

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Teachers and students have their respective roles in the learning process in the classroom. Teachers have an important role to be the center of attention for students. The teacher acts as the main mentor who provides the right material for students and provides the facilities needed by students when learning English, while students have a role as participants who should contribute to the learning process in the classroom. Therefore, the role of the teacher is very important for the continuity of the learning process to achieve the goals. Several roles of the teacher can support the success of achieving the desired goals.

According to Harmer (2007), the role of the teacher is one of the things that must be considered and owned by each teacher to deliver feedback correctly to every student. Based on the book's sources by Harmer (2007), it explains that there are several roles for a teacher in providing feedback such as a controller, prompter, resource, tutor, and participant. First, the teacher acts as a controller by telling students something, arranging and asking questions, reading aloud, and others. Besides, the teacher also acts as a reasonable controller, when giving explanations, organizing work questions and answers, making announcements, or bringing classes following the provisions. Second, the teacher acts as a prompter, which gives 'nudge' to hold back and let them solve it themselves. Allow students to think about their misconceptions about learning material independently.

Third, the teacher acts as a resource, the teacher's important job is to encourage students to use resource materials for themselves and to become more independent in their learning in general. The teacher who acts as a tutor combines the role of the prompter and the resource. Attention is needed, however, to ensure that as many individuals or groups as possible are seen, if not, students who do not have access to the teacher may begin to feel disadvantaged. The next role is the teacher as a participant, role play, or group decision making activities, one of which is from people who 'withdraw' from the activity in front of the class, then let other students continue and only intervene later to offer feedback and or correcting errors.

Another thing to note is that the strategies that each teacher has are different. Harmer (2007) stated that the teacher tries to involve subjects that make students interested and try to make teaching strategies so that all students understand and pay attention to what is said. The strategies that must be possessed by the teacher must be implemented so that students do not feel bored during the lesson. In addition to the teacher's role, other ways that the teacher should do for students are also determined by feedback. Providing corrective feedback is the process by which the teacher explains the mistakes made by students on learning material.

Feedback also has an instructional purpose which is about providing specific information relating to the learning process and the task of checking the gap between what is understood and what is intended to be understood by students Sadler (1989). Information should be provided by the teacher to students through clear and detailed interaction language so students can easily understand the correct way. Feedback also includes error correction in second language learning so that

second language learning has a difficulty level, especially on the teacher's side. How to convey feedback must be highly considered based on the role and behavior of the rules held by each teacher.

Feedback is closely related to communication between students and teachers. Some study results show that student responses to corrective feedback are needed and desirable rather than implied feedback by (Ting Su 2016); (S. Li 2010); (Zhao 2009). Besides, feedback also has a positive effect on the level of proficiency of students in second languages. Some of these effects such as motivating students to continuously learn, making students continue to develop, providing correct perceptions when making mistakes, increasing student skills in learning a foreign language, making the relationship between students and teachers more interactive, and establishing communication both in order to achieve learning goals which are desired.

Feedback is usually carried out research on students who are learning a foreign or second language. The place to do research was chosen to look for phenomena that often occur between teachers and students. Language courses institutes and schools are a suitable place for researchers to conduct the research. Both places were chosen because some students or participants were doing EFL learning activities. Moreover, corrective feedback research is conducted to find out the results of the use of feedback between teachers and students in learning English or a second language. Corrective feedback is also one of the keys to success that can be obtained by students and teachers.

In addition, there are two studies that discuss corrective feedback in the form of a literature review and can be used by writers as a reference. First, Sheen (2004) focused on similarities and differences in teacher corrective feedback and learner's uptake in instructional settings. Second, Ting Su (2016) investigated EFL classroom interaction from 2000- 2015 focusing on corrective feedback on research content introduced from Chinese and foreign scholars. In this case, the writer conducted a literature review that focused on reviewing selected articles to find out the type of corrective feedback that is most frequently used by the teacher. Next, this study is also intended to examine the benefits of corrective feedback by the previous researchers in the data articles. Besides, the writer attempts to review the results of previous research on corrective feedback systematically to arrive at conclusions that can be used as further research information.

### **1.2 Statement of the Problem**

1. Which corrective feedback was frequently used by EFL teachers based on the selected research articles?

2. What are the benefits of giving corrective feedback in the EFL classroom based on the selected research articles?

### **1.3 Objectives of the Study**

This study aims to review the types of teacher corrective feedback to students in the EFL classroom on selected research articles. Furthermore, analysis of the type of corrective feedback is frequently used during the learning process of English in the classroom based on articles. Review the benefits of each study to

determine the purpose of the research in the selected article. How teachers can use corrective feedback types to maximize selected research to student's errors.

#### **1.4 Significance of the Study**

This study focuses on corrective feedback in the EFL classroom based on selected articles. Theoretically, this literature study may contribute new ideas to applied linguistics in teaching English as a Foreign Language in relation to corrective feedback and can enrich readers' literature especially in the field of English Language Teaching. It can also be significant for the teachers to know the kinds of feedback that learners prefer in learning English and potentially gives teachers' preferences toward corrective feedback. Practically, this study can provide the teachers with ideas of giving appropriate feedback to their students. Indeed, teachers can implement the corrective feedback to the students to achieve learning goals in the classrooms. Then, it can be used as a reference for further researchers in the field of teaching English.

#### **1.5 Scope and Limitation**

This research will focus on the results of corrective feedback research in selected articles. This study refers to the review of several studies that have been conducted by several authors to be used as research library data. The object of this study is aimed at teachers who want to evaluate performance in teaching and learning English. The teacher can adjust the type of corrective feedback that is suitable and relevant to use. Review of the study using 22 data articles, selected according to the topic to be discussed. The writer determines which articles are

suitable for the literature review. Then, the writer chose a literature review because of the situation and conditions of the pandemic Covid-19 that had an impact all over the world so that they could not conduct field research.

### **1.6 Definition of Key Terms**

- **Corrective Feedback:** Any indication to the learners that their use of the target language is incorrect (Spada 2006).
  
- **Oral Corrective Feedback:** teacher correction done orally and directly when students make mistakes and the teacher gives information to the student to revise their mistake (Li 2014).
  
- **Written Corrective Feedback:** written feedback given by the teacher on a student paper with the aim of improving students' writing accuracy. (P. M. Spada 2006)
  
- **EFL classroom:** EFL classes are in countries where English is not the dominant language. Students share the same language and culture. The teacher is probably the only native English speaker they know. (Press 2011)