CHAPTER I

INTRODUCTION

A. Background of the research

English Foreign Language (EFL) is the subject that students should learn in their education. Rebecca in Venier (2001: 4) stated that teaching English as a foreign language (EFL) is a renowned scholar in the field of language learning motivation, learning strategies, and instructional methods, who claims that teaching EFL conjures up the image of a tapestry. In learning English as a foreign language the students definitely make a mistake, so that the teacher revise and give students input by giving feedback at the end of learning process.

Feedback is always present in schools, and thus it has been studied before from different angles. One has, for example, looked at corrective feedback and the use of it both from teachers’ and students’ perspective (see for example Lyster and Ranta 1997). Moreover, teacher’s ways of using feedback, and the role of the teacher have been researched (Iwashita and Li 2012, Harmer 2004). Oral feedback is one of the most used types of feedback, but the focus previously has been more on corrective feedback or written feedback (Deirdre 2010, Hyland 2003). Thus, it is essential to focus on oral feedback, and find out more about students’ perceptions on the topic. In
addition, this particular study will reveal the situation of the use of oral feedback in a Finnish upper secondary school and in English classes, bringing forward important insights not only for the areas of feedback research, but especially for Finnish teachers and researchers. Feedback, and oral feedback as a part of it, has several positive effects on learning. First of all, it helps the students learn (Moss and Brookhart 2009:44). Without feedback, it would be rather difficult to know what one has been doing right and where there is still need for improvement. Actually, feedback is a remarkable way of influencing learning (Hattie and Timperley 2007:81). It not only improves students’ learning, but also guides them into the right direction (Westberg and Hilliard 2001:13). Second of all, providing students with feedback motivates them and gives them control over their own learning (Bookhart 2008:1).

When teacher giving feedback to the students, the students will improve their grammar significantly during their writing process. They will knows about their mistakes and understood about how to correct it. consequently, the feedback will contribute to the students learning process.

Based on the explanations above, the researcher is interested in investigating about English Teacher’s oral feedback in teaching English as foreign language. It will help the teachers to improve how to give the oral feedback in good way by looking at teacher’s strategies. Therefore, the researcher wants to know “Teachers’ Oral feedback in English as foreign language classes at MTs Muhammadiyah Purwokerto.
B. Research Problems

Research questions are formulated in this research. It is:

1. What kind of oral feedback does the English teacher give in EFL class?
2. What strategies do the teacher use to offer feedback to the students?

C. Reasons for Choosing the Topic

There are several reasons of the researcher in emphasizing teacher’s oral feedback as a topic, such as:

1. Teacher’s oral feedback is the important things in correcting the student’s erroneous utterances in spoken language,
2. Oral feedback to contribute in developing student’s ability.

D. Aim of the Research

This research aims are:

1. To analyze the kind of oral feedback that the English teacher give to student’s in EFL class
2. To find the teacher’s strategies in giving oral feedback to student’s in EFL class

E. The Scope of the Research

The scope of this research will only focused on the English teachers. It means that the researcher dig up the teachers’ strategies in giving feedback in EFL classes.

F. Contributions of research
Hopefully, this research gives important for some subjects. The following are some specific contributions:

1. Teachers

   This research will provide English teachers with a clear description of feedback on speaking, especially how students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the English teachers will improve their techniques in giving feedback. As a result, their feedback can effectively improve.

2. Readers

   The readers get deep knowledge and information about the types of feedback and how to implementation it, and this study can be used as reference or guide to conduct the same research.

3. Researcher

   The result of this study will be input for the researcher to develop the teaching technique in EFL classes. And also the researcher will get scientific data of the English teacher’s technique, and it will be able to formulate new plans based on the findings.

G. Clarification of Terms

   In order to avoid misunderstanding and misinterpretation of this research, the researcher clarifies the essential term of the research classified. The terms are clarified as follow:
1. Oral feedback

One of the focuses of this project is to study feedback, in particular, the oral feedback that happens in the day life of the work between teacher and students. The feedback in the key to the formative assessment. It can be defined as the information that is given on how an action is being developed in terms of its quality for success (Sadler, 1989). Questions means the teacher ask the question to the students if they still confused about the material.