

CHAPTER II

LITERATURE REVIEW

A. Teacher's Oral Feedback

Oral feedback is one type of feedback that is usually used by teachers to students in the EFL classroom. It has powerful, positive impacts on student learning and performance (Black & Wiliam, 1998; Hattie & Timperley, 2007). Feedback can also increase student interest and motivation then be more active in sharing the discussion with their group learning. As feedback can affect persistence and performance through its effect on students' self-efficacy and motivation (Butler & Winne, 1995; Duijnhouwer et al., 2010; Kluger & DeNisi, 1996). In the same context, Aparicio (2007) adds that feedback is the information given by the teacher to students about their performance. Giving reward in teaching and learning process has several impact to students' performance. Karniol and Ross (1977) suggested that performance-contingent rewards may maintain or increase intrinsic motivation to the extent that they convey information about effective performance at a task, because attainment of such rewards should provide tangible evidence of personal effectiveness. Deci (1975), on the other hand, predicted that a performance-contingent reward should decrease intrinsic motivation even more than a task-contingent one because a reward is perceived to be more controlling when it is contingent on some level of performance.

A significant feature is that even if feedback comments are operationally helpful for a student's work, their effect can be undermined by

the negative motivational effects of the normative feedback, i.e. by giving grades (Black & Wiliam, 1998). According to (Black & Wiliam, 1998) the section on Feedback is more reflective and theoretical, presenting an account, grounded in evidence, of the nature of feedback, a concept which is central to formative assessment. (Correa Pérez et al., 2015), Feedback can be classified into two types: explicit feedback and implicit feedback. Explicit feedback is that which is extremely clear and evident and is perceived by the students. Conversely, implicit feedback is not evident; the student has to notice it and know how to use it to foster his/her learning. Implicit negative feedback can give students a chance to pay attention to linguistic form. This focus, of the learner, on the linguistic forms, may foster the student's acquisition of the language. Ur (2006) compares the role of positive and negative feedback and states that "It is true that positive feedback tends to encourage, but this can be overstated [whereas] negative feedback, if given supportively and warmly, will be recognized as constructive, and will not necessarily discourage" (p. 257.)

This is the kind of teacher oral feedback that is used in the EFL classroom based on studies by (Rahmat & Munir, 2018). There are questioning, praising, clarifying, commenting, repeating, explicit correction and threatening feedback. According to Hitz & Driscoll's (1989) research on the use of teacher praise in the classroom, effective praise was thought to occur when the teacher positively acknowledged students' work. Corrective feedback as a form of negative feedback can be categorized as recasts,

elicitation, explicit correction, clarification, metalinguistics clue, and repetition (Lyster 1998; Diane, J. T.1998).

Praising feedback is one part of teacher oral feedback which usually has a positive impact to students' work. According to (Blote, 1995) Teacher praise contains positive affect and is a more intense, detailed response to student behavior than feedback. Meanwhile, praising feedback can also build a close relationship and self-esteem. Hitz & Driscoll (1994) suggested that constructive encouragement was needed to enhance self-esteem and this involved focusing on improvement and efforts, using sincere comments, and recognizing students' feelings.

Corrective feedback is an important thing in teaching and learning process because corrective feedback highlights a learner's errors that will enable them to gradually eradicate such errors in an extended period of time. According to (Ünsal Şakiroğlu, 2020). The investigation on the effect of implicit and explicit corrective feedback on EFL learners' awareness of and accuracy in English demonstrated that applying both implicit and explicit corrective feedback help improve grammar accuracy and learners' awareness.

Questioning feedback is another kinds of feedback based on (Rahmat & Munir) studied questioning help to encourage the students to talk more in the classroom. Chaudron (1988: 171) and Nunan acknowledge the importance of these issues, the latter saying that questions, modifications and feedback have a significant part to play in second language acquisition (Nunan, 1991:

7). The ability to identify and discuss components of these behaviours may therefore lead to more informed practice.

B. Students' Behavioral Engagement in EFL Classroom

Student engagement is one of the effects of teacher feedback on the teaching and learning process. Student engagement refers to curiosity, interest, optimism, and passion that students show when they are learning (Newmann, Wehlage, and Lamborn 1992). According to (Skinner et al., 1993) Children who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. When the students engage with activity in the classroom, especially feedback they show positive emotions such as enthusiasm, optimism, curiosity, and interest. If the student does not engage with it, the situation in the classroom will be passive, ignorant with the teacher, and not get excited. Disaffected children can be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious toward teachers and classmates (Skinner et al., 1993,p. 572).

The measure of behavioral engagement is most often the student's interest in their academic tasks. According to (Finn et al., 2003) We use the phrase "academic engagement" to refer to student behaviors related directly to the learning process, for example, time on tasks, attentiveness, and participation in learning activities.

The behavioral dimension refers to students' behavioral disposition and conduct when approaching and undertaking, and effort and initiative

taking in the classroom (p.323). School-related activities (McDermott, Mordell, & Stoltzfus, 2001). Such behaviors include compliance with classroom and school instructions and rules (e.g., attendance, politeness) and effort, involvement, and participation in classroom work and discussions (Finn, 1989; Fredricks et al., 2004). The affective dimension refers to students' feelings, attitudes, interests, and perceptions when approaching school-related activities (Finn, 1989).

The behavioral engagement domain concerns questions regarding, student conduct in class, student participation in school-related activities, and student interest in their academic task (Cooper, 2014; Fredricks et al., 2004; Shernoff, 2013; Yazzie-Mintz & McCormick, 2012). Behavioral engagement is student participation in school-related activities, which consists of student participation in the school or student participation within the classroom. The third dimension of behavioral engagement is the students' interest in their academic task, which refers to the tangible behavioral actions exhibited by the students to show their will to engage in classroom activities as well as their will to overcome challenging material (Birch & Ladd, 1997; Finn et al., 1995). Classroom activities that produce tangible behavioral engagement by the student, including persistence, focus, asking questions, and contributing to class discussion (Cooper, 2014; Fredricks et al., 2004; Yazzie-Mintz & McCormick, 2012).