

CHAPTER I

INTRODUCTION

This chapter delineates the background of the present study along with some other important points. This chapter will also set out the research questions that the study sought to answer as well as its purpose, significant and limitation. Finally, the definition of key terms used in this study and research report organization are also highlighted.

1.1. Background of The Study

Nowadays, English is already a lingua franca which is widely used for communication who do not share the same first language or even the second language for several countries (Crystal, 2003; Harmer, 2007). The status of English as an international language finds that learning English for Indonesian students as foreign language students is quite challenging to be learned since they have diversity in grammar, lexical, and pronunciation (Harmer, 2001). Indonesian students are obligated to learn English starting from junior high school up to senior high school which is estimated six years of learn English as foreign language in the EFL classroom.

In the context of teaching and learning English for Indonesian students, EFL classroom is a distinctive communicative context because it is here that classroom teaching and learning as well as language acquisition takes place (Noor, et.al. 2010). The dynamic moves of the classroom communication will influence the students' perceptions and participation in the activities in the classroom (Suherdi, 2009; Walsh, 2011). It can be assumed that communicative interaction between the teacher and the students can determine the goal and motivation of the students in the learning of English.

In classroom activities, interaction between the teacher and the students in the classroom plays an important role in sustaining and understanding the context of teaching and learning materials. The context of interaction facilitates second language acquisition in learning English as a foreign language (Aisyah & Hidayat, 2010). In teaching a language, the teachers not only do develop the learners' intelligence but also foster their social interaction and emotion in the classroom.

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Interaction between the teacher and the students can determine the goal, successful teaching practices, and also motivate the students in learning (Tamura., 2006). Moreover, Lengkanawati (2017) stated that the teacher as a facilitator in the classroom should let the students involved in the process of learning itself to give them autonomous learning experience.

Moreover, every language class provides opportunities for students and teacher that can build up the value of teaching and learning by focusing on the response and feedback as an interaction moves in the classrooms. In the focus of interaction moves, the teachers tried to teach the students to maintain their knowledge, interact, process information, and sources to produce a good language based on context (Fogel & Ehrl, 2006; Harmer, 2001; Sanchez, 2010). Given its complexity in teaching and learning, it is fair to say that any endeavour to improve teaching and learning should begin by looking at classroom interaction (Agbatogun, 2011; Suherdi, 2009; Walsh, 2011).

In the field of teaching and learning, there is a model that the teachers usually use to create an interaction more interactive. It is known as IRF model (*initiation, response, and feedback*) as it is proposed by Sinclair and Coulthar (1975). Initiation, response, and feedback means teacher's question-answer sequences, and it is followed by learners' response to the teacher's direction, then pupils listening to the teacher giving information as feedback. The IRF model stimulates in order to create interaction as a key to successful teaching practices. Interaction is what made the opportunities to the teachers and the students in understanding education in action (see Suherdi, 2009; Walsh, 2011).

In some cases of classroom interaction, the students remain to make mistakes in their utterance as a response to the teacher's initiation which may lead to get error fossilization (Harmer, 2001). Giving oral response in the classroom is an even problematic skill to be mastered by foreign language students, this could happen because of the lack of speaking exposure such as: the lack of understanding of grammatical pattern, vocabulary, and pronunciation (Al-Saadi, et.al, 2013; Harmer, 2001; Pramuditha, 2015; Ramesh, 2012). Considering the importance of correctness students' utterance as a response in English classroom, learning how to speak in English is claimed as one of the pivotal skill that should

be achieved and mastered for language learners (Richard, 2008). However, Martinez (2006) claimed that to improve the students' skill and performance in learning English, they need to receive a comprehensible input in process of interaction in classroom.

As it has mentioned previously, one of the most useful strategies to improve students' skills in English learning is by providing comprehensible input as a feedback for the students in classroom (Askew & Lodge; 2000; Esmaeili, 2014; Noor, et.al, 2010). Feedback is a key that plays an important role in creating and underpinning teaching and learning process (Faris, 2018; Lyster et.al. 2013; Tersta, 2017). In oral communication, teachers' verbal feedback is one of important processes in teaching and learning practices, it creates successful classroom teaching and learning (Bloome, et.al, 2005; Suherdi, 2009; Walsh, 2011). Teachers' verbal feedback can be defined as a speech by the teachers which have a typical sound and intonation and give information to the students' work orally (Coulthard, 2002). Teachers' verbal feedback can be defined as oral extensive comments and suggestions on students' oral response to provide students' effort and at the same time and helping them improve their competence in spoken English (Ellis, 2009; Lyster, et.al, 2013; Noor, et.al, 2010).

It can be assumed that giving verbal feedback in the classroom could be another way that would improve the learners in learning English as a second language especially in learning how to speak in English language. Derakhsan, et.al (2016) posted that learner language development can be improved through the improvement of students' speaking proficiency. Besides, speaking is considered as one of skills that can be used to measure, to add new knowledge, and to create the successful teaching practices in EFL classroom (Widiati & Cahyono, 2006; Mattarima & Hamdan, 2011). It can be concluded that students' competence in learning a language can be improved through the use of verbal feedback by the teachers in the classroom.

This study was conducted based on the thinking that the use of appropriate verbal feedback can be viewed as a significant tool in enhancing student learning. Feedback in classroom interaction is a part of IRF model as this study based on Classroom Discourse theory (see Coulthard, 2002; Sinclair & Coulthard, 1975;

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Suherdi, 2009; Walsh, 2011). Several researchers believed that by giving feedback to the students can be beneficial in improving students' capabilities and competences as well as to improve the value of teaching and learning practices (Agudo, 2013; Chu, 2010 as cited in Bhuana, 2014).

Some researchers have investigated the impact of verbal feedback on students' response. Noor et.al. (2010) found that teachers' verbal feedback and praise had a significant positive impact on the learners' motivation and attitude in learning English in the classroom. Moreover, Leng (2014) found that the production of comprehensible output is an integral component of learning a second language. To facilitate the development of communicative competence, teachers often provide oral feedback to their students during interaction. Moreover, Abbasi, et.al. (2015) assumed that the use of feedback help the teacher and the students in order to create a good environment and improve students' motivation in learning. In line with the previous related studies, this present study focused on analyzing and investigating the use of verbal feedback by the teachers and its impact to the students' spoken English competence, and dissimilar to those previous studies, this study also tried to explore the teachers' consideration behind verbal feedback and the function as a language in action.

Teachers' verbal feedback in teaching English is very essential. Through feedback in the classroom, both assessment and correction can be very helpful to the students' proficiency (Harmer, 2001; Harmer, 2007). Feedback during students' oral work it's very important, because through feedback they are able to know their mistakes in their spoken language and how to correct it (Swain in Lowen & Reinders, 2011; Thompson, 2010). It can be concluded that feedback in teaching may contribute to develop students' capacity or may only correct students' errors to help the students complete the task.

Another function of feedback is not only for correction, but sometimes also providing a strength value to the students in classroom. Leng (2014) writes that:

“Feedback provided the students with developmental experiences as they were able to revise their work based on the feedback given as the feedback made them aware of their weaknesses and strengths of their skills. Feedback can also inspire and motivated the students to work better because feedback has the potential to motivate the students to be better and avoid their mistake in their work”.

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Looking at the impact of verbal feedback on students' response, it can be assumed that language in classroom has a function in determining successful teaching practices. Halliday (1994) in Halliday and Matthiessen (2004) they stated that language is developed to the human need and how it is structured functionally with respect to the needs. In the context of teaching and learning, it can be assumed that teachers' language with its function and need can build what students' need to improve their skills, competences, and solve their problems, especially in English learning.

Feedback to the EFL students is very important and it plays a vital role in the classroom, it underlines everything that happens in the classroom. It is an inherent element of negotiation and interaction process tend to facilitate and promote students interaction in learning (Nabei & Swain, 2002; Van Lier, 1996 in Walsh, 2011, p.3). In addition, Feedback is prominent for managing groups of students, teaching and learning process, and organizing various activities in order to encourage students' interaction in the classroom.

Furthermore, this present study was designed to give better understanding of verbal feedback as stimulating process in teaching and as one of the interaction systems in the classroom. More specifically, this study aimed to reveal any effect of feedback on the students' spoken competence in EFL classroom. In conclusion, Classroom Discourse Analysis theory was used as a framework in this study. CDA primarily studies about how language as a tool of expressing ideologies, power, dominance and bias which can be explored in how people's use language and how language is structured (Blackwell, 2015; Bloome, 2005; Coulthard, 2002; Suherdi, 2009; Wlsh, 2011).

1.2. Research Questions

This study was conducted to answer the following research questions, there are:

1. What verbal feedback types were pre-dominantly provided by the teachers in EFL classrooms?
2. What are the teachers' considerations in using verbal feedback in EFL Classrooms?
3. How does verbal feedback influence the students' improvement in learning English as a foreign language?

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1.3. Purpose of The Study

The purpose of this present study was to examine the types of verbal feedback provided by the teacher in EFL classrooms. In order to attain the objectives of this study, this study starts with analyzing the process of interaction in EFL classrooms. Furthermore, the teachers' consideration of the use several feedback types were revealed and explained in order to get the depth insight of this study. After that, the influence of teachers' verbal feedback on the students' spoken competence were described in the form of explanation and narration.

1.4. Scope of The Study

This study was conducted to give clear understanding about the use of verbal feedback and the function of verbal feedback to the students' improvement in EFL classrooms. This study investigated the types of verbal feedback were predominantly provided by the teachers in EFL classrooms as the strategy in teaching and learning. Meanwhile, this study was conducted in two EFL classrooms with two teachers to get the richness of the data. Moreover, the teachers' considerations in using verbal feedback in the classrooms would lead to get the depth insight of this study. In addition, this present study analyzed and investigated oral language interaction between the teachers and the students in the classrooms as a source in classroom interaction. Finally, the result, finding, and conclusion of this study are limited based on the analysis of the data obtained from classroom observations. Hence, the use of verbal feedback can be assumed as teachers' strategy in order to improve students' spoken competence in EFL classroom. Through this study, classroom discourse analysis was the main framework of this study. (see Suherdi, 2009; Walsh, 2011).

1.5. Significances of The Study

This study aimed to explore areas of language studies specifically in Classroom Interaction as a study in Classroom Discourse Analysis in terms of the verbal feedback language choice performed by teachers in teaching English as a Foreign Language (EFL) as a key to enhancing the quality of teaching practices. Therefore it is hoped that the outcome of the study could contribute to a better understanding of actual classroom language itself.

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Theoretically, the findings of this study are able to fill the gap of the lack on the research of Classroom Interaction and formulaic aspect of classroom interaction in EFL context, especially in Indonesia. Thus, this study will enrich literature about the use of verbal feedback and its impact on the students in the classroom especially in senior high level in improving EFL speaking proficiency.

Practically, the results of the study are expected to be beneficially useful for teachers, and also for readers who are interested in teaching English especially in EFL context in Indonesia. For teachers, the findings provide information whether verbal feedback is effective or not in improving students' spoken English competence in EFL classroom. If it was effective thus the benefits and the basic principles can be applied in the classroom. Additionally, the results are expected to offer a concern of the teacher in the use of verbal-feedback as an important key in creating a successful teaching especially in EFL context in Indonesia.

Professionally, through an analysis of classroom discourse in which the language pattern occurred, it is also hoped, that the result could give a new insight for English teachers regarding the awareness of actual language use in terms of their purpose and belief of implementing feedback as a teaching strategy in EFL classroom. Finally, it is also expected that the result could give valuable contributions in raising teachers' consciousness to match the classroom language usage to pedagogical goals that they have set for their students.

1.6. Definition of Key Terms

This research used several key terms frequently to explain the topic under discussion. Hence, to avoid the ambiguity and misunderstanding about the terms, it is necessary that the researcher defines those key terms. There are four key terms which are necessary to be defined in order to avoid misunderstanding on the study. Those four key terms are explained as follows:

First, Classroom Interactions is a communication where the language between the teacher and students takes place in the classroom and carry out several functions simultaneously, including finding information, checking learning, offering advice and so forth (see Walsh, 2011). In this area, interaction moves which are occurred in the classroom could lead to answer all research questions.

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Second, Teachers' Verbal Feedback refers to informing learners about their work in progress in oral interaction in the classroom (Noor, et.al, 2010). In this study, all kinds of verbal feedback within the classroom interaction were the main focus of this study. They were categorized based on the theories from Suherdi (2009) and Walsh (2011).

Third, Students' Oral Response is students' oral answer to the teachers' initiation. Walsh (2011) states that response in IRF model is students' utterance to expand the interaction process. In other word, students' response is when a pupil responds to the teacher's direction in a classroom. Typically, giving verbal feedback will depend on how students response the teachers' direction in teaching and learning process.

Fourth, Students' improvement is some kind of internal drive which pushes students to do things to achieve something. Students' improvement in the classroom could be defined as motivation sources in learning. Motivation can come from the environment, school, or by her/himself (Brown, 2001; Harmer, 2007). Motivation is a phenomenon that is affected by four factors: Situation from the environment, Temperament from state and organism internal state, Goal of behaviour and attitude purposes and Tools to reach the target (Pakdel, 2013).

1.7. Organization of the Research

To avoid readers' misunderstanding and misinterpretation about some important parts of this paper, some key chapter used in this research as follows:

Chapter I Introduction

This chapter explicates the background of the study, research questions, purpose of the study, scope of the problem, significances of the study, definition of key terms, and organization of the paper which serve as the foundation of this study.

Chapter II Literature Review

This chapter discussed some grounded theory related to this present study as follow: Classroom Discourse Analysis (CDA): Classroom Discourse Features, Discourse and the Study of language. Teachers' Verbal Feedback: Verbal feedback types. An Overview of Teachers in the view of qualification. Students' motivation improvement, and previous related studies.

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Chapter III Research Methodology

This chapter explains the methodology used to collect the data and analyze the data in this study. The explanation is divided into research design, site and participants of the study, research procedure, research instrument, data analysis technique, and ethical considerations.

Chapter IV Findings and Discussion

This chapter presents the findings and discussion answering the research questions of this study. Meanwhile, the sections of the chapter are organized based on the order of research questions.

Chapter V Conclusion, Suggestion and Implication

This chapter restates the issue that being researched and summarize the results or findings of the study. Moreover, this chapter also presents the conclusion of the study and recommendation for educators and further researchers.

1.8. Concluding Remark

This chapter has presented the introduction that provides a basis for the present study. This chapter has provided several information related to the introduction of this study: background of this study, research, questions, and purpose of this study. Moreover, this chapter also revealed the basic theory of a classroom discourse analysis. This present study is expected to enrich the theories of verbal feedback and the importance of interaction in teaching and learning process as theoretically, professionally and practically.

The next chapter will describe and explain some theories and theoretical framework concerning: An Overview of Classroom Discourse Analysis (CDA): Classroom Discourse Features, Classroom Discourse Interaction, Discourse and the Study of Language. Then, it would be followed by some discussion as follow: The Nature of Verbal Feedback: Repetition, Interactive, Corrective, Evaluative Feedback, and some discussion of Students' Motivation based on Teachers' Feedback. However, An Overview of Teachers: Teachers' Role in Classroom, and some previous studies that linked to the present study will also be discussed. In addition, the next chapter will reveal some theoretical framework of this study.

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