

Teacher's Verbal Feedback in The Classroom Interaction

¹Agus Rahmat

²Umar Mukhtar Munir

¹STMIK Handayani Makassar

²Pondok Pesantren Darul Aman Makassar

rahmatvhita9194@yahoo.com

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Abstract

This research aims to find out: (1) verbal feedback used by EFL teachers in classroom interaction, (2) function of verbal feedback used by EFL teachers in classroom interaction. This research employs descriptive qualitative research. The participants of this research were English teachers and the students of SMA Buq'atun Mubarakah. The data of this research were collected by recording the classroom interaction. The obtained data was analyzed by using Miles & Huberman analysis. The results of this research reveal that (1) the verbal feedback used by EFL teachers in classroom interaction, are (a) questioning, (b) praising (c) clarifying (d) comment (e) repeating (f) explicit correction and (g) Treating. (2) The functions of verbal feedback used by the teacher are a) interactional feedback, and (b) evaluative feedback

Keywords: teacher's verbal feedback, classroom interaction, EFL

Introduction

Language in human life has a very important function, both for humans as individuals and human beings as citizens. All kinds of human activities carried out by language. By using the language, humans can communicate with other human beings. Language is a mean to formulate what he has in mind, what is perceived, and what he wants. What he thinks can be communicated to others through language so as to create an interaction among humans. With language, human can precisely regulate activities relating to the social life, for instance in a family, a market, an office, society, a hospital, school, mosque and still many others. In these places, the people interact using languages in order to reach an

understanding one another. This kind of interaction is also occurring at school, such as the interaction between the head master and the teachers, between the teacher and the teacher, and between the teacher and the students.

The interaction among this people of course is meant to reach mutual understanding among them. Some research on classroom interaction has been conducted involving English as a Second/Foreign Language (ESL/EFL) classroom. The EFL classroom is a distinctive communicative context because it is here that classroom teaching and learning as well as foreign language acquisition takes place. The dynamics of the classroom communication will influence the students' perceptions and participation in the classroom. Thus, this interaction enables the students to engage in the environment that presents opportunities in using the language. Furthermore, looking at the teacher and student interaction will allow the writer to examine the type of language communication that is practiced within the classrooms.

Language communication is very essential in the classroom activity because Alfatihi (2006: 4) says that communication is a mean of interaction for humans because it can help human to share their thought and feeling. Communication is a process of sending and receiving message that enable human to share knowledge, attitude and emotions. This statement indicates the importance of communication for human because without being communicated everybody cannot share anything to the other. Communication is divided into two categories, verbal and non-verbal communication. Verbal communications are regarding with some of the key components such us sound, speaking, and language. In different with non-verbal communication, this communication commonly mention as a communication without words.

The writer tried to study this issue from many books, articles, and journals which are in the libraries and the internet. The writer finally found that the interesting explanations from Dudley-Marling and Searle (1991). Dudley-Marling and Searle explain that in many classrooms students are unwilling to talk, although they talk (always relating to teachers' questions), they often give short responses. This is caused by factors such as personality (that is, shyness) or language ability to speak in the target language. Moreover, there are two factors

which also affect students' willingness to use their language in the classroom: the nature of teachers' invitations to students to talk and the nature of teachers' responses to students' talk (Dudley-Marling and Searle, 1991: 40).

The writer interested in conducting the research at one of senior high school, namely SMA Buq'atun Mubarakah. This school is located at Jl. KH. A. Jabbar Ashiry No. 1 in Makassar, South Sulawesi. After doing an observation, the writer found that teacher in SMA Buq'atun Mubarakah conducted some verbal feedbacks in the classroom interaction such as, questioning, praising, commenting, and repetition. Verbal communication in the learning process is interesting to be observed because there are many kinds of verbal feedback that may be used by teachers or students in their interaction.

The scope of this research is restricted only on the use of verbal feedback by teacher in English foreign language classroom interaction. The findings are important as they will provide an awareness of the verbal feedback practices adopted in the classroom and the significant effects on students' overall learning and their opportunities to use language for communication. Referring to the background above, the writer formulates the research questions as follows.

1. What verbal feedbacks are employed by the teacher in the classroom interaction?
2. What are the functions of verbal feedback employed by the teacher in the classroom interaction?

Literature review

Previous related studies

Duff's (2000) examination of a high school English immersion classroom in Hungary shows that, in interactions promoting students' participation, the teacher often provides verbal feedback for student responses by repeating or paraphrasing their contributions, and offering them back to the class for further discussion. Duff suggests that such verbal feedback serves as an important means of encouraging students' attempts to express their own thoughts and opinions on the topics, validate the concepts and ideas initiated by students, and draw their attention to key concepts or linguistic forms.

Sullivan's (2000) study of a university English-as-a-foreign-language classroom in Vietnam leads to similar conclusions. In her research, Sullivan reveals how the teacher supported students' participation in the building of a shared base of knowledge through his frequent affirmations, elaborations, and other kinds of verbal feedback to students' contributions.

Dana & Noha (2013) studied about oral feedback in the EFL classroom; they also found some reasons why teachers seldom give oral feedback. As for an example with clarification request, the teacher will use clarification request if she did not understand what students were talking about. In line with clarification request, the use of meta-linguistic feedback in classroom interaction was seldom. Teachers did not use meta-linguistic feedback often due to it not being useful for students to develop their English fluently.

Based on the writers above, the writer assumed that the previous writers have similarity with this research. There are a part of mostly describing the functions and advantages of using verbal feedback whether it is in second language classroom or foreign language classroom, they also investigate the students perceptions on teachers' verbal feedback and it's relationship with the successfull learners in learning. All the writers above agree that the existence of verbal in the language classroom should not be evaded or denied. It can be a good device in maintaining classroom interaction and developing the student' awareness about the similarity and difference between the mother tongue and foreign language. It can help the students to increase their skill especially speaking skill. Meanwhile, this research focused on the use of verbal feedback by the teacher in foreign language classroom. This research try to raise the awareness of the teacher in using verbal feedback in classroom. Besides, this research is not only to find out the kinds of verbal feedback, but also the functions of verbal feedback using by the teacher in foreign language classroom.

Some pertinent ideas

Teacher verbal feedback

Wells (1999: 200) explains that teacher verbal feedback can be more than evaluation. It can also be 'an opportunity to extend the student's answer, to draw

out its significance, or to make connections with other parts of the students' total experience'. Therefore, the information conveyed through teacher verbal feedback should be not only to let students know how well they have performed but also to increase their interests and motivation to participate a bit more in a discussion. However, a teacher has to think what function of verbal feedback is appropriate for each student's contribution because it can impact positively or negatively on the student's willingness to participate in the discussion a bit more. For example, if the teacher asks for the students' opinions, his or her verbal feedback should focus on content more than the form of a student's contribution. Since the may not feel confident to express more opinions if the teacher corrects his or her contribution's grammatical structure.

In the context of teaching and learning languages, various definitions of the term feedback have been proposed. Most of these definitions indicate that feedback refers to informing learners about their work in progress. More specifically, this form of interaction shows learners their errors and guides them to correct their work (Ur: 1996). An important point that needs consideration concerns the purpose of providing feedbacks. According to Boud (2002: 7), "A good feedback is given without personal judgment or opinion, given based on the facts, always neutral and objective, constructive and focus on the future". Thus, feedback should be seen as a constructive approach on improving students' performance. Feedback contained any information about what was the correct and the incorrect form of something. Lewis (2002) said that learners needed to have a response as a feedback in order to interpret the message. The main idea of feedback on this statement was a response. When people pronounced words improperly, they should get a response. It might be a sign for them that the message could not be interpreted. From those definitions of feedback, the writer concluded that feedback is information from the receiver which give responses on how to interpret the message.

Kinds of verbal feedback

In reference to the typology of feedbacks, there are several propositions. Feedbacks can be identified as positive or negative. Positive feedback confirms a

correct response from the learner. In pedagogical theory positive feedback is important because it provides affective support to the learner and fosters motivation to continue learning (Ellis, 2009; Le, 2010). Examples of teacher's positive feedback include, 'good', yes, and 'well done'. However, these forms may not always signal that the students' response is correct as they could also act as preface to subsequent correction or modification of students' responses. In contrast, negative feedback refers to immediate oral feedback which aims at mistake correction (Lyster & Ranta, 1997). Within this category, several writers have identified variations. For example, a form of negative feedback is corrective feedback can be further categorized into recasts, elicitation, metalinguistic cues, clarification requests and repetitions (Lyster, 1998; Diane, 1998; Panova & Lyster, 2006).

Feedbacks have also been categorized based on the functions they provide. For example, Sinclair and Coulthard (1975) focus on the "evaluative feedback" used by the teacher in classroom discourse, which usually consists of the acts of accepting, evaluating and commenting. Richards and Lockhart's (1994) classification includes saying that something is correct or incorrect, praising, modifying a student's answer, repeating, summarizing and criticizing. Although there are various types of feedback available to help facilitate student learning, equally importantly lies in the selection of appropriate type based on students' needs and the instructional activities (Konold, Miller & Konold, 2004).

Teacher verbal feedback function

In the classroom, teacher verbal feedback has two main purposes. The first purpose is to let students know how well they have performed, and the second one is to increase their interests and motivation to talk far more. For the first purpose, it seems that a teacher focuses on the correctness and adequacy of a student's contribution. On the other hand, for the second purpose, a teacher focuses on messages which a student tries to express without evaluation, correction or criticism. According to verplaestse (2000), interaction in the classroom enables students to develop academically, socially, and communicatively. Also, interaction provides students the opportunity to share the knowledge they have

with others. Through interaction, the teacher and students form a mutual body of knowledge.

Classroom interaction

There are many definitions based on the expert about classroom interaction. Tsui, 2001 stated that classroom interaction is the interaction between the teacher and learners in forms of either teacher-learner interaction or learner-learner interaction. Then, Quirk (1987), defined classroom interaction is the patterns of verbal and non-verbal communication and the types of social relationship which occur within classroom. The study of classroom interaction may be a part of studies of classroom discourse, teacher talk, and second language acquisition. Coulthard (1998) stated that classroom interaction covers classroom behaviors such us feedback, questioning, answering, and turn taking.

Based on the definition above, the writer concludes that classroom interaction is an act or action held by the people in the classroom that involved mental processing.

English as foreign language in classroom interaction

There are some important contextual differences between English being a second language or a foreign language. Al Bulushy (1997) distinguishes between the two affirming that a second language is a language to be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system. Getting on in such societies requires the master of the official language as early in life as possible. The second language in this case is seen as a compliment to the person's mother tongue, or first language.

English as a foreign language, in contrast, applies when the language is made a hot recess in a country's foreign-language teaching even though it has no official status. It becomes the language, which children is most likely to be taught when they arrive in school, and the one most available to adults, who for whatever reasons, never learnt it. Choosing a particular language to be a foreign language in a country depends on reasons such as historical tradition, political expediency and

the desire for commercial, cultural or technological contact. When we come to the conditions for teaching / learning English in the classroom either as a second or as a foreign language, some differences appear accordingly.

Research method

Research design and method

In this research, the writer used descriptive qualitative method. Descriptive qualitative method aimed to describe the kinds and the function of verbal feedback used by the teacher in teaching English in the classroom interaction. Sugiono (2010:30) states that qualitative research is descriptive; the data is in the form of words rather than number. It concerned with process, rather than simple outcomes or product, qualitative research tends to analyze the data inductively. Sugiono also states the qualitative research is a research that used to describe and analyze phenomena, event, social, activity, attitude, belief, perception, and people thinking either in individual or in group.

This research started with pre-observation class to select the participants as a sample. After determined the sample, writer conducted class observation about the use of verbal communication by the teacher. After observed, those data identify, classify and analyzed based on the kinds and functions of verbal feedback were employed by the teacher in the classroom.

Research site and participant

This research was conducted in SMA Buqatun Mubaraka at jl. KH. Abd Jabbar Ashiri gombara Makassar, South Sulawesi. The English teacher of this school use English in teaching and learning process in the classroom. Therefore, the writer interested to conduct a research at this school to know the verbal feedbacks were employed by the teachers in the classroom interaction. There one English teacher as the participant of this research at SMA Buq'atun Mubarakah.

Research instrument

The instruments of this research were employed by the writer was audio recording. It aimed to record the situation of the learning and teaching process in

the classroom interaction for gathering the data regarding with kinds and functions of verbal feedback employed by the teacher in the classroom interaction.

Data collecting procedure

In collecting the data, firstly the writer observed the situation of the classroom interaction by recording the learning and teaching process from the beginning up to finish. This activity conducted 3 meetings. Afterwards, the writer transcribed the data recording and finally the writer analysed the data.

Data analysis technique

In analysing the data, the writer transcribed the data from the recording. When the transcribed data completed, the writer coded and labelled the data based on the research question of this research. After coding and labelling the data, the writer translated the transcription from indonesia to English. Finally, the writer categorized the data related to the kinds and function of verbal feedback which were employed by the teacher in the classroom interaction.

According to Miles and Huberman (1994:51), in general, before analyzing the qualitative data which is normally in the form of handwritten or typed field notes, notes indicated after field contact, or tape recordings of interviews or other events in the field setting, these basic, raw data must be processed before they are available for analysis. For example, raw field notes must be converted into *write ups* which are an intelligible product for anyone, not just for the field-worker. It can be read, edited for accuracy, commented on, coded, and analyzed using any of the approaches writers are about to. Moreover, direct tape recordings of field events must be processed in some way.

Result and discussion

This session deals with the research findings and discussion. The findings of the research give evidence for the two objectives of the research. The two objectives of the research are. (1) To find out the kinds of verbal feedback are employed by the teacher in the classroom interaction. (2) To find out the function of verbal feedback provided by the teacher in the classroom interaction. In the

discussion part, the explanation, interpretation and arguments about the findings are offered.

Findings

The description of findings was initiated by the result of qualitative data analysis obtained from audio recording entailing the example transcription of speech. Some specific information to complete the data of the findings was also obtained from directly conversation to the English teacher.

1. The kinds of verbal feedback are employed by the teacher in the classroom interaction.

After recording the English teachers, the writer made the transcriptions of those recordings and selected teacher's verbal feedback and then they were categorized into several occasion happened in the classroom. The lists of verbal feedback used by teachers were presented into table as follows:

Verbal Feedback	Questioning	a. What Indonesian movie do you think the best? b. so what is complementing someone? c. Anyone knows crumbled?
	Praising	a. Very good answer b. Okey, good c. Clap hands for Waris, thank you d. Good question from Ian
	Commenting	a. You make your own words b. actually it is good for us when we appreciate or compliment by saying "thank you".
	Clarifying	a. Angels? Angels or Angel? With S? b. Dream or Dreams, with S or not? c. Are you sure? Plus have or plus had

Repeating	<p>a. S : Their T : Jadi apa Jufran? Their? S : Yes Mom, Their</p> <p>b. T : <i>Seandainya disini "can", disini</i> <i>Jadi apa?</i> SS : Could T : Could SS : yes, could S : Ami said that we had to going right away T : <i>Apa? We had to going right away?</i> S : <i>iyee bu</i></p>
Explicit correction	<p>a. No it butHe b. No Has to but had to c. No nono, I mean the best singer for you?</p>
Threatening	<p>a. If you don't want, I don't give you best score b. If you don't do it you can't come to my class c. but if you don't speak I can't give you score</p>

Based on the table above, it can be seen teacher used some verbal feedback in the classroom interaction. Therefore, the results of the data from the research are revealed more detail in the following extract:

Extract 1 (Questioning)

T : Okay next, what do you think about Indonesian song? Do you like Raisa?
S2 : Yes
T : Why do you like Raisa? Because beautiful?
S2 : Yes
T : Then?
S2 : The voice is good

In extract 1, the teacher asked the student "do you like Raisa?" after that the student gave answer, and he gave his student some questions again. In this case the teacher shows verbal feedback to his student's contribution in the classroom interaction using some questions to his student.

Extract 2 (Praising)

S1	: I will become a business and my business I can make more café and restaurant.
T	: Okay, that is good. So you have cafeteria and restaurant. And married with?
S1	: Someone
T	: Someone. Okay. Thank you very much. Please improve your English and I do hope that next week you can do better. You may go out and call your friends

Based on extract 2 above, the teacher gave praise to student's contribution by saying "okay that is good and okay, thank you very much". The teacher employs this form of feedback by saying word, phrase or sentence to indicate that his student's responses is acceptable.

Extract 3 (Clarifying)

T	: Ok, finish. Now take your own words. What's the first word?
S	: Angels
T	: Angels? Angels or Angel? With S?
S	: Are you sure?
T	: I didn't listen with S. It's "angel", without S. Let's play again then. Ok. It's Angel's. What about the second answer?
S	: Dream
T	: Dream or Dreams, With S or not?
S	: Dream

In extract 3, the teacher showed verbal feedback by clarifying some student words 'angels or angel and dream or dreams'. In this case the student has misunderstood on his or her contribution then the teacher required clarification.

Extract 4 (Repeating)

T	: <i>Seandainya disini "can", disini jadi apa?</i>
SS	: Could
T	: Could?
SS	: yes, could
T	: okay. Next According to example <i>di sini</i> I said "have to" <i>jadi disini jadi apa?</i>
SS	: Had to
T	: are you sure, had to?
SS	: Yes, mom

Based on the extract 4, the teacher applied verbal feedback by repeating student's contribution. In extract above the teacher reformulated the student's utterances "could and had to", when the teacher repeated some student's responses, he was approving the responses as well as showing interest in the content of the answer.

Extract 5 (Commenting)

Rifky	: <i>Kalau langsung lirik lagu saya buat kalimat, Mam?</i>
T	: No, you make your own words. Rifky, why in your report same with your friends'?
Rifky	: Which part, Mam?
T	: All part. Same at all
Rifky	: We did research together. That's not a big deal.
T	: But, it's all same
Rifky	: We discussed it together, mam.

In extract 5 above, the students asked the question to his teacher, "Kalau langsung lirik lagu saya buat kalimat, Mam?" then the teacher gave verbal feedback to the student's contribution "No, you make your own words" after that the teacher asked the student back and student answered the teacher question. It can be concluded that the teacher uses verbal feedback by commenting student's contribution to participate more in the discussion.

Extract 6 (Explicit Correction)

T	: <i>Jadi disini you jadi we karena tadi kalian menjadi kita. Anggaplah disini Jumaldi, jadi you jadi apa?</i>
SS	: it
T	: No it but He, <i>bukan juga She apalagi It karena Maldi bukan kucing. Nah sekarang have to diubah menjadi?</i>
SS	: Has to
T	: No has to but had to. Okay <i>contoh lain</i> , Fika give me one sentence

In extract 6, the teacher asked some questions to the students "jadi you jadi apa?" and their students gave responses by saying "it". After that the teacher said directly that what they said is wrong, then the teacher gave response to their student's incorrect or unacceptable contribution by using explicit correction.

Extract 7 (Threating)

- | | |
|----|--|
| T | : Ok, Rifky. Yusuf, perhatikan teman ta' dulu, nak.. |
| S | : Someone who is not confidence with herself. |
| T | : What about the others? <i>Yang di belakang</i> , read me your sentence. Guys, unfortunately time is up, for the next week I want all of read your sentence one by one. |
| S | : mam, janganmi, I am Shy, I am not confidence |
| T | : If you don't want, I don't give you best score , understand? |
| SS | : yes, we understand, mam |

Based on extract 7 above, the teacher wanted that all of the students read their sentences in front of the class, then one of her student said “ *mam, janganmi, I am shy, I am not confidence*. After that the teacher said to their students “if you don't want I don't give you score”, in this case the teacher gives verbal feedback using threat to overcome their student in the classroom interaction.

2. The function of verbal feedback provided by the teacher in the classroom interaction.

In this section provides the evidence for answering the second research question. From an examination of the data, there were several functions of verbal feedback provided by the teacher in the classroom interaction. For current study were defined as follows:

Function of Verbal Feedback	Questioning	Help to encourage the students to talk more in the classroom.
	Praising	Support and motivate the students to continue learning.
	Comment	help to encourage the speaker or the other students to participate more in the classroom interaction
	Threating	Help the students become more active and engaged in the classroom.
	Explicit correction	Correct the form or content of the student's contribution or correct the student's misunderstanding.
	Clarifying	To repair the student's contribution
	Repetition	To confirm the students contribution in the classroom.

Therefore, the results of the data from the research are revealed more detail in the following extracts:

Extract 1

T	: How old are you?
S2	: Fifteen
T	: So you are now fifteen, so twenty years later you are thirty five years old. How do you see yourself when you are thirty years old?
S2	: I am a businessman
T	: You are businessman, where do you live? Maybe in Indonesia, maybe in Brunei.
S2	: In Indonesia
T	: So, what kind of business that you run? What is the business? Business in what sector?
S2	: I don't know

In extract one the teacher asked S2 “how old are you”, then S2 answered that he was fifteen. The teacher asked S2 further “So you are now fifteen, so twenty years later you are thirty five years old. How do you see yourself when you are thirty years old?” S2 explained “I am a Businessman”. The teacher continued asking the student “You are businessman, where do you live? Maybe in Indonesia, maybe in Brunei” S2 answered “in Indonesia”. The teacher still asked the student further, these questions above help to encourage the students to talk more. From the conversation it can be seen that S2 only gives the answer to the question that the teacher asks without adding or extending more information. Therefore the teacher has to ask further if they want more information or explanation.

Extract 2

- T : What do you think? *Dengar, perhatikan..the sentence is “if you want to respond my jokes, please hurry” Mam says. Ilham bilang ini adalah, Ilham said that this sentence is direct sentence, Ilham bilang ini adalah kalimat langsung and I ask you why do you think that this is direct sentence. Kenapa kamu bilang ini kalimat langsung?*
- S : *Ada quotationnya*
- T : **Nah good**, there is quotation mark. Jadi what else that makes you consider that this is direct sentence? *Apalagi yang kamu merasa kalau ini memang direct sentence? Ami first*
- S : Verb 1
- T : **Okay very good good**, direct sentence is using present simple. *Cocokmi begitu sayang omong langsung bilang, okay good it can be consider as the direct sentence. Good. Now I want to ask you again can you tell me the indirect form of this sentence. Not Ilham again, the indirect sentence*

Based on the extract 2 above the teacher praised the students after giving correct answer using common signal good or very good. The teacher employed this form of feedback to indicate that the students' contribution was acceptable. It can be concluded that the teacher praises the students answer to support and motivates them to continue learning.

Extract 3

- T : Hi guys! Well number 10, *tolong yang remedial. Past perfect, apa rumusnya past perfect Yusuf? What is the formula of past perfect nak?*
- S : have watched
- T : Aaah,subject plus?
- S : Subject plus have
- T : **are you sure? Plus have or plus had**
- S : oooo, Plus had sama verb 3 mam
- T : Okay, *jadi use past perfect to explain about the activity or the event that had finished in the past.*

Based on extract three, the teacher asked the student “what is the formula of past tense nak?” then the student answered “have watched” after that the teacher gave some clues about past tense formula. The student answered again “subject plus have then the teacher clarified the student's answer “are you sure? Plus had or plus have.

In the end of the extract above the teacher gave verbal feedback using clarification. It was used to repair the student's contribution, although some way clarifications. It indicates that the teacher misunderstood on his or her contribution or that contribution is ill formed.

Extract 4

T	: Okay finish. Fadel give me your answer. <i>Dengar ya..</i>
S1	: Ami said that we had to going right away.
T	: <i>Apa?</i> We had to going right away
S1	: <i>iyé bu</i>
T	: Almost correct. <i>Hampir mi nak benar. Bagus. Tanpa bantuan siapapun. Good. Waris, benarkan.</i>
S2	: Amy said that we had to go right away
T	: Amy said that we had to go right away. Are you sure?
S2	: yes mam
T	: Okay, <i>selain ini berarti masih kurang tepat.</i> Okay, you did correct.

In abstract 4, the teacher asks the S1 to answer some question, then the student gives his answer "Ami said that we had to going right away" after that the teacher repeats what the student said. Next the teacher order S2 to give his answer, then the S2 says "Amy said that we had to go right away" once more again the teacher provides verbal feedback by repeating student said. This case can reveal that the teacher repeats students said to confirm his students' contribution in the classroom interaction.

Extract 5

Rifky	: <i>Kalau langsung lirik lagu saya buat kalimat, Mam, boleh atau tidak?</i>
T	: You make your own words. Rifky, why in your report same with your friends'?
Rifky	: Which part, Mam?
T	: All part. Same at all
Rifky	: We did research together. That's not a big deal.
T	: But, it's all same
Rifky	: We discussed it together, mam.

In abstract five, the students asked the teacher about their exercise "*Kalau langsung lirik lagu saya buat kalimat, Mam, boleh atau tidak?*" then the teacher gave verbal feedback to the student's contribution "No, you make your own

words” after that the teacher asked the student back and student answered the teacher’s question. It can be concluded that the teacher uses verbal feedback by commenting student’s contribution. It helps to encourage the speaker or the other students to participate more in the classroom interaction. Besides, the comment also helps to promote natural and communicative language use in the classroom.

Extract 6

T	: So I would like to check did you pay attention to your friends when they mention their name or not. So I will point one of you and then I will point one more students to mention the name. so, you..What is her name?
S	: My name is Charlie puth
T	: No, not your name, but her name
S	: Her name is Gigi Hadid
T	: Okay. (Teacher start pointing the students)

Based on extract above the teacher began the conversation by asking the student “what is her name?” then the student answered by mention his name. After that the teacher directly said to him what he said is wrong or misunderstood. It can be interpreted when the student make a wrong or misunderstood respond. The teacher gave him verbal feedback using explicit correction. It indicates that in using explicit correction, the teacher did not really correct the form or content of the student’s contribution, but rather correct the student’s misunderstanding.

Extract 7

T	: The second one is music. And the third one is books. All right! soeem<X words X> talk about it. So this kind of interview is not just like I give you one question and then I move to you and then I move to you and then I move to you. What I want to happen is ee just like a discussion. When you are talking and then ee you disagree with it. You can speak directly. The more you speak the best score will you get, but if you don’t speak I can’t give you score
S4	: The reason
T	: Yaa just like discussion.

In extract 7 above the teacher explained to the student about some materials in interview, and in the end of her explanation the teacher used threat to their

student “*The more you speak the best score will you get, but if you don’t speak I can’t give you score*”, in this case when the teacher uses threat, she wants the students become more active and engaged in the classroom.

Discussion

This section deals with the interpretation of the findings based on the result of descriptive analysis and data gained from the audio recordings, interview, and open ended questions in order to give detail information about: (1) the kinds of verbal feedback are employed by the teacher in the classroom interaction; (2) The function of verbal feedback provided by the teacher in the classroom interaction.

1. The kinds of verbal feedback are employed by the teacher in the classroom interaction.

In this section the writer discusses about kind of verbal feedback. Regarding to the kind of verbal feedback, the data indicates that the teacher uses some verbal feedback in the classroom interaction such us: question, comment, repetition, clarification, praising, and explicit correction. Question was the most verbal feedback used by teacher in the classroom.

Question is the direct way indicating that the teacher motivated the student to clarify and explain further their contribution. Such questions are also authentic in the sense that they are asking something genuinely unknown to the teacher, so ratifying the importance of students’ original response, at the same time as also creating an opportunity for the students to expand upon their original responses.

By asking a related or additional question through his verbal feedback, teacher also could suggest that the student needed to think further or explore a particular aspect they might have overlooked. Moreover, this showed that he was interested in the students’ contributions because he tried to pursue more information. Welss (1993) suggests, instead of closing down the exchange with a short evaluation of the students’ answers, the teacher more often asked the students to elaborate or clarify, and in other ways treated their responses as valuable contributions to the continuing discussions.

Furthermore, questioning was the predominant strategy used by the teacher, this might be because it was an easy way to encourage the student to speak a bit more.

Besides questioning, another verbal feedback that teacher quite often used was praising. It is very important to use praising in the classroom interaction to give support and motivate students' contribution.

Thirdly, comment was verbal feedback which teacher used in the classroom interaction. I found that comment could motivated and enhance the students to continue participation in the classroom interaction. It deals with Ellis (2009) and Le (2010), they state that praising is important because it provides affective support to the learners and fosters motivation to continue learning.

The fourth verbal feedback which teacher used in the classroom interaction was repetition. For repetition, teacher used it to repeat the students' contribution to confirm question. Based on the findings, when the teacher repeated what students said, it encourages the students to talk far more. The findings was in agreement with previous research by Duff (2000) who found that to make the students participate in the classroom interaction, the teacher sometimes repeat or phrase their students' contribution. So verbal feedback served as an important means of encouraging students' attempt to express their own thoughts and opinion in the topics.

The next verbal feedback which teacher used was explicit correction and clarification. The teacher used these to convey message to the students that their contributions were unacceptable or incorrect, and that they should consider or clarify them. This finding was an agreement with Oberli (2003), which suggest that prompted the students to self-repair the teacher sometimes used explicit correction or clarification.

The last verbal feedback which teacher used was threat. Using threat in the classroom, the teacher wants their students become more active and engages in classroom. This finding was an agreement with the interviewee (2017), which suggest that to become student more active in the classroom she sometimes used threat.

2. The function of verbal feedback provided by the teacher in the classroom interaction.

In this section, I discuss the functions of teacher verbal feedback. These findings provided the evidence for answering the second research question which is “what are the functions of verbal feedback provided by the teacher in the classroom”?

From analysing the data about the functions of teacher verbal feedback the writer found that teacher of SMA Buq’atun Mubarakah provided two functions of verbal feedback: evaluative feedback and interactional feedback, moreover it can be seen that he used a high proportion of interactional feedback, but a low proportion of evaluative feedback. The interpretation for the high occurrence of interactional feedback might be because the teacher of SMA Buq’atun Mubarakah tried to urge and support the student to participate in the classroom interaction.

The finding about function of teacher verbal feedback in the current study was in agreement with previous research by Oberli and Farooq which suggest that interactional feedback was the most frequent function provided in the classroom where a teacher wanted to encourage the students to talk far more or more active and support them to participate in the classroom.

On the other hand, as Nassaji and Wells (2000) describe, when the student is given verbal feedback which is evaluative or the teacher does not expand upon his or her ideas, or search for possible reasons, the student’s participation to further dialogue is hindered because he or she thinks that the exchange has ended and that the teacher wants no further information from him or her. Similarly, based on the interview data in this study, teacher of SMA Buq’atun Mubarakah stated that correcting the students’ contributions may break the flow of discussion because most of students are afraid of making mistakes. If their contributions are often evaluated or corrected, this can increase the level of anxiety and discourage the students’ participation in further discussion.

Wells (1993) and Rex and Mc Eachen (1999) explain their studies instead of evaluating students’ contributions, the teachers provided verbal feedback for their contributions by asking them to expand on their thinking, justifying, or clarifying their opinions, or making connections to their own experiences. However

sometimes teacher had to provide evaluative feedback for serious incorrect information which the students gave because if he ignored it, this might make the students misunderstand.

Moreover, sometimes teacher tried to create classroom conditions that engaged and encouraged successful student participation, and provide a varied and stimulating learning climate. According to Walsh (2002), a motivating learning climate is characterized by teachers' contributions that encourage students to participate by asking them to elaborate on their responses, comment on the responses of others, and propose topics for discussion. In this classroom centre research, the teacher encouraged the students to speak by raising discussion topics close to their interests. When teacher asked the students about a topic not relating to the course content such as the students' personal information, they were willing to participate in the discussion because they felt free to express their opinions. Therefore, after the students provided contributions, teacher tried to keep the discussion going by providing interactional feedback which clarified and built on the ideas that the students expressed in their contributions.

It can be concluded that both evaluative and interactional feedback may have the potential to be supportive of different aspects of student learning. For example, when a teacher asks students to read a passage and questions about it in order to check their understanding, then one of the students gives the answer which can be correct or wrong, it is the responsibility of the teacher to evaluate his or her response in order to let that student and the class know what the correct answer is.

On the other hand, if the teacher wants to encourage the students to talk far more, instead of evaluating the students' contributions he or she should request for further information from the students, clarify or build on the ideas that they expressed in their contributions. Therefore, it is important to select the appropriate verbal feedback function for each student's contribution because it can impact positively or negatively on the student's participation.

Conclusion

Based on the findings and the discussion of this research, the writer inferred that:

1. This study explores the teacher's verbal feedbacks which were employed in the classroom interaction. The writer found that the teacher used kinds of verbal feedback; they were: questioning, praising, clarifying, comment, repeating and explicit correction.
2. There are two functions of verbal feedbacks which were employed in the classroom interaction; they were: interactional feedback and evaluative feedback, both of them may have the potential to be supportive of different aspects of student learning.

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