



ENGLISH TEACHERS' ORAL FEEDBACK IN TEACHING AND LEARNING PROCESS

Israul Khairani¹, Refnaldi²

English Department

Faculty of Languages and Arts

State University of Padang

email: israul11khairani@gmail.com

Abstract

Oral feedback is the teachers' response to the students' performance in the teaching and learning process and it is importantly provided by the teachers. There are many types of oral feedback and each type has a different function. This research aims to analyze the types of oral feedback of the English teachers in the teaching and learning process and the reasons for the teachers in giving oral feedback in the learning process. This research is descriptive. In collecting the data, the teachers were observed and video and audio recording came as tools. To investigate the reason of the teachers, the data collected use Stimulated Recall Interview (SRI). The findings of the research, there are 6 sub-types of oral feedback used by the teachers that are recast, elicitation, clarification request, commenting, repetition, and praise. The second finding about reasons for teacher in giving oral feedback are oral feedback is needed in the class, the teachers' attention to the students, the teachers want to correct the students' mistake and their performance, keeping the interaction with the students, motivating the students and appreciating the students' performance.

Keywords: Oral Feedback, Teaching and Learning Process

A. INTRODUCTION

In the teaching and learning process, there are a lot of things that need to be considered. One of the considerations for managing learning is the teacher's feedback about the mistake of the students. Harmer (2007) specifically states that in managing the learning process, the teacher needs to manage the students' mistakes and feedback in the learning process. It means that feedback plays an important role in the teaching-learning process, especially for the students. The aim of giving feedback is to encourage the students to learn actively. Arif, Zaim and Refnaldi, (2018:311) state, to create the active students in the teaching and learning process in the classroom, both teachers and students should have a willingness to get involved in the interaction. By doing the interaction in the class it means teachers allow making students have the desire to get involved in classroom interaction. Through the interaction both teachers and students the feedback of the

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on March 2020

² Lecturer of English Department of FBS Universitas Negeri Padang



teachers will appear naturally. Giving feedback to the teachers will impact to the students in the learning process. Lewis (2002) states feedback is the way of telling the students about the progress they are making and facilitating them in improvement. The teacher will give feedback in class whether in oral or in writing to the students during the teaching and learning process.

According to Harmer (2007), there are two forms of giving feedback, oral and written form. Oral feedback is verbal dealing which takes place between teacher and student or student and student. It can be focused on a group or more individuals. So-called collective feedback happens when the teacher collects the most common mistakes and corrects them in class, so as not to single out any individual student; this could be considered being more group-focused oral feedback. Giving feedback orally in the classroom may involve the mistake of students during the learning process. As a result, the students know in what place they have a lack of ability.

There are some types of teachers' oral feedback based on the experts that proposed them. Lyster & Ranta (1997) and Ellis (2006) classify corrective feedback to several types recast, explicit correction, elicitation, metalinguistic feedback, and repetition. Besides, interactional feedback from Cullen (2002) is reformulation, elaboration, commenting and repetition. Motivational feedback from Mackiewicz & Thompson (2013) is praise and expression of sympathy and empathy. Each type of oral feedback can be found and applied in the teaching and learning process in the classroom.

The topic of feedback did in many scopes of problem before. Mulliner and Tucker (2015) highlight the perceptions of both academics and students concerning preferences for different types of feedback, timeliness of feedback, students' engagement and interest in feedback, quality feedback, and satisfaction with current practice. McFadzlen (2015) reviews what forms effective feedback and why it is so critical in teaching and learning. Muhsin (2016) analyzes the students' responses and perceptions toward the feedback given in teaching speaking activity. Rezazadeh, Ashrafi and Foozunfar (2018) focus on the effects of different types of feedback on learners' written accuracy considering the relevance of the students' perception and three feedback types including oral, written, and oral/written were investigated.

Some researchers only focus on oral feedback. Santos and Pinto (2014) present an exploratory study that seeks to build an analysis grid that helps teachers to reflect on its assessment regulatory practice about oral feedback. Irawan and Salija (2015) investigate teachers' reasons for using oral feedback and students' perceptions of oral feedback used by teachers in EFL classroom interaction.

Most of these researchers did the research on the students' perception towards the teachers' feedback, the reason for using feedback, the important feedback and the effect of each different type both in the learning process and assessment. Furthermore, the research about oral feedback of English teachers in the classroom during the teaching and learning process in the senior high school is the gap of this research, so the researcher analyzes the teacher's oral feedback in the classroom. Additionally, the focus of this research is on the feedback of the teacher in the teaching and learning process seeing from the form, types and the reasons for the feedback used.

Those phenomena indicate that the teachers' oral feedback is very important in the teaching and learning process in the classroom. Support on the fact the

researcher interest to find out the oral feedback of English teachers in the teaching and learning process in the classroom. Accordingly all over the statements above the researcher motivates to do research with the title “*An Analysis of English Teacher’s Oral Feedback in Teaching and Learning Process in SMA N 1 Batusangkar*”.

B. RESEARCH METHOD

This research is to analyze the oral feedback by English teachers in the teaching and learning process also to investigate the reasons for teachers in using oral feedback in the class. The design of this research is descriptive research. The aim of using descriptive research is to find out the types of teachers’ oral feedback in teaching English in SMA N 1 Batusangkar and to examine the teachers’ reason in giving oral feedback. The object of this research is all English teachers who teach in SMA N 1 Batusangkar. There are three English teachers.

In collecting the data the researcher did an observation and the audio and video recorder as tools. Video recording and audio recording allow the researcher to record and replay the pictures and sound of an event. The audio and video recording purposed to help the researcher observed the teachers’ oral feedback in the teaching and learning process. The audio recording of the observation was transcribed. In this case, the transcription helped the researcher to see the oral feedback of the teachers. Then, the researcher analyzed the oral feedback of the teacher based on the transcription. Next, the researcher did an interview to find out the reason for teachers in giving oral feedback in the teaching and learning process. The interview recording was transcribed.

In analyzing the data, there were some techniques used. First, the researcher classified oral feedback based on the guideline of the teacher’s oral feedback. The guideline of the teachers’ oral feedback was based on the theory. In the next, the researcher counted the total feedback in each type and the total of feedback at all. To answer the research question about the types of oral feedback mostly give by the teacher the research counted the percentage of each type of oral feedback. The data calculated by using the frequency of types of oral feedback divide the total of teachers’ oral feedback. Next step, the researcher identified the reasons for the teachers to answer the reasons for teachers in giving oral feedback in the classroom

C. RESULT AND DISCUSSION

1. Research Finding

a. The types of Oral Feedback mostly given by the English teachers

The first research question is the types of oral feedback mostly used by the English teacher in the teaching and learning process in the classroom. The total feedback given by all of the teachers were 166 feedbacks. The corrective feedback amounted to 22 feedbacks or 13%, interactional feedback amounted to 71 feedbacks or 43% and motivational feedback amounted to 73 feedbacks 44%. More detail the teacher used 3 types of corrective feedback that were recast (C2) 6 feedback or 4%, elicitation (C3) 11 feedback or 7% and clarification (C5) 5 feedback or 3%. Meanwhile, the type of interactional feedback given by the teachers was elaboration (I3) 5 feedback or 3% and repetition 66 feedbacks or 40%. The last, motivational feedback the teachers gave to the student only praise (M1) amounted to 73 feedbacks or 44%. Thus, the type of oral feedback that mostly used by the English teachers was motivational feedback. Also, the types of motivational feedback were praise. The table below indicates the types of oral feedback by the teachers:

Type	Teacher A	Teacher B	Teacher C	Total
Recast (C2)	5	0	1	6
Elicitation (C3)	9	2	0	11
Clarification request (C5)	0	5	0	5
Commenting (I3)	1	3	5	5
Repetition (I4)	33	19	66	66
Praise (M1)	32	21	73	73

Table 4. Teachers' oral feedback

1) Recast (C2)

Teachers used recast to make the complete reformation of students' lack of formed utterance. Teachers reformulate all the parts of the student's utterance and minus the error. In reformulates the utterance the teachers keep maintaining the original meaning.

S: Mam, the duration of the video how long, Mam?
T: Oke, how long is the duration of the video?
S: Ohh

The situation of this example was the teacher gave the students a project about making the video. The video was about offering help to people around their house. One of the students asked about the duration of the video. That student's utterance was incorrect grammatically. Then the teacher restated the student's question with the correct form. The teacher did not tell which part of the student's utterance was incorrect but the teacher directly repeated the correct one. This oral feedback also refers to the recast because the student had incorrect utterance even the teacher understood the meaning of his utterance. To make the students realized he was wrong the teacher reformulate and provide the correct utterance.

2) Elicitation (C3)

Elicitation is another form of corrective feedback and it is used directly to use the correct form from the students. In this type the teachers have pause the student to allow them to complete his utterance, asking the questions about the student's utterance and asking the students to reformulate the utterance. An example of the elicitation can be seen below.

T: Coba Caca, What is your opinion about the purpose of this text?
S: To persuade the audience
T: To persuade the audience?

In this example, the teacher asked the student opinion about the material. At that time the material was exposition text so the teacher asked about the purpose of exposition text to the students. Then the students gave her opinion. The next time the teacher stopped the student's utterance to asking her utterance and then the teacher asked the students to complete it. This feedback refers to the elicitation

because the teacher pauses the students' utterances to make the student complete her utterance.

3) Clarification request (C5)

Clarification request indicates that the utterances of the student were not well-formed or that the teacher misunderstood them. Then the teacher wants to indicate that the message has not been understood or that the student's utterance contained some kind of error, and that a repetition or reformulation is required. The example of clarification request can be seen below:

T: Nah, ada beberapa yang positifnya yang negatifnya juga ada dalam teks tersebut. (Well, there are some positives and negatives present in the text.)
S: Cara ngambil yang positif negatifnya dalam paragraph gimana mister? (How to take the positives and negatives in the paragraph mister?)
T: Apa? (What)
S: Cara menentukan positif negatifnya gimana mister? (How to determine the positive negation mister?)

In the situation of this example, the teacher explained the material about the exposition text. Then the teacher gave the students an assignment in the book. The assignment was about a text in the textbook. Then a student asked the teacher about that assignment. The teacher replied “*apa?*”. It indicated that the teacher misunderstood about the student's question and asked the student to repeat his question.

In this example, the student asked a question to the teacher. Then the teacher asked the student back. It indicated that the teacher did not understand what the student said. Therefore this example categorized as the clarification request.

4) Commenting (I3)

The teacher used this type to pick up on the students' responses. In the first, the teacher repeats the student's response and then he or she added his or her comments. It was used to promote natural and communicative language use in the classroom. The teacher commented with no evaluative or corrective purpose, which may enhance the learner's linguistic production. This type of feedback includes expressions of agreement, disagreement or acknowledgment. The example of elaboration can be seen below:

T: Yang negatifnya dari motorbike apa? (What is the negative of motorbike?)
S: Kecelakaan (Accident)
T: Kecelakaan. Oke. Good. (Accident. Oke. Good)

The context of this example was the teacher and the students discussed the motorbike. The teacher asked a question about the negative side of the motorbike. One student answered that the negative side was an accident. The teacher repeated what the student said and said “*oke*” as his comment for the student's answer.

This example of feedback includes commenting on feedback because the teacher adds a comment to the student's utterance. The comment of the teacher did not the evaluative or corrective purpose. Even it showed the teacher agreed with the student's utterance.

5) Repetition (I4)

Repetition gave by the teacher with the purpose to repeat the students' contribution to confirm, to question, to give the information. The next repetition also functioned as the expression of surprise without relating the form of what the

students said. Behind that, the teacher's repetition can be referred to as students' erroneous contribution. The repetition is the second type that the teacher mostly gave by the English teacher in the teaching and learning process in the classroom. The percentage of repetition is about 32% or 40 feedback from the total of all oral feedback gave by the teachers. These are some example of repetition:

S : Mam, I need explanation
T: What is it kind?
S: Is the meaning of give and offer the same?
*T: **The meaning of give and offer the same?***
S: Iya.

The context of this example was the material discussed offering help. One of the students then asked a question about the meaning of giving and offer. The teacher repeated what the student said with the purpose to confirm the question of the student.

This example refers to the repetition because the teacher repeated the student's utterance. Then the teacher repeated it to clarify or question what students said.

6) Praise (M1)

This type of feedback provides the students with the confidence to move forward. The teacher focused on the achievements of the students. Praise should focus on the students' performance (process praise) and not on their natural, unchangeable characteristics, such as intelligence (person praise) and it should be specific when pointing to a misplaced comma identified by the student rather than general. Shortly teacher responses to the student's performance with give them achievement or compliments. Praise was the most types of oral feedback given by the teacher in the teaching and learning process in the classroom. Here the examples of praise:

T: Everybody, last meeting we have already talked about conditional sentence types two. Nah, so in this occasion we are going continue. Do you still remember about conditional?
S: Yes
*T: **Very good.***

In this case, Teacher A reviewed the material in the last meeting. They talked about conditional types 2 before. The teacher said, "..... *Do you still remember about conditional?*". Then the students answered "Yes". Teacher A then said "very good" to them because they still remember the material before.

In this case, the example refers to the praise type. Since the teacher gave the students compliment because they answer the question. The teacher said "very good" to the students.

b. The teacher's reasons for giving oral feedback

The data analysis and findings showed that all the English teachers gave oral feedback in the teaching and learning process in the classroom. Also, the teachers gave all the types of oral feedback. The data about all the reasons can be seen in tables 1, 2, 3 and 4. There were some reasons for the teachers in giving oral feedback in the teaching and learning process in the classroom. Based on the SRI

data description the researcher identified the teachers' reason. The data of the reasons can be seen in the table below:

No	Reasons for Teachers	Teacher A	Teacher B	Teacher C
1	To respond to the students' performance in the classroom.	✓		
2	Teacher's oral feedback is needed in the class	✓	✓	✓
3	To correct the students' mistake	✓		✓
4	Teacher pay attention to the students	✓	✓	✓

Table 2. Teachers' reasons give oral feedback.

Table 2 shows the teachers think oral feedback was needed in the teaching and learning process in the classroom. Also, it formed of teachers' attention to the students during the teaching and learning process. Giving oral feedback has the purpose to correct the students when they have a mistake. Then, it is a kind of teacher response to the students' performance in the classroom. Those are some reasons of teachers give oral feedback in the teaching and learning process.

1) To respond to the students' performance in the classroom.

The reasons of the teachers use oral feedback because it was the form of the teacher's response to the student's performance in the classroom. From the interview, the researcher found one teacher had the reason for it.

Teacher A said that "....Teacher has to provide oral feedback to respond to the students' performance in the classroom."

In the SRI of teacher A thought that giving oral feedback to the students is a response of the students' performance and she had to provide it in the teaching and learning process.

2) Teacher's oral feedback is needed in the class

The researcher found all the teachers agreed that the teacher's oral feedback is needed in the teaching and the learning process in the classroom.

Teacher A said that "I think it is needed ya....."

Teacher B said that, "..... And the students very need teacher's oral feedback....."

Teacher C said that "I gave the oral feedback to the students because it was needed at the moment....."

The other reason teachers gave oral feedback was they thought students need it in the learning process. All of the teachers agreed during the teaching and learning the oral feedback at the moment.

3) To correct the students' mistake

Based on the SRI, there were 2 of 3 teachers consider oral feedback is given because they want to correct the student's mistake.

Teacher A said that "Oral feedback can be given to the students to correct the students' mistake and make them realize about that. ..."

Teacher C said that "Yes very useful I think because when the teacher gives the oral feedback sometimes the meaning of it is to give the students correction which one is true, which one is wrong. Besides that oral feedback is given in oral of course it is directly at the moment students have wrong utterance and students can know which part they are wrong. ..."

The teachers believed by providing the students oral feedback it will be very useful for the students. Since oral feedback has the function to correct the students' mistakes and tell them whether they are true or not. Therefore the students will realize their competence and ability.

4) The teacher pays attention to the students

From the interview, all the teachers had the same idea that oral feedback is needed in the classroom in the teaching and learning process.

Teacher A said that. "Ya,it indicates the teacher pays attention to the students.

Teacher B said that "I personally think oral feedback is given because the teacher has the attention the students" "

Teacher C said that "..... I give them attention and I agree with them" "

From the SRI, all of the teachers had the same idea that giving oral feedback means teachers presenting their attention to the students. Other teachers believed it will be beneficial through the students.

Moreover, in the interview, the teachers also asked the reasons for giving the types of oral feedback in the teaching and learning process in the classroom. The three types were corrective feedback, interactional feedback, and motivational feedback. The teachers' reason can be seen in the tables below:

5) Giving the students correction to their performance

Table 3 demonstrates all of the teachers were agree they gave the corrective feedback because they wanted to correct the student's wrong utterance and performance in the teaching and learning process in the classroom. Moreover, the teachers gave the corrective feedback in many cases of the problem. There was only one reason teachers' reason in giving corrective feedback.

No	Reasons for Teachers	Teacher A	Teacher B	Teacher C
1	Giving the students correction to their performance	✓	✓	✓

Table 3. Teachers' reason for giving oral corrective feedback

Teacher A said that "I gave the correction to the students because they had the wrong utterance so I corrected them directly to make them knew they were wrong. A few times I asked them again about their wrong utterance to encourage them to give the correct utterance.

Teacher B said that "It was because I wanted to correct the students' statement. In the teaching and learning process, of course, students have a mistake in reply to the answer of the teacher. So when the students do that I provide the correct form, sentence or statement."

Teacher C said that "I use corrective feedback because I want to correct the students' wrong utterance in the learning process. Sometimes students have wrong grammar when they are speaking so I show them the correct sentence, the correct grammar."

The reason of teachers gave corrective feedback because they wanted to correct the students' wrong utterance and statement in the teaching and learning process. The teachers corrected the grammar in students' speaking. Otherwise, the teacher had different ways of presenting corrective feedback.

6) To keep the interaction with the students

Similarly to corrective feedback, there was only one reason why the teachers gave interactional feedback. The reason of teachers in giving interactional feedback in the classroom is to make the interaction between teachers and students run well.

No	Reasons for Teachers	Teacher A	Teacher B	Teacher C
1	To keep the interaction with the students	✓	✓	✓

Table 4. Teachers' reason for giving oral feedback

Table 4 shows all the teachers wanted to keep the interaction of the teacher and students in the class run smoothly therefore they gave interactional feedback. Additionally, they gave Interactional feedback in many forms such as provide the students with information related to the student's utterance and did the clarification of the student's utterance.

Teacher A said, "In my view giving interactional feedback to keep the interaction between the teacher and students in teaching and learning process. The not only interaction I think but also beneficial for the students such as clarify the students' utterance and provide information related with that."

Teacher B said that "I like to keep the interaction in the teaching and learning process between me as teacher and the students. Because that reason I used interactional feedback in the class. Because interaction is the tool for the teacher delivers the material. So I gave my opinion about the student's performance or utterance in learning process to make the other students understand and to give more information."

Teacher C said that "I think interactional feedback is the way teachers keep the interaction with the students in teaching and learning process in the classroom. That's why I gave it. I often repeat the student's utterance to clarify what they said about and to make the other students hear and to ask more question about that."

Shortly, the teachers gave interactional feedback because they want to keep the interaction in the teaching and learning process in the classroom. Keeping interaction between the teachers and the students is important said the teachers. Therefore there were many ways the interactional given by the teachers.

Lastly, the teachers had different reasons for giving motivational feedback in the classroom. Two reasons were teacher wanted to motivate the students in the teaching and learning process and the teacher wanted to appreciate the students' performance. Therefore from three teachers, two of them agreed about the first reason. For further explanation about the reasons will be explained.

No	Reasons for Teachers	Teacher A	Teacher B	Teacher C
1	To motivate the students in the teaching and learning process.		✓	✓
2	To appreciate the students' performance	✓		

Table 4. Teachers' reason for giving oral motivational feedback

7) To motivate the students in the teaching and learning process.

The teacher gave oral motivational feedback because they want to motivate the students. 2 of 3 teachers had this reason. Giving motivational feedback make the students more confident. Also, with the motivational feedback, the teacher wanted the students to know that they are smart.

Teacher B said, "I gave motivational feedback to motivate the students in learning process. So they feel they have done something good also to increase their confidence."

Teacher C said, "I want to motivate them. I want to them to know that they can, they are smart. So when they reply to my question or my words I give them achievement and say they are good students, good and very good. And I think when I say they are good they will be motivated to do better and they feel they are competent enough."

Teachers supposed to give the students oral feedback to motivate the students in keeping the learning process. By providing motivational feedback the teachers want to realize the students that they are good and doing well. Behind that giving the students an achievement will increase the confidence of the students.

8) To appreciate the students' performance

The last reason of teacher gave the motivational feedback is the teacher wanted to appreciate the performance of the students. Only one teacher said this reason. The teacher gave compliments when the students answer the teacher's question.

Teacher A said, "Motivational feedback I gave to the students to appreciate the students' performance in the teaching and learning process. I said good or very good to them after they answered my question."

The teacher gave the motivational feedback because the teacher wanted to appreciate the performance of the students. The way the teacher gave motivational feedback by saying good or other compliments.

2. Discussion

Based on the finding of the research, the teachers' oral feedback in the teaching and learning process in the classroom, there are three types of oral feedback used by the teacher that are corrective feedback, interactional feedback, and motivational feedback.

After all, there are twelve types oral feedbacks that can teacher used in the classroom. Those twelve types come from three of types of oral feedback. In fact, through the findings of this research, the teachers used only six types of oral feedback in the classroom. Based on the data, the motivational feedback is the most given by the teachers with the percentage of 50% while corrective feedback is infrequently given by the teachers in the classroom. The sub-types of oral feedback the most given by the teachers were praise amounted to 44% of total oral feedback. Recast, clarification request, commenting are rare given by the teacher in the classroom, with a percentage of 2%. Meanwhile, there were six other types of oral feedback never given by the English teacher such as explicit correction (C1), metalinguistic feedback (C4), and repetition (C6), reformulation (I1), elaboration (I2), an expression of sympathy and empathy (M2).

The phenomena related to the finding from Muhsin (2016). Muhsin (2016) found the most popular type of feedback used in speaking is corrective feedback since it directly points out the error that can increase the chance of changing and speeding up their learning. The students rate corrective feedback of 90.90% as very effective feedback. It shows that students think their spoken errors should be corrected when learning English as a foreign language. The students believe correcting errors after completing the communicative activities can enhance both accuracy and fluency since this allows the students to engage in communication without an interruption caused by corrective feedback. However, sometimes the teacher is more focused on accuracy in their teaching and frequent errors made by their students rather than infrequent and less serious errors in speaking class. By focusing on serious and frequent spoken errors, teachers can help students in enhancing the students' accuracy, fluency, and comprehensibility.

From this finding the teachers were monotonous in giving oral feedback in the classroom. The teachers did not think what they gave to the students in the learning process related to the achievement of the student. For example, giving explicit correction, the teachers never give this type of feedback. Even if we look deeply, the students need this feedback to identify their mistakes. This feedback is explicitly aware of which part the students have mistakes. The teacher directly tells the students what wrong is and shows them what the correct one is. That reason is in line of the interview with the teacher. Teachers told to give corrective feedback because it was required in the class. For example, the teacher gave corrective feedback because they wanted to correct the students' mistakes. They did not know what kind of mistake they could correct by corrective feedback.

The reason for teachers using oral feedback in the teaching and learning process was because of its functions and the purpose of the teachers. For the teachers giving oral feedback to the students in the learning process is a necessity. Providing the students with oral feedback means the teachers notice the students' performance in the classroom. The notice or attention of the teachers showed in the

teachers' presence giving the correction to the students' mistake or error. Then give the students a response about which one is wrong and which one is true. In the next, teachers keep giving the students oral feedback because of their way to carry on the good interaction in the teaching and learning process. Subsequently, delivering motivational feedback to the students leads them the motivation to increase their self-confidence and do something better. Also, the students could believe the teacher appreciated them greatly. The finding of this research was related to the research from Irawan and Salija (2017). In this research, the teachers used corrective feedback as the correction to the error made by the students. Other hands, the teachers give the interactional feedback to the students by providing comments that are not evaluative and corrective. In giving motivational feedback, the teachers increase the self-confidence and optimism. Overall, the findings of these two kinds of research about the types of oral feedback had the similarity.

From the findings above, it found that the research was different from the research conducted by Santos and Jo Pinto (2014). The finding of research showed feedback has a contribution to the teaching and learning process in a variety of situations. The teacher's feedback focus was on the process and result in having very few situations where the relationship between the process, the result, and the concept is established. In other way feedback by the teacher was a focus on the three dimensions of the task: conceptualization, process, and product, conferring itself that the teacher establishes a relationship between these.

This research is also different from the research conducted by Rezazadeh, Ashrafi and Foozunfar (2018). It was mentioned that the three feedback types, including oral, written, and oral + written, were provided for errors and mistakes made by learners in their written outputs. The result of analyzed data related to the first question led to the finding that the written accuracy of the group that received oral + written was 75.53, and this is the mean of subjects' scores regarding the accuracy of their written outputs. The achieved results also showed that the written accuracy of groups that received oral and written feedback types was 57.08 and 54.49, respectively. Therefore, it can be seen that oral + written feedback type was the most effective among the three feedback types of learners' written accuracy since oral + written group written accuracy was higher than other groups that receive oral or written feedback types.

D. CONCLUSION AND SUGGESTIONS

In conclusion, the most types of oral feedback given by the teachers were motivational feedback which is praise. Meanwhile, the rarely one was corrective feedback. Next, the reasons for the teachers in giving oral feedback in the teaching and learning process because oral feedback is needed and it showed that the teacher has attention to the students. The teachers gave the corrective feedback because they did the correction to the student's performance. Besides that, the teachers' reason gave the interactional feedback was the teachers want to keep the interaction between the teacher and the students in the teaching and learning process. Meanwhile, the reasons of the teachers gave motivational feedback because they wanted to motivate the students and to appreciate the student's performance in the teaching and learning process.

Based on the findings and the conclusion of the research, it can be a consideration for the teachers in giving oral feedback in the teaching and learning

process in the classroom. There are some suggestions approached. First, the researcher hopes the teachers could learn more about oral feedback, so they can improve giving oral feedback in the variety of types and how oral feedback given during the teaching and learning process in the classroom. The researcher likes to remain this research was incomplete and still need discussions. Finally, the researcher realizes this research will advantage the readers and other researchers.

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