

**AN ANALYSIS OF TEACHER'S FEEDBACK
IN ENGLISH LANGUAGE TEACHING (ELT) CLASSROOM
(A Survey Study in State Junior High Schools Wangon
in Academic Year 2020/2021)**



A THESIS

Submitted to the English Education Department as a partial fulfillment of the requirements for S.Pd Degree

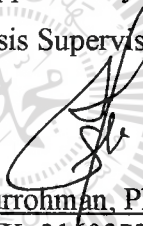
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IN ENGLISH LANGUAGE TEACHING (ELT) CLASSROOM**

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Menyatakan dengan sebenar-benarnya bahwa skripsi ini adalah hasil karya saya dan semua sumber baik yang dikutip maupun dirujuk telah saya nyatakan dengan benar serta bukan hasil penjiplakan dari karya orang lain.

Demikian pernyataan ini saya buat dan apabila kelak dikemudian hari terbukti ada unsur penjiplakan, saya bersedia mempertanggungjawabkan sesuai dengan ketentuan yang berlaku.

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Yang menyatakan,



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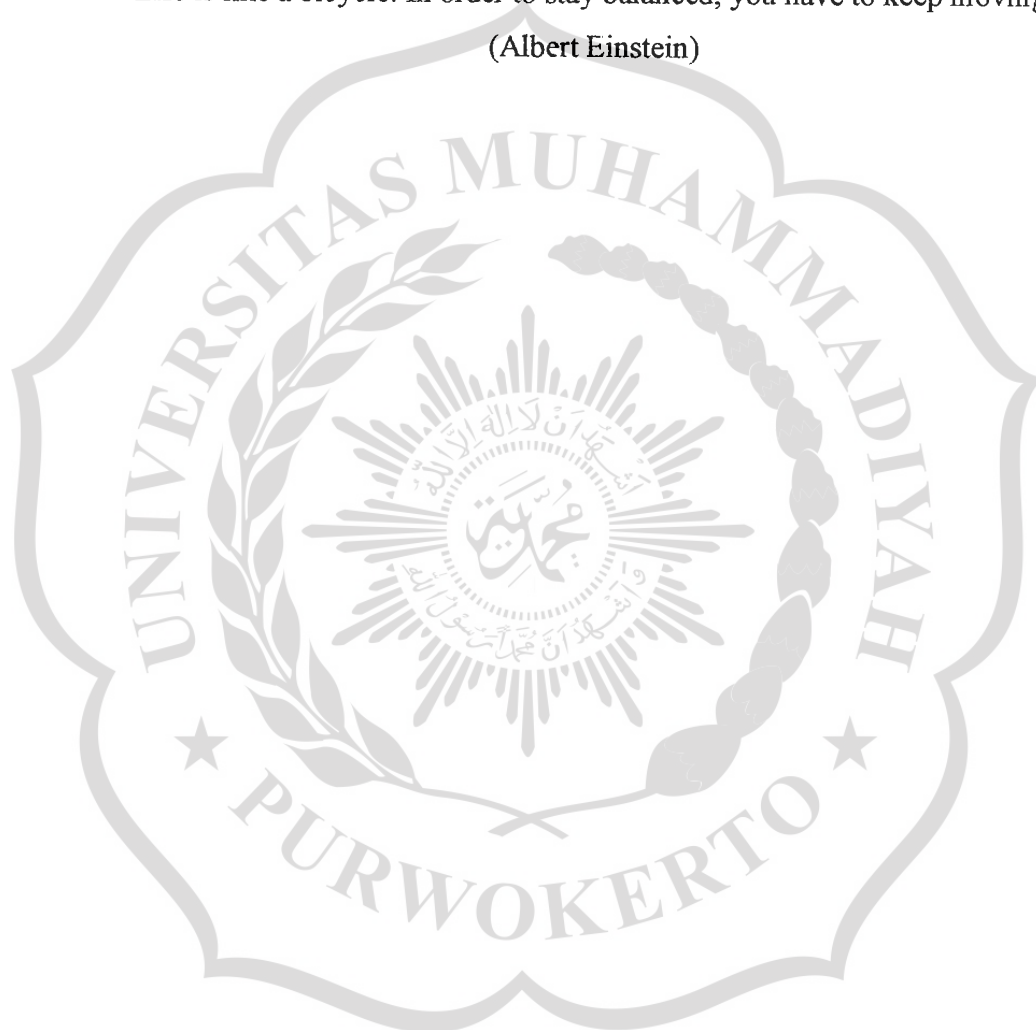
MOTTO

Everything you can imagine is real

(Pablo Picasso)

Life is like a bicycle. In order to stay balanced, you have to keep moving.

(Albert Einstein)



DEDICATION

Bismillahirrahmaanirrahiim

I dedicate this thesis to:

1. My beloved parents, my Mom Sukanti and my Dad Dirun who give me true love, affection, motivation, and everything for my life.
2. My dearest brother and sister, Fahmi Ma'ruf Dwi Laksono and Nayca Yuvelina Natasya who always gives me more cheerful life.
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9. All of my relatives, friends, and everybody whom I cannot mentioned that always love and support me. Thank you.

Purwokerto, 21 Januari 2021


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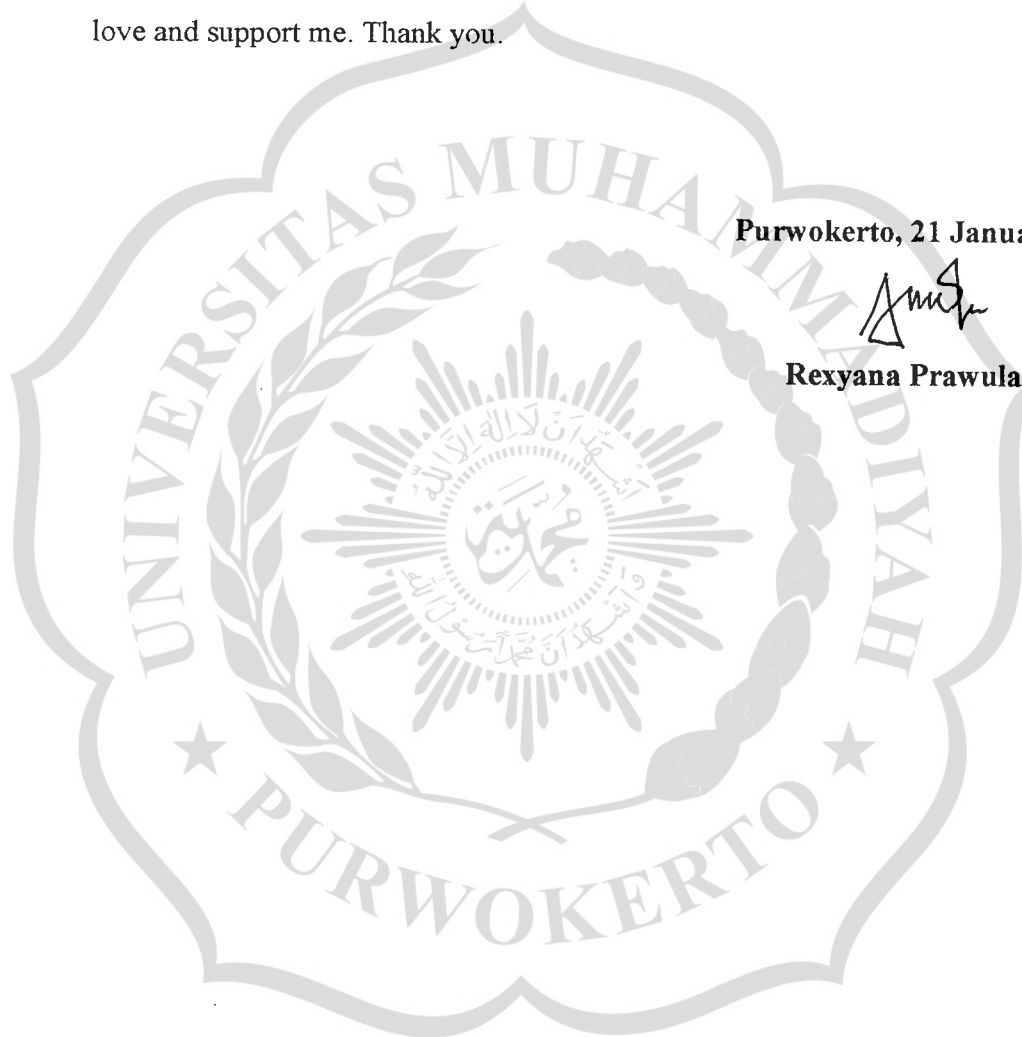


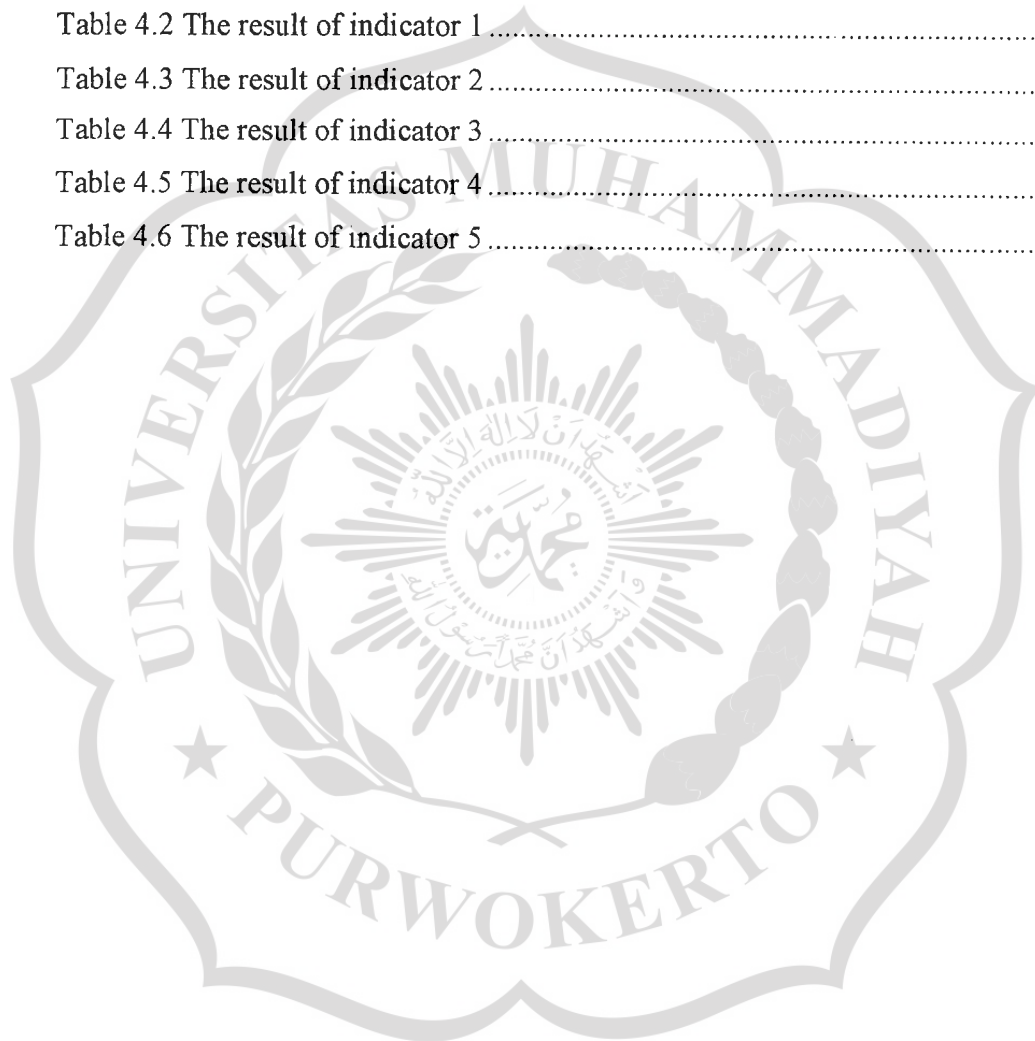
TABLE OF CONTENTS

COVER	i
APPROVAL.....	ii
HALAMAN PENGESAHAN.....	iii
SURAT PERNYATAAN.....	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of Research.....	1
B. Reason for Choosing the Topic.....	2
C. The Research Questions	3
D. The Aim of Research.....	3
E. The Contribution of the Study.....	3
F. Clarification of Key Terms	4
CHAPTER II LITERATURE REVIEW.....	5
A. Feedback	5
1. The Definition of Feedback.....	5
2. Purposes of Feedback.....	6
3. Types of feedback	7
B. Teacher's Feedback.....	9
1. Types of Teacher's Feedback.....	9
C. The Previous Study	12
D. Basic Assumption	13
CHAPTER III RESEARCH METHODOLOGY	14
A. Method of Research	14

B. Population and Sample	14
1. Population	14
2. Sample	14
3. Sample Technique	15
C. Place and Time of Research	15
1. The Place of Research	15
2. The Time of Research	15
D. Technique of Collecting Data	16
1. Questionnaire	16
2. Interview	17
E. Technique of Analysing Data	17
1. Questionnaire	17
2. Interview	18
CHAPTER IV RESULT AND DISCUSSION.....	19
A. Result	19
1. Result of Questionnaire	19
B. Discussion	20
1. Questionnaire	20
2. Interview	24
CHAPTER V CONCLUSION	28
A. Conclusion	28
B. Suggestion	28
REFERENCES	30
APPENDICES	

LIST OF TABLES

Table 3.1 The Schedule of the research	15
Table 3.2 Blueprint of questionnaire.....	16
Table 4.1 Percentage of each type of teacher's feedback indicator in ELT classroom	19
Table 4.2 The result of indicator 1	20
Table 4.3 The result of indicator 2	21
Table 4.4 The result of indicator 3	22
Table 4.5 The result of indicator 4	23
Table 4.6 The result of indicator 5	24



LIST OF APPENDICES

Appendix A. Questionnaire.....	34
Appendix B. Interview Guide	36
Appendix C. Tabulation of Questionnaire Item	37
Appendix D. Interview Transcript	39



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ABSTRACT

This research aimed at finding out the types of feedback used by the English teachers in ELT classroom and the dominant type of feedback used by the English teachers in ELT classroom. The research used descriptive survey method. The closed-questionnaire and semi-structured interview as the instruments in the techniques of collecting data. The participants of this research were 11 English teachers in State Junior High Schools in Wangon academic year 2020/2021. The result showed that the English teachers used all types of teacher's feedback in ELT classroom. There are positive verbal feedback, written feedback, student self feedback, student peer feedback and classroom discussion. Moreover the highest percentage is on the English teachers' response of providing student self feedback in ELT classroom with the percentage of 89,090%, and the lowest percentage is on student peer feedback with 69,090%.

Keywords: English teacher, teacher's feedback, ELT classroom

CHAPTER I

INTRODUCTION

A. Background of Research

English teacher is the one who guides the students and gives them instructions in classroom especially in ELT classroom. Students also have responsibility for their own learning. However guidance and feedback from the English teacher is needed in order for the students to learn and develop skills. According to Cameron (2001: 237) (cited in Indri Eka Pertiwi, 2013: 96) feedback is information that is provided to students about whether or not their production and interpretation of language is appropriate. It means that the English teacher also give input about students' work.

Teacher's feedback is as a means to help students understand where exactly in their learning development when there are some problems. There are more than one type of teacher's feedback. Each distinct in form and purpose. Furthermore, different types of feedback are usually provided by English teacher in combination with the error in ELT classroom process.

In learning English, there are types of feedback to improve students' skills appropriately namely teacher feedback, peer feedback, self-evaluation and computer-mediated feedback (Hyland & Hyland, 2006) in Indah Widianingsih (2019: 15).

According to types of feedback above, teacher feedback is needed in learning English process to achieve the learning objectives maximally. Teacher

feedback is useful to students to evaluate themselves, find out their errors in learning English, know self weaknesses and help students to increase motivation and confidence in learning English that they improve their skills within mastery of the concept of learning English.

The use of teacher feedback are provided in oral and written form. In oral feedback, the English teacher provide it when students only do their speaking activities. While in written feedback the English teacher provide on the students' assignment after they submitte their work. Then English teacher provide feedback to students' working result after the work done. Thus, feedback helps students understand the mistakes that they have made, students increase motivation and more focus on their work in learning English that they are trying to achieve their target skills appropriately.

From the explanation above, thus this research will analyze teacher's feedback in ELT classroom. Providing feedback can be through the teacher teaches students during learning English, such as when the students finish doing on the task that they have opportunities to do something new or improve their skills.

B. Reason for Choosing the Topic

The reason is teacher's feedback is needed for students to be improved their mistakes in ELT classroom. It is also useful for students to be active in the learning process. If the student do not know the mistakes from the feedback given by English teacher, they will not learn something new and it seems they will make the same mistakes. Therefore, it is very important thing to analyze teacher's feedback and which types of teacher's feedback are often used in ELT classroom.

C. The Research Questions

This research paper will answer the following questions:

1. What types of feedback used by the English teachers in ELT classroom?
2. What is the dominant type of feedback used by the English teachers in ELT classroom?

D. The Aim of Research

Related to the research questions, the objectives of this research are:

1. to know types of feedback used by the English teachers in ELT classroom.
2. to know the dominant type of feedback used by the English teachers in ELT classroom.

E. The Contribution of Research

This research is expected to give contribution to:

1. English teachers

English teachers find out how far the material being taught has been mastered by students through feedback. After they know the student's level of skills, English teachers determines the evaluation that will be given at the next learning meeting.

2. Students

Through feedback the students find out how far the material that has been taught can be mastered and students correct their own skills for the progress of student learning itself.

3. Institution

For institution, giving feedback will improve the quality of education to achieve learning goals that have been planned optimally.

F. Clarification of Key Terms

Based on the title and the problem in this research that clarification of re term is describes as follows:

1. Analysis

The skill to observe something in detail by describing information about English teacher's feedback in ELT classroom.

2. English teacher

A professional person, his job is not only to educate the students but also to teach English, guide, assess, and evaluate his students through feedback in ELT classroom.

3. Feedback

The responses from observations are useful to students as motivation to do further action in ELT classroom

4. English language teaching

The mastery of knowledge especially English related to a thing or skill and experience of learning English in classroom.

5. Classroom

The room or place where students receive the lessons especially English through an interactive process between students and teachers