

CHAPTER I

INTRODUCTION

A. Background

The importance of English in many aspects of life becomes one of many motivations why students, especially in Indonesia, should be able to use English properly. Despite the difficulty of learning English, students still have to have high motivation to learn as it is an international language used in many aspects of life.

Considering a fact that English is not a daily language in Indonesia, many students find it challenging to master. To be able to master English well, students need adequate exposure and acquisition during their learning of English. The exposure and acquisition are provided and maintained by the teachers through designing good learning activities, facilitating the students in learning using appropriate learning media and materials, modeling how to use English well, and accommodating the students to practice. Those are some reasons why the design of EFL classes should be interesting and able to boost students' motivation to learn.

Moreover, learning English is not only comprehending the language but also implementing it in real life. A thing the teachers should do to realize these ideal learning settings is by selecting appropriate learning strategies. However, in reality, not all learning strategies that are implemented can help students to succeed in learning English. Therefore, the teachers must have their strategy and creativity to help students understand the material. Teachers as the best

facilitators for the students at the school must have a learning method that suits the needs of students. This is because the appropriate method can improve the quality of students in receiving material delivered by the teacher. Therefore, the right method is needed in the learning process.

To better facilitate the students to learn English, the teachers should be able to assist in the learning process. The job is not only conveying material and providing all learning instruments but also providing useful feedback to improve their learning achievement. Giving feedback in the teaching and learning process in class is very important in achieving learning objectives related to the topics discussed at the meeting. Feedback from the teacher can help the students in revising their error forms. According to Black and William as cited by Harmer (2007) feedback on students' work probably has more effect on achievement than any other single factor. It means that the teachers' feedback will encourage the students to revise their task results so that they will enhance their comprehension and skills.

There are many types of feedback that can be given by teachers to students. One of them is indirect feedback. According to Lee (2004), indirect feedback is provided if the teacher indicates the location of the error indirectly on the paper by underlining, highlighting, or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form. By the statement, it concludes that indirect feedback is giving feedback made during the learning process by the teacher to show the location of students' mistakes by only giving comments without giving correct and clear answers. This can help students improve their critical thinking.

The feedback can make the students try to find the right answer to previous mistakes according to the teachers' instructions. Therefore, students can get better results than before. Feedback is useful for students to evaluate themselves, find mistakes in the learning process, and help increase students' motivation. In short, the more students make mistakes, the more feedback teachers give to students, the more they will improve the results in mastering the concepts of learning.

Revealing the implications of giving feedback to improve students' comprehension and self-reflection, the researcher is interested to investigate why teachers use indirect feedback to the students in EFL Classes in research entitled *An Analysis on the Use of Indirect Feedback in EFL Class*.

B. The Reason for Choosing Topic

An Analysis of the Use of Indirect Feedback in EFL Class was chosen as a topic of this research because indirect feedback is important and needed for students in learning English especially in writing . Teachers' feedback has an important role in improving students' learning. Indirect feedback has a high impact on students in enhancing their learning of English on their writing. Through indirect feedback, students are trained to think critically in finding correct answers in their writing.

C. Research Question

The problems of the research are formulated into the following research questions:

1. What are the types of indirect feedback given by teachers in EFL Classes?
2. Why do teachers use indirect feedback to the students in EFL Classes?

D. Aims of the Research

This research is intended to investigate the following two points:

1. To know the types of indirect feedback by teachers in EFL Classes.
2. To find out the teachers' reason for using indirect feedback in EFL Classes.

E. Clarification of the Terms

In this study, the researcher wants to tell the reader about the term related to the study such as:

1. Indirect Feedback

Indirect feedback is one of the strategies that indicate the errors which occur in students' mistakes without providing the correct form. Through indirect feedback, they can try to find their answers to the problems they face in accordance with the instructions given by the teacher. Thus students can improve their ability to think deeply to get their answers correctly.

2. EFL Class

EFL Class is a place where the students learn English, so they can improve their language skills. In EFL class, the teachers try to make students speak English correctly by using available learning media. In an EFL setting, the teachers are constantly concerned with ways to get students to speak English in class, ways to use the kind of materials and media available, manage classroom interaction, and get students to take on more responsibility for their learning.

F. Contribution of the Research

The researcher hopes that the result of the research will be valuable for:

1. Teachers

This research is intended as a source of information for English teachers in the use of indirect feedback methods in the learning process so that it is expected to use the right method so that students can get better results than before.

2. Students

- a. For students, this research is expected to increase motivation, self-confidence, and improve students' critical thinking in the learning process in class.
- b. For students, this method can provide more opportunities for students to independently correct mistakes based on feedback provided by the teacher.

3. Other Researcher

This research also provides benefits as well as additional information to other researchers who want to conduct further research in the same field .