A STUDY OF TEACHERS' VERBAL INTERACTIONAL FEEDBACK STRATEGY IN TEACHING ENGLISH AT SECOND GRADE OF SMK NEGERI 2 BARRU
(Descriptive Qualitative Research)

THESIS

Submitted as a fulfillment of reqruitment degree at Faculty of Teacher Training and Education Muhammadiyah University of Makassar

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MOTTO :

"We will never know the real answer, before you try."

"Our life is very difficult, but there are millions of people with a more difficult life out there."

"A fear will only make you weak and lose confidence. Ignore the fear and proceed your step!"

DEDICATION :

Thanks Allah SWT for giving the researcher this great success.

This thesis is dedicated to:

My beloved parents, brothers, sister, and my best friends who has supported me in finishing this thesis.

Abstract

Fajriani, Reka. 2017. *A Study of Teachers' Verbal Interactional Feedback Strategy in Teaching English at Second Grade of SMK negeri 2 Barru* supervised by Ummi Khaerati Syam and Muh. Arief Muhsin.

The objective of this research were to find out the kinds of verbal feedback strategy and how the feedback strategies used by English teachers in providing interactional feedback at second grade of SMK Negeri 2 Barru. The researcher used descriptive-qualitative method.The subject of this research were two English teachers who had been teaching in second year. The data were collected by observing 2 times for each teacher by using observation, interview and documentation. To gather the data, two English teachers and their students who were studying English as a foreign language were observed while they were in a teaching learning process. Their interactions in the classroom were recorded, transcribed, and then analyzed to find out the kinds of verbal feedback used by the teacher during the interaction. Then the data were analyzed by using qualitative method. The findings of this research indicated that the English teachersused both positive and negative feedback in teaching and learning process supported by two theories in analyzing data. Moreover, by comparing the observation data, interview data and class transcription. In terms of positive feedback, the teacher mostly used repetition, followed by praise and affirmation. In terms of negative feedback, the teacher also used a variety of ways which include repetition as the most common feedback provision, followed by clarification request, elicitation, explicit correction, and prompting.

Key words: Teacher' Verbal, Interactional Feedback

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Reka Fajriani

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background

In teaching and learning process interactions between students and teacher were important. The teacher used teacher's talk to communicate with the students in teaching process in the classroom. Richard (2002:543) said that teacher talk was important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slowerand louder than normal speech, used simple vocabulary and grammar and the topicsare sometimes repeated.

According Nassaji and Wells (2000:2) there are kinds of teachers' talk such as teachers' explanation, teachers' commend, teachers' error correction, teachers' question, and teachers' feedback. Feedback was teacher respond toward students' performance. Richards and Schmidt (2002:12) defined feedback refers to comment or other information that the students receive in teaching and learning process. Therefore, feedback was important for the teacher in teaching.

There were two kinds of teacher's feedback; verbal feedback and written feedback. The verbal feedback was a feedback that was given by the teacher orally. For example, 'Good job, 'Perfect', 'Excellent'. Whereas, written feedback was a feedback that was given by the teacher with written

expression. The purpose of teacher verbal feedback was to increase students' motivation and let the students know their performance. The benefit of teacher verbal feedback for students was to keep students interest and motivation in learning. Therefore, the students know their performance that given by the teachers. The teachers can said short expressions of compliment such as "Great!" or "Good job!". Those expressions can be used to praise students toward their performance, rather than told students directly they were incorrect, it was better to ask them to try again or reconsider their answers. The goals of verbal feedback was to elicit the correct answer from the class and students should did afraid of being wrong, and keep teacher reactions positive.

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

The researcher chose SMKN 2 Barru because it is one of the favorite schools in Barru which has good quality from students who have graduated from favorite junior high schools and also the teachers that has good ability in teaching. Therefore there were some achievements and rewards created by teachers and students.

Some achievements and rewards created by the teachers in 2008-2014 were three times got rewards in "Satyalencana Karya" event with different

teachers and once got rewards in "Gebyar Wisata dan Budaya Nusantara XII" event. While from the students, third winner on Telcom Distribution Technology 2014, best speaker English debate 2010-2012, third winner English Speech Contest for SMK 2012, third winner Indonesian language Debate 2012, and many others. Meanwhile, there were extracurriculer activities, which were done at SMKN 2 Barru. They were Speech, Debate, Sport and art, Tambourine, OSIS, PMR and Scout.

SMKN 2 Barru has 44 teachers. From 44 teachers at the school, they teached different subjects and have different educational background and four of English teachers. Some of them were university graduation and have been appointed as government employees. Therefore between teacher and students hoped the interaction be occurred. It was interested to investigate what are the kinds of verbal feedback and how are the proportion of startegies used by English teacher in providing interactional feedback.

B. Statement of the Problem

This research aimed at analyzing teachers' strategy in giving feedback. The main goal was to describe strategy used of feedback after the teachers doing some activities in the classroom in a specific context. This research raised the following research questions:

1. What were the kinds of verbal feedback used by English teachers in teaching English at SMK Negeri 2 Barru?

2. How were the verbal feedback strategies used by English teachers in providing interactional feedback at SMK Negeri 2 Barru?

C. Objective Of The Research

The objective of the research:

1. To find out the kinds of verbal feedback used by English teachers in teaching English at SMK Negeri 2 Barru.

2. To find out the verbal feedback strategies used by English teachers in providing interactional feedback in teaching English at SMK Negeri 2 Barru.

D. Significance Of The Research

The result of this study will useful for:

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

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

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

E. Scope of the Research

This research focused to find out the kinds of verbal feedback and how the verbal feedback strategy used by English Teacher in teaching English. The

teachers' verbal feedback focused on positive and negative feedback during the

class sesion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

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

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

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

Hadinata (2009) conducted a research entitle English Teacher Giving Positive Oral Feedback to the Students. His research showed that the dominant oral feedbacks used by English teacher are praise, support, advice, and direction to the students. He concludes through positive oral feedback the students feel happy, interests in learning, more motivated, and active in the classroom.

According to Muhsin (2014) who investigated the explore of positive feedback on efl students' speaking. The researcher is going to try applying the teacher feedbacks inteaching speaking English. In the other hand, the researcher want to know also the students respond while teacher giving feedback to the students. The researcher will give description in explaining the data after doing investigation.

The result of previous researches above can contribute as prior information for the reasearcher to actually believe that there will be also possibility to find and to know the teachers' interactional verbal feedback strategy in teaching English at second grade of SMK Negeri 2 Barru.

B. Some Pertinent Ideas

1. Teacher's Roles in Teaching and Learning Process

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

According to Ranjan & Rahman in Malik (2011:4) the teacher plays multiple roles in the school. The role of teacher is assessed in terms of his/her attendance in the class, completion of the course and interpersonal relation in the school. The critical managerial functions of a teacher in elementary education are similar to those in other sectors. These functions are:

1) Administration

    Administration refers to the direction, control, management and organization of human and material resources for educational growth and development.

2) Personnel Management

    Planning and managing human resources is called personnel management. It includes recruitment, transfer and redeployment; promotional opportunities and performance appraisal systems, grievance redressed mechanisms and professional development issues.

3) Planning

    Planning is a systematic exercise of determining a future course of action inaccordance with identified objectives, needs, priorities and existing/likely capacities, within given time frame, reflecting cost-effective choices.

4) Financial Management

    Financial management refers to mobilization, deployment and efficient use of financial resources as per stated objectives and strategies.

5) Supervision, Monitoring and Support

Monitoring and facilitation of teaching learningprocess, and other school development activities, for enhancing their quality through suitable tools, methods and mechanisms. The focus is on school, because this is the unit where primary learning takes place, and any effort to improve the quality should ultimately be reflected here.

6) Information management and communication

Management of information as an institutional resource is "Information Management". It includes aspects of collection, processing, dissemination and use of information. "Communication" refers to the pro cess of exchange of information and feedback.

A teacher becomes a good teacher when he/she is sincere to his profession and fulfils his duties with great enthusiasm and shoulders all his duties and responsibilities with full commitment.

1) Position Purpose

The classroom teacher is responsible for creating a positive and disciplined learning environment in the classroom and in co-curricular activities.

2) Areas of Responsibility

The Classroom Teacher is responsible for maintaining apositive and effective learning environment. (Iqbal, 2010:787)

2. Teacher's Reinforcement

Teacher reinforcement in teaching and learning is very important. The purposes of this terms are to increase students' motivation, to make students more active, and achieve in teaching and learning process. According to Puspita and Mulyadi (2009:8) reinforcement is a kind of activity that is given by a teacher to holdstudents' attention because with reinforcement the students be more active and happy in learning. For example, if a student can answer teacher's question, the teacher can give her or his some reinforcement such as good job, very good, very nice, good job, and well done.

Beside that, the teachers can also use non verbal reinforcement by showing two thumbs up to the students, clapping teacher's hand, and giving smile. The teacher who lowlyin giving reinforcement will make the students bored and low participation in receiving material. This strategy is very simple but has big impact on students' performance in learning.

Based on the explanation above there are some purposes of reinforcement. The first; reinforcement use to improve student's attention in learning process, the second; create student's interest in learning, maintain students interest in learning and the last one; it can control students' behavior. The use of positive reinforcement has effective, high-impact in improving students' behaviors.

There are two kinds of reinforcements in teaching and learning process based on Mulyadi and Puspita (2009:9) the first is verbal reinforcement, the

teacher can say some compliment words such as; "good", "an excellent answer", or "well done". The second is non-verbal reinforcement, the teacher do not use word or compliment but can use facial expression, gesture, give students some sticker (star sticker), and give students with some gift such as candy. These strategies can be more effective to increase students' interest in learning in the classroom. In gesture, the teacher can show the students thumb up, smile, and clapping hands.

3. Teacher's Talk

Teachers' talk is important part for teachers in teaching. Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are sometimes repeated in Richards (2002:543).

According to Moskowitz's FLINT (Foreign Language Interaction) analysissystem in Brown (2001:177), teacher talk has eleven categories which enable to beanalyzed in classroom interaction. Those categories of teacher talk are divided intotwo kinds of influence; indirect and direct influences.

The indirect influence is an effect which learners are lead to the warm condition in the classroom and try to break the ice in order to encourage them toparticipate and learn in classroom interaction. Categories of teacher

talk which are included in this indirect influence are described below. (Brown, 2001:170).

1) *Deals with feelings:* in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.

2) *Praises or encourages:* praising, complimenting, telling students what they havesaid or done is valued, encouraging students to continue, trying to give themconfidence, confirming that answers are correct.

3) *Jokes:* intentional joking, kidding, making puns, attempting to be humorous,providing the joking is not at anyone‟s expense (unintentional humor is notincluded in this category).

4) *Uses ideas of students:* clarifying, using, interpreting, summarizing the ideas ofstudents. The ideas must be rephrased by the teacher but still be recognized asbeing student contributions.

5) *Repeats student response verbatim:* Repeating the exact words of students afterthey participate.

6) *Asks questions:* Asking questions to which the answer is anticipated (rhetoricalquestions are not included in this category).

Teachers' talk also have direct influence. The direct influence isdone whose aim is to encourage students to involve directly in the teaching and learning activity. They are described as follows :

1) *Gives information:*giving information, facts, own opinion, or ideas: lecturing orasking rhetorical questions.

2) *Corrects without rejection:* telling students who have made a mistake the correctresponse without using words or intonations which communicate criticism.

3) *Gives directions:* giving directions, requests or commands that students areexpected to follow; directing various drills; facilitating whole class and smallgroupactivity.

4) *Criticizes student behavior:* rejecting the behavior of students, trying to changethe non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

5) *Criticizes student response:* telling the student his or her response is not corrector acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

Based on some usefulnesses of teacher talk that is proposed by Tharawoot in Myhill (2009:10) teacher talk has important roles in teaching and learning process in the classroom. Basically, teacher can transfer the knowledge about the course content through talk to the students. Teacher can ask question to clarify understanding and refine ideas. If the students still confuse about the material that given by the teacher, the students can ask teacher about the material. It can make the communication work well and build students confident in speaking. The teacher uses English language in the classroom to promote communication between both of teacher and students. It can encourage speaking ability. Teacher talk is a kind of communication-based or interaction-based talk.

Teacher talk is useful for teaching and learning process. The teacher should give some clues or ideas about the information first and allows the students to explore ideas about the information that is given by the teacher. There are some aspects of teacher talk, teacher explanation, error correction, teacher speech modification, teacher question, and teacher verbal feedback.

4. **Feedback**

Feedback is teacher respond toward students' performance. Richards and Schmidt (2002:12) define feedback refers to comment or other information that the students receive in teaching and learning process. Therefore, feedback is important for the teacher in teaching.

An article research was written by Łęska in Muhsin (2014:28), *feedback is information concerning the comprehensionand reception of the speaker's message given by the listener.* Paul in Muhsin (2014:28) also was giving argument that feedback is the information will be fine by listener during a conversation. It shows our attitude towards the listener and influences their attitude towards us. Everything we perform and that gives some response toour listener can be considered feedback.

Feedback can be positive and negative. Sprouls (2011:12) states that positive feedback is used to indicate that an expected behavior or to reinforce successive steps toward a goal. Positive feedback is defined as verbal, nonverbal, or tangible feedback, which could include praise, behavior points, awards, and positive acknowledgement of a desired or appropriate behavior. Whereas, negative feedback indicates that a behavior or task is not perform

correctly. The example of negative feedback phrase "That's incorrect", "That doesn't sound right", "your answer is too long". These phrase, can make students unmotivated when they get negative feedback because their effort do not appreciate by the teacher. Even, they become afraid to express their ideas to the teacher. Based on the explanation above the teacher should trying to avoid give negative feedback because it can make the students unmotivated, lack confident, not interest in learning, and afraid to express their ideas. The teacher can say "Your work already good, but there still needs to be improved "in this case, we can provide encouragement to the students that they have done even though not perfect". The teachers appreciate the work that has done by the students.

5. Teacher Verbal Feedback

Teacher verbal feedback is strategy used by the teachers to increase students' motivation in teaching and learning process. The primary purposes in providing feedback are to reinforcement students' behavior. Let the students know how they are doing and extant learning opportunities. Based on these purposes, teacher verbal feedback has important role in the classroom.

The teacher must consider what function verbal feedback is appropriate for each student because it can impact positively or negatively. For example, if the teacher asks for students' opinion, teacher verbal feedback should focus on the content more than grammatical because if the teacher correction students' grammatical it can make students' lack confident when they speak

up. The teacher should find the appropriate ways to correct students' perform. The teacher do not allows say "No" if the students answer is false because it can makes students afraid of contribution more. The students may not feel confident to express the ideas if the teacher corrects the grammatical when the students speaking.

According Richards and Lockhart's (1996:143) there are seven strategies in providing interactional feedback strategy.

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

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

3. Praising, in teaching and learning process praising is very important point because praising indicates that the teacher appreciate to the students answer. In the other word it can be compliment by saying some words such as "yes, an excellent answer", "pretty good", "nice try", "very good". Praise is a powerful motivating tool because it allows the teacher to selectively encourage different aspects of student production or output. For

example, the teacher may use praise to boost the student's performance, praising effort, accuracy, or speed on an assignment.

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

5. Repeating, in this strategy the teacher repeat students' answer. Repeating students' answer used to make sure what they had said and to share the answer with other students.

6. Summarizing, the teacher give the summary for each student or group. The purpose of summarize to help other students understand with short explanation. The teacher used students' answer and modifying with teacher own words.

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

6. Types of Verbal Feedback

a) Positive Feedback

Positive feedback can generally be defined as expressions used when students provide correct response on the teacher's questions in order to reinforce the students' behavior.Ellis (2009:3) gives a more specific definition of positive feedback as teacher's response that signs or affirms student utterances' correctness. Positive feedback as what Fossati (2008:55) said that positive feedback is the response provided to some correct input from the students and this type of feedback can help them

reinforce the correct knowledge they already have, or successfully integrate new knowledge.

Positive feedback in learning can be provided in different ways. Vigil and Oller in Ratnah (2013:54) for example, propose that positive feedback may take the form of praise markers such as "OK," "fine," "good," and "excellent" and/or all preceding terms + "job" or "work" such as "excellent work" or "nice job". Furthermore, Vigil and Oller state that Positive feedback not only has a metalinguistic component (praise) but also a linguistic component (affirmation) and a paralinguistic component (laughter). Reigel(2005:32) also summarized that positive feedback contains:

1) A paralinguistic component which includes such responses as uh huh or head nodding to convey agreement or that the message has been received and is understood. It also includes laughter and other nonverbal cues.

2) A linguistic component, including the "personal response" —a mechanism of interpersonal communication that in-cludes a speaker and hearer; manifested by affirmation.

3) A metalinguistic component, taking the form of evaluative feedback, including praise markers such as "fine," "good," "excellent."

Kohn (2013:56) also provides the forms of "positive feedback." He said that feed-back can be straightforward information about how well someone has done at a task. Terms this type of positive feedback

"informational feed-back." There are also "verbal rewards" that feel controlling and make one dependent on someone else's approval" .In addition, Cullen (2013:181) proposed that repeating students' correct response can be cate-gorized as positive feedback. He said that the teacher's repetition of a student's response acts as a signal confirming that the response is correct. Positive feedback in the process of teaching and learning can take the instances of:

a. Praise,such as the use of expressions "good," "great," "excellent," "nice," etc.

b. Affirmation, such as the use of expressions "yes, "correct," "OK," "that's right," etc.

c. Non-verbal cues, such as laughter, nodding, and thumbs up.

d. Repetition,namely repeating the correct response of the student.

b) Negative Feedback

Iwashita (2003:2) Negative feedback is an interlocutor's interactional move that indicates explicitly or implicitly any nontarget like feature in the learner's speech. Vigil and Oller (2013:54) Negative feedback can be defined as expressions used when the teacher intends to correct the students' erroneous utterances or responses. Such negativefeedback can be in the forms of explicit and implicit feedback.

According to Fossati (2008:55) Negative feedback can be provided by the teacher in response to students' mistakes and this type of feedback

can help the student correct a mistake and prevent them from making the same or similar mistake again.

Lyster and Ranta (1997, pp. 46-48), where they distinguish six types of feedback, has proven to be highly influential among negative feedback researchers. Six types of feedback including :

1. In an *explicit correction* the interlocutor clearly indicates that the learner has said something incorrect, and provides the correct form.

2. A *recast* occurs when the interlocutor reformulates the learner's utterance, maintaining its meaning but offering a correct rendition of the form.

3. A *clarification request* is offered to indicate that the learner's utterance has low intelligibility and a reformulation is required.

4. *Metalinguistic feedback* is provided when the interlocutor offers comments, questions or information regarding the learner's utterance, without explicitly providing the correct form. *Metalinguistic comments* indicate that something the learner has said is incorrect. *Metalinguistic information* either provides grammatical metalanguage indicating the nature of the error or, in the case of lexical errors, provides a word definition. Metalinguistic questions also refer to the nature of the error but are asked in order to elicit information from the learner, by asking "Is 'girls' singular?".

5. *Elicitation* refers to techniques used by an interlocutor to directly elicit the correct form from the learner. This can be done by repeating part of the

utterance, but pausing to allow the learner to complete the utterance correctly. It may also be done by asking questions to elicit correct forms, by asking "How do we say X in English?". A final form of elicitation is directly asking the learner to try again.

6. In the case of *repetition,* the interlocutor repeats the erroneous utterance, adjusting the intonation so as to highlight the error.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The design of this research was qualitative method. Burns and Grove (2003:19) describe a qualitative approach as " a systematic subjective approach used to describe life experiences and situations to give them meaning." The researcher adopt a person-centred holistic and human perspective to understand the teachers' experience and to explore the ideas, data will be gathered from the participants, to interpret and portray their experiences, and to generate empathetic and experimental understanding.

B. Research Participant

The participants of this research were two English teachers and the second grade students of SMKN 2 Barru. The researcher took the second semesters including two classes namely XI TKJ 1 and XI TKJ 2 every class consists of 35 students.The data were collected through classroom observation in a natural interaction between the teacher and the students. The activity spent time one hour and fifteen minutes for each teacher was recorded using a special means designed especially for recording.

The researcher had chosen SMKN 2 Barru because it is one of the favorite schools in Barru which has good quality from students who have graduated from favorite junior high schools and also the teachers that has good ability in teaching. Therefore there were some achievements and rewards created by teachers and students.

C. Procedure of Data Collection

The procedures in this research had the following order:

1. Observation

   The researcher designed the observation for two meetings each teacher. The first and second meeting used to observe how were the students active in receiving lessons and how the students and teachers interact in the classroom in terms of teachers' feedback to students.

2. Interview

   The researcher interviewed the teachers with guiding questions after the teacher finished in teaching. The questions consisted of ten numbers. All of the questions asked about teachers' feedback in teaching Enflish. This interview used for getting the data about teachers' verbal feedback.

3. Documentation

   The researcher used audio recorder and took some pictures as a documentation to record teachers' utterance in giving interactional verbal feedback and as a clear evidence of feedback between teacher and students in learning process.

D. Data Analysis

This research used the Descriptive Qualitative method which emphasized the study of the interaction that happen verbal feedback used by English teachers. In the analysis, the researcher uses bold the point of verbal feedback which become the categories.

1. The researcher classified and analyzed the kinds of verbal feedback that used by Cullen, Lyster and Ranta's theory.

2. The researcher classified and analyzed the verbal feedback strategy in providing interactional feedback focus on positive and corrective feedback that used by Richard and Lockhart's theory.

CHAPTER IV

FINDINGS AND DISCCUSSION

This chapter described teachers' verbal interactional feedback strategy in teaching English at Second Grade of SMK Negeri 2 Barru. The data were collected through classroom observation in a natural interaction between the teacher and the students. The activity was recorded using a special means designed especially for recording. The researcher did the observation four times. They were conducted directly observation from two English teachers. Each of them was observed two times. The result from the observation showed the teachers applied all strategy in giving interactional verbal feedback.

A. Research Findings

There were two kinds of verbal interactional feedback strategy that researcher observed, Positive Feedback and Corrective or Negative Feedback . The result of in this research showed that the teachers used verbal positive and negative (corrective) feedback. In positive feedback, the teachers used three different types of feedback: (1) praise, (2) affirmation, and (3) repetition or echoing. In terms of corrective feedback, the teacher used 6 types of feedback: (1) repetition, (2) clarification request, (3) elicitation, (4) explicit correction and (5) prompting. The results of this research in general were shown below:

1. Teachers' Verbal Feedbackin Teaching English

The result of this aspect has aimed to answer the first research question"*What are the kinds of verbal feedback used by teachers in teaching English?*". It consisted of two kinds, positive and corrective feedback.

a. Positive Feedback

The result of the data analysis, positive feedbackshowed on the following table:

Table 4.1. Teachers' expressions and frequency in giving positive feedback

Types of Feedback	Teachers Expressions	Frequency
Giving Prises	- Good - Perfect - That's good, really good - That's good, good, excellent - Great idea - Nice, very nice - Absolutely, great idea (appendix 1)	7 utterances
Repetition (echoing)	- Story about animals - Green - Because they have same color - Went - Changing - State (appendix 1)	6 utterances
Affirmation	- Yes, that's right - OK - Yes (appendix 1)	3 utterances

The table above shows that the teachers used a lot of prising such as "good," "very good," "excellent," "fantastic", and "fine" dominates other teacher feedbak used in this classroom sevent times.The table also shows that the second feedback was repetition (echoing) happenedin six times when the teacher repeated the student's answer to indicate that his answer was right. The last positive feedback was shown by the table above was affirmation. It was found that the teacher used itthree timeswhen the students can answered her questions. This three feedbacks were more using because they can made the students more active, more motivated in learning and tried to talk more because they felt happy when the teacher said that their answer was correct.

b. **Negative Feedback**

The result of the data analysis, negative feedback showed on the following table:

Table 4.2. Teachers' expressions and frequency in giving corrective feedback

Types of Feedback	Teachers Expressions	Frequency
Explicit Correction	- No! Not object (appendix 1)	1 utterance
Clarification Request	- Sorry?About? About what..?? (appendix 1)	1 utterance
Repetition (with rising intonation)	- Winni changed the color of the house? Winnie changed the color of Wildan. (appendix 1)	1 utterance

| Elicitation | - If we.. if we.. if we.. it means that.. it means that……? we don't live…..? We don't have …..?We don'tlive in…..?
(appendix 1) | 1 utterance |
| Prompting | - I give you the clue, O, start with O.
(appendix 1) | 1 utterance |

All of the corrective feedback above only happened once because the students were difficult to accept them. The students sometimes felt down because the teacher criticized their answer. But in this corrective feedback the teacher did not criticize students' apperance but students' contribution to stimulate them find the correct answer.

2. Teachers' Feedback Strategy in Providing Interactional Feedback

The result of this aspect has aimed to answer the second research question "*How are the feedback strategies used by English teachers in providing interactional feedback?*".

a. Positive Feedback

1) Prising

Table 4.3. Teachers' feedback strategy in providing prising

Types of Feedback	Teachers' Feedback Strategy
Prising	*Teacher: Done? Focus on the story. Focus on the story and you think about. (the teacher was*

	*examining the students' work) ok, **that's good, really good**. Can you see your book?*
	Student : Ini tentang percintaan Mam.
	*Teacher : **Good***
	(appendix 1)

The table above shows that the teacher used prising as a strategy in improving interactional feedback in the clssroom. The teacher was examining the students' work and then said "*that's good*" so the students felt that the teacher cared with them. The teacher always gave prising by saying "*good", "really good"* if the students gave a good respond.

2) **Repetition (echoing)**

Table 4.4. Teachers' feedback strategy in providing repetition (echoing)

Types of Feedback	**Teachers' Feedback Strategy**
Repetition (echoing)	Student : Story about animals Teacher : **story about animals,** yes, what else? What else you know about narrative? (appendix 1)

The table above shows that the teachers' strategy in the classroom was repeted the students' answer which indicated that the answer was right. The teacher asked to the students and then the students gave true answer so the teacher repeted the true students' answer in order that the students knew that their answer was true.

3) **Affirmation**

Table 4.5. Teachers' feedback strategy in providing affirmation

Types of Feedback	Teachers' Feedback Strategy
Affirmation	Student : past tense Teacher : **yeah** we use past tense, **yes. Thank you, that's good**. We use past tense in narrative, yes. (appendix 1)

The table shows that the teacher affirmed the students' answer when the teacher asked about tenses and then the students' gave true answer. In this situation, the students felt more confidance because the teacher gave affirm to them.

b. **Negative Feedback**

1) **Explicit Correction**

Table 4.6. Teachers' feedback strategy in providing explicit correction

Types of Feedback	Teachers' Feedbacak Strategy
Explicit Correction	Student : object Teacher : sorry? **No! Not object** Student : observation Teacher : **No** (appendix 1)

The table above shows that the teachers' feedback strategy made the students felt down because they think that their answer was

not receiving by the teacher. The teacher gave correction for wrong

students' answer.

2) **Clarification Request**

Table 4.7. Teachers' feedback strategy in clarification request

Types of Feedback	Teachers' Feedback Strategy
Clarification request	Student : **pengalaman** Teacher : **sorry? About….? About what?** Student : **experience** Teacher : about experience, yes ,whose experience? Student :uhmm someone (appendix 1)

The table above shows that the teacher gave clarification when

the students answer in Bahasa but the teacher tried to make the

students answered in English. So, the students tried to answer in

English and got true answer.

3) **Repetition (Rising Intonation)**

Table 4.8. Teachers' feedback strategy in providing repetition (rising intonation)

Types of Feedback	Teachers' Feedback Strategy
Repetition with rising intonation	Student : Winni changed the color of the house Teacher : **Winni changed the color of the house?** Do you agree with that? So that, Instead of changing Wilbur color, But Winnie changed the color of the

	house, then what happened to Wildan? **Winni changed the color of Wildan**. (appendix 1)

The table above shows that the teachers' feedback strategy happened when the students answered the question but at the end of their statement was wrong, so the teacher asked again to the students and repeted the students' answer with rising intonation at the wrong statement in order that the students knew which statement was wrong.

4) **Elicitation**

Table 4.9. Teachers' feedback strategy in providing elicitation

Types of Feedback	Teachers' Feedback Strategy
Elicitation	Teacher : **if we…. ,** What did he say? **If we… .? If we…...?** Students : mmm….. Teacher : If we live in two colors or three colors **it means that…..**, what he said, **it means that……**? **we don't live…..? we don't have …..? We don't live in…..?** Students : fun (appendix 1)

The table above shows that which the teacher provided the part of the sentence with a pause to let students complete teacher's utterance, or by asking students to reformulate their utterance.

5) **Prompting**

Table 4.10. Teachers' feedback strategy in providing prompting

Types of Feedback	Teachers' Feedback Strategy
Prompting	Teacher :…… In narrative? **I give you the clue, O, start with O** Students : object Teacher : sorry? No….. Not object Students : observation (appendix 1)

From the table above, feedback strategy showswhen the students produced no answer or an incorrect answer, the teacher gave a clue to get students to work out the answer by themselves.

B. Discussion

1. Teachers' Verbal Feedback in Teaching English

Based on the findings, the results show that there were two kinds of feedback strategy used by the English teachers at SMKN 2 Barru. The first was positive feedback (prising, repetition/echoing, and affirmation). The second was corrective feedback (explicit correction, clarification request, elicitation, repetition with rising intonation, and prompting). Furthermore, the findings supported by the theory of Agustina (2004) there are two form of instruction verbal and non verbal instruction. The most dominant form used by English teachers is verbal instruction because verbal instruction

makes the students easy to understand, it is start from short form, simple vocabulary, and sentence structure.

a) Positive Feedback

The first positive feedback was prising.The teachers used some prising such as "Good", "Yes", "That's right", "Ok", "Nice", "Excellent", or "Fine". In that moment, the teachers had given feedback to the students because the students did their work well. The prising given by the teachers to make the students became aware of their correct answer. These kinds of praise used when the teacher gave appreciation to students who did the task correctly.

Based on the observation, the researcher found the reason wht the students used prising reasons. It because "prising" made students enthusiastic and more motivate in learning. Furthermore, the finding supported the theory of Hadinata (2009) the dominant oral feedbacks used by English teacher are praise, support, advice, and direction tothe students. He concludes through positive oral feedback the students feel happy, interests in learning, more motivated, and active in the classroom.

The second feedback strategy was repetition (echoing). Based on findings, these feedback shown when the teacher asked the ques-tion about narrative and the students answer it with true answer so the teacher repeated the students' answer to make sure that their answer was correct. Another repetition can be shown when the teacher repeated the student's utterances when the teacher asked students about color. The use of a lot

of repetitions characterized the way teacher gave positive feedback in order that to see the students' respond. According to Muhsin (2014) the explore of positive feedback on efl students' speaking, the researcher knew the students' respond when he giving feedback to the students.

The third feedback was affirmation, it showed whether the students' response or message has been understood. Reigel (2005) added that affirmation is the expressions used to affirm that something said is true, indicated by such markers as "right," "correct," "true," "OK," and/or "yes" (not the one uttered in response to a yes/no or direct question).

Not all of those expressions can be categorized as affirmation. In a dialogue the teacher used *"yeah"* to affirm the student's answer about*"past tense"* because this answer was the correct answer expected by the teacher. Even the affirmation was followed by *"yes, thank you, that's good"* to ensure that the response was correct. While another dialogue, the teacher used *"OK"* to affirm that the answer of the student about number *"six"* was correct, then it was followed by repetition of the correct answer and a praising. However, the consistent used of *"OK"* by the teacher did not necessarily mean that the teacher affirmed the correct answer of the students. It can be an indication to move to another activity. Based on the observation, the researcher gave affirmation to make the students knew that their answer was correct or what the students did also was true.

b) **Negative Feedback**

The forth feedback was explicit correction. In teaching and learning activity, the teacher also used explicit correction in which she provided the student with the correct form and clearly showed that the student's utterance was incorrect.In providing the correct answer for the students, the teacher just waited for the students to give correct answer. This was different from what Lyster (2013) argument that in explicit correction, the teacher provides the correct form of the language. However, this was still acceptable as an explicit correction because the teacher explicitly showed and stated that the student's utterance was wrong. Unfortunately, in the teaching and learning process under this study, the teacher used this type of feedback once.

The fifth feedback strategy used by the English teachers was clarification request. In this situation, the teacher wanted her student to say a word in English. That's why she asked the student to clarify the answer and the teacher confirmed that the answer was true by repeating it and said "yes".

The sixth feedback was repetition with rising intonation. In these types, the teacher repeated students' answer : "***Winni changed the color of the house?*** with rising intonation as if it was a question. This repetition was followed by a real question: *"do you agree with that?"* it explained that there might be something wrong with the student's answer, and finally the teacher gave the correct answer by saying: ***"Winni changed the color***

of Wildan.". The teacher gave repetition with rising intonation to make the students knew which was the wrong answer.

The seventh feedback was elicitation. In this moment, the researcher found that the teacher used elicitation by stopping her utterance to allowed students to complete her utterance and also by asking students to reformulated their own utterance.The teacher repeated the sentence: *" if we….. ,"* *"it means that….."* and stopped in the middle of the utterance to allow students to complete her utterance. After that, because the student could not guessing to complete the students' sentence and still difficult to answer it, the teacher supplied some more words and gave another pause to allow him to guess the sentence but he still wrong. At the end, when the teacher said: *"We don't live in…."* finallythe studentcan completed the teacher's utterance by saying "*fun*" and the teacher accepted their answer by affirming and repeating the student's answer. This type of feedback can be categorized as elicitation. Based on observation, the teacher gave elicitation to build the students respond and to make the students more active in thinking when receiving material in the classroom.

The last feedback strategy used by the English teachers was prompting. When the students did not know the answer of the question, teacher provided a prompt to students to make the students can answered by themselves, and this was what the teacher actually did in this interaction. The students still confused until they can gave true answer and

the teacher followed her feedback by repeating and prising the students' answer.

All of the negative feedback supported by the theory Yakapri (2012) the teachers giving corrective feedback by direct and indirect corrective. Direct corrective feedback is more frequently used by English teachers to correcting students' error.

2. Teachers' Feedback Strategy in Providing Interactional Feedback

According to Salat (2001) The students more active in classroom verbal interaction through asking question. The teacher provides Wh-question and the more dominant question is Yes/No question. In this point the teacher want to check students' understanding and give the students opportunity to practice the target language. Based on the findings, not only asking question that could make the students more active, but all of the feedback used by the teacher such as prising, repetition, affirmation, explicit correction, elicitation, and prompting.

In addition, during the researcher did observation, the researcher found the students who received feedback from the teachers felt comfortable, happy, interest in learning, active, and enthusiasm learning. The result of this research supported by teachers' interview found where positive oral feedback such as praise, support, advice, and direction to the students can make students' feel happy, interests in learning, more motivated, and active in the classroom. Konold (2014:39) teacher verbal feedback is one of the important roles in teaching because feedback is

crucial aspect of every school and plays a crucial role in teaching and learning process. The primary purposes in providing feedback were to reinforcement students' behavior and let the students know how they were doing and extant learning opportunities. On the other hand, the teacher should consider what function of verbal feedback was appropriate for each student. Therefore, it can gaveimpact positiveand negative. When the students made mistakes, it became negative feedback because the teachers provided them feedback. Teachers should consider how to provide feedback. In correcting students' mistake, the teacher should pay attention with their speech and intonation when delivering material or giving feedback to the students.

The researcher found an interesting thing about repetition, there was a types of feedback can be found both in positive and negative feedback. That was repetition. The difference was the repetition used in positive feedback when the student's answer was correct, so the teacher repeated the student's utterance with normal or slow intonation to make sure the students that the answer was acceptable. While, the repetition used in corrective feedback when the student's answer was incorrect and the teacher repeated the student's answer with rising or high intonation to make the student aware that there was something wrong with their answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this research, it was concluded that :

1. The teachers used both positive and corrective feedback. Types of positive feedback include praises, affirmation and repetition, while the types of corrective feedback used by the teacher include repetition, elicitation, explicit correction, clarification request, and prompting. Metalinguistic explanation was not used by the teacher because in delivering material the teacher did not only focus on linguistic forms but they also focused on the content of the lesson in a very communicative activity in the classroom.

2. In the teaching and learning interaction in the classroom, the teacher used different types of feedback expressions. The feedback expressions take the forms of positive feedback to acknowledge that the students' answer was correct. While the feedback expressions take the forms of negative feedback to acknowledge that the students' answer was uncorrect. But, the researcher found the teachers sometime respond students' answer in Bahasa Indonesia. As English teacher, the teachers should stimulate the students in speaking English because it gave an opportunity for them to speak in English. The teachers used English in giving feedback to make them familiar with different words and the teachers' style in giving feedback. They can listen

the teachers feedback in English. Besides, they know kinds of feedback in English.

B. Suggestions

Based on the research result, the researcher suggests the followings:

1. For English teachers in SMK Negeri 2 Barru in providing feedback the teachers should use English in responding students and apply more types of feedback in order to provide students with opportunities to repair or improve their language.

2. For the next researchers, it will be better to extend the observation to more than four meetings so that we can explore more types of feedback used in the classroom interaction.

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Appendixes 1

TRANSCRIPT OF TEACHERS'

IN PROVIDING INTERACTIONAL FEEDBACK

Name of Teacher   : **Eriska Yuliani, S. Pd**

Class   : **XI TKJ 2**

Leader   : Stand up please! Greeting to our teacher!

Students   : Assalamualaikum warahmatullahi wabarakatuh.

Leader   : Sit down please!

Teacher   : Who's absent today?

Students   : Nothing Mam.

Teacher   : Tugas yang saya kasi kemarin sudah selesai?

Students   : Sudah.

Teacher   : Okay, kita bahas nanti yah. Kemarin itu saya lupa kasi tahu KD 4.3 kan, tapi kita kembali dulu ke KD 3.3.

Students   : Halaman 54

(the teacher is writing on the whiteboard "hope, wish, want)

Teacher   : Open your dictionary, apa artinya hope! Apa artinya hope?

Students   : Hope, harapan atau pengharapan atau berharap, mengharapkan.

Teacher   : Hope, harapan, mengharapkan, berharap. Jadi hope itu bisa dipakai dengan kata yang sejenisnya yaitu want, wish yang artinya ingin atau berharap, ini adalah kata kerja. But hope itu juga bisa bersifat kata benda, tergantung, kalau kamu bilang "I hope" dia artinya kata kerja atau berharap. If you say my hope berarti dia adalah kata..?

Students   : Benda..

Teacher	: Benda. Harapan saya. Okay?? Tapi saya mau konsen di hope saja, jadi sebenarnya samaji, nanti pada saat kalau kalian mau membuat kalimat, kalau kalian bingung menggunakan hope, boleh want, sama artinya, wish juga boleh, tapi saya mau konsen disini saja. Now open your book page 54. Ada be + hoping. Be, do you stil remember "be"?
Students	: Am, is, are.
Teacher	: Am, is, are. Hope menginginkan sesuatu, artinya sesuatu tersebut belum terjadi, dan diharapkan bisa ...??
Students	: Terjadi..
Teacher	**:** Meskipun mungkin realisasinya kadang tidak sesuai dengan...??
Students	: Keinginan..
Teacher	: Okay**.** Yup, Kita ke be + hoping + to. Ini tergantung yah subjeknya apa, biasanya yang pakai Am itu subjeknya apa? Subjeknya, orangya, pelakunya, siapa?
Students	: I..
Teacher	: I, is?
Student	: Dia
Teacher	: Iya dia siapa? Kalau perempuan disebut??
Students	: She....
Teacher	: She, kemudian kalau non-manusia?
Students	: It..
Teacher	: Kemudian are?
Students	: We, you, they.
Teacher	: Sekarang saya kasi contoh be, " I __ hoping for a new bag" and " I __ hoping to have a new bag". Kira-kira be mana yang digunakan? Am, is atau are?. Karena subjeknya I, I berpasangan dengan..??
Teacher	: Am, berarti disini " I am hoping for a new bag". Ada 2 bu, kenapa ada hoping for dan hoping to. Ada yang tahu apa bedanya dari segi contoh bisa kalian pahami apa yang membedakan penggunaan

hoping for dengan hoping to? Padahal samaji itu artinya. Apa yang membedakan kira-kira? Apakah artinya itu "I hoping for a new bag?"

Students : Saya mengharapkan tas yang baru..

Teachers : Yes, sama juga dengan yang dibawah (second example). Tapi apa bedanya kira-kira? Siapa yang bisa mendapatkan disitu apa bedanya penggunaan kata for dengan to disitu? Perhatikan, apakah ada tambahan kata disitu atau ada yang hilang atau bagaimana?

Students : Ada tambahan..

Teacher : Kalau to pakai..??

Students : Have..

Teacher : Kalau have itu masuk kata apa? Jenis kata apa? Masuk kata apa itu? Iya, artinya mempunyai atau memilik, tapi dia masuk kategori apa? Kata benda, kata kerja, kata sifat, atau kata apa?

Students : Kata kerja...

Teacher : Okay, jadi begini perbedaannya. For itu bisa langsung kalian sambungkan dengan kata benda. Ini adalah kata benda "new bag", tas yang baru. Kalau kamu menggunakan kata to, harus diikutkan dulu dengan kata kerja, bukan cuma kata have, tetapi kata kerja yang sesuai dengan kata benda yang akan kamu tulis. Contohnya lagi, She __ [inaudible]

She apa to be nya?

Students : is..

Teacher : Kenapa kamu bilang is?

Students : Karena dia perempuan.

Teacher :Okay, Karena ada mendapatkan kata kerja berarti saya menempatkan disini kata..??

Students : To..

Teacher : Yang bilang to siapa?

Students : (most of students raise their hand)

Teacher : Kan tadi saya sudah jelaskan hoping to diikuti oleh kata..??

Students   : Verb...

Teacher   : For itu langsung diikuti noun.

Students   : To.... karena diikuti kata kerja.

Teacher   : Kata bendanya apa?

Students   : Good score..

Teacher   : Apa itu bahasa inggrisnya mendapatkan?

Students   : Get...

Teacher   : Good. Sampai disini ada pertanyaan mengenai hoping for and hoping to? Kalau ada bertanya, supaya saya langsung pindah di "I hope". I hope ini lebih mudah dari yang tadi.

Students   : Nothing Mam..

Teacher   : Okay, so if you use hoping kalian harus menggunakan to be nya yah, dan kalian nanti bisa choose antara for dan to. For menggunakan kata benda, kalau to diikuti dulu kata kerja baru kata bendanya. You cannot make a sentence kalau kamu tidak bisa bedakan yang mana verb dan noun. Setiap kali saya mengajar, saya selalu tekankan kepada kalian yang mana termasuk kata kerja, yang mana kata benda. Kalau kalian tidak mengrti apa itu kata kerja dan kata benda so kalian tidak bisa membuat kalimat. Okay, saya pindah ke bagian kedua. " I Hope", contohnya " I hope to go at beach nexy week". Kalau ini lebih gampang, setelah to langsung diikuti oleh kata kerja bentuk pertama. Masih ingat apa itu kata kerja bentuk pertama?

Students   : Kata kerja yang tidak diikuti ed, kata kerja murni.

Teacher   : Yes, that's right, going to bentuk keberapa?

Students   : Pertama...

Teacher   : Bentuk keduanya?

Students   : Went..

Teacher   : Went, bentuk ketiganya?Gone.. Yang dipakai adalah bentuk pertama, "go". Jadi setelah kata to, kata kerjanya tidak boleh ditambahkan apapun, dia kata kerja murni. Go tidak pakai to, going, yah?? Now I wan to ask you again, kenapa hope nya ada yang dipakaikan "s" dan ada yang tidak ada?? Why??

Student   : Karena subjeknya tunggal.

Teacher   : Good, kalau yang tidak ada "s" nya?

Student   : Karena subjeknya tidak tunggal.

Teacher   : Ya, any else? Who knows penggunaan "hope" dan "hopes" disitu. Betulmi yang dibilang oleh [name of student] tergantung dari subjeknya, tetapi kurang tepat kalau dia bilang tergantung banyaknya subjek. Ini kan namanya simple present, jadi she, he, it, hope nya ditambahkan s, beda kalau you, we, they, I, hope nya polos saja. , tidak pakai apapun, tidak pakai "s", yah?? Jadi lebih mudah dipahami kalau seperti ini toh??

Students   : Yes Mam..

Teacher   : Jadi she, he, it, hope nya ditambahkan??

Students   : s.....

Teacher   : Kalau you, we, they, I, hope saja. Ditahumi toh perbedaannya? setelah hope, diikuti oleh "to", setelah "to" mesti kata kerja bentuk??

Students   : Pertama...

Teacher   : Siapa yang mau dipakai namanya disini jadi contoh?

Students   : Saya....

(teacher is wrote on whiteboard)

Teacher   : OK. Siapa yang bisa mengartikannya ke dalam bahasa Inggris?

Students   : Lisa berharap bernyanyi di acara TV.

Teacher   : Siapa yang mau coba? Pakai hope to saja yah.

(a student came forward and wrote his answer)

Teacher   : Kalau acara TV, TV show saja yah..

(teacher read the student's answer)

Teacher   : Lisa hopes to sing at TV show. Any else? Mungkin berbeda, atau ada yang agree dengan kalimat diatas? Ini jawaban si Amaliah, ada yang tidak setuju dengan kalimat ini? Kira-kira kalau dia salah dimana letak kesalahannya? Menurut kalian apanya lagi yang tidak

ada? Untuk kelompok ini (pointing a group) jawaban Amaliah true or false?

Students : True....

Teacher : Kalau yang di sebelah sana, jawabannya benar atau tidak?

Students : Kuranggggg...... is....

Teacher : Kurang apa? Mari kita cermati lagi, saya kan tadi sudah bilang kalau Amaliah pakai "hope to" yah, jangan pakai ini (pointing whiteboard)

Students : Oooooo....

Teacger : Lisa laki-laki atau perempuan?

Students : Perempuan....

Teacher : Kalau kita ganti kata bendanya menjadi..??

Students : She....

Teacher : She, berarti otomatis "hope" nya ditambahkan...??

Students : s....

Teacher : Sampai disitu sudah benar dan diikuti oleh kata..?/

Students : To...

Teacher : Setelah kata "to" mesti kata...??

Students : Kata kerja bentuk pertama..

Teacher : Ini bentuk pertama atau kedua?

Students : Pertama..

Teacher : Bagaimana kamu yakin? Open your dictionary. Cocokmi atau tidak? "Sing" bentuk berapa itu?

Students : Pertama..

Teacher : Kedua dan ketiganya apa?

Students : Sang, sung....

Teacher : Jadi boleh dikatakan jawaban Amaliah sudah ???

Students : Benar...

Teacher : Jadi sudah bisa dipahami atau belum?

Students : Sudah..

Teacher : Yang belum paham coba raise your hand.. OK. Kalau ada, nanti Amaliah bisa bantu. Jadi saya anggap Amaliah sudah bisa. Sekarang soal yang kedua. (writing on whiteboard). Kalau akhir pekan ini bahasa Inggrisnya apa? At this weekend. Jadi kalian bahasa Inggriskan "Budi dan Ali berharap berenang di pantai akhir pekan ini". Coba, kalau ada yang sudah siap silahkan ke depan langsung, salah tidak mengapa.

(a student came forward and wrote on whiteboard, his anwer : " Budi and Ali hope swim in beach at this weekend)

Teacher : Ada yang punya jawaban yang sama? Siapa? Hikma, Winda, siapa lagi? Anita, siapa lagi? Sekarang siapa jawabannya yang tidak sama dengan yang diatas ini? Ada bedanya?

Student : Ada Mam..

Teacher : Ada? Please come forward.

(student's answer : " Budi and Ali hope swim at beach in this weekend")

Teacher : Cuma "at" dan "in" bedanya. Ada yang punya jawaban lain yang berbeda dari keduanya? Ada? Kenapa menggunakan "hope" bukan "hopes"?

Students : Karena Budi dan Ali adalah "they"

Teacher : OK. Karena Budi dan Ali pronounnya adalah they. Bagaimana cara membedakan apakah dia disebut "we" dan "they"?

Student : We apabila ada kata " saya, Budi, dan Ali.

Teacher : Ya, OK. Berarti kalian sudah paham toh penggunaan "we" dengan "they"?

Students : Sudah Mam...

Teacher : OK. Jadi kedua jawaban ini sudah benar.

Students : Hore....

Teacher   : Sampai disini pahammi toh? Jadi nanti kalau kalian buat kalimat lebih suka yang mana??

Students   : Hope to....

Teacher   : Remember, saya tadi sudah bilang kalau hope samaji artinya dengan want, wish. So if you want to make a sentence bisa diganti dengan kedua kata itu but tetap tergantung subjeknya apakah kata kerjanya ditanbah "s" atau tidak. Kalau want mau ditambah "s" buat langsung "wants", kalau "wish" beda, ditambah "es" jadi "wishes". Now we move to tugas KD.3.3 So your task is make 10 sentences, terserah mau pakai hope/wish/want, be hoping to, hope to. One of them. You can combine. Subjek yang kalian gunakan boleh beragam, boleh she, he, nama orang, dan sebagainya, boleh. Dan boleh bertanya if you feel confuse. Kamu bleh berdiskusi dengan teman dudukmu tapi kalimat yang kalian buat harus beda. Boleh berdiskusi kalau kalian bingung. Waktu kalian 20 menit dari sekarang.

Student   : Jadi nanti jarum panjang jam pas di angka 12.

Teacher   : Lewat 5 lah. Saya tambah 5 menit, di angka 1 nya sudah harus selesai.

Teacher   : OK. Sekian untuk hari ini.

TRANSCRIPT OF TEACHERS'

IN PROVIDING INTERACTIONAL FEEDBACK

Name of Teacher   : Eriska Yuliani, S. Pd

Class   : XI TKJ 2

Teacher   : Siapkan.

Leader   : Stand up please! Greeting to our teacher!

Students   : Assalamualaikum warahmatullahi wabarakatuh.

Leader   : Sit down please!

Teacher   : Ada yang tidak hadir?

Students   : Tidak ada Mam.

Teacher   : OK, mari kita mulai pelajaran. Kalian pernah belajar tentang narrative? Masih ingat tentang narrative? What is it about? What is it about? Narrative? Do you remember anything about narrative? You wanna say something? (looking at one of the students). Berikan saya 1 kata tentang narrative. Come on. Say something about narrative. Yes, you wanna say something? Narrative?

Student   : Narrative is a story of a….

Teacher   : It's a story. What else you know about narrative?

Student   : Story about animals

Teacher   : Story about animals, yes, what else? What else you know about narrative? Ok, Nobody knows about narrative? Ada yang mau menambahkan? More words about narrative? You need that computer? (asking one student who was working with a laptop) ok, thank you. Ok, Now hmm… If we talk about narrative, remember what you learn when you were in junior high school?

Student   : Pengalaman

Teacher	: Sorry? About….? About what?
Student	: Experience
Teacher	: About experience, yes ,Pengalamannya siapa?
Student	: Uhmm someone
Teacher	: Someone's experience, your experience can be,… you can…, you can make it in narrative, yes. What else? (Students were silent). Ketika kita menulis sebuah narrative, what 3 main important things yang harus kita perhatikan? Kita tidak hanya sekedar menulis without any organization, hal pertama yang harus diperhatikan in narrative. Remember that?
(silent)	
Teacher	: The first is talking about? Don't you remember? In narrative? I give you the clue, O, start with O
Student	: Object
Teacher	: Sorry? No! Not object
Student	: Observation
Teacher	: No
Student	: Aduh lupa.
Student	: Orientation
Teacher	: Orientation! Perfect! Orientation, remember that. Ok, see, you know that. Now, open your book page 70. Ada sebuah cerita disitu. Tolong baca cerita itu dan coba untuk mengerti dalam waktu 30 menit.
Students	: Yes Mam.
Teacher	: Done? Focus on the story. Focus on the story and you think about. (the teacher was examining the students' work) ok, that's good, really good. Can you see your book?
Student	: Ini tentang percintaan Mam.
Teacher	: Ok! Perhatikan buku kalian. Disitu ada kalimat : Wildan just went to climb the top of the tree. And that's what happens. Wildan was

sad and Winni was sad too. Winni didn't like him to be upset actually too be miserable but then she realized, then what's resolution? Bagaimana penyelesaian masalahnya?

Student   : Winni changed the color of the house.

Teacher   : Winni changed the color of the house? Do you agree with that? So that, Instead of changing Wildan color, But Winni changed the color of the house, then what happened to Wildan? Winnie changed the color of Wildan. Back to….?

Student   : Black…

Teacher   : Back to its origin color, ok, so …. so Wildan become black and then back to color of black and the house become colorful. Ok, hmm , She could see him when he slept on the bed. But Wildan was not allowed to sleep on the bed……So, Winni put him outside. Outside in the grass. When Wildan sat outside in the grass, Winni tidak dapat melihatnya, kalian tahu kenapa?

Student   : Because they have the same color.

Teacher   : Yes, because they have the same color, the grass was green and Wildan was green too, even when his eyes were wide open. Her eyes, his eyes color are, uhmm, Apa warna matanya?

Student   : Green

Teacher   : Green, so Winni came hurrying outside, tripped over Wildan, turned three somersaults, and fell into a rosebush. Kamu dapat melihat di buku kalian, look at, look at Winni, poor Winnie, upside down, ok, Kita dapat melihat pada kakinya. This time, Winni was furious. She picked up her magic wand, waved it five times, not only one five times, say 1, 2 and after top and…Apa yang dikatakannya?

Student   : It just same we don't having fun.

Teacher   : Ok, that's good, good, Excellent. So, you know what she….. Didengarji apa yang nabilang tadi temanta? (Asking another student). Did you hear what he said just now?

Student   : No

Teacher   : Ok, no! because you couldn't hear his voice or because you talk with your own? Kamu cuma main-main, tidak memperhatikan

penjelasan Mam. Ok, now let's listen again. Make sure you hear what he said. Ok, Say it again, say it again!

Student : If we live in just one or two colors means we don't live in fun.

Teacher : Ok, ok anybody wanna say it again, say it again. Do you wanna say it again?(asking another student)

Student : (Silent)

Teacher : If we…. , What did he say? If we… .? If we…...?

Student : Mmm…..

Teacher : If we live in two colors or three colors it means that….., what he said, it means that……? we don't live…..? We don't have …..? We don't live in…..?

Student : Fun

Teacher : Yeah, fun, so we don't have fun, that's what he said. Sekarang, tugas kalian adalah jawab pertanyaan yang ada di bawah cerita itu, kerjakan sekarang sampai jam pelajaran berakhir. Dan tugas kalian di rumah adalah buat 1 cerita narrative minimal 3 paragraph. Kumpul minggu depan.

Students : About apa Mam?

Teacher : About everything. Ada pertanyaan lagi?

Students : Nothing Mam.

Teacher : OK, kerjakan sekarang.

Teacher : OK,the conclusion of our meeting today is narrative use tenses apa?

Student : past tense

Teacher : Yeahwe use past tense, yes.Thank you, that's good. We use past tense in narrative, yes.

TRANSCRIPT OF TEACHERS'

IN PROVIDING INTERACTIONAL FEEDBACK

Name of Teacher   : Anita Haryati, S. Pd

Class   : XI TKJ 1

Leader   : Stand up please! Greeting to our teacher!

Students   : Assalamualaikum warahmatullahi wabarakatuh.

Leader   : Sit down please!

Teacher   : Hadir semua?

Students   : Yes Mam.

(In Joint Construction, the class jointly constructs a new text from the notes, guided by the teacher. Using leading questions, the teacher guides students to consider the meaning of each chunk of information in the notes, and how they may be written in new wordings. For example, in the lesson here, the teacher points to notes that say 'water – moving' and asks the class to rephrase this in a sentence. One student suggests 'keeps on' and she asks the class to put it together as 'keeps on moving'. Again she points to the notes and asks a student to identify 'changes state'. Another student suggests 'constantly changing state' and she guides the class to add these states to the sentence.)

Teacher   : (Teacher introduces task)

So what we're going to do now is write our own explanation, making sure that we look and remember … Aldi … about the sequence of steps. Pop your sheet di bawah bukumu because what I want you to practise berfokus hanya dari catatan, tidak membaca kalimat yang sama lagi dari lembar aslinya.

So Mira, do you want to come up on the board … di papan tulis dan menulis judul untuk kami di bagian tengah. Just write 'The Water Cycle'. Jadi sebagai judul dalam buku kalian.

(Students scribe text on board as teacher and class discuss wordings)

Jadi kita akan mengikuti pola yang sama dalam tulisan kita seperti teks yang baru saja kita baca. Kita perlu memiliki pengantar yang sama, identify apa yang akan kita bicarakan, move through the steps, dan menyelesaikannya dengan kesimpulan.

How about Pendi? Can you come up and write the first sentence then, please? Tulis kalimat pertama. We're going to start with "water". What is it that the water does? Apa sih air itu?

Student : Moving.

Teacher : It's moving. OK, good. What does it do? I can't say 'water moving', kan? We need to change the word. Kita perlu mengubah katanya.

Student : Keeps on.

Teacher : We could say 'keeps on moving'. So yah 'keeps on'. Jadi Pendi, jika kamu bisa menulisnya, ingat capital to start the sentence. 'Water keeps on'. Water keeps on … what is it keeping on doing? Apa yang terus dilakukan?

Student : Moving.

Teacher : 'Keeps on moving'. So it's moving. What else is it doing? Dari catatan kita disini, what else is it doing? Apa lagi kira-kira yang dilakukan?

Student : Changing.

Teacher berubah? : Changing, berubah. Good. What's it changing? Apanya yang

Student : State.

Teacher : The state, from solid, liquid, gas. OK, so we're going to try to build that into the sentence. Kita coba membentuknya ke dalam kalimat.

Student : It constant changes state.

Teacher : OK, great idea Tia. But, maybe do you mean 'It constantly changes state'?

(Teacher spells out 'constantly' 'changes state')

Bagaimana kalau kita mengatakan, here in our notes that it's going from...??

Student : Liquid water.

Teacher : Liquid water, Jufti, yah, to...??

Student : To vapour, to ice, to liquid.

Teacher : OK, excellent, Jufri.

Student : Back to solid.

Teacher : Maybe to a solid.

Student : Maybe to a solid.

Teacher : You're doing well, that's alright. And we want to get this idea of a cycle. Where did it finish? Kita akan mendapatkan gagasannya dan dimana akan selesai?

(Teacher spells out 'solid')

Student : Back to the liquid.

Teacher : OK. So the main idea yang harus kita sampaikan di paragrap ini adalah it's about 'evaporates', 'menguap' atau kata untuk prosesnya adalah…?? Can we say that together again?

Students : Evaporation.

Teacher : Good. What's this third dot point? Bagian tulisan mana yang diberi tanda?

Student : Step 1.

Teacher : It's part of Step 1, yah. So how am I going to show that in our rewrite? Bagaimana saya akan menampilkannya dalam penulisan ulang kita?

Student : Mulai paragrap baru.

Teacher : Start a new paragraph, fantastic. Starting from here, ada apa dengan sinar matahari yang justru menyebabkan penguapan?

Students : Panas

Teacher	: The heat. So let's start with that, Zac. Menguap … apa yang kita evaporasi? Apa yang kita uapkan?
Student	: Dari permukaan air.
Teacher	: So 'water from the surface'.
Student	: So water from the surface?
Teacher	: Yep. OK. Jadi apa yang akan saya katakan pada uapnya? Mmmmm, dari mana asalnya?
Student	: Oh, water.
Teacher	: OK, it's coming from...?
Students	: Trees and plant.
Teacher	: Trees and other plants.
Student	: Water vapour is coming from.
Teacher	: Absolutely. Great idea, Nana. So remember in your books, this is still a paragraph. Just starting straight after the dot. Yah, good. 'Water vapour', now Amran, apa yang kamu katakan?
Student	: Water vapour comes from trees and other plants.
Teacher	: It's not the only place, is it? Jadi kta tambahkan kata 'also'. Amran, lanjutkan dengan saranmu tadi itu.
Student	: Trees and other plants.
Teacher	: Good, trees and other plants.
Student	: Trees and other plants.
Teacher	: Kita akan menyimpan istilah teknis dalam satu kalimat disini. So this is called transpi..??
Student	: Transpiration.
Students	: This is called transpiration.
Student	: Yang disebut....
Teacher	: 'Which is called', you're right, Jufri. Good one. OK. 'Water vapour also comes from trees and other plants…'

Students   : Which is called.

Teacher   : 'Which is called transpiration'. Well done.

(Student spells out 'transpiration')

Teacher   : Name the process. Well done, Randi. OK, so in your books, can we label it again so we can still see this section. So what was this paragraph called?

Students   : Fenomena..

Teacher   : Yep, and this one? Yang satu ini?

Students   : Step 1.

Teacher   : This paragraph we've started our sequential explanation. Good.

(When the board's full, the teacher asks the class to label each section again, as they did with the notes. These labels are written on the board, and in students' copies. This gives students a strong framework when they come to write texts of their own.)

TRANSCRIPT OF TEACHERS'

IN PROVIDING INTERACTIONAL FEEDBACK

Name of Teacher : **Anita Haryati, S. Pd**

Class : **XI TKJ 1**

Leader : Stand up please! Greeting to our teacher!

Students : Assalamualaikum warahmatullahi wabarakatuh.

Leader : Sit down please!

Teacher : Siapa yang absent?

Students : Nothing Mam.

Teacher : OK, listen, listen. Today we are going to do something that's not in the textbook.Because the Monday and Tuesday classes are behind this one. So let's do this.

(Teacher is delivering the paper.)
(Two boys entered. They asked for their paper and a teacher gave papers to them.)
(Another boy entered the room.)

Teacher : Why are you so late?

Student : I went to the homeroom to get my textbook.

Teacher : OK. Please look at this side of the paper. Please look at this side. And look just at thesecond section of it, (pointing the section), right up here(indicating the part with a finger). This is a poem. That's to be read in two parts.

Student : Bees?

Teacher : Yes, about bees. Please read this part,
"Being a bee is a joy." (making eye-contact) (showing the lines to the students)"I'm a queen." OK, this is your part. Please read that.

Student : "I'm a queen"

(Teacher moved to the left side of the class.)

Teacher : OK, starting from him over there, please read the left side of the poem, "Being a bee is a pain. I'm a worker.", this is your part.

(Teacher is looking around the room and checking if everybody has understood the direction and then looking at a group of students who seems not to be ready for the activity.)
(walking to another group of students)

Teacher : OK. So guys, Kita ikuti baris per baris poem nya, jika itu bukan poem sesuai yang saya bagikan tadi, just wait. Jika poem itu punya your group maka read it the line. We'll start slowly, altogether, ready, "Being a bee..."

(Teacher is leading a lead of both groups with hands and taking a rhythm.)
(Students is reading the poem. Teacher is reading it with them.)

Teacher : Nice, very nice. Now do you have any questions about meanings or pronunciation, apakah ada words or phrases that you don't understand, you don't know how to say.

Student : What is the meaning of horm in line 7, Mam?

Teacher : Do you mean horm?

Student : Eh, yes Mam.

Other student : Tanduk

Teacher : Yes, that's right. Anybody? Apakah masih ada yang mau bertanya seputar "poem"? OK, you sure you don't have questions?

Students : No Mam.

Teacher : OK, so this is the picture. (pointing a picture of a bee)Here's the bee with four cans of honey.

Students : Honey..???

Teacher : Yes, Honey. Honey disini dalam artian "madu"

Students : Oooooo....

Teacher : OK. So bees collect honey or something that they make honey out. OK, then there're no more questions. Let's read the poem one

more time. Sekali lagi kita baca this poem. Tapi kali ini saya tidak akan ikut membaca. Saya hanya akan mendengarkan kalian. So ready? (talking to the students of the right side)One more time? Ready? One more time.

(Students are reading the poem in a very low voice.)

Teacher : OK. Sekarang kalian sudah membacanya 2 kali. Did you see any words that you don't understand or you don't know how to pronounce? *(Teacher is circulating the class.)* Are there any more words you don't know the meaning of?

Student : Mam, how to pronounce "unionize"?

Teacher : OK, almost at the bottom of the poem, fourth from the last line on the worker bee side. Cara bacanya yaitu :Yunionaiz.

(Teacher is writing down "unionize" on the paper.)

Teacher : OK, so puisi itu menjelaskan tentang Labor Union is when workers get together and make an association, and work together. So the worker bees are thinking, "Why don't we bees make a union, why don't we form a Labor Union?" Because we work so hard, we work so many hours, we have so many jobs and the queens, the queen's too happy. They lay eggs, that's it. That's the whole day. So we need a labor union to protect our rights, give us fair rights.

(Students has become noisy.)

Teacher : Anak-anak, Listen, listen, listen! Berikan saya contoh kata yang berakhiran –ize! Do you know any? (waiting for a while)Tell me some -ize verbs.

(Teacher is moving to the front of the class and writing down the words with -ize to make sure the words which has been picked up.)

Students : Categorize, memorize..
Teacher : Yes, that's right.OK, then please turn your papers over, look at part A (pointing). Please answer thequestions in part 1, how much you know about bees. OK, selesaikan dalam waktu 20 minutes, very quickly answer these questions, berikan tanda apakah pernyataan itu true or false.

Student : Semua question Mam?

Teacher   : Yes, answer every question.

Teacher   : Ok, sekarang tugasnya dikumpul dan siapkan untuk pulang.

Leader   : Stand up please! Greeting to our teacher!

Students   :Thank you Mam.. Assalamualaikum warohmatullahi wabarakatuh..

Teacher   : Waalaikumsalam warahmatullahi wabarakatuh..

Appendixes 2   **: Interview Transcript**

Name of Teacher   **: Eriska Yuliani, S. Pd**

Class   **: XI TKJ 2**

Q   : What kinds of feedback do you use in teaching English?

A   : I use verbal and non-verbal feedback, but mostly is verbal feedback.

Q   : Which one do you want to encourage from that feedback strategies, and why?

A   : Verbal feedback, because this type of feedback is very good for me and my students.

Q   : In your opinion, dou you think that the feedback strategy can make your students to talk more, active, and more motivated? Why?

A   : Yes, of course, because they feel very well cared for and given direction when doing or answering questions from me, so they feel compelled to more and more respond to me and they will not hesitate when answering questions from me because I am not angry when they are wrong, but precisely providing direction for the answer to be true.

Q   : When a student asks a question that you do not understand or seems dissatisfied with your initial response, how do you follow up?

A   : I usually give other examples that make my students understand with use my own word.

Q   : How do you select exam questions, homework problems, and/or other assignments?

A   : Of course I will select exam questions that are not much different from the examples I give when teaching in the classroom, so something like there is a guide for them when they will do their tasks.

Q   : Do you generally feel encouraged to ask questions/contribute comments in class?
If so, what has encouraged you the most? If not, what could you do to make it easier for you to participate in classroom interactions?

A   : Yes, because I want to see the level of my students' understanding of the material I provide. So I distinguish also where the students who pay attention when I teach and who do not.

Q   : How are you giving the feedback to your students?

A   : Depending on how my students respond. But sometimes I give more direction when giving feedback to students. For example when students respond I justify by saying " yes, good", "excellent", and many others, so they also feel happy learning.

Q   : How would you challenge the slow student and the advanced student?

A   : For slow students, I usually give more attention and always try to get them understand. When I ask question, sometimes I ask first to slow students. As for advanced students, I sometimes test them using new vocabulary.

Q   : Describe your teaching style and how you accommodate the different learning styles of the students in your classes.

A   : I prefer that the students do the tasks in a group way because besides I find easier to assess their abilities, they are also more cooperative when they are learning because they mingle and mind each other.

Q   : What was the most challenging lesson you have had to teach, and how did you overcome the obstacles?

A   : For me, I prefer if they are more in control of the tenses because this is their capital in the future. Simpli give them homework so they can grow, then on the sidelines of the end of learning I can discuss it with them.

Appendix 2 **: Interview Transcript**

Name of Teacher **: Anita Haryati, S. Pd**

Class **: XI TKJ 1**

Q   : What kinds of feedback do you use in teaching English?

A   : I prefer verbal feedback.

Q   : Which one do you want to encourage from that feedback strategies, and why?

A   : The way how I give feedback, because it will be very influential to my students.

Q   : In your opinion, dou you think that the feedback strategy can make your students to talk more, active, and more motivated? Why?

A   : Sure, because this feedback strategy will guide them so that they can to talk more, active. Because students feel challenged by me when I give feedback.

Q   : When a student asks a question that you do not understand or seems dissatisfied with your initial response, how do you follow up?

A   : Repeating my explanations very carefully so that they can focus on what makes them uninformed.

Q   : How do you select exam questions, homework problems, and/or other assignments?

A   : Easy to reach questions with frequently used vocabulary.

Q   : Do you generally feel encouraged to ask questions/contribute comments in class?

If so, what has encouraged you the most? If not, what could you do to make it easier for you to participate in classroom interactions?

A   : Yes, because I want to know their level of understanding ability.

Q   : How are you giving the feedback to your students?

A   : Focus on verbal feedback, I often give prising, affirmation, because I think it can trigger their level of understanding in receiving lessons.

Q   : How would you challenge the slow student and the advanced student?

A   : Usually my attention is more focused on slow students, while doing tasks I will continue to approach them so they have more motivation to rise, while I am more emphasis on advanced students to be able to make their teammate also can understand.

Q   : Describe your teaching style and how you accommodate the different learning styles of the students in your classes.

A   : If I teach in the class, I speak so little, because I prefer my students whoa are more active than me.

Q   : What was the most challenging lesson you have had to teach, and how did you overcome the obstacles?

A   : For me all the lessons are challenging because it challenges to to make my students understand with the lesson. The way to overcome that is by giving feedback that I have explained earlier.

Appendixes 3 : **Documentation**

CURRICULUM VITAE

Reka Fajriani was born on May, 8th 1995 in Polejiwa, South Sulawesi. She has five brothers and a sister. She is the last child of H. La Impe and Hj. Hanisu.

In 2001, she began her education in SD Inpres No.23 Pekkae and graduated in 2007. She continued her study in SMP Negeri 1 Tanete Rilau and graduated in 2010, and then she continued her study in SMK Negeri 2 Tanete Rilau and graduated in 2013. In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. She could finish her study in 2017 with the Thesis under title **" A Study of Teachers' Verbal Interactional Feedback Strategy in Teaching English at Second Grade of SMK Negeri 2 Barru".**