A STUDY OF TEACHERS' VERBAL INTERACTIONAL FEEDBACK STRATEGY IN TEACHING ENGLISH AT SMAN 5 KOTA BENGKULU IN 2013/2014 ACADEMIC YEAR

Presented As a Partial Requirement for a "Sarjana" Degree in the English Language Education Study Program

THESIS

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LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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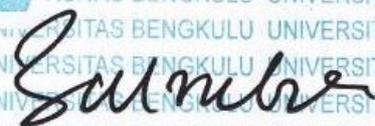
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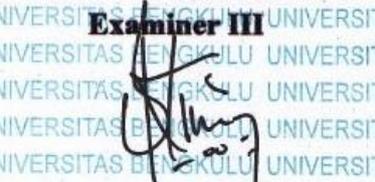
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iii

MOTTO

- *"We will never know the real answer, before you try."*
- *"Our life is very difficult, but there are millions of people with a more difficult life out there."*
- *"A fear will only make you weak and lose confidence. Ignore the fear and proceed your step!"*

DEDICATION

Thanks Allah SWT for giving the researcher this great success. This thesis is dedicated to:

- **My beloved father, Zulkarnaen, and my beloved mother, Markona, thank you for all your prayers**
- **My brother, Aga Prasanda, and Keni Ryanto, thank you for all of your supports.**
- **My supervisor Mr. Arasuli, M.Si. and co-supervisor Mr. Barnabas Sembiring, M.Si thanks for your guidance, support, and inspiration.**
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- **Special to Pipau thank you for everything, may God bless you a good life and a bright future**
- **All lecturers in EDSA**
- **Thanks to mbak Dwi and staff in English Department Study Program.**
- **My almamater "UNIB"**

Abstract

Pradana, Ami. 2014. *A Study of Teachers' Verbal Interactional Strategy in Teaching English at SMAN 5 Kota Bengkulu in 2013/ 2014 Academic Year.*

This research was a descriptive quantitative research. The objective of this research was to find out the strategy and the proportion used by English teachers' in providing interactional feedback. The subject of this research was three English teachers at SMAN 5 Kota Bengkulu who had been teaching in first year and second year. The data were collected by observing 3 times for each teacher by using observation checklist, and audio recorder. Then the data were analyzed by using quantitative method. The result of this research determined that the English teachers at SMAN 5 Kota Bengkulu applied all strategies in providing interactional feedback with different proportion. It was illustrated by some feedback that they frequently applied such as acknowledging an answer was the most dominant strategy used with 38.29%. The second was praising with 19.32%. The third strategy was repeating students answer with 13.55%. The fourth strategy was expanding or modifying students' answer with 11.55%. The fifth strategy used by teachers was criticizing students answer with 8.96%. The sixth strategy was summarizing students answer with 7.17%. And the last dominant strategy that used was indicating an incorrect answer with 5.58%.

 Key words: Teacher' verbal, Interactional feedback

Abstract

pradana, Ami. 2014. *A Study of Teachers' Verbal Interactional Strategy in Teaching English at SMAN 5 Kota Bengkulu in 2013/ 2014 Academic Year*,

Penelitian ini merupakan penelitian deskriptif kuantitatif yang bertujuan untuk menemukan stategi dan proporsi yang digunakan oleh guru bahasa Inggris dalam memberikan interactional feedback. Subjek penelitian ini adalah tiga orang guru bahasa Inggris di SMAN 5 Kota Bengkulu. Data diperoleh dengan mengobservasi tiga kali pertemuan setiap gurunya dengan menggunakan checklist, dan alat perekam suara. Kemudian data dianalisis dengan menggunakan metode kuantitatif. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris di SMAN 5Kota Bengkulu telah mengaplikasikan semua strategi dalam memberikan interactional feedback dengan ukuran yang berbeda-beda. Hal ini digambarkan dengan beberapa feedback yang sering mereka aplikasikan seperti acknowledging an answer yang paling dominan digunakan dengan persentase 38.29%. yang kedua adalah praising 19.32%. strategi yang ketiga adalah repeating students answer 13.55%. strategi yang keempat adalah expanding or modifying students' answer 11.55%. Strategi yang kelima adalah criticizing students answer 8.96%. strategi yang keenam adalah summarizing students answer 7.17%. dan strategi yang terakhir yang paling jarang dengan memiliki jumlah persentase paling sedikit adalah indicating an incorrect answer 5.58%.

Kata kunci: Teacher' verbal, international feedback.

ACKNOWLEDGEMENT

Alhamdulillah, the researcher says to Allah SWT for giving her strength and chance to complete the thesis entitled: A Study of Teachers' Verbal Interactional Feedback Strategy in Teaching English at SMAN 5 Kota Bengkulu in 2013/2014 Academic Year. This thesis is written as a requirement for "Sarjana" Degree at English Study Program.

For the realization of this thesis, the researcher wishes to express his sincere gratitude and appreciation to the following persons who had helped and supported the researcher in finishing this thesis.

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6. Headmaster, teachers, staff, and students of SMAN 5 Kota Bengkulu, for helping the researcher in collecting data of the research.

It is hoped that the result of this study may give useful contribution to the development of education . Finally, the researcher believes that his thesis is still far from being perfect. Therefore, constructive suggestions and critics for this thesis are needed for a better research.

Bengkulu, June 2014

Ami Pradana

TABLE OF CONTENTS

LIST OF TABLE

Table 1. Subject of the research.

LIST OF CHART

Chart 1. The Percentage Average Result of Teachers' verbal interactional feedback strategy.

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Background

Teacher is an important element to guide students to achieve their learning goals. The students can not be totally independent in learning, so they need a teacher to give advice, evaluation, and feedback toward their performance. Therefore, teachers have important role in teaching and learning process. A teacher plays crucial role in the classroom. According to Pollard (2008) there are some teacher's roles in teaching process. First of all, teachers as information provider. It means that the teacher should provide all information and must have good knowledge to inform the students what they do not know. The second point is teacher as a model. A teacher plays this role because teacher is guide for the students. Good students depend on the teacher itself, and the last one is teacher as facilitator. It means that they should facilitate students in teaching learning process.

In teaching and learning process interactions between students and teacher are important. The teacher uses teacher's talk to communicate with the students in teaching process in the classroom. According to Nunan and Lamb (1996) teacher talk is the important point to convey the information to the students as well as to control student's behaviors. Teacher and students use talk to communicate in theclass or in the real life. The success of students outcomes depend on language

that is used by the teachers. If the teacher less to expose them in English language in the classroom, it is difficult to make the students success in speaking English.

There are kinds of teacher's talk according Nassaji and Wells (2000) such as teachers' explanation, teachers' commend, teachers' error correction, teachers' question, and teachers' feedback. There are two kinds of teacher's feedback; verbal feedback and written feedback. The verbal feedback is a feedback that is given by the teacher orally. For example, 'Good job, 'well done', 'pretty good'. Whereas, written feedback is a feedback that is given by the teacher with written expression. According to Miller (2002) the purpose of teacher verbal feedback is to increase students' motivation and let the students know their performance. The benefit of teacher verbal feedback for students is to keep students interest and motivation in learning. Therefore, the students know their performance that given by the teachers. The teachers can say short expressions of compliment such as "Great!" or "Good job!". Those expressionscan be used to praise students toward their performance, rather than tell students directly they are incorrect, it is better to ask them to try again or reconsider their answers. The goal of verbal feedback is to elicit the correct answer from the class and students should not be afraid of being wrong, and keep teacher reactions positive.

In giving feedback, there is an interactional verbal feedback that focuses on students' content that has contribution in learning without expecting students' answer is true or false. Therefore, the teacher keeps discussing ongoing without rejecting students' grammatical, and students' ideas. In interactional feedback, teacher tries to motivate students to talk more, active, and more motivated. Based

on the explanation above, verbal feedback is very important aspect in teaching and learning process.

There are four researches that had been conducted by researchers that related to teacher verbal feedback. Firstly, research from Salat (2001) conducted a research entitle Teachers' Verbal Language Behaviors at English Class. The result of the research showed that teacher in the vocational high school in Bengkulu try to stimulate students more active in classroom verbal interaction through asking question. The teacher provides Wh-question and the more dominant question is Yes/No question. In this point the teacher want to check students' understanding and give the students opportunity to practice the target language. The second research by Yakapri (2012) conducted a research entitle English Teacher Giving Corrective Feedback In Writing Classes. The result of the research showed that the teachers giving corrective feedback by direct and indirect corrective. Direct corrective feedback is more frequently used by English teachers to correcting students' error.

The third research by Agustina (2004) conducted a research entitle A Study of Teachers' Instruction In The Classroom. The result of the research showed there are two form of instruction verbal and non verbal instruction. The most dominant form used by English teachers is verbal instruction because verbal instruction makes the students easy to understand, it is start from short form, simple vocabulary, and sentence structure. The fourth research by Hadinata (2009) conducted a research entitle English Teacher Giving Positive Oral Feedback to the Students. His research showed that the dominant oral feedbacks

used by English teacher are praise, support, advice, and direction to the students. He concludes through positive oral feedback the students feel happy, interests in learning, more motivated, and active in the classroom.

Based on the previous studies it is interested to investigate other language behavior that used by English teachers in teaching English. In this research, the researcher will focus on investigating teachers' strategy in providing interactional verbal feedback.

The researcher conducted a research entitled" A Study of Teachers' Interactional Verbal Feedback Strategy in Teaching English at SMAN 5 Kota Bengkulu".The researcher will do a research at SMAN 5 Kota Bengkulu because SMAN 5 Kota Bengkulu is one of the favorite schools in Kota Bengkulu which has good quality from students who have graduated from favorite junior high schools and also the teachers that has good ability in teaching. Therefore between teacher and students hopes the interaction will be occurred. It is interesting to investigate what strategies and what the most dominant strategies used by English teacher in providing interactional feedback.

1.2 Statement of the Problem

Feedback is the important aspect in teaching and learning process. It can make students know their mistake and their performance. Therefore it is interesting to find out what strategies and the most dominant strategies that used by the English teachers in providing interactional feedback to make the students more active, interested in learning and more motivated.

4

1.3 Limitation of the Research

This research focused on investigating interactional verbal feedback strategy used by English teachers at SMAN 5 Bengkulu based on Richards and Lockhart's (1996) theory.

1.4 Research Questions

In this research, there are two questions that will be answered by the researcher:

1. What are the strategy used by English teachers in providing interactional verbal feedback?
2. How are the proportion of strategies that is used by English teachers in providing interactional feedback.

1.5 Objective of the Research

The objective of the research were:

1. To find out the proportion of strategies that is used by English teachers in providing interactional feedback in teaching English.
2. To find outthe most dominant strategies used by English teachers in providing interactional verbal feedback.

1.6 Significant of the Research

The result of this study was useful for:

1. English teacher to get an evaluation of their strategies in giving verbal feedback in teaching process, therefore they are able to provide an effective and various strategyingiving interactional feedback to increase students motivation, interest, and confident in learning.

2. The English Department students of Bengkulu University as the candidate of teacher. They could enrich their knowledge in giving feedback to their students later and they can applyit when they are in the field of teaching even when they become to be a teacher.

3. For schools this research show that the quality of the teachers in giving feedback.

1.7 Definition of Key Terms

To avoid misunderstanding, the key terms are defined as follow:

1. Teacher's verbal is a language that is used by the teacher to communicate with the students in the classroom. For example, teachers' explanation, teachers' commend, teachers' error correction, teachers' question, and teachers' feedback.

2. Interactional feedback is one of teacher strategies to build up students' confident, motivation, and let the students know their performance.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher's Roles in Teaching and Learning Process

Teachers have important role in teaching and learning process. The success of students in learning depends on the teachers' teaching ability. The teachers' teaching ability includes classroom management, opening the lesson, closing the lesson, and how to give reinforcement.

The success of English teaching depend how the teacher apply their roles in the classroom. According Ur (1996) there are six roles of teacher, they are;

1. Teacher as facilitator

   It means that teacher should be able to facilitate the students in learning, for example; the teacher as information sources for the students.

2. Teacher as model

   It means that in teaching and learning process the teacher can plays as model to the students. The successful students in learning depend how the teacher act in the classroom because the teacher must have good manner, attitude, and have good ability in teaching.

3. Teacher as information provider

It meant that the teacher always ready to provide the information that needed by the students. Therefore, the teacher must have wide knowledge and share the information to the students.

4. Teacher as resources developer

It means that the teacher should be able to develop subject matter to the students, in order to make the students understand in receiving explanation from the teacher.

5. Teacher as planner

It means that the teacher should be able to plan what should be able to present to the students.

6. Teacher as assessor

It means that the teacher have to assess or evaluate students' work. For example, students give the examination to the students to measure their knowledge.

Beside that, there are six roles of teacher according to Weinstein (1997) teacher as educator, teacher as instructor, teacher as guide, teacher as trainer, teacher as advisor, and teacher as innovator.

2.2 Teacher's Reinforcement

Teacher reinforcement in teaching and learning is very important. This term is the same as verbal feedback, both of them have the same purpose. The purpose is to increase students' motivation, to make students more active, and involve in teaching and learning process. According to Puspita and Mulyadi (2009) reinforcement is a kind of activity that is given by a teacher to hold

students' attention because with reinforcement the students be more active and happy in learning. For example, if a student can answer teacher's question, the teacher can give her or his some reinforcement such as good job, very good, very nice, good job, and well done. Beside, the teachers can also use non verbal reinforcement by showing two thumbs up to the students, clapping teacher's hand, and giving smile. The teacher who rarely gives reinforcement will make the students bored and low participation in learning. This strategy is very simple but has big impact on students' performance in learning.

Based on the explanation above there are some purposes of reinforcement. The first; reinforcement use to attract student's attention in learning process, the second; increase student's interest in learning, maintain students interest in learning and the last one; reinforcement can control students' behavior. The use of positive reinforcement has effective, high-impact in improving students' behaviors. Reinforcement can make students feel safety, comfortable, and welcome. According to Diedrich in Conroy (2009) creating a positive and engaging classroom atmosphere is one of the most powerful tools that is used by the teacher to encourage children's learning.

There are two kinds of reinforcements in teaching and learning process based on Mulyadi and Puspita (2009) the first is verbal reinforcement, the teacher can say some compliment words such as; "good", "an excellent answer", or "well done". The second is non-verbal reinforcement, the teacher do not use word or compliment but can use facial expression, gesture, give students some sticker (star sticker), and give students with some gift such as candy. These strategies can be

more effective to increase students' interest in learning in the classroom. In gesture, the teacher can show the students thumb up, smile, and clapping hands.

2.3 Teacher's Talk

This is important part for teachers in teaching. Teacher talk is a language that is used by the teachers in teaching process to convey and deliver the message or material to the students. In foreign language class, teacher talk is very useful to use. Richards and Schmidt (2002) defines teacher talk is "variety of language sometimes used by teachers when they are in the process of teaching" p. 543. To expose English language in foreign language class the teacher tries to communicate to the students with simple language to make the students understand and familiar with English.

There are some characteristics of teacher talk according to Thornbury (1996) which might identify as being communicative. Firstly, the use of referential questions, where the teacher asks the class, for example 'What did you do at the weekend?'. Referential question are questions from the teacher to ask students because the teacher do not know the answer. Secondly, content feedback by the teachers, when the teachers response on students' contributions focus on the content, in this point the teachers not focus on correctness of the grammar or pronunciation, and the last one is attempts to negotiate meaning with the students through requests for clarification and repetition, and giving opportunities to the students to interrupt the teacher and do the same. In addition Myhill (2006) describe that, teacher talk is the dominant medium in teaching and learning. Both

teacher and student use teacher talk to support teaching and learning process. Tharawoot in Myhill *at el* (2009) said that there is some usefulness of teacher talk in teaching and learning process;

1. Use talk as a tool for a clarifying ideas

2. Use exploratory hypothetical and speculative talk as a way for researching ideas and expanding thinking.

3. Work together logically and methodically to solve problem, make deductions, share, test, and evaluate idea.

4. Ask question to clarifying understanding and refine idea.

5. Use talk to question, hypothesis, speculate, evaluate, solve problems, and develop thinking about complex issues and ideas.

6. Recognize and build on other people contribution.

7. Contribute to the organization of group activity in ways that help to structure plan, solve problem and evaluate alternative.

Teacher talk is a special communication activity. Its goal is to communicate with students and develops students' foreign language proficiency. Based on some usefulnesses of teacher talk that is proposed by Tharawoot in Myhill (2009) teacher talk has important roles in teaching and learning process in the classroom. Basically, teacher can transfer the knowledge about the course content through talk to the students. Teacher can ask question to clarify understanding and refine ideas. If the students still confuse about the material that teacher given, the students can ask teacher about the material. It can make the communication work well and build students confident in speaking. The teacher

uses English language in the classroom to promote communication between both teacher and students. It can encourage speaking ability. Teacher talk is a kind of communication-based or interaction-based talk.

Teacher talk is useful for teaching and learning process. The teacher should give some clues or ideas about the information first and allows the students to explore ideas about the information that is given by the teacher. There are some aspects of teacher talk, teacher explanation, error correction, teacher speech modification, teacher question, and teacher verbal feedback. According to Sinclair and Couldhard (1975) explain that in the interaction between teacher and students normally the teacher initiates the talk in classroom usually by questioning.

2.4 Feedback

Feedback is teacher respond toward students' performance. Richards and Schmidt (2002) defines feedback refers to comment or other information that the students receive in teaching and learning process. Therefore, feedback is important for the teacher in teaching. Feedback divided into two types, Sprouls in Morgan (1991) defined feedback intentional and unintentional. Intentional feedback means to deliver the information concerning the accuracy and appropriateness of a performance. Whereas, unintentional feedback is defined as information that gets through natural interactions, such as see other students complete a task.

Feedback can be positive and negative. Sprouls (2011) states that positive feedback is used to indicate that an expected behavior or to reinforce successive

steps toward a goal. Positive feedback is defined as verbal, nonverbal, or tangible feedback, which could include praise, behavior points, awards, and positive acknowledgement of a desired or appropriate behavior. Whereas, negative feedback indicates that a behavior or task is not perform correctly. The example of negative feedback phrase "That's incorrect", "That doesn't sound right", "your answer is too long". These phrase, can make students unmotivated when they get negative feedback because their effort do not appreciate by the teacher. Even, they become afraid to express their ideas to the teacher. based on the explanation above the teacher should trying to avoid give negative feedback because it can make the students unmotivated, lack confident, not interest in learning, and afraid to express their ideas. The teacher can say "Your work already good, but there still needs to be improved "in this case, we can provide encouragement to the students that they've done even though not perfect". The teachers appreciate the work that has done by the students.

Intentional positive feedback is a common type of feedback that students receive from their teachers, with statements such as "Good job, Ben!" to make students' performance or behavior in a positively. In addition, Positive feedback has good effect on motivation, self confident, and performance to the students. Positive feedback can give a good effect on students. Because through positive feedback students can feel that they noticed by the teacher. Besides that, positive feedback makes the students more active doing something because they feel there are people who give them encouragement and motivation to be better. It can

increase student's learning ability. The students not only understand the mistakes that they did, but also they try to solve it or find the correct answer.

2.5 Teacher Verbal Feedback

Teacher verbal feedback is one of the strategies used by the teachers to increase students' motivation in teaching and learning process. According to Miller in Konold (2002) teacher verbal feedback is one of the important roles in teaching because feedback is crucial aspect of every school and plays a crucial role in teaching and learning process. The primary purposes in providing feedback are to reinforcement students' behavior. Let the students know how they are doing and extant learning opportunities. Based on these purposes, teacher verbal feedback has important role in the classroom.

According to Nassaji and Wells (2000) the function of teacher verbal feedback should be different in the classroom and the outside of classroom, as the following example.

A. : Which way should I go to get to the post office?

B. : Take the second street on the right and then the second left.

C. : **Thanks very much.**   (Nassaji and Wells (2000)

In the example above A asks B how to get post office, then B tell A the direction how to get it, and A only say thanks to B without evaluate B information. Normally in the classroom after one student answer teacher's question, the teacher can evaluate student's answer, as the following example.

T : Which way did the wolf go to red riding hood's granny's cottage?

S : He took a short cut through the forest.

T : **That's right** (Nassaji and Wells (2000)

In the example above the teacher asks the students how the wolf goes to riding hood's granny's cottage, and then one student answer teacher's question and the answer is correct, and then the teacher evaluate student's answer through say "that's right". In this context the teacher already know the answer but just want to know student's answer correct or not, it's different in teacher verbal feedback that happened outside the classroom, in the outside classroom the questioner asks about unknown information from person who know the answer. When questioner get the answer the questioner just keep the information without evaluation or comment, and just say "thanks you very much". Such phrases can be used by the teachers are "Good", "That's right", "No", that's not good". Students need to know whether the answer is right or not.

There are three main categories of information that teacher always asks to students (Nassaji and Walles 2000). The first is assumed knows information, the second personal information, and the last is negotiatory information. The assumed knows information means that where a teacher knows the answer and to discover whether students can supply it. Personal information is where the information is known only to the person addressed. In the other hand, the teacher does not know what will be answered by the students. Negotiatory information mean where the answer to be reaches through discussion between a teacher and students. Teacher verbal feedback can be more than evaluation but also an opportunity to explore

students' answers and ideas. Teacher verbal feedback is given by the teacher is not only known students' perform but also to increase their interest and motivation in learning.

The teacher must consider what function verbal feedback is appropriate for each student because it can impact positively or negatively. For example, if the teacher asks for students' opinion teacher verbal feedback should focus on the content more than grammatical because, if the teacher correction students' grammatical it can make students' lack confident when they speak up. The teacher should find the appropriate ways to correct students perform. The teacher do not allows say "No" if the students answer is false because it can makes students afraid to contribution more. The students may not feel confident to express the ideas if the teacher corrects the grammatical when the students speaking.

According to Hall and Walsh (2002) evaluative feedback should be avoided by the teacher because it can make students shy even afraid further participation and interactive leaning climate. Evaluative feedback should be avoided in order to make students participation more in learning. There are two main purposes of teacher verbal feedback that have discussed previously. The first purpose is to let students know how well the students' perform, and the second one is to increase students' participation and motivation in learning. The first purpose teacher focus on teacher correctness and the second is teacher focus on students' message or idea without evaluation. Garcia (2005) interactional verbal feedback is a comment that is given by the teacher without evaluate and correct students' contribution in leaning such as expression of agreement, disagreement,

and acknowledge. In this research the researcher will focus on teacher interactional verbal feedback. Garcia distinguishes teacher verbal feedback into two part; the first is pedagogical feedback and interactional feedback. Pedagogical feedback is acknowledgement or comment make by the teacher to give correcting or evaluating students' performance.

According to Burnett (2002) there are two main types of feedback such as effort feedback and ability feedback. Effort feedback means that the teachers give feedback to the students focus on student's effort, the teacher give feedback to students through some comments such as "You've been working hard'; 'You're trying really hard'. While, ability feedback is the teacher focuses on students' ability such as, 'Well done, you're really smart'; 'Gee you're a good student'.

2.5.1 Teacher's Verbal Feedback Strategy

The early strategies of teacher verbal feedback are classified by Sinclair and Coulthard (1975). They classified it into accepting, evaluating, and commenting. The first strategy is accepting, the teacher use accepting when students' answer is appropriate. The teacher can say "yes", "fine', 'good" if the answer is appropriate one. The second evaluating, the teacher evaluating students' answer and give some comment in students' answer. The teacher can say "good" and "interesting" first and then begin to evaluate students' answer. Normally it is often proceed by accepting. The last is commenting, commenting use by the teacher to respond students' answer by giving some additional information or expand. This strategy can use for both evaluative and interactional feedback.

2.5.2 Teacher's Interactional Verbal Feedback

Teacher interactional verbal feedback is to keep students interaction in discussion. Teacher interactional verbal feedback focuses on content students' have contribution in learning without expecting students' answer is true or false. Therefore, in this point the teacher keep the discussion keep going without rejecting students' grammatical, and students' ideas. In teacher interactional feedback teacher try to increase students to talk more. According Garcia (2005) interactional verbal feedback is comment made by the teacher with no evaluative and corrective propose in order to make the students more interactive.

According Richards and Lockhart's (1996) there are seven strategies in providing interactional feedback strategy.

1. acknowledging an answer, it means that, the teacher acknowledging the students' answer is correct by saying some words such as, "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", "all right", "that's it", "You're right", or "Fine". Oberli (2003) acknowledge students' answer can help teachers to create positive affective climate in the classroom, in the other hand student's feel encouraged when participating in the classroom. As can be found in the following dialogue:

   Teacher : Do you know this picture? (Giving a picture: Ronaldo)

   Students : Ronaldo, Yes Mam, Ronaldo, Yes, Ronaldo Mam

   Teacher : Yes, you're right. He is Ronaldo. What do you know about him?

Students : Pemain sepak bola, Mam. Pemain football, Mam. Football player, Mam.

2. Indicating an incorrect answer, in this point the teacher know the students' answer is incorrect by saying some words such as, "No", "That's not quite right", or "mmm". As can be found in the following dialogue:

    T : Did you remember about conditional sentence?

    S : Yes, sir.

    T :Ada berapa tipe kalau kalian masih ingat?

    S : Three type, sir.

    T :Oke, I have one sentence "if I have a lot of money, I will but a new car". Which type this sentence is?

    Ss : Type 2 sir.

    T : "mmm" no.

3. Praising, in teaching and learning process praising is very important point because praising indicates that the teacher appreciate to the students answer. In the other word it can be compliment by saying some words such as "yes, an excellent answer", "pretty good", "nice try", "very good". In addition Teacher praise is one tool that can be a powerful motivator for students. According to Hawkins & Heflin, (2011) Praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of student production or

output. For example, the teacher may use praise to boost the student's performance, praising effort, accuracy, or speed on an assignment. As can be found in the following dialogue:

T : your friend said cucumber useful for our health. Rani, could you mention the benefit of cucumber for our health?

R : Cucumber can make our body fresh, skin, and can decrease blood pressure sir.

T : Yes, very good Rani.

4. Expanding or modifying students' answer. The teacher can modifying students answer by giving some more information or paraphrase students' answer with teacher's own word. As can be found in the following dialogue:

    T :Does anyone know the capital of the united states?

    S : Washington

    T : Yes, Washington, D.C. that is located on the east coast.

5. Repeating, in this strategy the teacher repeat students' answer. Repeating students' answer used to make sure what they had said and to share the answer with other students. As can be found in the following dialogue:

    T :Kalau ada temankita yang baru saja memenagkan kompetisi biasanya apa yang kita ucapkan kepada teman kita?

    S :Ucapan selamat bu.

T :Ya, ucapan selamat atau congratulation.

6. Summarizing, the teacher give the summary for each student or group. Richards (2002) states the purpose of summarize to help other students understand with short explanation. The teacher used students' answer and modifying with teacher own words. As can be found in the following dialogue:

    T : Do you know the function of compliment and congratulation?

    S : Yes, mam. Complimenting we use to compliment someone and congratulating we use to congratulate someone in such situation.

    T :Ya, congratulation we use in some social occasions people celebrate special events such as birthday party, and complimenting we use to compliment someone, for example "what a beautiful dress do you have".

7. Criticizing, the teacher criticizes students' answer and gives some more information or tries to make a clarification about students' answer. As can be found in the following dialogue:

    T : Make a conditional sentence type 2!

    S : If I have a car, I will take selfi home.

    T : Are you sure it's type 2? Remember, kalau type 2 itu harus past tenses atau lampau pada verb-nya.

2.6 Previous Study

There are four researches that had been conducted by researchers that related to teacher verbal feedback. Salat (2001) conducted a research entitle Teachers' Verbal Language Behaviors at English Classes. The result from the research showed that teacher in the vocational high school in Bengkulu try to stimulated students more active in classroom verbal interaction through asking question. The teacher provides Wh-question and the more dominant question is Yes/No question. In this point the teacher want to check students' understanding and give the students opportunity to practice the target language.

Yakapri (2012) conducted a research entitle English Teacher Giving Corrective Feedback in Writing Classes. The result of the research showed that the teachers giving corrective feedback by direct and indirect corrective. Direct corrective feedback is more frequently used by English teachers to correcting students' error.

Agustina (2004) conducted a research entitle Teachers' Instruction in the Classroom. The result of the research showed there are two form of instruction verbal and non verbal instruction. The most dominant form used by English teachers is verbal instruction because verbal instruction makes the students easy to understand, it is start from short form, simple vocabulary, and sentence structure.

Hadinata (2009) conducted a research entitle English Teacher Giving Positive Oral Feedback to the Students. His research showed that the dominant oral feedbacks used by English teacher are praise, support, advice, and direction to

22

the students. He concludes through positive oral feedback the students feel happy, interests in learning, more motivated, and active in the classroom.

In this research, the researcher will conduct a research entitle A Study of Teachers' Interactional Verbal Feedback Strategy in Teaching English. There are seven strategies in providing interactional verbal feedback based on Richard and Lockhart's (1996) theory.

CHAPTER III

METHODOLOGY

3.1. Research Design

The design of this research was descriptive-quantitative method. According to Kothari (2004) descriptive is a method which concern with describing the characteristic of particular individual or group. Therefore the researcher used descriptive-quantitative method to describe what strategies and the most dominant strategies in teaching English at SMAN 5 Bengkulu.

3.2. Subject of the Research

The subject of this research was all English teachers at SMAN 5 Kota Bengkulu who had been teaching in first year class and second year class. The total of subject is three teachers.

No.	Symbols	Classes
1.	(T1)	XI.IPA 1, XI. IPA 3, XI. IPA 2
2.	(T2)	X. IPA 2, X. IPA 3, X. IPA 5, X. SOS 1
3.	(T3)	XI. IPS 1, X. IPA 4, XI. IPS 1, XI.IPS 2

Table 1. subject of the research

3.3. Instruments of the Research

There are two instruments of this research, namely observation checklists and audio recorder.

3.3.1 Observation Checklists

The observation checklist consists of seven strategies in providing interactional feedback adapted Richards and Lockhart's (1996) theory.

3.3.2 Audio recorder

The researcher used audio recorder to record teachers' utterance in giving interactional verbal feedback.

3.4. Procedure of the Research

In this research, the researcher did some activities, they were:

a) The researcher and co- researcher came to the class and sit at the backside.

b) The researcher prepared the audio recorder and observation checklist at the beginning of class.

c) The researcher and co-researcher recorded the English teacher's in giving interactional feedback while noted teacher's utterances and put out a tally on the observation tally sheet.

d) The observation was conducted three meetings for each sample. It meant that the total number of observation was nine meetings.

e) The observation was ready

3.5. Technique of Collecting Data

In this research, the researcher used two techniques of collecting data, namely observation, and recording. In collecting data, the researcher was helped by co-researcher in order to make the data became objective.

3.5.1. Observation.

The researcher came to the classrooms. The researcher observed teacher's activities when they were teaching English by using observation tally sheet. It consisted of seven strategies in providing interactional feedback. Then, the researcher tally which strategy that was used by the English teacher in the classrooms during teaching and learning process. In observation activity, the researcher was helped by a co-observer to observe teacher strategy in providing interactional feedback to avoid the researcher subjectivity in collecting data.

3.5.2. Recording.

The researcher recorded all the English teachers' utterances during their teaching process. In this activity, the researcher used audio recorder to record teacher's utterances in teaching process in order to make the data more accurate and avoid losing data.

3.6. Techniques of Analyzing Data

In this research, the researcher analyzed the data from observation checklist based on Richards and Lockhart's (1996) theory.

There are seven strategies in providing interactional feedback that used by Richards and Lockhart's (1996) theory.

8. acknowledging an answer, it means that, the teacher acknowledging the students' answer is by saying some words such as, "Good", "Yes", "That's right", "you're right", "Ok", "Nice", "Excellent", "all right", "that's it", or "Fine".

9. Indicating an incorrect answer, in this point the teacher know the students' answer is incorrect by saying some words such as, "No", "that's not quite right", or "mmm".

10. Praising, in teaching and learning process praising is very important point because praising is indicate the teacher appreciate to the students answer. In the other word it can be compliment by saying some words such as "yes, an excellent answer", "pretty good", "nice try", "very good".

11. Expanding or modifying students' answer. The teacher can modifying students answer by giving some more information or paraphrase students' answer with teacher's own word.

12. Repeating, in this strategy the teacher repeat students' answer.

13. Summarizing, the teacher give the summary for each student or group.

14. Criticizing, the teacher criticizes students' answer and gives some more information or tries to make a clarification about students' answer.

In the analysis of data the researcher used descriptive percentage. This technique used to describe and find out the proportion and the most dominant strategy used by English teachers in teaching and learning process.

The researcher analyzed the data by using a percentage of formula that proposed by Arikunto (2006). First, the researcher counted the number of each tally in each item in observation sheet. Then, the researcher counted the number of percentage of each item. This formula used to analyze the data from the observer and co-observer. To find the reliability of the observation from researcher and co-researcher, the researcher determined the correlation coefficient by using the formula for the correlation co-efficient called Pearson Product Moment Correlation using raw score data. The percentage of formula from Arikunto and Pearson Product Moment Correlation as the following:

a. Percentage of Formula

$$P = \frac{f}{n} \text{x } 100\%$$

Where:

P = percentage of interactional verbal feedback

f = the frequency of teachers' giving interactional verbal feedback.

n = total number of item.

Arikunto (2006).

b. The formula of Pearson Product Moment

$$r_{xy} = \frac{\sum XY - \sum X \sum Y / N}{\sqrt{\sum_Y 2 - (\sum X)^2 / N} \sqrt{\sum_Y 2 - (\sum Y)^2 / N}}$$

Where;

rxy   : Correlation of coefficient

X   : Score in the distribution of variable X

Y   : Score in the distribution of variable Y

N   : Sample

3.6.1. Qualitative Data

The qualitative data was analyzed based on observation. It was described based on the situation during the teaching and learning process. Gay (2000:240) states that there were five steps of analyzing the qualitative data are:

  a. Data managing

In this step the researcher organized the data collection during the research and checked its completeness. It meant that in this step she started to analyze and interpret the data.

  b. Memoing

In this step, the researcher read and re-read the observation checklist and interview data for several times until got the general understanding about the data content.

c. Describing

The researcher explained and described all data from observation sheets. The description of the data provided the pictures condition of the place where the research and data were taken. Then, the researcher explained more about memo that has been written in the reading/memoing step.

d. Classifying

In this step, the researcher classified the result of observation. The researcher classified all the qualitative data into categories that represented different aspect of the data.

e. Interpreting

The last step, the researcher determined and made some interpretations from the result of observation.