CHAPTER I

INTRODUCTION

1.1 Background of the Study

In EFL teaching and learning process the students are commonly made some errors in their written or oral statement. In this situation teacher take the most important role in giving the feedback to the students about the error that is made by the students in order to make the students understand about the error that has been made before. The feedback can be provided by the teacher in oral or written feedback, and the feedback well known as the corrective feedback. It can be said that teachers' feedback has an important role in the behaviorist and cognitive theories in the EFL learning.

Moreover, feedback as the means in encouraging the students' motivation and ensuring the linguistics accuracy, in the structural and communicative approaches to language teaching. The feedback that are given by the teacher can be positive or even negative feedback, positive feedback provide by the teacher when the students activity was correct, and the feedback was given in order to give the positive motivation to the students to keep improving their learning. It is generally accepted

that feedback is an important classroom activity. It works as a motivation tool by letting learners know how they are doing in class.

Based on Sheen (2011) stated that feedback should be given regardless of the students' response is correct or incorrect. On the other hand, the corrective feedback is given by the teacher when the teacher found some errors in the students' activity that should be corrected. Moreover, he stated that the difference between the feedback and corrective feedback are in the presence of error, furthermore feedback is the general term and corrective feedback is the feedback that are given that focused on the correction. Hopefully, the teacher corrective feedback gives learners knowledge to make repairing and do not make same errors later. And surely, it can add their self-confidence and skills on English speaking.

Lyster and Ranta (1997:46-49) divide the teacher corrective feedback into six categories: explicit correction, recasts, clarification requests, elicitation, and repetition. After the teacher gives corrective feedback to the learners, the learners also give responses to the teacher corrective feedback. Lyster and Ranta (1997) named the responses that occur from the learners after the teacher corrective feedback is learners' uptake. The age and the learners' grade always influent to their ability to response the teacher corrective feedback. Senior high school learners are reputed as the students that have enough skill in responses of the teacher corrective feedback.

Lyster and Ranta (1997) explain the types of learners' uptake of teacher corrective feedback, there are repetition, incorporation, self-repair, and peer-repair. The teacher corrective feedback follows by learner uptake are one of proof of interaction between the teacher and the students. Teacher gives corrective feedback than learners give responses to the corrective feedback.

In this pandemic situation, everything was limited by the government, as well as teaching and learning process or school activities. Based on the pre-observation that have been conducted in SMA Negeri 1 Tejakula, it was found that in SMA Negeri 1 Tejakula used "Zoom" platform in conducting their teaching and learning process in this pandemic situation. In addition, this senior high school also used Google Classroom as their platform in submitting the students' homework. The teaching and learning process was conducted in online platform, but not whole day learning, the teacher held the meeting only for 1 hours maximum in a day, and then it was followed by the exercise that did by the students in their home and submitted by using Google Classroom.

Based on this phenomenon, the present study focused on analyzing the types of oral feedback that is used by the English teacher in SMA Negeri 1 Tejakula in this online teaching and learning process. This study designed to know is there any differences in term of the

feedback that used by the teacher in their online teaching and learning process.

1.2 Problem Limitation

Based on the research background above, it can be said that the present study focused on analyzing the types of corrective feedback that is used by the teacher in SMA Negeri 1 Tejakula in the online teaching and learning process. The present study used the classification of corrective feedback based on Anita Ferreira et al (2009) theory. All of English teacher in SMA Negeri 1 Tejakula were selected as the subject of the present study.
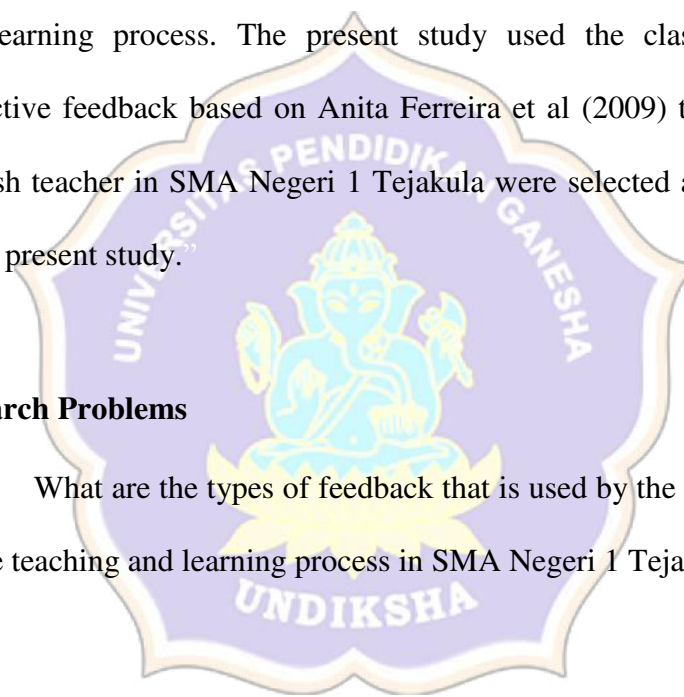
1.3 Research Problems

What are the types of feedback that is used by the teacher in the online teaching and learning process in SMA Negeri 1 Tejakula?

1.4 Research Objective

To identify the types of feedback that is used by the English teacher in the online teaching and learning process in SMA Negeri 1 Tejakula.

1.5 Research Significance

The significance of the study are divided into two, namely theoretical significance and practical significance. The significance of the present study can be seen as follows:

1.5.1 Theoretical Significance

The finding of this study was expected to give more knowledge and information about types of feedback used by the teacher to teach EFL students at SMA Negeri 1 Tejakula in online meeting. Moreover, the knowledge about types of feedback that can be used in teaching would be useful to improve the teachers' point of view about the feedback that will use in teaching and learning process.

1.5.2 Practical Significance

The result of the study can give a good impact, and as the reflection for the teacher and also the researcher.

1. Significance for teacher

This study was beneficial for the teacher that can be used as a reference in applying feedback to be provided to students in the classroom and have more knowledge about what types of feedback used to teach EFL students during online teaching-learning process. Different teacher will be had different background, but as the time flies the teacher have to prepare

and know about the feedback that will be used in teaching and learning process.

2. Significance for other researcher

For the other researcher, this study is expected to be the reference and guidelines for those who are interested in investigating the same topic as the present study.