

CHAPTER I

INTRODUCTION

This chapter describes the current study's nature as well as its theoretical background. It starts with the research's background, identification, the major problem, the research's limitation, the research's question, the research's goals, the research's relevance, preceding research, and theoretical foundation.

A. Background of the Research Problem

The English language is one of the most widely spoken languages in the world. To stay up with the world's progress, English is widely used throughout the world. Then, in recognition of the importance of English, Indonesia offers English in education programs. It is taught as a subject in elementary school and is a requirement in junior and senior high school. The goal of the standard and basic competency competence of the English language topic in junior high schools is for students to be able to communicate in both spoken and written English in everyday situations (Silka Samarindo, 2018).

In other words, junior high school pupils should be able to communicate effectively in English. Thus, the four language abilities of hearing, speaking, reading, and writing are covered by the English teaching-learning process. However, the majority of language students around the world study English to improve their speaking skills. (2017, A. Lumettu) There are numerous options.

When it comes to the quality of speaking, instructors, as those who contribute the most to students' achievement, should encourage their pupils to be good speakers. Because it is hard to achieve achievement without encountering challenges, pupils will have difficulty speaking English fluently by making blunders and errors. Students learning English as a foreign language (EFL) frequently make faults and inaccuracies when speaking. It's the same as when a child learns a new language for the first time. To develop proficiency, he tries to make an utterance and makes faults and errors that reflect his hypotheses. Errors and mistakes are important not just for students but also for teachers. Because

both teachers and students can grasp the quantity and quality of mistakes and speech errors, mistakes and errors can be helpful feedback. Furthermore, faults and blunders allow students to test their theories and actively participate in their learning.

By providing feedback on their speaking performance, teachers can assist students in correcting their flaws and blunders. It can help pupils understand how well they're doing as they learn and demonstrate their abilities. In other words, students want feedback in order to improve their speaking skills, resulting in fewer faults and blunders and greater precision and clarity. As a result, the feedback will assist the pupils in improving their oral production. Many students continue to claim that English is a difficult subject, particularly in terms of speaking ability. The students were hesitant to communicate in English. Only a few of them took part in the public speaking exercises. The majority of them were not willing to take a chance and speak English. They appeared to be terrified of making blunders.

The issues listed above can be caused by a variety of circumstances, including an inappropriate class mix, an inappropriate topic, and a poorly organized job. 2015 (Farahani & Salajegheh) But, among all of these options, the most common issue is some students' innate unwillingness to speak up and participate. The role(s) of the teacher(s) will be critical in this situation. Giving them feedback is one approach to encourage them to speak in English. Because feedback has a positive impact on pupils' learning. According to Lumettu (2017), good students enjoy being corrected if it aids their learning. It will let pupils know how well they are doing and provide a sense of accomplishment that will encourage them to learn more. Otherwise, if pupils make mistakes or blunders, they will learn from them and know how to avoid them in the future. Feedback has also been recognized as a means of improving performance.

B. Identification of The Problem

In figuring out the issues, the remark turned into carried out. based totally on the commentary, some issues can be decided as follows: the

First problem is associated with the scholars. some students had been refuse to worried in English school room activities, specifically in talking. Many college students felt shy to specific open their sound. as soon as college students want to give, students desired to use Indonesian language than English to expressing the mind. College students also incline to make errors when speakme, including mispronouncing phrases, producing ungrammatical sentences and deciding on irrelevant feedback.

The teacher is the source of the second issue. The traditional method of teaching and learning is still teacher-centered. The teacher will convey the content to the students during the class, and the students will merely sit and listen. Aside from that, kids had very few opportunities to be active in the classroom. The amount of time students had to speak was significantly smaller than the amount of time the teacher had to speak. Furthermore, the teacher primarily used English in the classroom when explaining the content. The teacher does not push students to follow suit. When pupils were given a speaking task, the teacher required them to perform in front of the class and grade them. Some kids, on the other hand, refused to perform, and the teacher simply let it happen without intervening. Although not entirely accurate, the teacher can be described as fluent in English.

The third issue has to do with the teacher. In class, one or more students will be very bright and self-assured, dominating the teaching and learning environment, while the others will be merely spectators who sit, watch, and listen to their classmates and teacher. The classroom interaction was similarly dominated by the first language, in this case Bahasa Indonesia. The teacher stated that using Bahasa Indonesia was acceptable as long as the students comprehended the materials provided.

C. The Main Problem

It is necessary to communicate. Students, on the other hand, believe that speaking is tough during the teaching and learning process of an English class. It will have an impact on student communication on a daily basis. Students will be uncomfortable speaking in English and will not appreciate it. Students, on the

other hand, will not appreciate using the English language in an English class. Although English is the second language in Indonesia, pupils are allowed to utilize the Indonesian language when they like. Students will then like utilizing it.

The issue appears to be related to teacher methods for motivating and assisting students in developing their speaking skills through the use of feedback. The teacher should know how to correct kids' speech while also making them feel comfortable.

D. Limitation of The Problem

Due to a lack of time and knowledge, our study was unable to address all of the issues raised above. Nonetheless, the emphasis was on the teacher's function in the classroom, particularly in speaking activities. It was primarily concerned with the feedback provided to pupils during speaking activities.

E. Question of The Research

Based on the context of the research, the researcher investigated the following research problems:

1. What forms of instructor feedback do pupils receive during their speaking exercises at Paripurna junior high school?
2. What are the goals of providing such feedback in Paripurna junior high school students' speaking activities?

F. Aims of the research

The research aims are:

1. To uncover and describe types of teacher feedback in students' speaking activities at Paripurna junior high school, based on the research difficulties above.
2. To uncover and describe the purposes of providing such feedback in Paripurna junior high school students' speaking activities.

G. Significance of the research

After the researcher conducted this research, there are the uses of this research:

1. Theoretical Significance

This research is expected to give knowledge or information in a feedback theory, especially in English-speaking classrooms.

2. Practical Significance

The result of this research is expected to give a contribution to:

a. English teachers

As a result, the researcher will provide English teachers with a detailed description of speaking feedback, including how to use it in speaking classroom activities. Teachers' feedback practices could hopefully improve as a result of this study's findings. The teacher can then use the input to improve the pupils' speaking abilities.

b. Students

This study's findings are also relevant to students learning English, particularly speaking. Students' speaking skills will develop as a result of the feedback they receive.

c. Further researcher

The researcher hopes that this study will inspire other researchers to perform further in-depth studies on teacher feedback on speaking abilities.

H. Previous Research

This study is backed up by another study that looked at the same topic but with a different object. The recent studies have yielded a variety of results. Here's how it works:

Ali Naser Zrain did study on the use of oral feedback in strengthening the speaking abilities of Saudi EFL students. This study was finished in the year

2019. The research approach selected for this study was descriptive analysis. The researcher can also use the questionnaire to collect data. The findings of this study show that oral feedback is critical for improving student speaking skills.

Rizka Indahyanti and Mutmainah Mursidin's study is titled "Students' Self-Feedback in Improving Students' Speaking Ability." The quantitative methods employed in this study are Indah and Mutmainah. The information was gathered, however, through exams and questionnaires. Furthermore, the findings of the study demonstrate that providing feedback to students can help them improve their speaking skills.

Widia Siska, Mukhaiyar, and Ratmanida from the University of Padang's English language education department conducted the research. The study was finished in 2018. The title of the study is English teachers' ways for providing oral remedial feedback to pupils on their speaking abilities. The method is qualitative, with a video recorder and an interview as the research instrument. The findings of this study reveal that the teacher uses several types of feedback in the teaching and learning process, such as explicit, corrective, recast, clue, and others.

The study was completed in 2017. The researcher's title is an examination of the factors that influence developing English speaking skills. Lai Mei Leong and Seyedeh Masoumeh Ahmadi conducted this study. The research has also been published in an international journal of English education research. The findings of this study show that teachers' feedback, incentive, and praise can help students gain confidence and reduce errors, resulting in increased speaking fluency.

In 2015, Ali Akbar Khomeijani Farahani and Soory Salajegheh published a book. Distinct methods of feedback have different effects on L2 speaking skill: A comparison of Iranian EFL teachers' and students' opinions, according to the journal title. To collect data for this study, the researchers employed experimental and widely distributed questionnaires. Until there was no feedback, the researcher looked at many types of feedback, including implicit, explicit, reiteration, repetition, elicitation recast, and metalinguistic. However, explicit and implicit feedback are the most common and useful types of feedback.

A study published in 2016 looked into the impact of positive feedback in developing speaking skills. Muh Arief Muhsin is the name of the researcher who conducted this study. The qualitative approach was chosen by the researcher of this study to perform the investigation. Mushin, on the other hand, gathered the information with an open-ended questionnaire. The findings of this study are related to teachers' perceptions and responses to various types of feedback utilized in English language classrooms. Recast feedback, clarification feedback, and implicit feedback are examples of types of feedback that are ineffective in improving students' knowledge. Then there's remedial feedback, which is quite effective.

In 2018, a researcher was conducting research. The data was collected using an experimental procedure that included tasks and questionnaires. These studies were carried out by Keyu Zhai and Xing Gao. The research's full title is Effects of Corrective Feedback on EFL Speaking Task Complexity in a Chinese University Classroom. In this study, the researcher discovers a result that demonstrates how a teacher might use a wide range of feedback types in the teaching and learning process. Corrective feedback, on the other hand, is the most effective way to help pupils improve their speaking skills.

A research was undertaken by Ounis tesnim, a student from the English department of the Sfax faculty of Letters and Humanities at the University of Sfax in Tunisia. The study was concluded in the year 2019. Oral Corrective Feedback and its Impact on Students' Speaking Skills: Tunisian EFL Students as a Case Study is the title of the study. This study was conducted utilizing an experimental method with direct observation as the instrument. The findings of Tesnim's research suggest that explicit feedback is more successful than other types of feedback in assisting students in improving their speaking skills.

In 2015, Mohammad Rahimi and Arezoo Sobhani published a book. Teachers' varied sorts of Iranian EFL students' speaking errors and their impact on the proper forms' uptake is the title of the journal. In this study, the researchers employed experimental and observational methods to obtain data. The researcher

looked into several types of feedback. However, the most common and effective sort of feedback is being recast.

The study was completed in 2016. Teachers' oral corrective is the title of the researcher. Feedback on kids' dialogue performance at PGRI 1 Padang senior high school. This study was carried out by Septi Maizola. The study also employed a qualitative approach, with data collected through observation and field notes. Feedback, according to this study's findings, can help students correct their mistakes and turn them into better ones by applying a type of recast feedback.

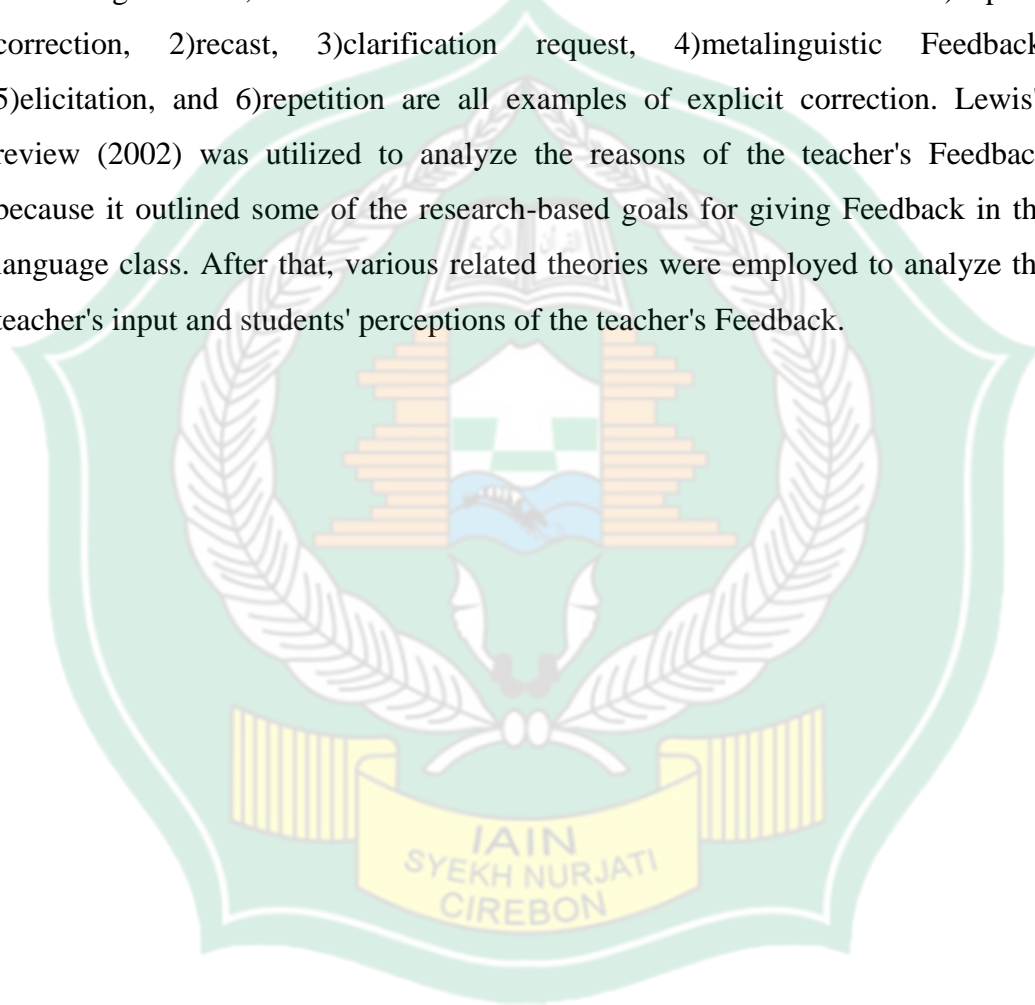
Corrective teacher feedback on students' speaking performance and absorption in EFL class was undertaken by Tran Thi Bich Phoung and Nguyen Buu Huan Ali Naser Zrain. This study was completed in the year 2018. This study's method was decided to be qualitative. Observation also aids the researcher in gathering information. The outcomes of this study were then recast and stated as the kind of Feedback that is good to support and recognize students' errors.

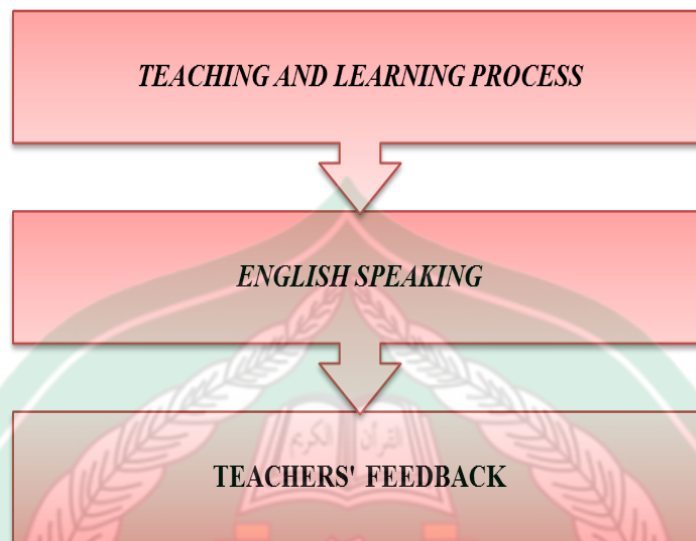
I. Framework of Thinking

Speaking is one of the language skills that students should develop during the teaching and learning of the English language. Speaking is, according to Nuraini (2016), one of the most challenging abilities for students to learn in an English classroom. As everyone knows, English is still a foreign language in Indonesia, and most students struggle to acquire English, particularly in speaking. Students frequently make faults or errors when speaking. In this instance, the teacher's main responsibility is to provide feedback to pupils (Harmer, 2007) in order to assist them face their faults and ensure that they do not give up learning.

Another issue that frequently arises in speaking is the pupils' unwillingness to communicate. This difficulty can be solved through teacher feedback. One of the functions of Feedback, according to Lewis (2002), is motivation. It motivates you more than academics or marks. By examining the teacher's attitudes, it can inspire pupils to study and use the language to their full potential. Day by day, the teacher instructs the pupils, and they will gain a better understanding of their students in order to encourage them by considering their own circumstances.

Lyster and Ranta's classification in Lightbown and Spada (1999) was used to analyze the different types of teacher feedback since it was based on the following criteria: 1) It is the teacher's remedial feedback on the students' speaking errors; 2) It is followed by the students' prompt response to the teacher's feedback. According to them, there are six different sorts of teacher feedback: 1) explicit correction, 2) recast, 3) clarification request, 4) metalinguistic Feedback, 5) elicitation, and 6) repetition are all examples of explicit correction. Lewis's review (2002) was utilized to analyze the reasons of the teacher's Feedback because it outlined some of the research-based goals for giving Feedback in the language class. After that, various related theories were employed to analyze the teacher's input and students' perceptions of the teacher's Feedback.





J. Theoretical Foundation

1. Speaking

This sub-chapter discusses the most important aspects of speaking. Speaking skills, errors in speaking, the elements of speaking, forms of classroom speaking activities, and the teacher's role in the speaking class are the four subheadings.

a. Speaking Skill

One of the linguistic skills that students should develop when learning the English language is speaking. The definition of speaking is different between one expert and others. Yet, there still refer to the same thing. Speaking is the judge as to the most challenging skill in learning a language. The goal of speaking, where the listener understands what the speaker means, becomes the reason. Some speakers are confused to arrange word by word into a sentence to express mind or ideas.

Speaking is a difficult language and knowledge competence. A youngster learns to communicate in their native language by interacting with the people around them. Every normal adult has the ability to talk in their original language without effort, and it is a natural ability. However,

speaking in a foreign language is not natural and must be learned through a process.

Language is a communication way. Language is defined as something that can be delivering someone's ideas, feeling, or thought, whether in a symbol, picture, written ways, or spoken. Then, speaking is communication between two or more people. Speaking is the verbal process of forming and communicating ideas, thoughts, or feelings. (2016, Nuraini)

Furthermore, students should be fully aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features required to express an idea, as well as be sensitive to the change in register or style required by the person to whom they are speaking and the situation in which the conversation occurs. Finally, pupils must be able to change their minds in reaction to other people's comments.

Speaking is a language skill that is part of the production skill, which also includes listening. Speaking is impossible without the ability to listen, and the relationship between these two talents is intertwined. Speaking serves a variety of purposes in daily life. Speaking functions, on the other hand, can be split into three categories. The first is referred to as interaction. Transaction communication is the second function. The final one is referred to as performance.

Speaking as interaction entails that the job of the speaker is primarily that of a social discussion. In a social setting, it reflects the speaker's positions and relationships. Interactions that we undertake by speech include chatting with a fellow passenger, telling a buddy about an interesting encounter, and so on.

The role of speaking as a transaction is the second. Speaking as a transaction suggests that communication is about getting someone to understand what the speaker is trying to say. The giving and receiving of information, as well as the acquisition of goods and services, are the focal points of transactional communication. Speaking is used in a

variety of situations, including classroom group discussions, shopping, making a phone call, ordering meals from a restaurant menu, and so on.

The third function of public speaking as a performance is to convey information to an audience. Public speaking is usually a part of it. It concentrates on speaking form, accuracy, organization, and sequencing, among other things. Political speeches, class debates, and lectures, for example, all involve speaking as a type of performance.

Speaking is needed the excellent management ability. (Nirmawati, 2015) Speaking indeed is a thing where people told something to express anything. More than it, speaking also needs power when someone's talking with others. The management does not only talk about the word management but also turn-taking.

b. Errors in Speaking

Skill in the English language divided become productive and receptive. Speaking includes productive skills with writing skills. English language in Indonesian is the second language. Besides another gift, i.e., reading, listening, and writing, speaking skill is demanded as the most challenging skill. Because of that, when Indonesian people make some error, it is not something surprises. Sholihah (2017) defines that error in language, whether in speaking or writing, as the way to make people who learn get better fluent in a speech. Besides, it can be a sign that the students have incomplete learning.

It is conceivable for students learning English as a Second Language to make errors along the process. Don't be concerned; this isn't a negative thing. While learning a foreign language, everyone makes mistakes, especially when it comes to speaking. The main thing is for pupils to learn from their mistakes so that they can become more capable and confident speakers.

Incomplete learning or error is the possible thing that doing by the students. Then, there are so many reasons for incomplete learning, which

is done by the students. Incomplete learning is caused by a lack of attention, exhaustion, carelessness, or other factors. Incomplete learning makes the teacher's role in giving Feedback effectively to correct students' error speech. Then, there are several categories of student's errors in speaking. Zhu and Liu (2018) assert that exchange error, anticipations error, perseveration error, blends, shifts, and substitutions are the students' speech errors. Besides, gender, age of people, physical condition are the reason that causes the speech error. (Zhu & Liu, 2018)

Many individuals have heard phrases like "Everyone should learn from their mistakes," "Adversity is the school of wisdom," or "Failure is not a terrible thing, it is a path to progress."

However, the notion that making mistakes is an important element of the learning process is merely a generic statement. As a result, teachers should assist pupils in confronting their errors. A teacher can assist students in a variety of ways:

1) Mistakes as a source of understanding

Mistakes as a source of understanding in the learning process means that when students are thinking out load about the incorrect solution while thinking about the problemStudents are better able to cope with problems at a deeper level than someone who is merely given the correct solution and memorizes it. The teacher should also ensure that pupils realize and comprehend the rationale for the error, rather than simply correcting it. When a teacher uses this strategy, he or she can help pupils gain a better comprehension of the subject and the proper solution method for resolving errors or problems.

2) Improve motivation and self-esteem by responding to and overcoming mistakes

Teacher can be called a students as a success person when student successfully fixes something incorrect or mistakes from the students personal experiences. The students experience directly will show the students about how worthwhile the students effort and how the

students competence are improved. Personal experience can be leads
When students go to work to achieve a learning goal, they should be
more persistent and put in even more effort. Students will believe they
can reach their objectives.

This kind of feedback can be such way to turn the motivation
from the teacher in the learning process into Natural suggests that
students turn their learning into something intrinsic, which can be far
more successful than, say, rewarding good marks.

3) **Honor mistakes as guidance for the teacher, too**

Is it true that wrong is merely wrong? Wrong! Mistakes come in
many forms. Mistakes can provide information to the teacher
regarding a student's position in the learning process, as well as
whatever inaccurate concepts and knowledge the student has.
Mistakes can also reveal the teacher whether or not the student
understands the material and how the teacher can connect past topics
to the present one in the classroom.

For the teacher, mistakes provide a crucial foundation for the
students' instructional framework and individual student development.
Mistakes are powerfully helpful for students' progress in the learning
process if they are learned from and responded to by the students.

4) **Allow mistakes through the learning atmosphere**

Teachers should recall a phrase in the teaching and learning
process: "If students are permitted to learn from their mistakes, they
must also be allowed to make mistakes!" Students understand that
mistakes will occur during the teaching and learning process, but
mistakes can be handled differently than in a performance evaluation.

The teacher should also assist students in creating a mistake-
friendly learning environment in which pupils are not afraid to make
the same mistakes. The teacher should encourage pupils to not give up
and to keep learning by using the solutions provided by the teacher. By
adopting this method, it can be claimed that the teacher rewards

students for their participation in the learning process, encouraging them to stay focused and learn from their mistakes in a constructive manner.

5) Allow a variety of mistakes

In reality, the teacher allows students to make mistakes. Students, on the other hand, should not be restricted to making mistakes. Students should be able to recognize the different types of faults that can occur during the teaching and learning process. Then there's the matter of the type of learning material. Allow pupils to engage in circumstances where they can make a variety of intriguing blunders.

The majority of incidents in the teaching and learning process occur when the teacher just asks for the answer or uses multiple-choice questions that do not provide the teacher with insight into the causes for the student's errors.

6) Provide timely feedback so mistakes can be responded to

If a problem with comprehension arises in the teaching and learning process and it takes a long time for the student to realize that they need to re-learn the topic, the faulty thought processes may get firmly entrenched in the student's head. Both the teacher and the students must realize that the learning process usually consists of the following steps: practice, making mistakes or errors, receiving feedback, reflecting on the input, and trying again to achieve success.

It can be determined how efficient and effective learning is when the teaching and learning process is interrupted. The first issue with discovering the interruption is figuring out how to resolve it. In an ideal situation, a student would immediately receive feedback from the teacher on how close they are to getting the answer correct.

The students' speaking errors will be examined using the types in the following paragraph when examining the teacher's corrective feedback. Its goal is to determine the frequency of each form of

student error in order to analyze the teacher's feedback categories in speaking activities.

c. Types of Classroom Speaking Activities

Communicative exercises should be used to teach speaking. Teachers should select activities that would inspire pupils to participate actively in the activities. Students' enthusiasm to learn English can be increased through participating in classroom activities and engaging with other students. Brown (2001) defines the following sorts of classroom speaking performances:

1) Imitative

Drills provide pupils with the opportunity to listen to what the teacher says directly and repeat it using the same language difficulty—either phonological or grammatical. Repetitive exercises provide limited practice. In a controlled exercise, students are allowed to focus on one aspect of the language.

The imitation strategy focuses on a specific aspect of language learning. In a meaningful relationship, the imitative form serves a function. Students participating in the teaching and learning process may be referred to as "human tape recorder" speaking in imitative categories. Drilling, for example, allows students to listen to and immediately repeat the language that the teacher says in a similar linguistics issue, such as phonological or grammatical difficulty.

It is very conceivable that at the imitative level, students are already clear or comprehend what the student is attempting to do. At this level, the learner is just expected to execute the most basic tasks. The students are merely attempting to repeat what the teacher has said to them in an understandable manner and with the proper pronunciation as determined by the teacher.

It will not be a problem if the student understands what the other students are saying or is conversing with them. This is solely for the

purpose of reproducing what was spoken to the pupils. A common example of this is a teacher's "repeat after me" instruction in the classroom.

2) Intensive

Intensive speaking extends beyond imitative activities to encompass any speaking performance intended to improve phonological or grammatical skills. Intensive speaking can be self-initiated, or it can be part of a pair work exercise in which students are 'running over' specific language forms.

So many speaking performances are featured in the intensive. Students can use Intensive to learn phonological or grammatical aspects of the language. It can be self-initiated or part of a pair work activity where students are reviewing specific types of language.

Intensive speaking is included the production of some limit amount of language in a highly control context. For example, a basic inquiry should be answered directly by pupils, and the reply should be read aloud. The pupils' accomplishment in terms of grammatical or lexical mastery will demonstrate their competency at this level. Everything is contingent on the teacher's expectations.

Intensive speaking is distinguished by the fact that it is usually more interpersonal than transactional. The speaker was speaking for the sake of sustaining relationships, as indicated by the use of interpersonal. When a speaker uses transactional speaking, it is usually to share information, as is the case at the response level.

The speaker's most challenging obstacle when employing interpersonal communication while speaking in a second language is context or pragmatics. When starting to communicate, the speaker must remember to employ any slang, humor, or other devices. This is even more perplexing than simply answering yes or no or giving instructions.

3) Responsive

The classroom exercise encourages pupils to respond quickly to questions or comments posed by the teacher or other students. These responses are usually sufficient and do not lead to conversations.

One type of feedback offered by teachers to students during the teaching and learning process is responsive feedback. Responsive Feedback is intended to give the partner the information they require. In the form of questions or remarks, the responses can be meaningful and genuine.

It appears that responsive feedback is more complicated than intensive feedback. The line between responsive and intensive feedback, on the other hand, is hazy to say the least. At this level, the dialogue consists of a short query and one or two follow-up questions. By this time, there have been a few conversations, but they have been brief.

4) Transactional (dialogue)

There are numerous types of feedback. Then there's transactional feedback, which is one of the types of feedback. The objective of transactional language is to communicate or exchange specific information from the speaker. This type of discourse may be more negotiative in nature than responsive speaking. Transactional Feedback is a type of responsive language that has been extended. Conversation, for example, may have a more negotiable quality than response speech.

5) Interpersonal dialogue

Interpersonal categories are a type of classroom activity that aims to keep social relationships strong. It is used for more than just the transmission of facts and information. Interpersonal communication is

more about maintaining social relationships than it is about transmitting facts and information.

6) Extensive (monologue)

Intermediate to advanced students should plan on learning the extended monologue in the form of spoken reports, summaries, or maybe brief speeches. Both formal and deliberative registers are used. Planned or impromptu monologues are two types of monologues that can be learned. Its objectives are for students to be able to deliver longer monologues in the form of an oral report, a summary, or maybe a brief speech.

Extensive communication can be compared to a standard monologue. For example, extended monologues may incorporate talking, story-telling, and other elements. It requires a significant amount of planning and is not unlike improvisational communication.

Extensive communication entails, among other things, surviving a conversation with someone who speaks a foreign language. To compensate for communication gaps, everyone can rely on one other's body language. Students with broad communication, on the other hand, may speak in an intelligible manner without relying on feedback, or they may not be able to do so.

d. Teacher's Role in Speaking Class

During the teaching and learning process, teachers play a critical role. Students cannot learn English without the assistance of a teacher. Teachers should occasionally encourage students to study English. They require their teacher's assistance in carrying out activities. Furthermore, students enjoy receiving positive feedback when they perform well.

Teachers can comment on their students' work here. The majority of a teacher's work is to introduce kids to the language so that they can use it later. Teachers, according to Harmer (2007:347-8), must assume a

variety of roles throughout speaking activities. When it comes to getting kids to speak fluently, the teachers' roles are as follows.

1) Prompter

Students may become disoriented, unable to think of what to say next, or lose their fluency. The teacher can let students figure it out on their own, which is sometimes the best option. The teacher, on the other hand, may be able to assist them with the activity by making separate ideas. If this can be done with care, without disrupting the debate or forcing students out of their roles, it will alleviate the frustration that some students may feel when they reach a linguistic or conceptual 'dead-end.'

Students should be encouraged to not only participate but also to be directly involved in the teaching and learning process by the teacher. In addition, the teacher should include suggestions for how students might use their knowledge in the teaching and learning activity. The teacher should only assist students when it is absolutely essential.

When students remain completely speechless, the teacher should encourage them by silently scolding them. They may become frustrated, fearful, or unsure about how to proceed; the teacher's duty at this time should be to demonstrate students how to correct their mistakes while being supportive.

2) Participant

The role of participants in the teaching and learning process will improve the atmosphere. In addition, when the teacher participates in an activity. However, the teacher must be willing to incur the risk of controlling the teaching and learning process.

The teacher is unable to live the class in this situation. When a teacher is able to take a step back and not become the focus of attention, it can be a terrific approach to communicate with students

without being overbearing, and it can help students enjoy themselves more.

When pupils are asked to produce language, teachers should act as role models. This can sometimes be accomplished by organizing an activity and engaging in it with zeal. Teachers may, however, want to participate in discussions or role-plays at other times. This method can subtly prompt students, introduce fresh knowledge to aid the work, sustain student involvement, and generally foster a creative mood. However, professors should not dominate the speech by participating excessively so that pupils do not miss out on speaking opportunities.

Teachers function as participants only once in a while, and that is when they are in discourse with the students. In the same way that one-on-one teachers can have direct conversations with their pupils, dialogue events in larger groups allow the teacher and students to converse as nearly equal participants.

Although we must be careful not to take over the classroom and deny pupils the opportunity to speak, these are frequently amazing times in the lesson.

3) Feedback provider

Teachers indeed demand to give Feedback to students in the learning process. Providing Feedback has been a duty that can separate from teacher duty. However, the difficult one about Feedback is relating to the way, how a teacher provides feedback to students in order for them to understand and learn more effectively. Feedback will be not useful if students cannot understand the Feedback. Besides, students also will hesitate to do something when a teacher gives lots of Feedback or correction. Because of that, the teacher should know-how are the situations and conditions to convey the appropriate Feedback.

Teachers must allow students to analyze and evaluate what they have done once they have completed the speaking task. The teachers

then tell them what went well based on their observations. Teachers will react to the activity's substance as well as the language utilized.

2. Feedback in Language Class

This sub-chapter covers the most important aspects of Feedback. It is divided into four sections. They are the definition of feedback, the goal of feedback, feedback criteria, and feedback types.

a. Definition of Feedback

There are many definitions of Feedback. Feedback is communication intended to improve overall performance. (Rahimi & Sobhani, 2015) Students can use the feedback provided to help them improve their work. The Feedback will provide praise or criticism to the students. As a result, they'll be able to recognize what they already know and what they still need to learn. Tesnim proposes a different concept of feedback (2019). He claims that feedback is any form of statement from another person that can lead to learning. Teachers use feedback to help students learn better during the teaching-learning process. Students require feedback in order to understand how well they are progressing in their studies. Because feedback provides students with a sense of accomplishment when they are already performing well, it motivates them to learn more. On the other hand, if pupils make an error or a mistake, they will be aware of it and learn how to remedy it (s).

Furthermore, according to Zrair (2019), feedback is more than just correcting and tracking down students' mistakes. When a teacher delivers feedback, it indicates that the teacher instructs and guides pupils on how to enhance their skills and abilities to be better than they were previously. Teachers that provide feedback also assist pupils in adapting to any teaching-learning circumstance. Muhsin (Muhsin, 2016)

Teachers' feedback is also linked to the quality of service provided to pupils by the teacher. Good teacher feedback can help students develop

their language abilities and avoid situations that cause them to make grammatical blunders. (2018, Skika, Mukhaiyar, and Ratmanida) Teachers must provide relevant feedback to EFL students because they are often fearful, worried, and uncertain when speaking in front of their classmates. EFL teachers must give genuine feedback to their students' classroom speaking attempts.

b. Purposes of Feedback

Everyone know that feedback is like the information from the teacher which provide for students relating to the where students are, how are the performing of students, and what students need to work on to progress in the language proficiency. Feedback is not only corrective in nature. So, everyone should know that feedback also provide supportive and encouraging for students knowledge.

Feedback's goal is to provide students with the information they need to improve their performance. It has the potential to stimulate kids to learn, particularly when it comes to learning a foreign language like English. Because English is not the pupils' primary language, they frequently have difficulties and make blunders when speaking it.

As a result, they require feedback to reflect their speaking abilities, whether fluent, accurate, or suitable. In this case, the teacher's responsibility is to provide feedback to the pupils in order to remedy their mistakes and avoid what is known as "fossilization." "In most EFL contexts, students are dependent on the teacher for relevant linguistic feedback," Brown (2001: 275) says of the teacher's position as feedback provider in the EFL teaching-learning process. It can be deduced that the pupils require teacher feedback in order to improve their linguistic skills. They are fully reliant on the teacher because they only have a few opportunities to speak English outside of the classroom. When students participate in speaking activities in the classroom, the teacher can observe their oral production and determine which areas they need to

develop or correct. The teacher then gives the students feedback. It differs from the environment outside the classroom in that there is less pressure to communicate in English.

When students converse with native speakers, they will either receive insufficient or no feedback from the locals regarding their mistakes in speaking. It's possible because the native speaker will focus on the significance or content in the communication rather than the errors produced by the students. As a result, when students converse with a native speaker, they will be able to communicate effectively. Students will, without a doubt, make blunders. According to Lewis (2002), feedback is a method of informing students about their progress during the teaching and learning process. Feedback may also assist pupils in improving their knowledge.

In addition, Lewis has enumerated some of the research-based reasons for providing feedback in the language lesson. Some of the objectives are motivational, while others are concerned with imparting information to students.

1) Feedback provides information for teachers and students

Teachers use feedback to depict their students' linguistic proficiency. It provides teachers with data on individual and group progress. It's also a way of gauging how well they're teaching. Feedback is a continuous method of assessment for pupils that is more concentrated than grades or marks. The remarks, unlike marks or grades, which tend to compare one student to another, provide information about the individual progress of the pupils by examining their strengths and flaws. By declaring a rule or presenting an example, the words might also provide direct knowledge about language. Consider queries that students may have regarding their language use as a way to focus remarks. Consider the following scenario:

- How does the teacher believe I'm doing in terms of general English?
- Did I complete all of the requirements for this particular task?
- How does this week's work compare to last week's?
- Why does the teacher praise my work when I know everyone else is better?
- Why does the teacher suggest my work has to be improved when I know I did my best?
- How precisely am I supposed to improve?
- What does the remark mean?

2) Feedback provides students with advice about learning

Teachers can provide pupils more than just straightforward descriptions of how they utilize language. Comments about the student's learning processes can also be made; a frequent method is to use a learning notebook. The methods are as follows: a student writes in a journal, the instructor responds with comments, questions, and extra information, and the student responds to their teacher's feedback with comments, questions, and additional information. Journals can be written with or without guidelines. Journals are encouraged in language classes for a variety of reasons, including:

- Students have the chance to reflect on the students' learning.
- Teachers find out about the student's learning needs.
- Feedback is individual and therefore much focused.
- Students' language improves in fluency and quality.
- The teachers' comments provide authentic reading material.
- Students' vocabulary and grammar increases.
- For some students journal writing overcomes their shyness at speaking one-to-one with the teacher.
- The journal provides a permanent and ongoing record.

3) Feedback provides students with language input

Teachers can provide written or spoken feedback to students during the teaching and learning process. The crucial thing is that kids will receive meaningful and personalized linguistic input as a result of their comments. The words of the teacher, whether spoken or written, serve a function. That is to say, the goal is to show or describe how language is employed in communication. That is why it is critical to broaden students' linguistic horizons by providing remarks in a language that is slightly above the students' current proficiency level. The teacher hopes that by adopting this method, pupils will be able to learn new vocabulary and structures in a linguistic context.

4) Feedback is a form of motivation

Students may be motivated in the teaching and learning process by marks or grades. However, most research suggests that feedback, rather than grades or marks, can inspire pupils. By taking into account whatever the teacher knows about the students' attitudes, feedback may motivate the student to study and utilize language to their full potential. Encouragement is needed by both diligent and underworking pupils, but it must be offered in different ways. Teachers teach their students every day, they will learn more about them, and motivation might take into account personal circumstances.

When teacher give feedback to students, the best kind of feedback is the positive one. The positive feedback also can be a motivational thing for students. When pupils receive positive feedback, they are more likely to continue doing what they were doing at the time because it was observed and remembered as excellent. Boundaries must be established. Students must grasp what they should not do or how they should not do something. Setting appropriate boundaries allows students to provide good feedback while mentoring and learning. The teacher must ensure that the teaching and learning

process prepares students for success. That will be preferable to waiting for students to make a mistake before providing negative comments. If teachers do not provide positive feedback on students' continued, improved, or great performance, students' behavior will deteriorate in an attempt to receive some sort of feedback.

5) Feedback can lead students towards autonomy

Another goal of feedback is to help pupils reach to the point where they can recognize their own errors. In each example, the student was able to recognize his or her own error. Students must examine and identify the error, and proofreading students' own work takes only a few minutes at the end. A comparison to scaffolding is another way to describe what the teacher did. Scaffolding is required while a building is being constructed, but after it is completed, the scaffolding can be removed.

c. Types of feedback

In the teaching-learning process, there are many different sorts of feedback. Each expert has a self-categorization system in place. The following are some of the feedback classes.

1) Lyster and Ranta's classification

According to Lyster and Ranta in Lightbown and Spada (1999), there are six basic forms of incorrect feedback that teachers deliver and the students' rapid responses to them (called uptake). The following are the explanations for those feedbacks:

a) Explicit correction

Explicit error correction is more commonly utilized for written language development and is explicitly explained through deliberate, corrective feedback. When a teacher corrects grammar and diction in a writing project, for example, he or she

has the chance to explain why something was inaccurate and why a different option would be more accurate.

The explicit supply of the proper form is referred to as explicit rectification of corrective Feedback. The teacher signals that the students have made an inappropriate statement by supplying the proper form. 'No, what you said was wrong,' 'You don't say....,' 'Oh you mean....,' 'You should say...,' and similar phrases are commonly used in this type of corrective feedback.

Example:

S	: The dog runs fastly.
T	: 'Fastly' doesn't exist. 'Fast' does not take 'ly. That's why I picked 'quickly' (Lightbown and Spada, 1999).

b) Recast

A technique that can be used by the teacher in language teaching to make students' repair their errors in communication ways which is not obstructed called as recast. Recast technique means that teacher will repeat the error back to the students in a corrected form. Recasts technique can be used both by teachers in formal educational settings, and by someone in daily communication as informal educational for language knowledge.

Recast is a technique used by the teacher in teaching and learning language to correct the students' speech errors. In this technique, the teacher will repeat the sentence that including the student's speech error but change the error phrase with the correct one. It is generally implicit in the way that they are not introduced by phrases such as 'You don't say ...', 'You mean ...', or another expression. Example:

S1	: When you're phone partners, did you talk a long time?
T	: When you were phone partners, did you talk <i>for</i> a long time?
S2	: Yes, the first one I talked for 25 minutes.

S1: Why you don't like Marc?

T: Why *don't you* like Marc?

S2: I don't know, I don't like him.

(Lightbown and Spada, 1999)

c) Clarification request

When the procedure begins, the teacher can identify corrective comments by noticing the students' inaccuracy. It could be a grammatical, pronunciation, or word-choice problem, or it could be a pragmatics blunder. When a teacher hears or sees a student make a mistake, the instructor should consider the purpose of the activity in which the students are participating. Is the goal of the exercise to improve speaking and writing skills or to gain content knowledge in subjects such as math, physics, or social studies?

If one of these objectives is the goal of the exercise, consider whether the students' inaccuracy rendered their notion incomprehensible to others. When a teacher and other students are able to grasp a student's concept and then correct the student's mistakes or errors at the same time, it may detract from the educational objectives. In this scenario, it is advisable to disregard the inaccuracy or to schedule a future language class to correct it.

If the teacher employs this method, the pupils will be able to express themselves without the need for additional class time.

When the students are able to correct themselves without the assistance of the teacher, the teacher can go on to the next chapter of the lesson. If students are unable to correct themselves throughout the teaching and learning process, the instructor should strive to recast what the students have stated to the best of their ability and create a note to remind the students of the faults.

This is a sort of corrective action. When there are linguistic issues in the student's turn, as well as when the student's utterance is not comprehensible, feedback is used. Unlike explicit correction and recast, a clarification request might allude to incomprehensibility and is frequently expressed as a question like 'Pardon me?' or 'I'm sorry?' 'What do you mean by?' which, with the rising tone, tries to uncover the intended form of the error. It could also contain a recurrence of the mistake, as in Example:

T	: How often do you wash the dishes?
S	: Fourteen.
T	: Excuse me. (Clarification request)
S	: Fourteen.
T	: Fourteen what? (Clarification request)
S	: Fourteen for a week.
T	: Fourteen times a week? (Recast)
S	: Yes. Dinner and supper. (Lightbown and Spada, 1999)

d) Metalinguistic feedback

This is a sort of corrective action. Without explicitly providing the right form, feedback provides remarks, information, or questions relevant to the well-formedness of the

student's utterance. It requires students to linguistically evaluate their own words. It usually means that something is wrong (for example, 'Can you find your mistake?'). In the case of lexical errors, metalinguistic information usually includes either grammatical meta-language that relates to the nature of the error (for example, 'It's masculine') or a word definition.

Metalinguistic queries (for example, "Is it feminine?") point directly to the nature of the error while also attempting to elicit information from the student. Simply put, metalinguistic feedback is an implicit strategy in which the teacher provides indications to the student in order for the student to comprehend that the speech has an error without explicitly stating it. This is to encourage the pupil to go through a metalinguistic process that will help them find what they're looking for.

e) Elicitation

Elicitation is a technique for getting students to generate the correct form by having them complete the teacher's restatement, asking students a question about how to say something, or having them repeat the utterances in a reformed manner.

The goal of elicitation is to get pupils to use the correct form. The most popular methods used by teachers to elicit output from students include: recasting with a strategic pause to allow pupils to respond; and asking questions to elicit the correct forms. The last one is when a teacher asks students to rephrase their words.

Many people believe that when utilized correctly, evoking is a valuable approach. However, teachers must exercise caution when employing eliciting types in the teaching and learning process, especially when incorporating them into games such as guessing, which can be entertaining but sometimes difficult for

pupils. Teachers should ensure that the teaching and learning processes are prepared when preparing the lesson plan.

f) Repetition

Students will benefit greatly from repetition. Even after following the procedures suggested by the teacher and even when pupils appear to have mastered it at the moment, some students will forget the new knowledge by the following week.

This phenomenon can occur because new knowledge needs to be reinforced in order for students to remember and understand it. In a nutshell, human memories are formed by the formation of linkages between nerve cells in the brain after the pathway has been used multiple times.

Teacher feedback in which the teacher repeats the faulty utterance with a rising tone or emphasizes the utterance is known as repetition. As a result, pupils are aware of the erroneous utterance and can fix it.

Example: After the repeat, there is a recast.

S	: He's in the bathroom.
T	: Bathroom? Bedroom. He's in the bedroom.

The repetition is followed by metalinguistic comments and explicit correction.

S	: We are...
T	: We are? But it's two people, right? Do you see your mistake? Do you see the error? When it's plural it's we <i>are</i> . (Lightbown and Spada, 1999)

2) Tunstall and Gipps' classification

Another typology of Feedback is proposed by Tunstall and Gipps (1996). There are eight types of Feedback explained as follows:

a) Rewarding

Motivation and reward are not the same thing. Teachers should be aware that inspiring children to study and participate might be difficult. Some professors are so preoccupied with class management that they don't even get around to teaching since they are unsure how to motivate their pupils' behavior. Teachers may, however, employ rewards to enhance learning and motivate pupils' good behavior.

This is the most favorable form of evaluation feedback. Smiley faces, stickers, stars, rewards, and work seen by the principal are some examples.

There are numerous advantages to using a reward system. First and foremost, appropriate behavior. Students will comply to suitable behaviour when they are rewarded, either internally or extrinsically. The second benefit is improved motivation. Students will take an interest in and increase their engagement in daily classroom duties, responsibilities, and learning. The third type of learner is a happy one. Because students should have a sense of pride and achievement, teachers should provide pupils with motivation to be more productive. Students should be told by their teachers that success will make them happy.

The following one is increased self-esteem. It means that every success story inspires pupils to be more self-assured. Students are both proud and inspired to accomplish another great outcome. The chores or assignments for the next one has been performed. According to the National Association of School Psychologists, reward schemes will assist motivate pupils to do their homework. It's very surprising that pupils don't finish it if there are no prizes. The final point to mention is improved results. Students are encouraged and supported when

they are rewarded for their efforts at school. Students drive better results.

b) Approving

Approving Feedback is a positive and evaluating method. It's a "warm expression of instructor approval of the child's effort," according to the description. A touch, a favorable facial expression, the use of ticks, and general praise such as very excellent, well done, and good girl are all examples.

c) Specifying attainment

It is described as descriptive, identifying "particular features of effective achievement" (Tunstall & Gipps, 1996). It encourages student achievement by providing particular praise. "This is extremely well done because you have..." is an example.

d) Construction achievement

Construction accomplishment has a definition that is rooted in interaction and dialogue with the student, reflecting in the phrase "work in progress." The teacher supports students' learning by providing this form of feedback. Students are active in explaining or demonstrating achievement through their work.

As the highlighting of strengths and flaws of a given piece of work, there should be a set of tactics that the teacher uses to threaten the student to enhance the work through construction achievement. Teachers may help students by doing things like encouraging them to think critically about their work and reflecting on what they actually need to do to better their knowledge. Assists students in seeing their learning in new light and gaining greater satisfaction from the learning process. The teacher can then assist in promoting discussion between staff

and pupils. This type of feedback can be provided while the assessed work is still fresh in the mind of the learner, before the student moves on to other tasks.

e) Punishing

This is the most detrimental sort of evaluation feedback. It expresses utter disgust. Removal from the classroom, deprivation, destruction of work, and removal from a group are some examples.

However, it does not simply have a negative aspect. The use of punishment in the teaching and learning process has a good side effect as well. When a teacher chooses to utilize punishment, it indicates that students frequently do not obey the teacher's rules. When the school year begins, the teacher should create the layout guidelines and outline the consequences if the rules are not followed. The penalty or repercussions are typically withholding something that the students like. Disruptive pupils, for example, may be kept in during recess or served detention after school. If a student who frequently distracts his friends from learning does not receive a class treat at the end of the month, he will be discouraged.

Actually, there are 2 types of punishment. The first one is a positive punishment. Positive punishment means adding a factor to decrease a behavior. Then the second type is negative punishment. Negative punishment means removing a factor to decrease a behavior.

Positive punishment can be thought of as a threat to influence conduct by introducing something unpleasant. There are numerous ways to use positive punishment in the teaching and learning process, such as: forcing students to do an unpleasant task when they misbehave; adding tasks and responsibilities

when students fail to follow the rules; or assigning students who forget to turn in their assignment extra work.

f) Disapproving

Disapproving feedback is another type of feedback. It's called evaluative feedback. It is also linked to feelings of dislike in general. "I'm quite disappointed in you today," for example, or "You could do a lot better."

g) Specifying improvement

Descriptive Feedback is a way of specifying improvement. This Feedback demonstrates how teachers utilize it to specify how something learnt can be fixed. Tunstall and Gipps (1996) This Feedback focuses on errors that are related to student accomplishment rather than personal characteristics.

h) Constructing the way forward-mutual critical appraisal

Building a path forward-mutual critical assessment is a style of feedback that focuses on mutual criticism of the student's work. Constructing refers to the path forward that teachers should take in order to speak about future learning possibilities in a way that appears to be a collaboration with the pupils. Tunstall and Gipps (1996)

3) Wolsey's classification

Wolsey provided a different categorisation of Feedback (2009). According to Wosley, not all feedbacks focus just on error, despite the fact that they are intended to fix errors. He categorizes feedback into four categories. They are as follows: Feedback as affirmation; Feedback as clarification; Feedback as observation, inquiries, and

exploration; and Feedback as correction. Each sort of Feedback will be discussed in greater detail below.

a) Feedback as affirmation

When students meet subject and procedure for the first time in the teaching-learning process, they are frequently inexperienced. Because they are not professionals, they frequently assume that they have already accomplished a work accurately or efficiently. However, people frequently question if they have worked correctly or efficiently. As a result, feedback that confirms the quality of students' work is required. For example, a student has just written some dialogue as part of a short tale, but he is confused where to put the comma between attribution and the quote. An affirmation is 'in order' if the pupils punctuated correctly.

b) Feedback that clarifies

Students always demand to learn what the teacher believes is significant during the teaching and learning process. However, pupils are frequently uninformed of the characteristics of the topic to be mastered. As a result, Feedback emerges to assist students in becoming more precise and learning the important aspects of a subject. For example, consider a learner who is attempting to comprehend figurative language and recognizes that the phrase "fog and cat feet" in a poem is a metaphor. By defining the poetry as an extended metaphor, the teacher may clarify what the student already knows.

c) Feedback as observation, question, and exploration

There were numerous roles for teachers in the teaching and learning process. However, sometimes a teacher's responsibility

is just to observe and note students' learning behavior or the process of pupils learning. As an example, consider a student answering a question in a reading comprehension task. Before answering the multiple-choice questions, students should read the text. The amount of time spent by one student against another will differ. As a result, the teacher may merely note the distinction.

When a teacher provides feedback to pupils, the teacher may use a variety of feedback forms. However, questions can be an effective kind of Feedback, particularly when the teacher wants the student to consider an idea. "Why did you pick the word "enrich" instead of "enhance" in this section of your essay?" a teacher might inquire. Teachers can use questions to help pupils think about something in new and deeper ways.

Feedback that introduces fresh ideas for the learner to consider helps broaden the student's thinking and speed up learning. In some circumstances, students can competently duplicate the procedure or product exactly as it was demonstrated. The teacher may encourage the learner to go beyond what has been learnt in this Feedback by suggesting further exploration.

d) Feedback as correction

Feedback as a correction effort is the simplest and most common sort of Feedback. Then, an example of Feedback as a correction is when a teacher corrects a student's sentence writing. A sentence must begin with a capital letter, as we all know. However, most pupils fail to capitalize. The teacher then rectified it automatically.

It is not unusual for pupils or students and teachers to have misconceptions. Teachers, for example, believe that mass and

volume are synonymous. Another example is when a student commits mistakes linked to these two concepts that require correction; nevertheless, a student who recognizes the difference but is unable to express it requires clarification.

d. Students' perception of teacher's feedback

Students are expected to exhibit a positive attitude toward the teacher's feedback in order to continue learning in speaking. However, each student's interpretation of the teacher's feedback may differ; it may be good or negative. According to Leong and Ahmadi (2017), in order for Feedback to have a good effect, three conditions must be met. One of them is that the feedback be concise. Furthermore, according to Zrain (2019), one goal of Feedback is to provide crucial information and to assist students in becoming productive and efficient students. According to Maizola (2016), Feedback must help students enhance their speaking skills by communicating Feedback in detail.

Then, according to Lewis (2002), one objective of Feedback is to provide information to teachers and students. It is a continuous kind of evaluation that is more focused than grades or marks. The remarks, by identifying strengths and faults, provide information on individual progress, as opposed to marks or grades, which are prone to comparing one student to another. Furthermore, he claims that feedback is a technique of informing pupils about their progress and assisting them in areas where they may improve. It means that feedback must be objective in order to inform students about how they performed, what areas are lacking, and what areas are strong.

According to Lewis (2002), the objective of Feedback is a sort of incentive. Feedback, rather than grades or marks, can be more motivating. It can motivate pupils to learn and utilize language to the best of their abilities by taking into account what teachers know about their attitudes. As a result, factors that are motivational or encouraging must

be incorporated in the Feedback. However, according to John Truscott in Lyster, Lightbown, and Spada (2000), feedback is harmful, especially for student L2 development, because it merely generates humiliation, wrath, inhibition, and a sense of inferiority. This contentious argument may arise in the minds of pupils if the Feedback provided is overwhelming. As a result, teachers should consider the proportion while providing written feedback. With those data in hand, it is possible to conclude that in order to establish a good perception of pupils, the teacher's feedback should be clear, helpful, objective, encouraging, and proportional.

K. The Methodology of The Research

This subchapter will go through the research method, data source and type, research instrument, data collection technique, and data analysis technique in greater detail.

1. Research Method

The descriptive qualitative method was employed by the researcher in this study. The descriptive qualitative method is used to gather information depending on the issue that occurs. (Baxter & Jack, 2017). The descriptive method is the method of research that should describe and explain the phenomena.

Focuses on describing the fact of a segment, without focusing on why the phenomenon happens is the primary characteristics of the descriptive research method. In other words, descriptive research entails describing the subject of the study without addressing the question of "why the issue appears?"

The descriptive qualitative method was used by the researcher for this study. The researcher also employed descriptive qualitative data collection to get information about the challenges that arose. (Baxter & Jack, 2017). The descriptive method is a method of research that should describe and explain the phenomena. According to Alwasilah (2008: 92) in Nurhamida,2018 stated that there are some characteristics of qualitative research. There are some of:

first, the research focuses on quality. Second, the goal is to describe, discover, and comprehend. Third, the environment is natural. Forth, the sample is small and purposive. Fifth, the collections consist of a researcher as the main instrument, interview, and observation.

2. Source and Type of Data

In descriptive qualitative research, the researcher collects the data in triangulation data or combining some techniques of collecting data (Suryana, 2010).

3. The instrument of The Research

The instrument is an important thing in research. The function of the instrument is to collect the data of research. The researcher is the instrument for descriptive qualitative research. (Nurhamida, 2018).

4. The technique of Data Collection

The researcher collected data using two different instruments. Then there are the instruments, which are interviews and documentation.

a. Interview

The researcher used interview as one of the instrument to collect the data in this research. Interview known as a method of collecting data or information from someone by spoken to get data that the researcher needs. The researcher was interviewed the teacher who involves directly in the learning process. The researcher also interviewing some students at Paripurna junior high school. The researcher made a joyful situation to avoid a strain from the informant when answering the question from the researcher. Then, the detail of the interview attached by the researcher in the appendix.

b. Documentation

Another instrument that used by the researcher in this research is documentation. Documentation known as one of the data collection techniques in qualitative research. In this research, the researcher uses a teacher lesson plan and a picture of a teacher in the classroom.

L. The technique of Data Analysis

After completing the sequence of data collection methods, the researcher proceeded to evaluate the data and obtain the research results. The data from the interview part is analyzed by the researcher. The researcher transcribed the results of the interview segment into writing form. The data gathered by the researcher during the interviewing process is related to the instructor's perspective on teacher feedback on speaking ability. The researcher then interviewed the teacher and students about the implementation of feedback in the English language classroom.

In this study, the researcher attempted to obtain the teacher's lesson plan as data for documentation in order to improve the teacher's statement in the interview part connected to the topic that was the subject of this study. Finally, the researcher will aggregate all of the results from each instrument to get the final result of this investigation.

M. Research Timeline

No	Activity	July 2020	August 2020	October 2020	November 2020	December 2020	May 2021	June 2021
1	Research proposal and consultation	█						
2	Proposal Seminar		█					
3	Proposal revision		█					
4	Conducting research, collecting data		█	█				
5	Data Analysis			█	█			
6	Finishing thesis				█	█		
7	Thesis examination							█
8	Thesis revision							█

Table 1.1 Research Timeline

