b) Feedback that Clarifies

The students usually attempt to learn what their teacher believes is important. But, they are usually unaware of the attributes of the concept they are trying to master. Feedback that clarifies can help students to be more accurate and to learn the important characteristics of a concept. For instance, a student who is trying to understand figurative language and knows that 'fog and cat feet' in a poem is a metaphor. The teacher can clarify what the student already knows by identifying the poem as an extended metaphor.

c) Feedback as Observation, Questions, and Exploration

Sometimes, a teacher's role is to simply observe and note the behavior or process. If a student in answering question in reading comprehension task chooses to read the text before he answers the multiple-choice answer and the choice makes a difference in the time spent, the teacher may simply note the difference.

Questions can be an effective form of feedback, especially when the teacher wants the student to think about the feature of the concept. A teacher might ask, "Why did you choose to use the word "enrich" instead of ""enhance" in this part of your essay?" Questions can help students think in new and deeper ways or point students toward a concept that may not have occurred to them previously.

Feedback that offers new possibilities for the student to explore can expand the student's thinking and accelerate learning. In some cases, students competently repeat the process or product exactly as it was presented.

d) Feedback as Correction

This type of feedback perhaps is the easiest. In most cases, a sentence begins with a capital letter, and students who forget to capitalize the initial letter should be corrected. However, corrections are often not as straightforward as one might think.

B. Students' Perceptions of Teacher's Oral Feedback

According to Askew and Lodge that Students' views and their feedback to teachers and to each other should be taken into account in every class. A teacher surely knows the basis for teaching, and what is considered to be effective, but it is also essential to hear the students' ideas. Moreover, with the help of the students, teachers can improve their teaching to meet the needs of a certain class or a group of people. People are different, and thus one cannot teach everyone in the same way using the same methods. Moreover, even though the teacher has a clear message or an action plan, it is the learners' interpretation that matter in the end. That is why teachers should observe the class and change their ways if necessary.

In addition, Brookhart said that students' experiences about certain comments can be divided into information and judgement. One should always avoid judging people, and the role of the teacher is to provide information and help students form a mindset of their own. Judging often leads to motivation problems or, unintentionally or not, given statements. Overall, students need to actually understand the feedback they get in order to succeed and for it to have an effect on their self-assessment. According to Osler, several schools lack the capability to include students in the decision- making process. It seems strange that schools are specifically designed for children, but children do not have a say in the development processes. Moreover, this ruling of schools makes students frustrated, because they feel that their opinion does not matter

at all.A perception of students about teachers' oral feedback relates to the way they think, interpret, understand, or notice teachers' oral feedback within their senses. Studies on students' perception of teachers' oral feedback can provide information for teachers to know how to give oral feedback effectively.

In addition, Some of the students might have positive and also negative attitude toward feedback given by the teacher while he or she is correcting the errors produced by the students. Most of the students want to be corrected by their teacher while they are producing an error. They might feel frustrated if the teacher ignored them. Fang and Xue-Mei stated that the students often feel upset after being corrected by their teacher because there is a great gap between themselves and their teachers in understanding the error correction through giving feedback.[16] Sometimes when the teacher correct the errors made by the students, the students do not know what has been corrected or what have to be corrected. Students are confused and this condition cannot enhance the language learning as the goal of learning to be achieved together between teacher and students.

The students are supposed to have positive perception toward teacher's feedback so that they will keep learning in speaking. However, the students' perception of teacher's feedback may be different from one to another; it can be positive or negative. Cohen states that in order that feedback results in

[16] Xie, Fang & Jiang , Xue M. Error anlysis and the EFL classroom teaching. (*US- China Education Review*,2007), *4*(9). 10–14

the positive effect, he presents some conditions which are needed.[17] One of them is that the feedback should be clear.

Then, Lewis states one purpose of feedback which is providing information for teachers and students. It is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. In addition, he states that feedback is like the way of telling the students about the progress they are making and also facilitate them in the area of improvement. It means feedback given must be objective so it will let the students know how they have done, what parts are they lack of, and what parts are they good.

By seeing those facts, it can be concluded to create positive perception of students; teacher's feedback should be clear, helpful, objective, encouraging, and proportional.

C. Classroom Interaction

These are some definitions of classroom interaction proposed by some experts. Brown emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher.[18] One of the

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[17]Cohen, Andrew. D. *Language learning insight for learners, teachers, and researchers*.(New York: Newburg House Publisher. 1990) P. 4

[18] H., Douglas, Brown. *Teaching by principles an interactive approach to language pedagogy (2nd ed)*. New York : Wesley Longman, Inc, 2000)

best ways to develop the teacher's role as an initiator sustainer of interaction is to develop a repertoire of questioning strategies. The teacher gives the turns either by specifically nominating or calling on a particular student or by eliciting a response from the whole class.

According to Liu Yanfen & Zhao yuqin interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people. Through the interaction with teachers, students can increase their language store and use all languages they possess. Interaction is an important concept for English language teachers.[19]

Based on Ojedekon & Okewole in Bawa & Suleiman, classroom interaction involves reciprocal actions that take place in a room, in a school, between the teacher and the students.[20] This implied that the teacher formally instructs the students, while the students react in response to the teacher's instruction. For the instructor, classroom time was a golden opportunity to meet face to face with students, delivering the teaching materials effectively with the aim to ensure that students were learning what was being taught. In addition, Chaudron states classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.[21]

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[19] Liu, Yanfen and Zhao, Yuqin. A study of teacher talk in interactions in English classes. (*Chinese Journal of Applied Linguistics*, 2010), 33(2) P. 77

[20] Bawa, Nara & Suleiman, Zubairu. Contructivism and classroom interaction. (*International Journal of Modern Social Sciences,* 2015), *4*(2) P. 72

[21] Craig, Chaudron. *Second language classrooms- Research on teaching and learning.(* Los Angelas: Cambridge University Press. 1988), P. 10

Pattison in Nunan proposes the following seven activity types which involve learners' interaction. They are as follows :

a. Questions and answers (these activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object).

b. Dialogues and role-plays (these can be wholly improvised, 'if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays.

c. Matching activities (here, the task for the learners is to recognize matching items, or to complete pairs or sets).

d. Communication strategies (these are activities designed to encourage learners to participate in communication strategies such as paraphrasing, borrowing or inventing words, using gestures, asking for feedback simplifying).

e. Pictures (many communication activities can be stimulated through the use of pictures (e.g. spot the difference, test to memorize, and sequencing pictures to tell a story).

f. Puzzles and problems (there are many different types of puzzles and problems. These require learners to 'make guesses, draw on their general knowledge and personal experience, use their imagination and test their power of logical reasoning').

According to Barker in Maria, classroom interaction is said to occur when teachers and students are talking together for purposes of learning conducted within the process-product paradigm.[22] Rivers also explains that because interactive language teaching means elicitation of willing student's participation and initiative, it requires a high degree of indirect leadership, along with emotional maturity, perceptiveness and sensitivity to the feelings of others. When a teacher demonstrates these qualities, students lose their fear of embarrassment and willing to try to express themselves. When students feel appreciation from the teacher to them, they will be motivated in conveying and expressing their ideas.

From all explanation above, we can conclude that Interactions in the classroom are very essential things for language learning. Classroom interaction requires that students are engaged and active in the learning process. The instructor serves a coach or facilitator, guiding students through activities, but letting the students take control of the learning event itself.

D. Related Previous Studies

The Researcher provided some information from the other researcher to prove the originally of this study. The first previous was from Karlstade Universitet in Swedan that had been written by Rydhal and had title "Oral

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[22] Maria, Murni, A. *An analysis of classroom interaction in the English teaching and learning process of the bilingual class in the first grade of SMPN 1 Prambanan* (Master's Thesis). (Yogyakarta: UNY, 2011) P. 17

Feedback in the English Classroom". she did the research to two different school of upper secondary school. Research methodology of this thesis was descriptive qualitative and some of the answer were presented in ordinary text and the other answers were presented in figures and charts. The main aim of this research was to find out if and how teachers in upper secondary school use oral feedback when they correct students' mistakes and to find out which approach the teacher find most useful depending on the error made by the students. The results showed that she had found the majority of the teachers oral feedback as a very important tool to help students achieve a higher proficiency in a second and foreign language.

The second was taken from Mahdi, the students from Malmo University who conducted the research entitled "Oral feedback in The EFL classroom" .The research aimed to investigated what kinds of oral feedback are found in an EFL and what attitudes both teachers and students have toward oral feedback. There are three types of research tools were used : observation, interviews, and questionnaire. The results show that the students were positive to oral feedback in the classroom, especially explicit corrective feedback.

The last was taken from Salima, the student of Mohamed Khider University, who conducted the research entitled "Teacher's Oral Feedback Impact On Efl Students Oral Proficiency: Case Of Undergraduate Classes Of The English Branch At Mku-Biskra". The research was conducted at Mohamed Khider University. concerns itself with probing students" attitude

towards and perception of the speaking skill. The result show that students receive immediate oral feedback and take it into consideration seriously, there is a significant improvement in their oral proficiency.

This current research has a similar topic to the three researches composed by Rydhal, Mahdi, and Salima which concerns about teacher's oral feedback. However, this current research also has difference with the previous studies. In this current research will cover about the types and ways of oral feedback that teacher used in EFL classroom and also to investigated the reason why the teachers use oral feedback in EFL classroom interaction. This matter was not presented in the previous research in specific. In order to broader and support the previous studies, the researcher will present this matter in this research. Finally to make the research more interesting, the researcher will present about the students' perception through teachers' oral feedback. Hopefully, this research can give a general description about teachers' oral feedback so that this research can be consideration for future teacher to use certain of oral feedback.

CHAPTER III
RESEARCH METHOD

A. Research Design

In conducting a research, it is important for a researcher to determine the research method. It is free to choose forming and planning a research. The researcher made design as approach to carry out the research. Sudaryanto stated that a method is a kind of systematical work plan in order to make the research work become easier, so that it can achieve its main purpose. Preparing the method is the first step before doing the process of collecting and analyzing the data.

Research design refers to the schema or plan that constitutes the entire research study. In conducting this research, the researcher uses descriptive qualitative research. Ary, Jacobs and Razavieh state that descriptive research studies are designed to obtain information concerning the current status of phenomena such as ethnography, naturalistic inquiry, fieldwork, fieldnotes and participant observation.[23] The phenomenon investigated in this research was the teachers' reason for using oral feedback and responses of students toward teachers' oral feedback in EFL clasroom interaction.

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[23] Donald, Ary, Lucy, C, and Chris, S. *An introduction to research in education* (6th ed). *(*Belmonth: Wadsworth Thomson Learning. 2002) P. 420

Geoffrey, Peter and Gay said that this research was typically qualitative research since its primary purpose was description, explain , predict , and to gain data into particular phenomenon of interest.[24] Fraenkel and Wallen state that qualitative research produces descriptive data from the actual words or action of people. As a result, the data in this research would be in the form of verbal statements, not numerical/ statistical one.

The research was included in descriptive qualitative method, because This research aimed to identify types of oral feedback used by teachers in EFL classroom and also to described teachers' reasons for using oral feedback and students' perceptions of oral feedback used by teachers in EFL classroom interaction. The data will be collected in three instruments such as, video recording, field notes, and interview.

B. Research Setting

This study was conducted in SMP IT Khairunnas. It is located at Hibrida street number 15, Sidomulyo, Gading Cempaka Bengkulu city. This school had 6 classes consisting of 3 classes used for grade VII, 2 classes for grade VIII, and 1 classes for grade IX. It had 130 students. The school facilities included a teacher's room, a headmaster, and an administrative room, a

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[24] L, Gay. Geoffrey E, Mills. Peter, Airasian. *Educational research (*10th ed). (USA : Pearson, 2011) P. 7

mosque, a meeting room, a library, a canteen, a kitchen, a parking area and a sport hall. The school had 19 employees. Those were a headmaster, 17 teachers, librarians, administrators, and school keeper. There were 2 English teachers who graduated from English Education Department. The subjects of this research were the English teacher and eighth grade students of this school.

The subjects of this research were the English teacher and female eighth grade students of this school. The researcher choosed the place because there was many data needed found over there and this school is one of a good private school Bengkulu. This school consists of female class and male class, the researcher choose eighth grade because in the previous time the researcher ever done the internship in SMP IT Khairunnas and teached eighth grade students. So , the researcher litle bit understand how the situations in those class, and that's why the researcher choose the eighth grade students to be the subject for the research.

C. Research Instruments

Method of collecting data is standard and systematic procedures to get information needed . Futhermore, the data themselves have very important role in a research, because without data it is imposible to get the result of the resesarch. When the researcher uses the method, they need instrument. Instrument is a tool used by researcher when she/ he use the method. To

answer the proposed research questions, the data in this study were collected by employing three methods of collecting data using the following three research instruments, they were video recording, field notes and doing semi structure interview.

There are many methods to collect data. In this research the writer uses video recording , making field notes, and doing interview.

1. Video recording

During the classroom observation, the researcher used video recoding to record all of the teaching and learning activity. The reason why the researcher use video recorder because it is very useful. By recording the teachers' utterance, it can be repeated whenever needed, so it will much easier to be identified. Richard and Lockhart state that the advantages of audio or video recording are that the data recorded can be repeated, analyzed several times and can portray many lesson details that cannot be captured by another instruments.[25]

2. Making Field note

Field notes are often referred to in a qualitative research; it is a description and accounts of events in the research context which are

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[25] Jack, C. Richard and Charles, Lockhart. *Reflective teaching in second language classrooms*. (New York: Cambridge University Press, 1996), P. 11.

written in a relatively factual and objective style. Burns stated that Writing notes means more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined. The field notes described the teaching and learning process which focused on the way and the types that teacher gave oral feedback to the students in classroom interaction. To ease the researcher in writing the field notes, the observation guideline was made. It can be seen in Appendix 1. The teaching and learning processes were also recorded to avoid the missing data. Then, the recording was transcribed to complete the field notes written.

3. Doing Interview

Essentially, interview is a kind of method in collecting data which requires direct communication between the researcher with the subject or respondent.

In addition Interviews with some students were done to know students responses on the teachers' oral feedback in EFL Classroom interaction.

According to Arikunto's classification, there are three kinds of interview as follow:

a. Unstructured interview. In this type of interview, the interviewer carries out the interview with no systematic plan of questions.

b. Structured interviewed. The interviewer carries out the interview by using a set of question arranged in advance.

c. Semi structure inteviewed. The interviewer uses a set of question, which are developed to gain the specific information.

Based on the ideas above the interview was in the form of semi-structured interview. It means there might be any possible and unpredictable questions which occur outside the interview guidelines to dig out more information from interviewees. Burns states the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda; therefore, it gave rise to a more equal balance in the research relationship and Applying this technique in interview was to create relax and flexible situation.

D. Technique of Data Collection

Technique of data collection is the way to collect the data which suitable with variable of research. In this research, the data were collected through:

1. Observation

Hatch said that observation method is a technique to get information about human behavior by watched and recorded without any direct contact. Doing the observation is only took the role of observer to step away from the role as teacher and get another point of view of the situation It is a fundamental way to find out about the real thing around us. It is more than just looking or listening. In addition, Nasution stated

that by observation the researcher could obtain the clearer description about social life that difficult to be gotten by another method.

The data collected in this research were the types of oral feedback used by the teachers in EFL classroom interaction. In which to get the data the researcher used video recording to recorded English teaching learning process in classroom and after that it is formed into field notes.

2. Interview

The second technic in collecting the data used interview. Interview is the most technic to collect the primary data. Eisner noticed that the use of interviewing as a research methodology is second in importance to direct observation in qualitative research. It is easy to get accurate information. Interview here has function to answer the problem that cannot answer from the observation. Interview was done by asking questions and getting the answer to react verbally. The interview was conducted by making conversation between the researcher and teachers about teachers' reason for using oral feedback in EFL classroom interaction. The researcher also interviewed eighth grade students to found out their perceptions through teachers' oral feedback.

E. Data Collection Procedure

To get an accurate data, there are several steps that be taken in order to analyze the data. Firstly , the researcher came to the school and recording English teachers who are teaching. The researcher recorded the activity while teaching and learning in the EFL classroom without disturb them. So, the researcher be in the class and quiet to look what are the types of oral feedback that used by the teacher and how often they used it during the classroom interaction. The results were in the form of field notes.

Finally, the researcher also interview the students with some questions to know their's perceptions about teachers' oral feedback and also interview English teachers to found out their reasons given oral feedback in classroom. After that is collecting all data from observation (by means of video-recording) and interview. The next step is transcribing and coding the data. All of recorded data, either video record from EFL classroom interaction or from interview will be transcribe. Then interpreting the data. The researcher identified types of teachers' oral feedback ,teachers' reason and students' perceptions through teachers' oral feedback. Concluding the finding and discussing the research finding will be the last step in data analysis processes. The researcher will present some conclusions from the research finding which is related to the objective of the research.

F. Trustworthiness

In this study, the triangulation technique was used to test the validity of the data. Burns states that triangulation is one of the most commonly used and best known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Burns defines triangulation as:

Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another. So this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

Denzin in Lexy revealed that there are four kinds of triangulation techniques: (1) source triangulation,(2) methdology triangulation,(3) investigator triangulation and (4) theoretical triangulation.

a. Source Triangulation

Source triangulation uses different source to get the same data. It used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collecting method or others.

b. Methodology Triangulation

This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on

the use of different data collecting method and to point out the same source to test the data validity.

c. Investigator Triangulation

Investigator triangulation means that the validity of the research can be tested by some other researchers. From some researchers' point of view and interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the research validity.

d. Theoretical Triangulation

This triangulation mean uses more than one perspective of theory to discuss the research problem.

From those types of triangulation method, the researcher used methodology triangulation because to check the validity of the data the researcher uses different method to get same data. It meant that the data from the observation (field note) were compared with the data gathered from interview (doing kind of crosschecking among the two instruments).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

1. Types of Teachers' Oral Feedback in EFL Classroom Interaction

To find out the types of teacher's oral feedback in EFL Classroom Interaction, the students and teacher interaction in classroom activities were documented by recording the interaction and writing the field notes. There were three meetings in the English teaching and learning process that were observed and taken as the data of this research. The researcher found five types of oral feedback used by the teachers in EFL classroom. They were evaluative feedback and descriptive feedback from the theory of Tunstall & Gipss (1996), corrective feedback from the theory of Lyster & Ranta (1997), interactional feedback from the theory of Cullen (2002), and motivational feedback from the theory of Mackiewicz & Thompson (2013). The detailed findings are presented below.

1.1 Evaluative feedback

Extract 1 : Guess the person that will be described by the teacher

Teacher B explained descriptive text by combining guessing game to the students and after that the students is assigned to guess the person that will be described by teacher B. The students will be form in four group such as : Hulk as Group 1, Iron Man as group 2, Captain America as Group 3, and Thanos as Group 4.

Teacher B	: let's we start the game, for the first we will guess someone in this school for the hulk group. uhmm she is a student, she has sister in this school. She is always walking from the school... who is she ?
Hulk group	: Farisa
Teacher B	: **Farisa. Very good ! Hulk group get 100 score**

Teacher B	: okay the second question. He is almost graduated from this school. He is one of the performance of sing a song yesterday. Who is that ? ... any idea ?
Students of Hulk Group	: yes... he is bang Naufal.
Teacher B	: **yes Naufal, that's good.**

Extract 1 reveals that the teacher B responded the students' answer by exerting evaluative feedback The students of Hulk Group replied his question by saying farisa and Naufal altogether. In this exchange, the teacher said [**Yes, Farisa. Very good! 100 score for hulk group]** in first question of the game and responded **[yes Naufal, that's good]** in second question for hulk group to all answer expressed by them. This pattern can be seen as acknowledging what they had said. Tunstall & Gipps (1996) grouped evaluative feedback into eight types. Both of them are approving and rewarding. Tunstall & Gipps asserted that evaluative feedback is judgment indicating teacher approval to students' work.

1.2 Corrective Feedback

Extract 2 : Guess the person that will be described by the teacher

It was still same in extract 1 where the teacher B will be playing the guessing game to students but if in the extract 1 the game is aimed to Hulk group, in the extract 2 it will be aimed to Iron Man group.

Teacher B	: he was born from insect with have eight legs with the ability...and he can climb some building, he has a strong power... and who is he ? the real name ?
Iron Man group	: Peter Parker.
Teacher B	: **No. Peter Parker is the fiction name of spiderman. So, actually we have three actor of spiderman, what I know, one of them is Tom Holland. So, that's real name of spiderman Okay**

Corrective feedback was identified in extract 2 above. When the students answered the question by saying peter parker , and teacher

B responded it **by saying No**. Then, he reformulated students'
response with the correct answer by giving explanation about who
is peter parker**.** In Ellis' notion (2006), corrective feedback relates
to how the teacher response to an error made by students.

1.3 Desciptive Feedback

Extract 3 : Telling Student's achievement

In this situation, teacher A wanna reviewed again about narrative
text in detail. Then, she asked them the differences between recount
and narrative text.

Teacher A : Now I want to review again about the material today. If you understand please raise your hand later.. who know what's differences between recount and narrative text ?
Student   : in English mam ?
Teacher A : boleh dalam bentuk bahasa inggris, boleh dalam bahasa indonesia. [it can be formed in English or bahasa Indonesia]
Student   : okay, kalau recount text itu kisah nyata that happen in the past sedangkan narrative itu kisah fiktif belaka. [okay, recount text is the real story that

	happen in the past, meanwhile narrative text is just a fiction story]
Teacher A	: **yeah, that's good**. That's true or no ?
Students	: Yesss. That's true
Teacher A	: iyaaa. **Give a plause for Afifah**.

In extract 3, teacher A informed the students' good achievement regarding their performance in answer the teacher's question . She provided descriptive feedback by saying **Yeah. That's good and give a plause for Affifah.** It signifies that the students had achieved the aim of learning at the previous meeting. According to Tunstall & Gipps (1996), descriptive feedback is provided by connecting among the learning goals, criteria of learning success, and students' accomplishment.

1.4 Interactional Feedback

Extract 4 : Giving a comment

Teacher A	: banyak kata kata yang harus kalian terjemahkan kedalam bahasa inggris yaa karena nanti beda penggunaanya contohnya kata cantik dalam bahasa inggris bisa beautiful , apalagi ? [there are

	many words that you should traslates into English, because there will be different uses later. For example word of cantik in English can be beautiful, **and what else ?**]
Students	: **pretty**
Teacher A	: pretty. Terus apalagi ayo ? sweety juga bisa diartikan cantik. [pretty. **Then what else come on?** Sweety can be translated as cantik in bahasa Indonesia.]
Students	: **sweety artinya bisa sayang kan dzah ? [sweety can be translated as sayang right ?]**
Teachers A	: iyaa.. makanya harus liat konteks nya. [yes. And that's why we have to look the content first.]

In extract 4, the student offered the response and question of teacher's statement by "saying pretty and sweety can be translated as sayang right ?". Responding to the student's answer, teacher A used interactional feedback. She replied by saying "pretty. Then what else come on and yes. And that's why we have to look the content first." Garcia (2005) on her study noting that interactional

feedback focuses on the content which is not evaluative and corrective.

2. Teachers' reason for using oral feedback in EFL Classroom interaction

The findings from interview reveal that there are some reasons of the teachers to use oral feedback in EFL classroom interaction. The detailed findings are presented below:

Extract 5 : oral feedback as a tool to see students' understanding about the topic of learning in classroom

> Yang pasti alasannya yang pertama itu untuk melihat daya serap students terhadap materi pembelajaran. Yang kedua itu ketika kita telah menyandang sebagai english teacher otomatis kita sudah memulai dan harus menggunakan bahasa Inggris as we know the big problem in Indonesia , almost sudah belasan tahun kita menggunakan bahasa inggris kenapa kita tidak bisa menjawab respon kalimat sederhana adalah karena kurangnya penggunaan dan pr terbesar guru adalah bagaimana untuk menstimulus siswa menggunakan dan mengucapkan bahasa inggris secara aktif dan salah satunya yaitu

dengan memberikan oral feedback karena ketika kita bertanya dan anak memberikan timbal balik itu menunjukkan bahwa anak memahami apa yang telah kita ajarkan seperti itu. [surely, for the first reason is to see students' understanding about the topic of larning process. The second is when we have beared as English teacher automatically we have to use English. As we know the big problem in Indonesia , almost in many years we use English but why we can not response even the classic sentences. That's because lack of use English in acitivities and that is the big task for teacher to stimulate the students to use English actively and one of the ways is by giving oral feedback to students because when we asked and students replied by giving feedback it show that the students understand what we have been given to them, I think like that.]

Teacher B utilized oral feedback because to see students' understanding about the topic of learning in classroom. For instance: interactional feedback is functioned to draw students' attention and create interactive communication in EFL classroom. Acheson & Gall (1980) claimed that to view the importance of feedback, it can be related to the techniques of oral feedback.

Extract 6 : oral feedback is very educating

Pengalaman selama saya mengajar dengan memberikan oral feedback itu bahwa siswa siswa saya dapat memahami dan menjadi lebih aktif dengan oral feedback ketika di kelas ketimbang menggunakan written feedback.karena seperti yang kamu ketahui beberapa guru hanya menggunakan written feedback saja. Pengalaman saya selama memberikan oral feedback itu sangat sangat mengedukasi. Iya karena mereka mempraktekan langsung apa yang mereka dengar dan kami para guru bisa mempraktekkan kemampuan berbicara kami. [In my experience teaching experience when I give them oral feedback, students are more active than written feedback because you know some teachers also only use written feedback. In my experience giving oral feedback is very very very.. is very very very.. educating. Iya [Yes], because they practice their listening and then we teacher practice our speaking.]

Another reason said by teacher A that oral feedback has the effect to make students more active in the classroom rather than written feedback. It is also very educating to help students to practice the target language. Students' competence and achievement can be improved through feedback (Tunstall & Gipps, 1996).

Extract 6 : they can do the task given by teacher

Alasannya yaa supaya mereka bisa mengerjakan soal dari materi yang telah kita ajarkan , kemudian setelah mereka memahami semua materi , berarti mereka bisa mempraktekan. Kenapa kita harus memberikan oral feedback itu , jadi kalo kita tidak memberikan otomatis anak ini kan diam tidak ada...uhm no respon , tidak mengerti dia hanya diam, tidak kita tanyai mereka juga diam. Oleh karena itu dengan adanya oral feedback kita tahu batas kemampuan anak itu seperti apa sih bisa dengan memberikan descriptive feedback seperti reward atau dengan mengatakan good job very good atas kerja keras mereka. [the reason are they can do the task from material that we have given, after that they can understand all of material, at the end they can practice the material. Why we should give oral feedback, so if we do not give it automatically the students will be silent .. there is no response, do not understand they just to be silent. Therefore , by giving oral feedback we will know limit of students' ability. To know that we can give descriptive feedback such as reward or by saying good job, very good for theey hard work.]

Teacher A argued that by giving oral feedback. It can make students do they task. The teacher can immediately and quickly inform the students about their performance or work. By giving some reward or even by saying very good, good job for their performances. And also teacher A said that by giving oral feedback we can know how far limit of students' ability in learning process. Hattie & Timperley state that Feedback is conceptualized as information about one's performance or understanding delivered by an agent. Feedback, and oral feedback as a part of the process has several positive effects on learning.

Extract 7 : to build interactive communication

Interactional feedback itu adalah salah satu cara yang sangat menarik untuk memberikan timbal balik pada siswa . because seperti yang kita ketahui kita sebagai guru should be not must be. Hah, I don't say must be. Should be more creative. Ya, harus kreatif dalam mengolah topik percakapan menjadi lebih menarik. So, it is interpersonal. So, it should be in interactive communication. So, interactional feedback is focusing on how to to get students' attention and how to gain student... interaction in our class. [Interactional feedback is very interesting way to give feedback because you know we as teachers should be not must

be. Hah, I don't say must be. Should be more creative. Yes, creative to propose some topic of conversation. So, it is interpersonal. So, it should be in interactive communication. So, interactional feedback is focusing on how to to get students' attention and how to gain student... interaction in our class.]

Teacher B utilized oral feedback because of its utility in teaching students. For instance: interactional feedback is functioned to draw students' attention and create interactive communication in EFL classroom. Acheson & Gall (1980) claimed that to view the importance of feedback, it can be related to the techniques of oral feedback.

3. **Students' perceptions about types of teacher's oral feedback in EFL Classroom interaction**

The following data presents the students' perceptions with regard to oral feedback given by their teacher in EFL classroom interaction. Hence, to figure out their perception, interview with some students was also conducted. Findings reveal that oral feedback is much appreciated among students. Most of them perceived positively to oral feedback. Their perceptions are displayed on the following extracts.

Extract 8 : feeling interactive and enjoy

The researcher	: bagaimana pendapat antum tadi pas belajar bahasa inggris sama ustad U ? [what do you feel when you learnt English subject with ustad U ?]
student O	: Perasaan ana pas belajar bahasa inggris tadi sama ustad U itu baik. Ana merasa ustad U itu kalo ngajar interaktif , enjoy juga , seru belajar sama dia [I think when I learnt English subject with ustad U. It is good, he teach us interactively, feel enjoy and fun.]

Extract 9 : feeling happy and not boring

Student F expressed his short statement.

Menurut ana dzah sangat menyenangkan , tidak membosankan. Karena ustad U itu biasanya kalau ngejar bahasa inggris itu ngga pernah galak, easy going belajarnya terus kan suka ngasih kata kata motivasi juga gitu jadi seru gitu dzah. [I feel so happy, and not bored because my teacher usually bring the situation in the class to be enjoy and easy going. And he frequently give us some motivation to grow up our interested to learn].

extract 8 and 9 above showed how the students perceived evaluative feedback by the guessing game. In extract 8, student R expressed that he felt enjoy and interactive after getting approval.

In extract 9 , student F thought that when teacher U give that feedback he felt happy and not boring and also pride.

It is also underlined in studies conducted by Cowie (2005) and Gamlem & Smith (2013) stating that approval makes students happy and feels motivated for next work.

Extract 10 : knowing the mistake

Student R conveyed his perception toward corrective feedback that given by teacher U in EFL classroom interaction.

Menurut ana bagus karena kita tahu salah kita dimana. misalnya kayak ada kesalahan saat menebak tokoh spiderman yang digambarkan ustad U pas game tadi teman ana bilangnya peter parker , lalu di koreksi sama ustad U dan ternyata nama tokohnya itu tom holland . [In my view, it is good because we know where our mistake. Like in the guessing game the we have played , my friend said peter parker as spedierman cast but in fact it is wrong and ustad U correct his answer.

Extract 11 : feeling down to the correction

Student A told his perception of corrective feedback

> Perasaan saya, mungkin apa yah.. merasa mungkin berkecil hati karena jawaban yang diberikan ternyata salah tetapi karena sudah dikoreksi jadi tahu apa kesalahannya. Jadi kan dzah kita dari yang ngga tahu bisa jadi tahu [My feeling, maybe.. I feel down because the answer is wrong. But, because of the correction I can know where the mistake is.]

In extract 10, student R viewed that corrective feedback provided by the teacher U is good because he can locate his mistake. It prevented him to make it again. Whereas in extract 11, student K felt sad but she thought that it could tell her mistake. This finding is supported by the study from King, Schrodt & Weisel (2009) reporting that students experience the feeling of sensitive to corrective feedback, yet they stated that it is advantageous to them.

Extract 12 : feeling happy to descriptive feedback

Student A give her perception to descriptive feedback given by teacher A in efl classroom interaction

> Menurut ana, enak sih dzah. Senang gitu kan dzah trus itu bisa lebih fokus juga gitu. Misalkan kalo ada yang ngga jelas gitu dijelasin lagi

sama ustadzah A sama ana paham. [I am so happy and also focus. Because teacher A will be explained it again till I understood with the material of topic.]

Menurut ana kalau pas ustadzah D ngasih timbal balik lisan di kelas itu yaa seru dzah, karena kita kan dzah pengen tau gitu kan dzah apalagi ana, terkadang tuh mu gkin muridnya merasa iingin tahu gitukan dzah , jadi bisa dibilang fifty fifty. Misalkan kayak ana kan pengen tau "kenapa jawaban kayak gini atau kayak gitu" nah jadi tuh karena belum jelas sama gurunya ustdzah D dijelasin lagi sampai paham. Apalagi terkadang rasa egoisana itu tinggi gitu dzah. Yang pasti intinya kalau gurunya ngasih semacam timbal balik lisan itu ketika bisa jadi sangat bermanfaat. [I think when ustadzah D teaches in class, that is so fun dzah, because we wanna know more about the materials. I mean it's like fifty fifty. For example I wanna know "why the answer like this or like that" so because it is not clear for me, my teacher ustadzah D will be repeating again the answer till I understood.]

In extract 12, student felt happy when the teacher provided descriptive feedback to her because she could recognize her weakness and achievement during studying English. Gamlem & Smith's study (2013) also found that descriptive feedback has high appreciation from the

students' view because it can inform them their attainment and teacher's suggestion for improvement.

Extract 13 : communication between teacher and students

Student N told her perception of interactional feedback in efl classroom interaction given by the teacher A.

> Ustadzah A tuh seruu sih belajarnya cuman agak susah buat mahami materinya. Tapi karena ustadzah A itu sering memberikan komentar dan menanyai lagi kami tentang materi pembelajaran lagi. Jadi , komunikasi dua arah antara murid dan guru itu ada gitu. Dan artinya adalah menurut saya juga bagus. Jadi Kan pembelajaran di kelas bisa lebih aktif. Kemudian tidak kaku juga dalam kelas. [learn with teacher A, sometime I feel difficult to get the material but because The teacher A often gives us comment meaning that there is an exchange of communication into two sides. I think it is good. The learning process in the class can be more active. Then, it is not also awkward in the class.]

In extract 13, student N expressed her perception through interactional feedback given by teacher A in efl classroom interaction. According to student N sometime she felt little bit difficult to get the material of the teacher A but because teacher A often give comment and asked them again

about the materials she thought that there is an exchange of communication into two sides. she think that it is good. The learning process in the class can be more active. Then, it is not also awkward in the class. In line with this according to Cullen's study (2002) contended that interactional feedback has a crucial role to create meaningful interaction between the teacher and students.

B.   **Discussion**

Based on the research findings, the teacher gave oral feedback to all of the students either individually or collectively. Teachers' oral feedback was given when teachers begun to teach in classroom interaction. Based on the data taken from field notes as the result of observation, interview with teacher and students. The results of the research are teachers used four types of oral feedback in EFL classroom interaction such as theories from Tunstall & Gipps , Lyster & Ranta, Cullen , Wolsey, namely evaluative feedback, corrective feedback, descriptive feedback, interactional feedback. The teacher's purposes in giving oral feedback to the students were all positive and the students also perceived their teachers' oral feedback positively.

Moreover, it would be essential to take this into account already in teacher training in the universities, so that it would be made certain that all teachers are aware of this issue. Bookrhart said that providing students

with feedback motivates them and gives them control over their own learning, give an oral Feedback helped student in correcting their error. The students' perception towards teachers' oral feedback was good. The students considered that the use of teachers' oral feedback was helpful for them in correcting their error. The students also believed that their teacher's oral feedback helped them to speak English well and correctly.

From the data, it can be inferred that the use of teachers' oral feedback was very useful in learning process in EFL classroom interaction. The students also perceived that the use of teachers' oral feedback gave contribution towards their English ability. Besides that, the students also learned new vocabulary from their teachers' oral feedback. By having teachers' oral feedback, the students would become aware of their error with the hope they would not do the same error again as they already knew the correct one. So, their English ability could be improved.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

There are three main research questions to answer in this study. The first research question is about the types of teachers' oral feedback in EFL classroom interaction. The second one is a teacher's reasons for using oral feedback in EFL classroom interaction and the last one is the students' perceptions about teacher's oral feedback in EFL Classroom interaction.

Based on the findings and discussion in the previous chapter the following conclusions are drawn.

1. Types of oral feedback used by the teachers in EFL classroom interaction covered theories from Tunstall & Gipps , Lyster & Ranta , and wolsey, namely evaluative feedback, corrective feedback, descriptive feedback, interactional feedback.

2. The researcher found out some reasons why teacher used oral feedback in EFL classroom interaction such as oral feedback can be a tool to see students' understanding about the topic of learning in classroom , oral feedback is very educating, the students can do the

task given by teacher, to build interactive communication between teacher and students.

3. Since it had benefit and positive effect to students, the teachers applied it. The consequence of none of oral feedback was also considered by them. Mostly, students perceived positively to teachers' oral feedback based on its function and effect to them. Although some students perceived that oral feedback caused a sensitive dimension, they still realized to its positive effect to improve their achievement. Here , students' perceptions through teacher's oral feedback such as most of students feeling interactive and enjoy, feeling happy and not boring, knowing the mistake, feeling down to the correction, feeling happy to descriptive feedback, communication between teacher and students.

B. Suggestions

As already mentioned above, these results point out many positive effects of oral feedback use, but also a need for changes. After all, for the closing words, I provided some suggestions for teacher in providing better oral feedback in EFL classroom interaction and for the next researchers such as :

1. To the teachers

   a. the teacher should be aware and careful in giving oral feedback to the students so that they can take maximum benefit from their oral feedback.

   b. Teachers need to explain the importance of feedback to the students and help students to provide it to each other and to the teacher. One simply cannot assume that teachers always know the best, but instead we must realize the endless possibilities the classroom environment and students provide. By working together, discussing, questioning and even arguing one can truly make use of oral feedback and thus start reaching the goals feedback can at the best provide. Finally, feedback definitely needs to be tailored to every individual, making sure students actually feel empowered, motivated and more confident after the feedback. As mentioned before, everyone needs and deserves feedback, but not everyone feels supported by the same type of feedback.

   c. Teachers should discuss with the students and create an atmosphere where everyone feels positive and eager to receive and provide feedback and especially oral feedback to each other. Hopefully this study helps teachers and students in finding the right path towards motivating and successful learning.

2. To the next researchers

   a. In this study, the researcher observed efl classrrom interaction in just two times, because of the limited time. Other researchers may follow up this study in a longer time in order to find more data so that the result will be more satisfactory and representative.

   b. Some students of this research have different opinions about the teachers' oral feedback. Therefore, other researchers can investigate the most effective opinions in oral feedback.

   c. In the future, it would be interesting to study this phenomenon in a larger scale, forming the data from multiple schools or even several countries. This way one could compare the current results with the results gained from the future studies, and form more generalizable results, that hold true in several countries, not only in SMP IT Khairunnas.

   d. Moreover, it would be important to find out to a larger extent what the students' perceptions about the use of oral feedback are, so an interview could be used to enable the students to explain their choices in greater depth. Observing classrooms and combining this field of research with a questionnaire or interviews would also provide a more truthful picture of the current use of oral feedback in schools. In addition, if one would

like to compare the opinions of both teachers and students, one could take the roles of both of them into consideration and study the use of oral feedback by interviewing or questioning students and teachers from the same schools.

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