

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Study

Teaching is the process of providing knowledge to someone or persons to learn how to do something, so it will cause the persons know or understand something (Brown, 2007, p.8). There are many techniques, methods, and strategies of teaching that can be practiced in order to make the learners easier in acquiring and understanding the knowledge. One of strategies in teaching is by providing feedback to students. As what Richard and Lockhart state that providing feedback, which can be positive or negative, to learners on their performance is another important aspect of teaching. The advantages of providing feedback are not only to let learners know how well they have performed, but also to increase motivation and to build a supportive classroom climate (1996, p.188).

Juwah *et al.* (in Irons, 2008, p. 70) proposed the following seven principles of good feedback practice: 1) facilitates the development of self-assessment (reflection) in learning; 2) encourages teacher and peer dialogue around learning; 3) helps to clarify what good performance is (goals, criteria, expected standards); 4) provides opportunities to close the gap between current and desired performance; 5) delivers high quality information to students about their learning; 6) encourages positive, motivational beliefs and self-esteem; 7) provides information to teachers that can be used to help to shape teaching. Thus, providing feedback has important role in teaching and learning process because it gives advantages both for teachers and learners. The teachers may increase their skill

through providing feedback to help the learners to understand the knowledge and the learners may know how well they understand the knowledge and get motivation to understand more the knowledge.

Teacher gives feedback to the learners in order to support and encourage their further progress (Black et al in Kyriacou, 2007, p.61). Moreover, Kyriacou states in his book that feedback is not only of practical use to identify problems or to indicate students' successful work, but also to convey that the students' progress is being carefully monitored and the teacher cares about such progress (2007, p. 61). In other word, the role of teacher in providing feedback is important for students. The teacher does not only provide feedback for the student, but also monitor the student's progress of understanding the lesson.

A study conducted by Han (2002) found that corrective feedback, in light of the skill acquisition analogy, is necessary in Second Language Acquisition (SLA), particularly in SLA classroom. Meanwhile, Hattie and Timperley (2007, p.91) concluded that the effectiveness of providing feedback is not only by answering the task that has been given, but also by processing or synchronizing the understanding of a subject between teacher and the students. Moreover, feedback can make the students reflect how well they understand the lesson. By using Richards and Lockhart's theory of feedback, unpublished undergraduate thesis conducted by Hawa (2007) found that an English teacher of first grade students at SMP Al-Hikmah Surabaya preferred providing feedback on content to feedback on form. The most frequent type of feedback on content that was used by the English teacher was repeating with rising intonation to indicate the

student's incorrect answer, whereas, feedback on form was used in written assignment.

Russell (2009) also conducted a study, which indicated that there might be a mismatch in teachers' and students' perceptions of what was considered to be effective feedback on oral errors. Besides, unpublished undergraduate thesis conducted by Astutik (2010), which was about the implementation of feedback as a strategy to improve the ability to write spoof texts, concluded that the student's ability in writing spoof text was improved when peer feedback strategy was used. Moreover, Leaph (2011) suggested that student's writing was improved, regardless of feedback method; that preference in feedback type might not associate with revision quality; that reading be used as a complement to feedback; and that revision quality might correlate with feedback intake which depended on learner-focus and feedback quality.

Furthermore, the studies explained above concluded that providing feedback is the important strategy in teaching and learning. Hence, they motivated the writer to conduct a study about teacher feedback as well. However, a study conducted by the writer was different from all of those studies because the writer analyzed the use of teacher feedback to the first grade students of class 7B at SMP Negeri 1 Surabaya in classroom interaction by using Richards and Lockhart's theory of feedback (1996) and the English teacher's reasons of providing feedback in the classroom. The writer chose to do observation at SMP Negeri 1 Surabaya because according to an article from the official website of Educational Office in Surabaya (Dinas Pendidikan Kota Surabaya website, 2013), three students of

SMP Negeri 1 Surabaya reached the best score of Final National Examination (UNAS) 2013 for Junior High School students in Surabaya. Moreover, SMP Negeri 1 Surabaya also reached the eighth rank of the best score of Final National Examination 2013 for Junior High School students in East Java and the tenth rank of the best score of Final National Examination 2013 for Junior High School students in Indonesia. In addition, English is one of the subjects, which is examined in Final National Examination.

The writer preferred observing teacher feedback in English speaking activity to observing other English skill activities such as reading, writing, listening, grammar because the writer experienced in field course of Teaching English as a Foreign Language subject in other High School students that there were some students in Surabaya who still had difficulty to pronounce English words well. They tended to pronounce the English word according to the spelling of the word. For example, the word “now” was pronounced as [nou] instead of [nao]. Besides, the writer also had experience to tutor English for Elementary students and Junior High School students in one of Surabaya courses. Based on the writer’s experience, the writer also found that some students had difficulty to pronounce English word well. Thus, it can be concluded that the pronunciation of English word is different from the spelling of English word. Almost all learners in Surabaya even in Indonesia, whose first language is Indonesian language even Javanese, Madurese, and many others, have difficulty to pronounce English word well. In this case, the role of English teachers in providing feedback is extremely important in this learning process in order to motivate the learners to pronounce

English word well and to make the learners know how well they perform their speaking in English.

Therefore, it is believed that providing feedback is extremely important in classroom interaction. Thus, the writer observed the use of teacher feedback for first grade students in classroom interaction, especially in English speaking activity in English class. In this case, the writer observed the types of feedback used that led the writer to know the most frequent type of feedback used by an English teacher in the classroom, especially in English speaking activity and the teacher's reasons of providing those types of feedback to the students.

## **1.2 Statement of the problem**

Based on the background of the study, the writer formulated two research questions in order to be analyzed further. The research questions as follow:

1. What types of teacher feedback does an English teacher provide to the students of class 7B at SMP Negeri 1 Surabaya in English speaking activity?
2. What are the teacher's reasons of providing feedback to the students of class 7B at SMP Negeri 1 Surabaya during English speaking activity?

## **1.3 Scope and Limitation**

The study focused on the teacher feedback provided by an English teacher to the first grade students of class 7B at SMP Negeri 1 Surabaya. Moreover, the writer focused on analyzing whether the English teacher used the types of feedback on content or feedback on form or both of them during English speaking

activity in classroom interaction and the teacher's reasons of providing those types of feedback.

#### **1.4 Objectives of the Study**

The objectives of the study conducted by the writer are to identify the types of teacher feedback provided by an English teacher in speaking activity and to find out the teacher's reasons of providing the types of feedback during speaking activity. Therefore, it is expected that through this study, the readers, particularly the English teachers, may know the types of teacher feedback and may be motivated to practice teacher feedback in their classroom interaction.

#### **1.5 Significance of the Study**

The writer is interested in conducting this study because of some significance. First, for the theoretical significance is this study may give contribution knowledge for field course and material of Teaching English as a Foreign Language (TEFL). Second, for the practical significance, the foreign language or second language teachers may practice the type of teacher feedback strategies in their teaching process at school even at course. Hence, it may give the effect on student's understanding in learning English or other foreign languages or second languages lesson.

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

Speaking Activity : Speaking activity as a part of work or academic study may involve presenting reports or a viewpoint

on a particular topic (Nation and Newton, 2009, p.122).

Teacher Feedback : Information provided by the teacher to the students on learning or on some aspects of performance on the activity for student's improvement (Richards and Lockhart, 1996, p. 165)

Feedback on Content : Teacher's response to the content of student's utterance that has been produced (Richards and Lockhart, 1996, p. 188).

Feedback on Form : Teacher's response to the student's language form of an utterance (Richards and Lockhart, 1996, p.188).