

CHAPTER I

INTRODUCTION

A. Background

Feedback in the teaching-learning process has the most powerful influences on learning and achievement for students. (Hattie & Timperley, 2007) found that “Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (p.81). Feedback in the teaching-learning process has become important for all teachers in the world. Feedback is a tool that is used by teachers in the teaching-learning process as an assessment for learning. According to Cheng & Fox (2017), Feedback in assessment practice and how we can shape the feedback to support our students’ learning as part of day-to-day classroom activity (p.167).

There are two types of feedback that are usually used by teachers in the teaching-learning classroom, they are written and oral feedback. Written feedback is written comments, revisions, and endnotes about error correction of students’ tasks. Written feedback is considered less effective on students because it is only written by the teacher without being explained. According to (Hounsell et al., 2008) state “written feedback is unclear, too brief, or unhelpful in terms of future learning“. Otherwise, oral feedback is an interaction between teacher and student such as questioning, praising, commenting, threatening, clarifying, explicit correction, and repeating (Rahmat & Munir, 2018). Oral feedback has the advantage of being able to

interact directly with the teacher. According to (Kerr, 2017) dialogue with the teacher is one method that is desired but not always present, therefore with oral feedback students can seek clarity. When it comes to oral feedback, there will be various possibilities that might be influenced. One of those possibilities is the students' behavioral engagement within the teaching-learning process toward the feedback itself. Furthermore, it requires certain criteria which refer to curiosity, interest, optimism, and passion that students show in learning (Newmann, Wehlage, and Lamborn 1992).

Based on the researcher's experience during the school-based internship, the students seemed enthusiastic and motivated to correct their tasks automatically/directly when they received oral feedback from the teachers in the teaching-learning classroom. However, it still needs further investigation on the students' perception of oral feedback, and to find how far the students might engage within the teaching-learning process while they receive the oral feedback. This phenomenon becomes an issue for the researcher in doing the research.

The previous research has investigated students' perception of oral feedback and the impact of their receipt and use of oral feedback in Cornwall based on Kerr's studies. The study found that in secondary school learners believed oral feedback to be a focused form of conversation based on goals, rather than grading and praise (Kerr, 2017). Other studies show that oral feedback had a significantly higher impact on students' feedback perception

than written feedback; it did not improve students' self-efficacy or motivation. (Agricola et al., 2019).

Apart from the focus on students' perception of the teacher's oral feedback and the impact of their receipt and use of oral feedback, there is still limited study focused on the students' behavioral engagement toward oral feedback. Therefore, based on the explanation above this study seeks to investigate the impacts of teacher oral feedback in the EFL classroom at the level of junior high school based on students' perceptions.

B. Formulation of the Problem

One research question is "What are the impacts of teacher oral feedback on students' behavioral engagement in the teaching-learning process?"

C. Operational Definition

Teachers' oral feedback : Teacher oral feedback is a teachers' comment orally such as questioning, praising, commenting, threatening, and corrective feedback. That has potential to gain learning goals in EFL Classroom.

Students' behavioral engagement : Student behavioral engagement is a students' positive response that includes features such enthusiasm, optimism, interest, and curious that show when they are learning English.

D. Aim of the Research

This research aims to know about the impacts of teacher oral feedback such as questioning, praising, commenting, and threatening toward students' behavioral engagement in the EFL classroom.

E. Significance of the Research

1. Theoretical use

This study will expand the impacts of teacher's oral feedback in the EFL classroom on students' behavioral engagement.

2. Empirical Use

This study will reveal empirical insight on the impacts of teacher's oral feedback toward students' behavioral engagement in the EFL Classroom.

3. Practical Use

This study will give guidance and motivation on how the teachers could present positive or negative feedback in the teaching and learning classroom that initiate positive or negative impacts on students' behavioral engagement.