AN ANALYSIS ON THE TEACHER'S ORAL FEEDBACK IN TEACHING ENGLISH
(A Descriptive Qualitative Research at SMK Negeri 6 Pontianak in Academic Year 2022/2023)

A THESIS

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TEACHER TRAINING AND EDUCATION FACULTY
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Submitted to fulfill one of the requirements for achieving bachelor degree in English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education Universitas Tanjungpura Pontianak

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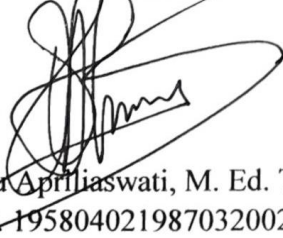NURUL PUSPITASARI
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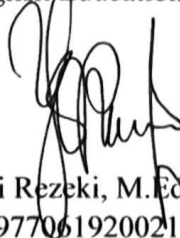| Supervisor I	Supervisor II
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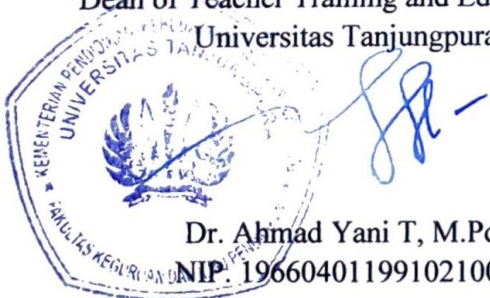
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Declare that the thesis entitled "An Analysis on The Teacher's Oral Feedback in Teaching English (A Descriptive Qualitative Research at SMK Negeri 6 Pontianak in Academic Year 2022/2023)" is my original work, not a takeover of other people's writings or thoughts that I recognize as my own.

If in the future it is proven that this thesis is plagiarized, then I am willing to accept sanctions for this action.

Pontianak, 16 Februari 2023

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ABSTRACT

Nurul Puspitasari. 2023. An Analysis on The Teacher's Oral Feedback in Teaching English (A Descriptive Qualitative Research at SMK Negeri 6 Pontianak in Academic Year 2022/2023)

Supervisors: 1. Dr. Regina, M. Pd.
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Feedback is one of the important components in the teaching and learning process. Feedback given by the teacher can make the teaching and learning process more effective. The teacher can optimize the learning process by giving feedback so students can understand the material better. Feedback can make students know their weaknesses and strengths so they can learn from there and evaluate themselves. This study focused on the types of oral feedback the teacher gave in teaching English at SMKN 6 Pontianak, especially in teaching students' speaking skills in class XI. This study aims to determine the types of oral feedback the teacher uses to teach speaking skills and find out the most frequently used oral feedback. The researcher conducted classroom observations and teacher interviews to collect data, which were then analyzed using the interactive model from Miles, Huberman, and Saldaña (2014). Based on classroom observations and teacher interviews, the researcher found that the teacher used positive and corrective oral feedback to teach students' speaking skills. Positive oral feedback was given in the form of reinforcement 22 times (46.81%) and evaluative nine times (19.15%), which totalled 31 times (65.96%). Other than that, corrective oral feedback was given in three different ways: recast 10 times (21.28%), elicitation three times (6.38%), and request for clarification three times (6.38%). Overall, the teacher gave oral corrective feedback 16 times (34.04%). From all types of oral feedback, it can be concluded that the most frequently used oral feedback by the English teacher at SMKN 6 Pontianak is positive oral feedback. While the most frequently used oral corrective feedback is recast.

Keywords: Oral Feedback, Speaking Skills, Teaching English

DEDICATIONS

I dedicate this thesis to my beloved mother, Sufriyana, and my beloved father, Bachrun Supriyadi, who always provide prayers, love, motivation, and wholehearted support to me in accomplishing this thesis. Thank you very much for continuously strengthening me whenever I feel down, convincing me that I can definitely complete my studies well despite all my shortcomings, and reminding me that Allah SWT will always accompany my steps wherever I am, and His power will make everything possible. I also dedicate this thesis to my beloved younger brother Usamah Al Ghifari, my grandmother, my grandfather, and all my extended family, who I cannot mention one by one, who have also prayed the best for my success in everything, including in completing my studies. May Allah SWT always give us health and bless our live.

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and helpful criticism and suggestions so that the researcher can correct the mistakes in this thesis and become even better.

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1. Dr. H. Ahmad Yani T, M.Pd as the Dean of Teacher Training and Education Faculty of Universitas Tanjungpura.

2. Dr. Patriantoro, M. Hum as the Head of Languages and Arts Education Department.

3. Yanti Sri Rezeki, S.Pd., M.Ed.Wals., Ph.D. as the Chairperson of English Education Study Program.

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5. All English Education Study Program staff have helped facilitate the researcher's study period by providing the best service.

6. Hadiman, S.Pd., as the English Teacher of SMKN 6 Pontianak, has allowed the researcher to conduct classroom observations and has been pleased to conduct interview sessions with the researcher.

7. Ummi Yuliani, Syarifah Ismia Yufhita, Irma Widia Mita, and Asma Ul Husna as the researcher's dearests companions who have sincerely helped and supported her in all situations.

Then, the researcher realizes that this thesis is far from perfect. Therefore, the researcher hopes for constructive criticism and suggestions from the readers for the sake of the perfection of this thesis. May Allah SWT always provide guidance and blessings to all of us, *Aamiin Ya Rabbal Alamin.*

Pontianak, 16 February 2023

The Researcher,

Nurul Puspitasari

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents an introduction to the research consisting of background, questions, purposes, the significance of the research, and terminology. First, the research background contains basic information about the role and importance of the research topic, common problems related to the topic, a brief explanation of three previous studies with similar topics, research gaps, and briefly mentions the methods used for this research. Second are research questions, which include the questions this study aims to answer. Third, research purposes, which is the purpose or reason for conducting this research. Fourth, the research's significance includes the benefits of this research for teachers, students, and other researchers. The last section is terminology, which contains essential terms that readers need to know to understand this research better.

1.1 Research Background

People usually need experts in certain areas of expertise to get validation as proof of truth. This validation is also needed when learning in the classroom. In the teaching and learning process, the teachers need to provide feedback to the students. The feedback needs to be done to make students' learning activities more effective because students can understand better the material provided by the teacher. Additionally, the feedback given by the teacher in the learning process and assessment could encourage students to master and understand the material to improve their performance and achievement.

By providing feedback, students can know which areas of their work should be improved so that they can finally find ways to address their weak points. Therefore, feedback can increase students' awareness to improve themselves, make it easier for them to recognize mistakes, increase self-confidence, and make them more enthusiastic about learning. The feedback given by the teacher may be unclear, whether it is because the feedback is difficult to understand, confusing, or irrelevant. Therefore, the teacher needs to choose the right and suitable types of feedback for most students so that students' learning achievement can be more optimal.

One type of feedback that is usually used for teaching and learning is oral feedback. Oral feedback is a correction or input on a student's work or performance that is given orally, either directly or indirectly. Directly means that the teacher provides input or correction by directly correcting the wrong part, while indirectly means that the teacher only gives code to the wrong part and lets the students think to fix it themselves. According to Hadzic (2016), oral feedback can be divided into positive and corrective (negative) feedback. Positive feedback means that feedback is given in the form of praise or appreciation for the excellent performance of students. In contrast, corrective feedback is given as corrections for students' mistakes.

Speaking, one of the four essential skills in learning English, requires good feedback. It is based on the fact that many students still have problems when practicing speaking in class. At SMK Negeri 6 Pontianak, based on the result of the pre-interview with the English teacher, several students' problems were found when

the teacher taught English speaking skills. Such as many students still have low learning motivation, unconfident, embarrassed to speak in front of other students, and afraid of making mistakes, so they do not want to try to speak. Therefore, as a teacher, it is necessary to optimize the use of feedback techniques and continue to maintain feedback on students.

Giving proper oral feedback can make a pleasant and positive impression in the English lesson. This statement is based on the reality that English is a subject that is less desirable or even disliked by students. One of the reasons is the inaccurate feedback from the teacher that makes students afraid or even have no motivation to learn English, especially in speaking. Therefore, teachers must be able to make students comfortable and feel that English is not a foreign language that is difficult to learn. Bijami, Kashef, and Nejad (2013) state that feedback is a dominant component for improving English learning. Feedback can be interpreted as providing information obtained from tests or other measuring tools to the students to improve or increase their learning outcomes. Meanwhile, Wahyudi and Sari (2016) explained that feedback is the teacher's response to students regarding whatever students are doing, which can motivate, provide reinforcement, and make students further develop their abilities to achieve a more optimal result.

Students have an important role in understanding their strengths and weaknesses as self-evaluation. Therefore, feedback is one way to increase the accuracy of student self-evaluations (Masantiah, Pasiphol, & Tangdhanakanond, 2020). The statement from Masantiah, Pasiphol, and Tangdhanakanond (2020) above indicates that research on the teacher's oral feedback in teaching English is

very important to help students know their strengths and weaknesses. Students need appropriate feedback to support their learning abilities. If the feedback is inappropriate, the learning process can be ineffective because students cannot receive the material optimally.

Several kinds of research have been conducted to analyze the teachers' oral feedback. Yulia and Zainil (2021) researched teachers' oral feedback in EFL classroom interaction at a junior high school in Batam. The result of this research is that the teacher uses six types of oral feedback: recast, clarification request, correction, repetition, metalinguistic feedback, and elicitation. The teacher used oral feedback because the teacher felt that giving oral feedback to students was the duty and responsibility of the teacher. Many students responded positively to oral feedback, and only a few felt uncomfortable with oral feedback but still got a positive effect from the feedback.

Another research was conducted by Sakiroglu (2020). It focused on university students' oral corrective feedback preferences in English communication classes. This research shows that 90% of students responded positively, meaning that they need to be corrected when they make mistakes during communication activities. Only a few students feel they do not need oral correction feedback because they feel intimidated and think they can improve without feedback. Apart from that, they are sometimes also aware that oral corrective feedback is helpful for future improvement. Most students prefer to be corrected after they finish their sentences, some choose to be corrected during a conversation, and the rest choose

to be corrected privately at the end of class. In the end, teachers need to pay attention to students' attitudes in responding to the oral corrective feedback given.

Febrianingrum (2020) also conducted similar research about the teacher's corrective feedback on students' oral responses. The results show that the type of oral feedback that the teachers use most often is recast. The teacher uses this feedback to ensure the mood and flow of students' speech are not disturbed. Although recast is considered effective for correcting students' speaking activities, based on students' opinions, they even prefer to get corrections with other techniques. For example, clarification requests and explicit correction. These two types of feedback are considered more likely to allow them to correct their speech so they can be encouraged to study and think more. From these results, it can be seen that there is a gap between students' expectations and the type of oral feedback that teachers usually use to correct students' errors.

The three previous research above has the same oral feedback topic but different focuses and aims. The first previous research focused on examining the types of teachers' oral feedback during interactions in the EFL class, the reasons teachers chose to use that type of oral feedback, and students' perceptions of the oral feedback provided by the teachers. The second research examined students' perspectives on when and how teachers in an EFL communicative classroom should provide oral corrective feedback. The third research focused on investigating the types of the teacher's oral corrective feedback during speaking activities in accelerated classes and how students in that class respond or react to the teacher's oral corrective feedback.

Based on the previous description, it takes a patient and diligent effort to teach English to students. For this reason, on this occasion, the researcher tried to analyze the teachers' oral feedback in teaching English. This research focused on determining the teacher's types of oral feedback and finding out which oral feedback is frequently used in teaching students' speaking skills. The difference between this research and previous research is that in this research, the researcher did not only pay attention to corrective feedback but also positive feedback, which was not discussed in the three previous research. The place and the participant of this research are also different from previous research, so it is possible for the researcher to get different results and it can be a new reference for further researchers.

Considering the issues and the importance of the teacher's feedback for the students, the researcher is interested in conducting qualitative descriptive research to describe in detail the teachers' oral feedback in teaching English speaking at SMK Negeri 6 Pontianak. In the end, the researcher can find out the types of oral feedback the teacher uses and the frequently used feedback in teaching students English speaking skills.

1.2 Research Questions

Referring to the background of this research, the question of this research is, "How does the teacher give oral feedback in teaching speaking skills?". This research question is specify to the following point:

1. What types of oral feedback does the teacher give to students in teaching speaking skills?

2. Which oral feedback is frequently used in teaching speaking skills?

1.3 Research Purposes

Based on the research questions above, this research aims to investigate how the teacher gives oral feedback in teaching speaking skills. In detail, the purpose is:

1. To determine the types of oral feedback the teacher uses in teaching students English speaking.

2. To find out which oral feedback is frequently used in teaching speaking skills.

1.4 Significance of The Research

The results of this research are expected to contribute to the teaching and learning process of English as a foreign language studied in schools as follows:

1. For teachers, this research can provide information or an overview of how the teacher usually gives oral feedback in teaching English so that later it can be used as an alternative option for other English teachers to choose a better type of oral feedback, especially in teaching speaking.

2. For students, feedback can help students to understand and master the material better so that they can improve their ability to learn English, especially speaking, and also raise their awareness to improve what needs to be improved from their work and performance.

3. For other researchers interested in conducting research with the same topic and purpose, the results of this research can be helpful as a stimulus for other researchers to find discoveries and contribute as a reference in in-depth research of oral feedback.

1.5 Terminology

The researcher needs to clarify some of the terms used in this research. The terms are as follows:

1. Learning English in this research is the process of developing the ability to speak English as a foreign language contextually and acceptably following the context that involves teachers, students, and teaching materials.

2. Speaking in this research is the process of delivering utterances to convey information or express feelings and build communication with other people (listeners) by doing presentations or demonstrations.

3. Oral feedback in this research is input or correction given orally by the teacher on the students' speaking performance.

4. SMK Negeri 6 Pontianak is a vocational high school located on Jl. 28 Oktober, Siantan Hulu, North Pontianak, Pontianak City, which is the location for the research.

5. 11th-grade teacher of SMK Negeri 6 Pontianak is a teacher who is currently teaching English lesson at SMK Negeri 6 Pontianak in the academic year 2022/2023 and have become a research participant.