

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 submit 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