

Prasetyawati, Rindang. *The Use of Teacher Feedback in English Speaking Activity of First Grade Students at SMP Negeri 1 Surabaya.* A thesis submitted as partial fulfillment of requirements for the Sarjana degree of the English Department, Faculty of Humanities, Universitas Airlangga.

ABSTRACT

This study aimed at analyzing teacher feedback used by an English teacher of first grade students at SMP Negeri 1 Surabaya during English speaking activity and the teacher's reasons of using feedback in classroom interaction. The data were obtained by using audio recording and note-taking during five observations of English speaking activity and by interviewing the English teacher in stimulated recall method. The participant of this study was an English teacher of class 7B at SMP Negeri 1 Surabaya. By using Richards and Lockhart's theory of teacher feedback (1996) in teaching and learning process, the writer found that the English teacher provided 62 times of teacher feedback types in five observations. Besides, among 12 types of teacher feedback, the English teacher used 11 types of teacher feedback during teaching and learning process in English speaking activity. However, acknowledging a correct answer, which was provided in 26 times, was the most frequent type of teacher feedback used by the English teacher. During the observation, it was found that feedback on content was more frequently used instead of feedback on form. Moreover, teacher feedback was regarded important to be used by the English teacher in classroom interaction in order to know how well the students understood the lesson and to motivate the students to learn English.

Keywords: *speaking activity, teacher feedback, feedback on content, feedback on form*