



An Analysis of Teachers' Oral Feedback in EFL Classroom Interaction at SMP Negeri 10 Batam

Mega Yulia¹, Yetty Zainil²

English Education Department, Faculty of Language and Arts, Universitas Negeri Padang

Correspondence Email: megayulia561@gmail.com

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Abstract

The present research aims to figure out (1) types of oral feedback used by teachers' in EFL classroom interaction (2) teachers' reasons for using oral feedback in EFL classroom interaction, and (2) students' perceptions about teachers' oral feedback in EFL classroom interactions. The study employed qualitative descriptive research with the three teachers of SMP Negeri 10 Batam and also students for grade seven, eight and nine as the participants. Observation and Stimulated Recall Interview (SIR) were used to conduct the data, and the data were analysed by using thematic analysis (Braun & Clarke, 2006). The result of this research showed that the teachers used 6 types of oral feedback, namely correction, recast, clarification request, metalinguistic feedback, elicitation and repetition from the theory of (Lightbown and Spada, 1999). However, the average of teachers' oral feedback use showed a low percent teachers employed oral feedback because of teachers' responsibility and obligation to provide it, the effective and efficient feedback mode, the utility of oral feedback, positive effect to students, and consequences of none of oral feedback. Through a stimulated recall interview, the teachers admitted that they are still not optimal in providing input to the students. Mostly, the perceived positively to oral feedback. Some students found felt sensitive to oral feedback. Nevertheless, they still realized to its positive effect on the result of their work or performance.

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INTRODUCTION

Teacher feedback is considered as an important key to improving student skills at all levels, from elementary school to senior high school. There are many common definitions of feedback, for example Collin (2013) as quoted in Mahdy&Shaadany (2013). He mentioned that teacher feedback is a process in which factors that produce results are modified, improved, and processed. In another definition of feedback, Hattie (1999), describe feedback as one of the most influential factors in learning. Additionally, feedback can also help reduce errors and involve students in the learning process. Black and Wiliam (1998) explain that students will

be involved in their learning when the teacher focuses her/his feedback on specific problems of student work, then tell them what is wrong with it and how to fix it.

Many studies on teachers' oral feedback in ESL/EFL classroom interaction have been conducted in western countries (Rydhal, 2005; Mahdi, 2013; and Jennifer, 2017). Other studies were conducted in Indonesia (WalidAmri, 2016; ErfianiIrawan&KismanSalija, 2017; and SitiSaleha, 2019) who found that evaluative feedback, corrective feedback, and interactive feedback were utilized by the teachers in EFL classroom.

Teachers also have a role in providing corrective feedback. In providing feedback, they do not only provide information or comments to their students but also see the type of feedback their students need. They believe feedback is a key point for student achievement. Hattie & Rowe (2003) support that teacher is the major in-school influence on student achievement.

Some studies related to the present research have been undertaken in the past. Tabatabaei&Banitalebi in Al-Faki (2013) had analyzed that an explicit correction is the feedback technique which is most often used by teachers while elicitation is the second (49% & 19%). Other findings from Rydahal (2005) show that recast is the most verbal feedback. In line, Pauli (2012) found that most of the classroom feedback from vocational education to pre-university level is in the form of assessments, for example "done well, well". Moreover studies from Edith, Rosario, & Griselda (2010) found that constant repetitions are often used by teachers in providing feedback. From these studies, it is revealed that teachers sometimes provide monotonous feedback, mostly rearranging and evaluating or even the frequency of giving feedback was rarely.

This present research was done at SMP Negeri 10 Batam. It aimed to analysed teachers' oral feedback and teachers' reasons for using oral feedback. It is also investigate students' perception of teachers' oral feedback in EFL classroom interaction.

METHOD

This present research employed a qualitative research method. It involved an explanation of the social phenomenon in helping us understand our social world where we live (Hancock, Ockleford, & Windridge, 2007). This study focused on the language phenomenon, which specifically analyzed teachers' oral feedback, teachers' reasons using oral feedback and students' perception on EFL classroom interaction. The participants of this study were three English teachers of SMP Negeri 10 Batam and their respective classes. Classroom observation and Stimulated Recall Interview (SRI) were used to gain the data which were done from October 22th – December 18th 2020. Moreover, to answer the research questions, teacher lesson transcripts, and stimulated recall interview transcripts were analysed.

RESULT AND DISCUSSION

Research Finding

1. Types of Teachers' Oral Feedback in EFL Classroom Interaction

From the analysis of data, the researcher found six types of oral feedback used by the teachers in EFL classroom. They were explicit Correction (EC), Recast (Rc), ClarificationRequest (RC), Metalinguistic Feedback (MF), Elicitation (E) and Repetition (Rp) from the theory of (Lightbown and Spada, 1999). The detailed findings are presented below.

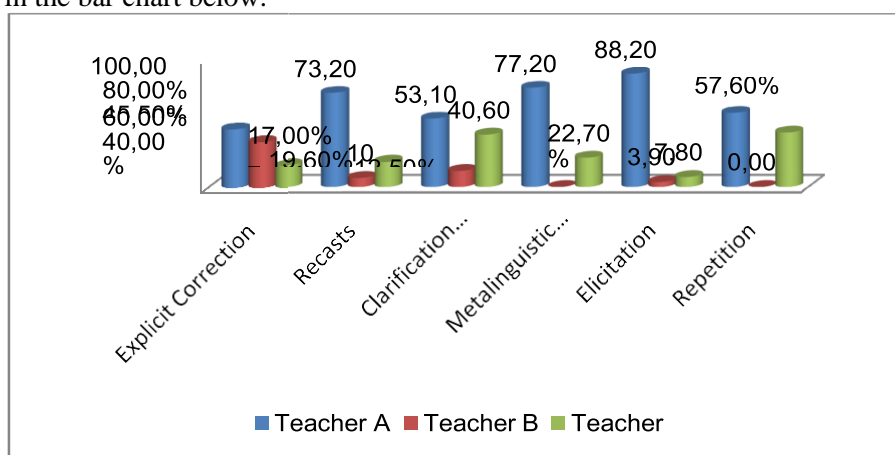
Teacher	Types of Teachers' Oral Feedback					
	EC	Rc	CR	MF	E	Rp
A	28	41	17	17	45	15
B	21	4	4	0	2	0

C	10	11	13	5	4	11
Total	59	56	34	22	53	26

Teachers 'oral feedback is the dominant one found in explicit correction, which is about 59 utterances. Teacher A is the one who used six types of teachers' oral feedback in the classroom interaction. Teacher B is the one who used the least amount of teachers' oral feedback and teacher C was also used the 6 types of oral feedback, but it was some of them only as the teacher A did.

2. Amount of Teachers' Oral Feedback Use

The data shows that 6 types of teachers' oral feedback in the classroom interaction. The amount of teachers' oral feedback use in classroom online interaction by the participants can be seen in the bar chart below.



The chart above shows significant differences between the three teachers observed in this study regarding the amount of teachers' oral feedback of the target in classroom online interaction by each teacher. Teacher A seemed to use more teachers' oral feedback than the other teachers. She use explicit correction about 45.50%, recasts is 73.20%, clarification requests is 53.10%, metalinguistic feedback is 77.20%, elicitation is 88.20%, and repetition is 42.30%. The other participants, Teacher B and teacher C, given less teachers' oral feedback.

3. Teachers' Reason for Using Oral Feedback in EFL Classroom Interaction

Through stimulated recall interviews, two out of three teachers mentioned that the language input they provided to the students was still not optimal. Teacher A claimed that it occurs when learning online process is in the bad internet connection. While teacher B stated that not all students have hand phone, only few students can join. Teacher finds it difficult to know which students already understand and which do not.

Diverse from the other two teachers, teacher C mentioned that measuring the optimization of teachers' oral feedback but not full optimal. However, teacher C said that have the same problem with two out of teacher A and B. Teacher C claimed that students' do not understand the teachers' question. The teacher does not know the names of students who understand and which do not.

Meanwhile, the three teachers solve this online classroom problem by repeating the words again. Repeating the words again with the aim that the students who did not understand

at first so they understand. Students who are busy with their other affairs come to think. Those are how the three teachers deal with problems in providing oral feedback in online classes.

The teachers' reflection on the use of teachers' oral feedback as the input, as described above, is in line with the finding of the amount of teacher teachers' oral feedback by each teacher. Both teacher B and C stated that the input they exposed in their class was still low. Who teachers A claimed she tried to use oral feedback in the classroom as much as she could, and the amount of her oral feedback shows explicit correction about 45.50%, recasts is 73.20%, clarification requests is 53.10%, metalinguistic feedback is 77.20%, elicitation is 88.20%, and repetition is 42.30% which means there is a balance between the target of teachers' oral feedback.

4. Students' Perceptions about Types of Teacher's Oral Feedback in EFL Classroom Interaction

Findings reveal that oral feedback is much appreciated among students. Most of them perceived positively to oral feedback. Their perceptions are displayed on the following extracts.

Extract 1: Student feeling happy to descriptive feedback

Student S gives her perception to descriptive feedback given by teacher A in EFL classroom interaction

Iya, karenakitasupayatahudimanaletakkesalahanjawaban yang
 Lalajawabdaripertanyaan miss Yosa. Dan
 supayaLalabisamemberikanjawaban yang lebihbaik, sebaik-baiknyagitu, haha,
 gitukak.*(Yes, because so we know where the wrong answer Lala answered from Miss
 Yosa's question. And so that Lala can give a better answer, as best as possible, haha,
 that's it sister.)*

In extract 4, student felt happy when the teacher provided descriptive feedback to her because she could recognize her weakness and achievement during studying English. Gamlem& Smith's study (2013) stated that descriptive feedback has high appreciation from the students' view because it can inform them their attainment and teacher's suggestion for improvement.

Extract 2: Make communication between teacher and students

Student F told her perception of interactional feedback in EFL classroom interaction given by the teacher A.

Ya, menyenangkankarenapenjelasannyamuda di pahami,
 walaupun sayasedikit-sedikit mmm, yakakaktahuya. Ituwaktu video call itu,
 yapokoknyaserulah.*(Yes, it's fun because the explanation is easy to understand,
 even though I'm a little bit mmm, yeah you know that. It was during the video
 call, so it was fun.)*

In extract 5, student F expressed her perception through interactional feedback given by teacher A in EFL classroom interaction. According to student F sometime he felt little bit difficult to get the material of English language, but because of teacher A often give comment and asked them again about the materials he thought that there is an exchange of

communication into two sides. He thinks that it is good. The learning process in the class can be more active. Then, it is not also awkward in the class. In line with this according to Cullen's study (2002) said that interactional feedback has a crucial role to create meaningful interaction between the teacher and students.

Extract 3: Student feeling down to the correction

Student J told his perception of corrective feedback given by teacher B.

Mmm, iya. Kalau di koreksikesalahanituagaksedihajigitu. Gaktahukenapa.Merasabermanfaatjuga. (*Mmm, yes. Correcting the error makes me a little bit sad. I don't know why. Find it useful too.*)

In extract 6, student J viewed that corrective feedback provided by the teacher B make student J felt sad but she thought that it could tell useful too. This finding is supported by the study from King, Schrod&Weisel (2009) claimed that students experience the feeling of sensitive to corrective feedback, yet they stated that it is advantageous to them.

Extract 4: Student feeling interactive and enjoy

Terjadi komunikasi yang baik. Iya, *alhamdulillah*. Mmm karena asyik aja di ajak bicaragitu. (There was good communication. Yes, *alhamdulillah*. Mmm, because it's fun to talk to me.)

Extract 5: Student feeling happy and not boring

Student R expressed his short statement that given by teacher C.

Belajar bahasa Inggris kalasama mam Citu pelajaran nya asyik gitu. Jaditidak bosankita, soalnya mam itu paka bahasa Inggris dia jadi enak gitu di dengar in. Karena materi yang di kasih itu jugamudah di mengerti gitu. Itusayabelum pernah belajar tatap mukasama C gitu kandansayacumaberdasarkan online ma Jadigaktahu kalaubelajar secara langsung bagaimana gitu kan bisa aja bedagitu. (*Learning English with Mama C is a fun lesson. So we don't get bored, the problem is*

that the mother uses English, she feels good when I listen to her. Because the material given is also easy to understand. I've never studied face-to-face with Mam C, right? I'm meeting with mam C just online. So I don't know how to learn directly how it can be different.)

Extract 7 and 8 above showed how the students perceived evaluative feedback in EFL classroom interaction online meeting. In extract 7, student A expressed that he felt interactive and enjoy after getting approval. In extract 8, student R thought that when teacher C gives that feedback he felt happy and not boring and also pride. It is also underlined in studies conducted by Cowie (2005) and Gamlem & Smith (2013) stating that approval makes students happy and feels motivated for next work.

Extract 6: Student knowing the mistake

Student N conveyed his perception toward corrective feedback that given by teacher C in EFL classroom interaction.

Kalau misalnya mam C koreksi gitu kan jadinya yang salah itu jadi diperbaiki, jadi lebih tahu yang mana yang benar, yang mana yang salah. Bermanfaat, soalnya nambah ilmu juga, nambah wawasan. Gak, kalau misalnya N yang salah, N gak bakal down, malah senang gitu kan di perbaiki. (*For example, Mam C is corrected, so what is wrong will be corrected, so I better know which one is right, which one is wrong. Useful, because it also adds knowledge, adds answers. No, if for example N is wrong, N won't go down, instead it will be nice to fix it.*)

DISCUSSION

This study aims to find out types of teachers' oral feedback, teachers' reason for using oral feedback and students' perception of teachers' oral feedback in the classroom interaction. The results of the research are teachers used six types of oral feedback in EFL classroom interaction such as theories from Lightbown and Spada, 1999. They were explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The teacher's purposes in giving oral feedback to the students were all positive and the students also perceived their teachers' oral feedback positively.

Furthermore, from the results of this study, it indicates that there is some significant differences between the three teachers observed in this study regarding the amount of teachers' oral feedback in EFL classroom interaction online meeting. Teacher A used oral feedback 163 utterances, teacher B used oral feedback 31 utterances, and teacher C used oral feedback 54 utterances. This result contributes a clear understanding of teachers' oral feedback exposure by the teachers at SMP Negeri 10 Batam. The students' perception of teachers' oral feedback was good. The students considered that the use of teachers' oral feedback was helpful for them in correcting their error. The students also believed that their teacher's oral feedback helped them to speak English well and correctly. It supports the claims of Bookhart (2008) said that providing students with feedback motivates them and gives them control over their own learning, give an oral feedback helped student in correcting their error.

From these data, it can prove that the teacher's oral feedback is very useful in the learning process in EFL classroom interactions. The students also felt happy that the verbal feedback the teacher had provided contributed to their English skills. Besides that, students too learn new vocabulary from their teacher's oral feedback. By having feedback from teachers, students will correct their mistakes in the hope that they will not make the same mistakes again as they already know correct. So their English skills can be improved.

CONCLUSION

Based on the finding of this research, it was found six types of teachers' oral feedback in the classroom interaction. They were explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition from the theory of (Lightbown and Spada, 1999). From the observation, teacher A seemed to use more teachers' oral feedback than the other teachers. She used explicit correction about 45.50%, recasts is 73.20%, clarification requests is 53.10%, metalinguistic feedback is 77.20%, elicitation is 88.20%, and repetition is 42.30%. The teachers employed oral feedback because it was their responsibility and obligation to provide it to students. Mostly, students are perceived positively teachers' oral feedback based on their function and effect. Although some students felt that oral feedback caused a sensitive dimension, they are still aware of the positive effects increase their achievements. Here, students' perceptions through teacher's oral feedback such as feeling happy to descriptive feedback, communication between teacher and students, feeling down to the correction, feeling interactive and enjoy, feeling happy and not boring, and student

knowing the mistake.

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