A DESCRIPTIVE ANALYSIS OF TEACHER’S FEEDBACK IN THE CLASSROOM DISCOURSE (The Study of English Teacher Teaching Seventh Grade at SMP Islam Ar-Rahmah Suruh in the Academic Year 2018/2019)

A GRADUATING PAPER

Submitted to the Board Examiners as a partial fulfillment of requirements for the Degree of Sarjana Pendidikan(S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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2019
DECLARATION

“In The Name of Allah the Most Gracious and the Most Merciful”

Hereby the researcher declares that this graduating paper is written by the researcher herself. This graduating paper does not contain any materials published by others people and it does not cite any other people’s ideas except those quote overtly. The researcher also gives permission to publish this graduating paper on IAIN Salatiga’s e-repository.

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Likewise, the declaration is made by the researcher and she hopes that this declaration can be understood.

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ATTENTIVE COUNSELOR’S NOTE
Case: Asna Risatanti’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Asna Risatanti’s graduating paper entitled “THE DESCRIPTIVE ANALYSIS OF TEACHER’S FEEDBACK IN CLASSROOM DISCOURSE”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

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A DESCRIPTIVE ANALYSIS OF TEACHER’S FEEDBACK IN THE CLASSROOM DISCOURSE

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Has been brought to the Board of Examiners of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on 2nd April 2019 and hereby considered to completely fulfill the requirement of the degree of Sajana Pendidikan (S.Pd) in English and Education Department.

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MOTTO

“Stay strong. Read the Quran. Pray. Praise Allah. These are things that will help you.”

-Muhammad Ali-

“Do good, and good will come to you.”

-The Writer-
DEDICATION

This thesis is sincerely dedicated for:

1. Allah Subhanahuwata’ala, all praises to Allah, The most Gracious and The most Merciful.
2. Prophet Muhammad SAW, for guide me and take care of me to be a good person.
3. My mother Siti Kapsoh and my father Suyudi, who defined “Love” and "Dedication” for me.
4. My beloved husband Rohmad Budiyono, for always beside me and gives countless support every time.
5. My brother Agung Saputra and my sister Alfiatu lKharisma, for your love, help, support, pray and advice.
6. All my friend whom I can’t mention one by one, for the stories we created together.
7. For everyone who contributed in every second my lifetime that shape me who I am today.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the kings of universe and space. Thanks to Allah because the researcher could complete this research as one of requirement to finish study in English and Education Department of States Institute for Islamic Studies.

This graduating paper would not have been completed without support, and guidance from individual and institution. Therefore, the researcher would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.

2. Suwardi, M.Pd., as Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.

3. Noor Malihah, Ph. D. as the Head of English Education Department of States Institute for Islamic Studies (IAIN) Salatiga. Thank for all her suggestions, recommendations and supports for this graduating paper from the beginning until the end. She is really outstanding lecturer and mom for students of English Education Department.

4. Faizal Risdianto, S.S., M.Hum. as counselor who has educated, supported, directed and given the researcher advices, suggestions and recommendations for this graduating paper from beginning until the end. Thank for his patience
and care. Without him, this graduating paper seemed will not be finished. He really gave big contributions to this graduating paper.

5. All lecturers in English Education Department of IAIN Salatiga. Thank for your guidance, knowledge, and support.

6. My beloved family. Thank for your love, support, and pray.


8. All of my friends TBI 2012.

9. All of staffs who help the researcher in processing this graduating paper’s administrations.

10. Everybody who has helped me in finishing this graduating paper. Thank for your supports, advices, suggestions. The researcher hopes that this research will be useful for everyone.

Salatiga, 25th March 2019

The Writer,

Asna Ristanti

NIM. 11312153
ABSTRACT


Feedback is the most influential factors in learning as powerful as the quality and quantity of instructions. At same point, teacher’s feedback to be an interesting item to discuss. It is important to know the types of feedback and the reason why the teacher used the feedback. This study was carried to know the types of teacher’s feedback that are made by the English teacher of of seventh grade of SMP Islam Ar-Rahmah Suruh, in academic year 2018/2019 and the reasons of those utterances. The design of the research is descriptive qualitative study by applying the opinion of Wolsey. After being analized, it is known that the types of teacher’s feedback uttered by the teacher are feedback as affirmation, feedback as clarification, feedback as observation, question or exploration and feedback as correction where feedback as affirmation to be the most dominant. Furthermore the teacher reasons of producing them are to make a good communication with the students and built a communicative class.

Keywords: Feedback, Teacher’s feedback, Classroom, Discourse
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CHAPTER I

INTRODUCTION

This chapter will discuss about the background of the research, problem statements, objectives of the research, benefit of the research, limitation of the research, definition of key terms and the paper organization.

A. Background of the Research

Nowadays, English is known as an International language. According to Harmer (2001: 154) language study refers to any stage in a lesson where the students and teacher focus on the construction of a specific feature of the language in order to understand it better.

One of the difficult problems studying target language faced by students is to be able to speak English well. Harmer (2001: 87-89) states that it is important to be clear about the mistake made by the students which we want to talk about. There are three categories of mistakes, they are slips, error and attempts. It is necessary for the students to receive feedback from the teacher to increase the awareness toward their mistakes.

In real of education, feedback is one of some important factors support the students’ success in learning process. Feedback can be correction or
suggestion for the learners. It may contain critics or encouragements for better performance. It is important for teacher to adjust mistake made after.

Feedback is sensory information that a person receives as a result of response. Jeremy Harmer (2001: 94-97) explains it in general. When students do some activities or do the tasks from their teacher, it must be an error or mistakes made during or after the learning process. It is the teacher’s job to give encouragement and/or corrections to build the student’s confidence and solve the student’s problem in their learning process.

Most teachers and educational researchers acknowledge that giving feedback to the student is generally seen as an important tool to enhance learning. According to Harmer (2001: 99) feedback encompasses not only correcting students but also offering them an assessment of how they have done, whether during a drill or after a longer language production exercise.

In the other word, feedback is the teacher’s activities or act to help for every learner who has individual problems in their study by giving; such as encouragement, correction and/or suggestion to the results of learner’s achievement. Teacher’s feedback covers some activity such as; giving explanations more either directly or indirectly about the student’s error or mistake in order that students’ know what the students’ error or mistake that they have been made, giving correction in the students’ work and also giving
encouragement or motivation to build the students confidence up and also avoid depression of making error and mistakes.

When carrying out the teaching-learning process, a teacher should try to make feedback to make active learning in the classroom. This situation is able to stimulate students to participate in the learning process. Thus, the interaction of the class is going to live. And the other side, it can make student more confidence in the classroom.

Benham and Pouriran (2008: 117) state that classroom discourse is a type of discourse that occurs in classrooms. Classroom discourse has different form and function, based on particular social roles which learners and teachers have in classrooms and the kind of activities they usually carry out there. Observational research on classroom discourse was motivated by two concerns. One was to obtain a record of teacher and students’ behaviors that could provide feedback in teacher training and to encourage self-evaluation on the part of the pre-service teacher. The researcher focus in the teacher giving feedback in the classroom.

Benham and Pouriran (2008:118) defines classroom discourse as a types of discourse that occurs in the classroom. Special features of classroom discourse include; unequal power relationships, turn-taking at speaking, patterns of interactions, etc. classroom discourse is often different in
form function from language used in other situations because of particular social roles which learners and teachers have in classrooms and the kind of activities they usually carry out there.

From the explanation above the researcher understands that classroom discourse carries the whole aspects of interactions and it limits interactions between the teachers and students in the classroom.

All of the explanations above are the writer’s intention in order to find out the types of teachers’ feedback that are used by the teacher in their teaching process. Feedback can make activities more communicate. They refer to the intention of speakers and the effect achieved on the listeners. Therefore, when the writer studies the intention of feedback used by the teachers as the speakers, it will also use to find out the effects achieved by the students as the listeners at once.

It is also beneficial to discover the types of feedback used by the teachers in the teaching and learning process. When the teachers conduct the teaching process, they have some intentions in their giving feedback. For that reason, the writer wants to dig into the teachers intention in their teaching from the teacher gives feedback.
It will be continued in the further information about the feedback implementation towards the students’ intention. So that it will relate to the students’ responses in accepting the materials given by the teacher. If the students comprehend what their teacher’s' response, it means that the teachers’ feedback is effective.

Hopefully, it will help the teachers find out the implementation of response that is used in their teaching. Therefore, the writer will not only find out the type of teachers’ feedback and the teachers’ feedback type that is commonly used by the teachers but also to discover why the teacher’s used the feedback in the classroom.

English teacher in SMP Islam Ar-Rahmah Suruh is assumed to understand more to manage their response in English classroom interaction. Understanding the students’ need is also required. Therefore, the researcher instead in conducting this research entitled “A DESCRIPTIVE ANALYSIS OF TEACHER’S FEEDBACK IN THE CLASSROOM DISCOURSE: The Study of English Teacher Teaching Seventh Grade at SMP Islam Ar-Rahmah Suruh in the Academic Year 2018/2019 “
B. Problem Statements

Base on the background, the objectives of research can be specified as follows:

1. What are the types of teacher’s feedback used by teacher to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019?

2. What is the most frequent types of feedback used and the reason why the teacher used feedback to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019?

C. Objectives of the Research

In order to make a focus in this research, especially on the explanation, the writer limits the study as follows:

1. To define the types of teacher’s feedback used by teacher to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019.

2. To describe the most frequent types of feedback used and the reason why the teacher used feedback to communicated with students in the
seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019.

D. Benefits of the Research

Performing this research can have benefits as follows:

1. Theoretical Benefits

Theoretically this study can be used as a reference source for further research on teacher profiles as well as can be increase the understanding and insight into rule of teachers’ feedback.

2. Practical Benefits

a. For teachers:

The results of this study are expected to be used as information in order to:

1) improving the quality of teachers in implementing the teaching learning process in the subjects of English.

2) recognize their types of teacher’s feedback in the way that they deliver the teacher to the students.

3) increase the knowledge, understanding and experience in wider scope to support the profession as teacher.

b. For students:

1) Knowing a good teacher in learning
2) Increasing interest in studying English
3) Improve students' sensitivity to the rule of teachers’ feedback.

c. For researchers

Gain new understanding about the rule of teacher’s feedback and can be reflection of the researcher in the future as a teacher.
d. For readers

For everyone who reads this research, hopefully it can brings encouragement and information concerning in teacher’s feedback used by the teacher.

E. Scope of Study

The study focusses to the teacher’s feedback used in teaching learning process that are uttered by the teacher of in the seventh grade students at SMP Islam Ar-Rahmah Suruh. The researcher selected one teacher that provide the teacher English language materials.

F. Definition of the Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Teacher’s Feedback

Feedbacks are the most common form of interaction between teachers and students in classroom teaching. Hattie (1999) state that
feedback is the most influential in learning, as powerful as the quality and quantity of instruction. Feedback thus is a consequence of performance.

According to Boud (2002:7) a good feedback is given without personal judgment or opinion, given based on the fact, always neutral and objective, constructive and focus on the future.

2. Classroom Discourse

According to Benham and Pouriran(2008: 117) classroom discourse is a type of discourse that occurs in the classroom. Special features of classroom discourse include; unequal power relationships, turn-taking at speaking, patterns of interactions, etc. Classroom discourse is often different in form function from language used in other situations because of particular social roles which learners and teachers have in classrooms and the kind of activities they usually carry out there.

According to Johnson (1998) that stated by Benham and Pouriran (2008:119) broadly speaking classroom studies can be viewed from three different perspectives:

a) From the perspective of interaction (between teacher/learners with each other)

b) From the perspective of the effects of the interaction on language development.

c) From the perspective of whether different methods of instructions
have different effects on language development. The researcher focuses on the perspective of interaction (between teachers/learners with each other).

In other side, based on Chang (1999) stated by Benham and Pouriran (2008:119), discourse in a classroom can be divided into four structures as follows: 1. IRF (Initiation, Response, Feedback), 2. Instruction, 3. Probing Questions, 4. Argumentation. Furthermore, the researcher focuses on IRF (Initiation, Response, Feedback) as the additional data analyses in the implementations of character building.

G. Graduating Paper Outline

This section provides the organization of the graduating paper. There are 5 chapters in this graduating paper. Chapter I presents the introduction of the paper that consists of background of the study, problem statements, objectives of the study, significance of the study, definition of key terms, scope of the study, and organization of writing. Chapter II describes the theoretical framework, consists of teachers’ feedback, types of feedback, the function of teachers’ feedback, teachers’ feedback towards students’ responses and the previous research. Chapter III tells about the research methodology. In this chapter, the writer would like to describe the research approach, population and sample of research, data source, research object, technique of data collection, and technique
of analyzing data. Chapter IV is the data analysis that the writer would like to explain the description of data presentation and discussion. Data presentation and discussion consist of types of teachers’ feedback uttered by the teacher, the reason why the teacher mostly produced the most dominant feedback type, and the teachers’ feedback towards the students’ responses. Chapter V is closure. It provides conclusion and suggestions given by the writer at the end of the research. Then, references, curriculum vitae, and appendices will close this graduating paper.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses about some theories which support this research. It discusses about teacher’s feedback and classroom discourse, this chapter likely covers the discussion of the definition of feedback, the purpose of feedback, and the types of the teacher’s feedback.

A. Feedback

1. Definition of Feedback

Teacher gives feedback for students to improve their work. The students may procure the praises or criticisms through the feedback. Moreover, they could realize what area they already understand or still need improvement. According to Wolsey (2009) feedback is communication intended to improve overall performance. While, Iron (2008) defines feedback as any types of comment from another individual which might result in learning. Teachers use feedback as the way to improve their learning. It is important for the students to know how well they are inmastering the material during the learning process by obtaining the feedback. Giving feedbacks means tell the students about the progress they are making as well as guiding them to improved their area.
Furthermore, the classroom is a miniature of public area where the learners may use the target language, in this case is English. As EFL learners, they usually feel afraid, anxious, and insecure when they talk in front of their peers, the teachers need to give meaningful feedback to them. When the students are given feedback related to their speaking, they seem to make more effort to correct their errors in the next performance (Kaur, 2005).

Feedback is the most influential factors in learning as powerful as the quality and quantity of instructions. Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent and provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. However, when feedback is combined with more a correctional review, the feedback and instruction become intertwined until “the process itself takes on the forms of new instruction, rather than informing the student solely about correctness” (Kulhavy, 1977 cited in Hattie, 2007).

According to Kearsley (2003) feedback is refers to be of receiving input from the environment based upon the actions on output system and
it is very important concept in a system view.

Feedback is the information provided by the teacher concerning the student performances or understanding in something with reference to goal and aimed at improving learning (Voerman, L. et al, 2012)

In online oxford dictionary define feedback as an information about reactions to be a product of talk, etc. in persons’ performance which is used as a basic for improvement. Feedback is one of the most common techniques used by the teachers. By giving feedback to students, it can motivate and stimulus them to active during teaching learning process. Feedback can give more students confident in their performance.

In addition, it can be concluded that feedbacks as an useful way to praises or critisms the students in the classroom activity. It is important for the teacher in this case EFL teachers to give the feedback in classroom activity in order to give the student guidance improve the skill or area they are needed. Moreover, the feedback give students the information they need to improve on their performance. Beside that, there are several goal of the feedback itself. They are can be seen in the next chapter.
2. **Purpose of feedback**

In the most EFL situations, the students are totally dependent on the teacher for useful linguistic feedback (Brown, 2001: 275). Not only gives the students information about their performance, feedback is useful for students to improve their linguistics competency too. For EFL learner, feedback become very useful for them to correct their mistake in their language activity. EFL learners usually have the limited area to practice their English. Classroom become the essential place to improve and practice their skill. Lewis (2002), adds that feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement.

Furthermore, Lewis (2002) gives the lists of the purpose of the feedback which have been suggested for giving feedback in the language class. They are as follows:

a. Feedback provides information for teachers and students

One of several purposes of feedback for the teachers is to describe their learners’ language competency. The information of individual and class progress can be seen through the feedback. It is also a form of evaluation on their teaching. For learners, feedback gives the students information of their strengths and weaknesses,
including their individual progress unlike marks or grades, which tend to compare one student with another.

b. Feedback provides students with advice about learning

Teachers’ feedback provide more than simple descriptions for students in their language use. While, the student responds to their teacher’s feedback with comments, questions, and additional information. Moreover, the students have the chance to reflect on their own learning.

c. Feedback provides students with language input

The teacher’s written and spoken feedback provides students with meaningful and individual language input. The teacher’s words, both in their form and their purpose, illustrate how language is used in communication.

d. Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage student to study and to use language in their best ability by considering whatever the teacher knows about the learners’ attitudes. Both hardworking and underworking students need encouragement but it needs to be given in different ways.

e. Feedback can lead students towards autonomy

Lewis (2003:4) gives the example below:
“One teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While a building is going up it needs scaffolding, but once it is finished the scaffolding can be taken away”

According to the example above, one of the purpose of feedback is to lead students to the point where they can find their own mistakes.

3. Types of feedback

Actually, there are many types of feedback. Not only in spoken form but also written form. However there are three types of feedback that are commonly used in teaching and learning process; they are teacher feedback, peer feedback and self-feedback.

a. Teacher feedback

Teacher feedback can be written on spoken. Teacher give comment or response to the student’s activity. Teacher also gives suggestion to improve their writing competency. Oral feedback is usually given when the students’ are just completing their speaking
activities. Written feedback is usually given on the students’ assignment after submitting their work.

b. Peer feedback

Students also can give feedback each other after or during students’ activity (peer feedback). They give to the other performance. They can give critics or suggestions.

c. Self-feedback

Teacher can also ask students to evaluate their own work in writing. Through self-feedback, they are expected to know the strength and the weakness of their own task. Self-feedback is include assessment for learning

According to several experts, there are many types of feedback which is useful for teaching and learning process. The categorizations can be seen below:

a. Tunstall and Gipps’ Classification

According to Tunstall and Gipps (1996: 398-400), there are eight types of feedback that will be present below:
a.1. Rewarding

Rewarding is the most positive type of evaluative feedback. The examples of rewarding are smiling face, stickers, stars, treats and work seen by the principal.

a.2. Approving

This type of feedback appears as a warm expression of teacher approval of the child’s work. The examples are a touch, a positive facial expression, use of ticks, and general praise such as very good, well done, and good girl.

a.3. Specifying attainment

This type of feedback define as a descriptive and identifies the specific aspects of successful attainment. It supports student achievement through specific praise.

a.4. Construction achievement

Through this type of feedback the teacher facilitates the learning process. The child is involved in explaining or demonstrating achievement using their own work.

a.5. Punishing

This type become the most negative of evaluative feedback. It informs the complete disapproval.
a.6. Disapproving

This type of feedback is evaluative and related to general feelings of disapproval. Examples include “I’m very disappointed in you today” or “You could do a lot better.”

a.7. Specifying improvement

This is descriptive feedback which teachers use to specify how something which is being learned can be corrected. It focuses on the mistakes relating more to student achievement than personal attributes.

a.8. Constructing the way forward-mutual critical appraisal

Constructing the way forward was used by teachers to speak about future possibilities in learning in a way that looked like a partnership with the child.

b. Lyster and Ranta’s Classification

According to Lyster and Ranta in Lightbown and Spada (1999: 104), the types of feedback are:

b.1. Explicit correction

The explicit correction of corrective feedback refers to the explicit provision of the correct form. By providing the correct form, the teacher clearly indicates that the students have
said incorrect utterance. The utterance which can use to provide explicit correction for example:

- *You don’t say.*
- *Oh you mean.*
- *You should say.*

b.2. Recast

This type of feedback require the teacher to give reformulation of all part of the students’ utterances including their error. By implementing recast, the teacher would not indicate or point out that the students have made error but he/she merely gives a correct form.

b.3. Clarification Request

This type of feedback is used when there are linguistic problems in the learner’s turn and also when the learner’s utterance is not comprehensible and usually present in the form of question. The example the questions are:

- *Pardon please?*
- *What do you mean by.*
- *I’m sorry?*
b.4. Metalinguistic feedback

This feedback contains comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form. This feedback generally indicates that there is an error somewhere. The metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error or a word definition in the case of lexical errors. This is to urge the learner to pass through a metalinguistic process that may enable him to find his error by himself.

b.5. Elicitation

There are three techniques the teachers use to elicit the correct form by the students. First, teachers elicit completion of their own utterance. Second, teachers use questions to elicit correct forms. Third, teachers occasionally ask students to reformulate their utterance.

b.6. Repetition

Teachers adjust their intonation to highlight the error. The teacher repeats the student’s incorrect form to attract his
attention to it. This repetition is used to isolate the incorrect utterance of the students.

c. Wolsey’s Classification

Wolsey (2009) classifies feedback into several types. He adds that not all feedbacks merely focus on error although they are intended to correct mistakes. The explanation of each feedback can be seen below:

c.1. Feedback as Affirmation

This type of feedback affirms the quality of students’ work. Sometimes they feel unsure whether or not they have worked correctly or efficiently in their teaching and learning process. For example, there is a student who has just made a bit of dialogue as a part of short story but he is unsure of the placement of the comma between attribution and the quote. If the students punctuated correctly, an affirmation is ‘in order’.

c.2. Feedback as Clarification

Feedback as clarification can help students to be more accurate and to learn the important characteristics of a concept. For example, a student who is trying to understand figurative language and knows that ‘fog and cat feet’ in a poem is a
metaphor. The teacher can clarify what the student already knows by identifying the poem as an extended metaphor.

c.3. Feedback as Observation, Questions, or Exploration

Questions can be an effective form of feedback, especially when the teacher wants the student to think about the feature of the concept. Questions can help students think in new and deeper ways or point students toward a concept that may not have occurred to them previously.

c.4. Feedback as Correction

Corrections are often not as straightforward as one might think. A common misconception among students and sometimes teachers is that mass and volume are synonymous. A student who makes mistakes related to these two concepts needs a correction; however, a student who realizes there is a difference but cannot explain the difference is in need of clarification.

4. The Importance of Feedback in Teaching and Learning

Feedback is essential to learning as personal improvement. If students do not fully appreciate their strengths, how can they use them to their advantages?
If they are no sure how their actions create problems, how will they know what to change, and will they have the motivation to improve?

Students who take a serious concern toward their work want feedback to motivate them. They want to know what is correct and incorrect. They want to know if teacher is pleased with their performance. They want to contribute to the class. They want to know how to improve. They are willing to invest in themselves to achieve better result.

Constructive feedback is not a regular occurrence in most school. The most common reason are:

a. Students usually find it uncomfortable to confront each other about performance issue.

b. Teachers are not sure how to give feedback effectively.

c. Many students dislike accepting negative feedback.

Bellon et al. (1991) state academic feedback is more strongly and consistently related to achievement than any other teaching behavior. Feedback can improve students’ confidence, self-awareness and enthusiasm for learning.

The researcher concludes that feedback has important rules in teaching and learning process. Whether the students can solve their problem or not, it depends on the teacher’s feedback. To affirmation, to motivation, to encourage, to clarify, to correct, and to build good relationship with the students is very essentials, and those matter is covered by giving feedback.
B. Classroom Discourse

Classrooms are highly complex places where there is so much happen in one time that it would be very difficult to capture everything (Walsh, 2011: 67). Talking and listening take the most proportion in the teaching-learning process. Being one basic medium of classroom interaction, talking should play a crucial part in the process of learner development (Zhang, 2008: 80). The quality of the interaction between teacher and learner will affect the learning outcomes.

Before talks about classroom discourse, the researcher discusses about discourse itself. According to Schiffrin, discourse is defined in two ways. First, discourse is a particular unit of language above the sentence. Second, discourse is a particular focus on language use (Schiffrin, 1994:21). In practice in the language teaching, discourse is divided into two types, spoken and written (Carter, 1994:3).

According to Rymes (1997) stated by Harnberger and McKay (2010:528) classroom discourse analysis is probably the most direct application in sociolinguistic insights to teacher daily practice. Therefore the teachers know more about the students’ ability in language, because the learning process is mostly conducted in the classroom. Benham (2008:118) defined classroom discourse as a type of discourse that occurs in the classroom. Special features of classroom discourse include; unequal power relationships, turn-taking at speaking, patterns of interactions, etc. Therefore, classroom discourse is the
study of many aspects in the classroom. It does not concern to the interactions only but the other else.

According to Johnson (1998) that stated by Benham and Pouriran (2008:119) broadly speaking classroom studies can be viewed from the perspective of interaction (between teachers/learners with each other). Therefore the concerned discourse that the researcher focuses on is the interaction between the teachers and students in the classroom. Walsh (2011:2) also states that when we reflect on classes that we have been in, either as teachers or learners, we quickly realize that classroom communication is both highly complex and central to all classroom activity.

Based on Chang (1999) states by Benham and Pouriran (2009:119), discourse in a classroom can be divided into four structures as follows: 1. IRF (Initiation, Response, Feedback), 2. Instruction, 3. Probing Questions, 4. Argumentation. The researcher also focuses on the interaction that are also consists of response, instructions, questions, etc. then, the researcher focuses on the IRF (Initiation, response, feedback) as the addition about explanation of character building implementation in politeness utterances.
Sinclair and Coulthard developed a rank scale model to analyze discourse.

![Rank Scale Model]

a. **Act**

   Act is the lowest rank in this scale (Cook, 1989:46). The acts grouped into three major categories, meta – interactive, interactive and turn – taking. But, acts are defined principally by their interactive function (Coulthard, 1985: 126). The interactive acts themselves consist of the initiation option, appropriate responses, and the follow-up options.

<table>
<thead>
<tr>
<th><strong>Initiation</strong></th>
<th><strong>Response</strong></th>
<th><strong>Feedback</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>informative</td>
<td>acknowledge</td>
<td></td>
</tr>
<tr>
<td>directive</td>
<td>(acknowledge) react</td>
<td>accept</td>
</tr>
<tr>
<td>elicitation</td>
<td>reply</td>
<td>evaluate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comment</td>
</tr>
</tbody>
</table>

b. **Moves**

   Moves combine to form exchanges. Moves consist of one or more acts. There are three moves structure proposed for exchanges, *initiation*, *response* and *feedback*. The initiation move is typically produced by the
teacher likes give a question for the students. Then the response move is the students’ answer. The feedback is an evaluation provided by the teacher before ask another question. For example:

(1)  \( \begin{align*} 
\text{Teacher} & : \text{What is the color of ocean?} \\
\text{Students} & : \text{Blue} \\
\text{Teacher} & : \text{Yes, it is blue.}
\end{align*} \)

c. Exchanges

A boundary exchange consists of a frame or focus, followed by a succession of informing, directing or eliciting exchanges. Informing exchange is an utterance produce by the teacher to tell or to inform their students. This exchange does not need to be followed by a reply from students. Directing exchange is an exchange produce by the teacher to ask students to do something or do not to do something. Eliciting exchange begin with the teacher ask a question, then the students answer and the teacher give a feedback for the students (Coulthard, 1985: 124)

d. Transactions

The boundaries of transactions are typically marked by frames and focus. Frames whose limited to five words, they are ‘OK’, ‘well’, ‘now’, ‘good’, ‘right’. Focus, indicate the beginning of the transaction (Coulthard, 1985: 121). For example:

(2)  \( \text{Frame: OK} \)
Focus: today we are going to discuss about introduction.

e. **Lesson**

Lesson is the largest unit. There is no structural statement for lesson. As in grammar, acts have same status with morphemes and exchange is a word, then the lesson is paragraph in grammar (Coulthard, 1985: 123).

**C. Review of Previous Studies**

The researcher knows that this study is not the first study in the educational field, the research found there are several previous study that is similar. The first study comes from Sofi (2010), with his research entitled Study of Teacher’s Ways of Giving Feedback in The Class of Writing at 3rd Semester Student of IAIN Walisongo in The Academic Years 2010/2011. This study is descriptive qualitative. The objectives of this study is to find out the kind of feedback use by the teacher in the writing class of the 3rd semester students of IAIN Walisongo Semarang. This research identifying considerations influencing the implementation of teacher feedback to students’ writing will contribute to the development of further writing achievement.

The second previous study is Oktavia’s (2013) thesis. An Analysis of Corrective Feedback in Student’s Speaking Activity in Senior High School. The researcher uses qualitative research to conduct this study, the
subject of this study is three from fifteen EFL teachers and students that was selected by questionnaire with the certain criteria. The result of observation and interview show that the teachers correct the student’s speaking errors mostly in grammatical structure because many students make errors in their grammatical structure. Then, the teachers use explicit and implicit feedback based on the ability and the characteristic of the students. However, the students like implicit feedback than explicit feedback. To conclude the teachers should uses the effective way to make them speak correctly with error treatment based on their ability and characteristic. So, any corrective feedback could be effective if the teacher could make them be comfort to speak at first and they would not afraid to get correction from the teacher.

The third study comes from Carvalho (2014), her research entitled Teachers’ Feedback: Exploring Differences in Students’ Perception. The main goal is to study if students’ gender and/or the type of education program they attend may influence how they perceive teacher feedback in a class that they like. For this study she used 13 items from the Feedback, Identification, School Trajectories Questionnaire that measure students’ perceptions about teachers’ effective feedback (EF) and ineffective feedback (IF). Data from 178 students were randomly selected from a larger data base (89 attending the 9th grade of an academic education
program and 89 attending courses in vocational education). No differences were found in the perceived feedback regarding a main effect of the type of education program attended, neither for the combined effect of type of education program attended and the student gender. However, results revealed a student gender main effect, with girls perceiving more effective feedback than boys.

Concerning on the three previous study, the researcher conclude that even her study is similar there are several differences that is found. The first is Sofi’s graduating paper. The object of his research is the 3rd semester student on the writing class. While, the object of this research is in the seventh grade of junior high school students. The second differences come from Oktavia’s thesis. She analyzed the feedback in speaking class activity of senior high school students. This research conducts to know the mostly students’ errors that the teachers correct and the technique of each teacher corrects the students’ speaking error based on teachers’ focus and teachers’ way in teaching speaking, also the students’ responses about teachers’ correction. While, the researcher try to define the kind of teacher feedback, the most dominant feedback, and how the teachers’ feedback towards students’ response in the classroom discourse. The third is Carvalhos’ research, the goal of this research is to study if students’ gender and/or the type of education program they attend may influence how they perceive
teacher feedback in a class that they like. But, the researcher analyzed the teachers’ feedback as mentioned before.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses about the methodology of the research which includes type of the research, setting of the research, data sources, technique of collecting data and data analysis of the research.

A. Research Method

The design of this research is descriptive qualitative method. Regarding to Issac (1984:46), descriptive research is the kind of research that describe systematically by phenomenon of a given population factually and accurately. Nevile (2007:3) further explain that Descriptive research can be used to collect data, analyze data, and make a conclusion.

According to Cresswell (2007:37), that qualitative research is defined as a process of investigating of human relation issue in comprehensive view, structure by sentences, presented in detail from information, and conducted in a natural settings. Qualitative research is study things in natural settings, attempting to make sense of, or intrepret, phenomena in terms of the meanings people bring to them (Richards, 2003 cited in Lincoln, 1994: 2).

Based on Nevile (2007:3) Qualitative research is more subjective in nature than Quantitative research and involves examining and reflecting on less tangible aspect of a research subject. Qualitative research viewed as the
sentences or utterance used by researcher for a research procedure enable to explain data descriptively.

B. The Setting of the Research

The setting of the research contains of brief history of SMP Islam Ar-Rahmah Suruh and profile of SMP Islam Ar-Rahmah Suruh.

1. General Overview of SMP Islam Ar-Rahmah Suruh

The research was carried out in SMP Islam Ar-Rahmah Suruh at Jl. Wetanjaro, RT.02 RW.05, Dsn. Krajan, Suruh Village, Suruh Subdistrict, Semarang Residence, Central Java province. Email: smpislamarrahmah@gmail.com. The width is about 1700 m². The location of this school is in the village and strategic, it makes the students feel comfortable with the atmosphere during learning process. SMP Islam Ar-Rahmah Suruh was built in 2016. The school has 17 staffs, consist of 11 teachers and 5 chefs and a school cleaner. The school has 13 buildings consisting of 2 classrooms, a teacher room, a director room, a library, UKS room, 2 toilets, a dining room, a kitchen, a logistics warehouse, a warehouse equipment and a hall.

2. Profile of SMP Islam Ar-Rahmah Suruh

a. School Identity

Name of School : SMP Islam Ar-Rahmah Suruh

Level : Junior High School
Status: *Private School*

The last SK number:

b. Location

Address: Jl. Wetanjaro, RT.02 RW.05
Village: Krajan
District: Suruh
Regency: Semarang
Postal code: 50 776

c. Contact

Phone Number:
E-mail: smpislamarrahmah@gmail.com

3. The Vision of SMP Islam Ar-Rahmah Suruh

Creating a superior, intelligent, creative, and independent generation, that devoted to Allah SWT and makes the Quran as a guide of his life.

4. The Mission of SMP Islam Ar-Rahmah Suruh

a. To improve the quality of learning in reading, memorizing, understanding, practicing, and preserving the Holy Quran.

b. To conduct intensive personal Quran coaching.

c. To develop interest in agribusiness.

d. To foster entrepreneurial spirit.
e. To develop the ability to adapt to the development of science and technology.

5. Function and Objective of Islamic Senior High School

An Islamic Junior High school is a public School which is characterized as Islamic school, it has function and objective as explained below:

a. Religious teaching function to shape Indonesia people to be faithful and god-Fearing to God The Only One, to have good moral behavior, able to keep peacefulness, able to keep the harmony of intern and Inter-religions.

b. Religious teaching is purposed to develop learner capability, understand, comprehend and apply religious values which is match with science technology and art mastery.

6. Situation of SMP Ar-Rahmah

a. The Condition of Teaching Learning Activity of SMP Ar-Rahmah

Teaching learning activity in SMP Ar-Rahmah begins at 07.30 o’clock until 13.30 o’clock and this schedule from Monday until Thursday except Friday until 11.00 o’clock. The student of SMP Ar-Rahmah, get theoretical and formal lesson, they also get the informal and practice lessons. Especially this is one region. The fact that there are:
1) Prayers Dhuha done one as long fifteen minute before the first lessons.

2) Prayers Dzuhur done when at the second takes rest. Saturday.

3) Reading Asma‘ul Husna before the lesson begins.

The research began at the beginning of the first semester and the subjects of this research were the seventh grade teacher and students of this school. This choice was based on the consideration that the students on the seventh grade were naturalize than the other grades. Besides, the headmaster asked the researcher to take the seventh grade students as her respondents because the other grades had been taken as the research subjects of the other researchers. Therefore, the seventh grade students of SMP Islam Ar-Rahmah Suruh were chosen as the research respondents.

C. Data Source

In conducting this research, the researchers need data to analyze the phenomenon. This research used Primary data or ‘original data’. Zacharias(2012:11) Original data here mean the researcher collect the data themself. The data was directly related with the problem observed and directly delivered from the resources. Sugiyono (2006:329) data source is a record of events in the past of form handwriting, pictures, or event literature works.

The data used in this research are the dialogue that happens when the
teacher made conversation with the students in classroom discourse at SMP Islam Ar-Rahmah Suruh.

D. Method of Collecting Data

In this research, the researcher used observation method. Silverman (1993: 11) purpose of observation method was to gather first-hand information about social processes in a ‘naturally occurring’ context. The researcher listened attentively and recorded the dialogue between the teacher and the students. The researcher used notetaking method to complete the data that has been recorded.

E. Technique of Analyzing Data

The researcher analyzed the data based on Miles and Huberman’s flow models, the steps were:

a. Data Collection

Collecting data was started from searching needed data in multiple forms. As the explanation before, the researcher uses note taking and recording method.

b. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-
up note taking or transcriptions (Miles and Huberman, 1994:10.) The researcher formed the data into groups by chose the important data and classified the data based on the theories. The researcher also made some code by giving number in the transcript to know similar expression in teachers’ utterances. For example, (1) (2) (3), etc.

c. Data Display

1) The researcher analyzed the data and compared it with the theories.

2) The researcher counted up the expression to know the intensity of usage that expression.

d. Conclusion

The researcher made research summary from result of the research.
CHAPTER IV

FINDING AND DATA ANALYSIS

In this chapter, the researcher demonstrated the data analysis of the research and interpretation of the data to answer the problem problems started in the first chapter. This chapter also provide the result of the collecting data through observation which are taken from observed the teaching and learning process.

In this research, the researcher demonstrate two problem of the study:

1. How many types and the forms of teacher’s feedback used by teacher to communicate with students?

2. What is the most frequent and the reason of teacher’s feedback used by teacher to communicate with students?

The first observation was done on 12th September 2018, the second observation was done on 14th September 2018, the third and the last was done on 21st September 2018.

The research problem was answered by doing observation 3 times. In the observation process the researcher used observation note taking which contained category of teacher feedback to easier the researcher in the observation process.
A. Finding

1. The types of teacher’s feedback used by teacher at SMP Islam Ar-Rahmah Suruh.

   After being identified and classified, the teacher feedback used by teacher of SMP Ar-Rahmah Suruh based on the opinion of Wolsey (2009) consist of feedback as affirmation, feedback as clarification, feedback as observation, question or exploration, and feedback as correction. Below is the summary of the data were elaborate based the theory.

   In order to presents the analysis of teacher feedback toward students responses, the researcher uses the coding to avoid misunderstanding. Here are the coding for the transcript

   \[ P_xL_y \]

   Where:
   - \( P \) : page
   - \( L \) : line
   - \( X \) : number of page
   - \( Y \) : number of line

   The analysis of the teacher feedback will be discuss as follows:
### Table 4.1. Feedback’s Data Made by Teacher

<table>
<thead>
<tr>
<th>NO</th>
<th>CODING</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>P1L15</td>
<td>“No, how to read this is bagaimana cara membacanya?”</td>
</tr>
<tr>
<td>2.</td>
<td>P1L17</td>
<td>“Yes, good”</td>
</tr>
<tr>
<td>3.</td>
<td>P1L20</td>
<td>“Hmmm” [flat expression]</td>
</tr>
<tr>
<td>4.</td>
<td>P1L21</td>
<td>“D, you can repeat once more, how to read this?”</td>
</tr>
<tr>
<td>5.</td>
<td>P2L4</td>
<td>“All of you class, how to read this?”</td>
</tr>
<tr>
<td>6.</td>
<td>P2L6</td>
<td>“Good”</td>
</tr>
<tr>
<td>7.</td>
<td>P2L9</td>
<td>“OK that’s true, And how to say Nama in English?”</td>
</tr>
<tr>
<td>8.</td>
<td>P2L13</td>
<td>“Good. And what is umur in English? Anyone know?”</td>
</tr>
<tr>
<td>9.</td>
<td>P2L14</td>
<td>“Then what else?”</td>
</tr>
<tr>
<td>10.</td>
<td>P2L16</td>
<td>“How to say alamat in English?”</td>
</tr>
<tr>
<td>11.</td>
<td>P2L21</td>
<td>“Perkerjaan kalian adalah pelajar. Your occupation is student”</td>
</tr>
<tr>
<td>12.</td>
<td>P3L2</td>
<td>“Then your address, You can say ‘I live in ….”</td>
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<td>---</td>
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</tr>
<tr>
<td>14.</td>
<td>P3L5</td>
<td>“OK, Thank you B. Give applause!”</td>
</tr>
<tr>
<td>15.</td>
<td>P3L13</td>
<td>“was born”</td>
</tr>
<tr>
<td>16.</td>
<td>P3L15</td>
<td>“Nice. Give applause, please!”</td>
</tr>
<tr>
<td>17.</td>
<td>P3L28</td>
<td>“writing”</td>
</tr>
<tr>
<td>18.</td>
<td>P4L2</td>
<td>“Twenty thousands and six. How about this [2005 ditulis di papan tulis]”</td>
</tr>
<tr>
<td>19.</td>
<td>P4L4</td>
<td>“Yeah, [smile]”</td>
</tr>
<tr>
<td>20.</td>
<td>P4L9</td>
<td>“Yeah name is nama, but nickname is..”</td>
</tr>
<tr>
<td>21.</td>
<td>P4L10</td>
<td>“Any other opinion?”</td>
</tr>
<tr>
<td>22.</td>
<td>P4L16</td>
<td>“Exactly” [give applause]</td>
</tr>
<tr>
<td>23.</td>
<td>P5L3</td>
<td>“Remember the way to say TODAY not ‘A’, not today, just today. Use ‘e’.”</td>
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</tr>
<tr>
<td>25.</td>
<td>P5L11</td>
<td>“Don’t say “I live in Al Mansyur boarding school village” Boarding school and Village are something different. You only say I live in Al Mansyur Boarding school.”</td>
</tr>
<tr>
<td>26.</td>
<td>P5L13</td>
<td>“Ok, can you repeat once more about your “tempat tanggal lahir”</td>
</tr>
<tr>
<td>29.</td>
<td>P5L22</td>
<td>“Nice, it’s very good but you can make your voice louder. Next”</td>
</tr>
<tr>
<td>30.</td>
<td>P5L23</td>
<td>“How to read this ‘MY NAME’”</td>
</tr>
<tr>
<td>31.</td>
<td>P6L4</td>
<td>“Yeah, ok next”</td>
</tr>
<tr>
<td>32.</td>
<td>P6L6</td>
<td>“Please all of you can follow his voice, but don’t say I introduction. It is a noun. Just say introduce. Ok give applause!”</td>
</tr>
<tr>
<td>33.</td>
<td>P6L10</td>
<td>“Thank you, but I cannot to correct your presentation. Your voice is too slow. Next”</td>
</tr>
<tr>
<td>34.</td>
<td>P6L12</td>
<td>“Clear, yea it’s good. Give applause to all of you!”</td>
</tr>
<tr>
<td>35.</td>
<td>P6L15</td>
<td>“Iya, selain itu apa yg telah kita pelajari?””</td>
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<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>36.</td>
<td>P6L17</td>
<td>“Yes that’s true. Any other opinion?”</td>
</tr>
<tr>
<td>37.</td>
<td>P6L19</td>
<td>“Ok confidence, today we have to learn about our confidence to speak up in front of the class. <em>Belajar percaya diri berbicara didepan kelas.</em>”</td>
</tr>
<tr>
<td>38.</td>
<td>P6L20</td>
<td>“Don’t be shy, just show up your capability, <em>kemampuan kalian.</em> Because study English you must be practice.”</td>
</tr>
<tr>
<td>39.</td>
<td>P7L9</td>
<td>“Iya, But we belajar tentang apa kemaren?”</td>
</tr>
<tr>
<td>40.</td>
<td>P7L11</td>
<td>“Yes, that’s right.”</td>
</tr>
<tr>
<td>41.</td>
<td>P7L14</td>
<td>“Correct, <em>iya benar sekali.</em>”</td>
</tr>
<tr>
<td>42.</td>
<td>P7L16</td>
<td>“Do you understand?”</td>
</tr>
<tr>
<td>43.</td>
<td>P8L5</td>
<td>“Ok, I think all off you still remember.”</td>
</tr>
<tr>
<td>44.</td>
<td>P8L20</td>
<td>“Ok. Bring your book!”</td>
</tr>
<tr>
<td>45.</td>
<td>P9L1</td>
<td>“OK, thank you. Please remember class! Well guys, I ask you to make a presentation without reading a book, just trying and memorizing. <em>Apa yang ingin mkalian presentasikan ya silahkan ditunjukkan.</em> I will give you an example. F please come here!”</td>
</tr>
<tr>
<td>46.</td>
<td>P9L3</td>
<td>“Good morning, I want to introduce my friend. His full name is F.”</td>
</tr>
</tbody>
</table>

[look at the student]
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47.</td>
<td>P9L4</td>
<td>“Like that, is clear? Sudah jelas?”</td>
</tr>
<tr>
<td>48.</td>
<td>P9L8</td>
<td>“OK thank you. Give applause!”</td>
</tr>
<tr>
<td>49.</td>
<td>P9L10</td>
<td>“You well done. But remember it, if you want to mention more than one use ‘are’. His hobbies are …”</td>
</tr>
<tr>
<td>50.</td>
<td>P9L14</td>
<td>“What are wrong with you, do you still nervous or what? I can’t hear your voice clearly.”</td>
</tr>
<tr>
<td>51.</td>
<td>P9L17</td>
<td>“OK, thank you. Sit down please!”</td>
</tr>
<tr>
<td>52.</td>
<td>P9L18</td>
<td>“Tadi Z said that ‘Her hobby is … Z’s friend boy or girl class?”</td>
</tr>
<tr>
<td>53.</td>
<td>P9L20</td>
<td>“Is it correct if ‘Her hobby is’ which one is correct? Using ‘her’ or ‘his’ untuk temanya?”</td>
</tr>
<tr>
<td>54.</td>
<td>P9L22</td>
<td>“Yea, Listen to your friends, please more focus in my class!”</td>
</tr>
<tr>
<td>55.</td>
<td>P10L1</td>
<td>“Ok, Give applause class, it’s very nice. She made a good presentations. Her voice was clear and louder. And she was confident. And your pronunciation and grammar was very well.”</td>
</tr>
<tr>
<td>56.</td>
<td>P10L4</td>
<td>“Thank you, give applause! How say in English guru olahraga“</td>
</tr>
<tr>
<td>57.</td>
<td>P10L6</td>
<td>“Yes, but last I heard ‘him’”</td>
</tr>
<tr>
<td>Line</td>
<td>Page</td>
<td>Content</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>58.</td>
<td>P10L7</td>
<td>“OK all of your presentation is good”</td>
</tr>
<tr>
<td>59.</td>
<td>P10L10</td>
<td>“I want to ask you how to say ‘he’ <em>dia laki-laki</em>”</td>
</tr>
<tr>
<td>60.</td>
<td>P10L11</td>
<td>“Is it right she said ‘he’ <em>Hei</em>?”</td>
</tr>
<tr>
<td>61.</td>
<td>P10L13</td>
<td>“Then how to say <em>HE</em>?”</td>
</tr>
<tr>
<td>62.</td>
<td>P10L15</td>
<td>“<em>Yeeaaa, Hei itu menyapa</em>” [smile]</td>
</tr>
<tr>
<td>63.</td>
<td>P10L13</td>
<td>“Ok good, I think almost of you today do the best. You more confident.”</td>
</tr>
<tr>
<td>64.</td>
<td>P10L17</td>
<td>“Nice.” [smile]</td>
</tr>
<tr>
<td>65.</td>
<td>P10L18</td>
<td>“<em>Tapi tolong kalian sedikit dirubah kebiasaan kalian, jika ada teman kalian yang mempunyai kekurangan jangan di Bully. Hanya karena ngomonya berbeda dengan kalian. Semua orang pasti mempunyai kekurangan dan kelebihan masing-masing.</em>”</td>
</tr>
<tr>
<td>66.</td>
<td>P12L3</td>
<td>“Ya Keluarga, keluarga itu terdiri dari siapa aja? Family consist of ...”</td>
</tr>
<tr>
<td>67.</td>
<td>P12L5</td>
<td>“How to say in English?”</td>
</tr>
<tr>
<td>68.</td>
<td>P12L8</td>
<td>“Ya, that’s right, how about ‘<em>kakak laki-laki</em>’”</td>
</tr>
<tr>
<td>No.</td>
<td>Page</td>
<td>Line</td>
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<td>-----</td>
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</tr>
<tr>
<td>70.</td>
<td>P12L12</td>
<td>“Ya, jadi older itu lebih tua. Kalau adik laki-laki?”</td>
</tr>
<tr>
<td>71.</td>
<td>P12L14</td>
<td>“Younger brother”</td>
</tr>
<tr>
<td>72.</td>
<td>P12L16</td>
<td>“Ya, itu juga termasuk keluarga. Kakek dan nenek in english itu apa?”</td>
</tr>
<tr>
<td>73.</td>
<td>P12L16</td>
<td>“But I want you to introduce your nuclear family ‘keluarga inti’. Jadi hanya menjelaskan tentang Father, mother, brother and sister.”</td>
</tr>
<tr>
<td>74.</td>
<td>P12L20</td>
<td>“OK, So you only explain your Father and Mother.”</td>
</tr>
<tr>
<td>75.</td>
<td>P13L3</td>
<td>“Yes, right. Then what is character?”</td>
</tr>
<tr>
<td>76.</td>
<td>P13L5</td>
<td>“right, good”</td>
</tr>
<tr>
<td>77.</td>
<td>P13L11</td>
<td>“Any question?”</td>
</tr>
<tr>
<td>78.</td>
<td>P13L17</td>
<td>“Hmm. No”</td>
</tr>
<tr>
<td>79.</td>
<td>P13L18</td>
<td>“Don’t repeat your false, kata ganti father is he. And mother is she?”</td>
</tr>
<tr>
<td>80.</td>
<td>P13L21</td>
<td>“How to say murid in english?”</td>
</tr>
<tr>
<td>81.</td>
<td>P13L22</td>
<td>“Stedent use ‘a’ or student use ‘u’”</td>
</tr>
<tr>
<td>82.</td>
<td>P13L24</td>
<td>“[smile] remember it. Next”</td>
</tr>
<tr>
<td>NO</td>
<td>CODING</td>
<td>SENTENCE</td>
</tr>
<tr>
<td>----</td>
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</tr>
<tr>
<td>1.</td>
<td>P1L15</td>
<td>“No, how to read this is <em>bagaimana cara membacanya</em>?”</td>
</tr>
<tr>
<td>2.</td>
<td>P1L17</td>
<td>“Yes, good”</td>
</tr>
<tr>
<td>3.</td>
<td>P1L20</td>
<td>“Hmmm” [<em>flat expression</em>]</td>
</tr>
<tr>
<td>4.</td>
<td>P1L21</td>
<td>“D, you can repeat once more, how to read this?”</td>
</tr>
<tr>
<td>5.</td>
<td>P2L4</td>
<td>“All of you class, how to read this?”</td>
</tr>
<tr>
<td>6.</td>
<td>P2L6</td>
<td>“Good”</td>
</tr>
<tr>
<td>7.</td>
<td>P2L9</td>
<td>“OK that’s true, And how to say <em>Nama</em> in English?”</td>
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</tr>
<tr>
<td>8.</td>
<td>P2L13</td>
<td>“Good. And what is <em>umur</em> in English? Anyone know?”</td>
</tr>
<tr>
<td>9.</td>
<td>P2L14</td>
<td>“Then what else?”</td>
</tr>
<tr>
<td>10.</td>
<td>P2L16</td>
<td>“How to say <em>alamat</em> in English?”</td>
</tr>
<tr>
<td>11.</td>
<td>P2L21</td>
<td>“<em>Perkerjaan kalian adalah pelajar.</em> Your occupation is student”</td>
</tr>
<tr>
<td>12.</td>
<td>P3L2</td>
<td>“Then your address, You can say ‘I live in ….””</td>
</tr>
<tr>
<td>14.</td>
<td>P3L5</td>
<td>“OK, Thank you B. Give applause!”</td>
</tr>
<tr>
<td>15.</td>
<td>P3L13</td>
<td>“was born”</td>
</tr>
<tr>
<td>16.</td>
<td>P3L15</td>
<td>“Nice. Give applause, please!”</td>
</tr>
<tr>
<td>17.</td>
<td>P3L28</td>
<td>“writing”</td>
</tr>
<tr>
<td></td>
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<td>---</td>
</tr>
<tr>
<td>18.</td>
<td>P4L2</td>
<td>“Twenty thousands and six. How about this [2005 ditulis di papan tulis]”</td>
</tr>
<tr>
<td>19.</td>
<td>P4L4</td>
<td>“Yeah, [smile]”</td>
</tr>
<tr>
<td>20.</td>
<td>P4L9</td>
<td>“Yeah name is nama, but nickname is..”</td>
</tr>
<tr>
<td>21.</td>
<td>P4L10</td>
<td>“Any other opinion?”</td>
</tr>
<tr>
<td>22.</td>
<td>P4L16</td>
<td>“Exactly” [give applause]</td>
</tr>
<tr>
<td>23.</td>
<td>P5L3</td>
<td>“Remember the way to say TODAY not ‘A’, not today, just today. Use ‘e’.”</td>
</tr>
<tr>
<td>25.</td>
<td>P5L11</td>
<td>“Don’t say “I live in Al Mansyur boarding school village” Boarding school and Village are something</td>
</tr>
<tr>
<td>No.</td>
<td>User ID</td>
<td>Feedback</td>
</tr>
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<td>-----</td>
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</tr>
<tr>
<td>26.</td>
<td>P5L13</td>
<td>“Ok, can you repeat once more about your “tempat tanggal lahir””</td>
</tr>
<tr>
<td>29.</td>
<td>P5L22</td>
<td>“Nice, it’s very good but you can make your voice louder. Next”</td>
</tr>
<tr>
<td>30.</td>
<td>P5L23</td>
<td>“How to read this ‘MY NAME’ all?”</td>
</tr>
<tr>
<td>31.</td>
<td>P6L4</td>
<td>“Yeah, ok next”</td>
</tr>
<tr>
<td>32.</td>
<td>P6L6</td>
<td>“Please all of you can follow his voice, but don’t say I introduction. It is a noun. Just say introduce. Ok give applause!”</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
<td>Feedback</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>33.</td>
<td>P6L10</td>
<td>“Thank you, but I cannot to correct your presentation. Your voice is too slow. Next”</td>
</tr>
<tr>
<td>34.</td>
<td>P6L12</td>
<td>“Clear, yea it’s good. Give applause to all of you!”</td>
</tr>
<tr>
<td>35.</td>
<td>P6L15</td>
<td>“Iya, selain itu apa yg telah kita pelajari?”</td>
</tr>
<tr>
<td>36.</td>
<td>P6L17</td>
<td>“Yes that’s true. Any other opinion?”</td>
</tr>
<tr>
<td>37.</td>
<td>P6L19</td>
<td>“Ok confidence, today we have to learn about our confidence to speak up in front of the class. Belajar percaya diri berbicara didepan kelas.”</td>
</tr>
<tr>
<td>38.</td>
<td>P6L20</td>
<td>“Don’t be shy, just show up your capability, kemampuan kalian. Because study English you must be practice.”</td>
</tr>
</tbody>
</table>
Table 4.3. Table of Feedback’s Data in the Second Observation

<table>
<thead>
<tr>
<th>NO</th>
<th>CODING</th>
<th>SENTENCE</th>
<th>TYPES OF FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>P7L9</td>
<td>“Iya, But we belajar tentang apa kemaren?”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>2.</td>
<td>P7L11</td>
<td>“Yes, that’s right.”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>3.</td>
<td>P7L14</td>
<td>“Correct, <em>iya benar sekali.</em>”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>4.</td>
<td>P7L16</td>
<td>“Do you understand?”</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td>5.</td>
<td>P8L5</td>
<td>“Ok, I think all off you still remember.”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>6.</td>
<td>P9L1</td>
<td>“OK, thank you. Please remember class! Well guys, I ask you to make a presentation without reading a book, just trying and memorizing. <em>Apa yang ingin mkalian presentasikan ya silahkan ditunjukkan.</em> I will give you an example. F please come here!”</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feedback as correction</td>
</tr>
<tr>
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</tr>
<tr>
<td>7.</td>
<td>P9L3</td>
<td>“Good morning, I want to introduce my friend. His full name is F.” [look at the student]</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>P9L4</td>
<td>“Like that, is clear? Sudah jelas?”</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td>9.</td>
<td>P9L8</td>
<td>“OK thank you. Give applause!”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>10.</td>
<td>P9L10</td>
<td>“You well done. But remember it, if you want to mention more than one use ‘are’. His hobbies are …”</td>
<td>Feedback as correction</td>
</tr>
<tr>
<td>11.</td>
<td>P9L14</td>
<td>“What are wrong with you, do you still nervous or what? I can’t hear your voice clearly.”</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td>12.</td>
<td>P9L17</td>
<td>“OK, thank you. Sit down please!”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>13.</td>
<td>P9L18</td>
<td>“Tadi Z said that ‘Her hobby is … Z’s friend boy or girl class?’”</td>
<td>Feedback as correction</td>
</tr>
<tr>
<td>14.</td>
<td>P9L20</td>
<td>“Is it correct if ‘Her hobby is’ which one is correct? Using ‘her’ or ‘his’ untuk temanya?”</td>
<td>Feedback as correction</td>
</tr>
<tr>
<td>No.</td>
<td>Page</td>
<td>Line</td>
<td>Feedback Text</td>
</tr>
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<td>-----</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15.</td>
<td>P9L22</td>
<td>“Yea, Listen to your friends, please more focus in my class!”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>16.</td>
<td>P10L1</td>
<td>“Ok, Give applause class, it’s very nice. She made a good presentations. Her voice was clear and louder. And she was confident. And your pronunciation and grammar was very well.”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>17.</td>
<td>P10L4</td>
<td>“Thank you, give applause! Is guru olahraga itu him? “</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td>18.</td>
<td>P10L6</td>
<td>“Yes, but last I heard ‘him’”</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td>19.</td>
<td>P10L7</td>
<td>“OK all of your presentation is good”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>20.</td>
<td>P10L10</td>
<td>“I want to ask you how to say ‘he’ dia laki-laki”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>21.</td>
<td>P10L11</td>
<td>“Is it right she said ‘he’Hei?’”</td>
<td>Feedback as clarification</td>
</tr>
<tr>
<td>22.</td>
<td>P10L13</td>
<td>“Then how to say HE?’ “</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>23.</td>
<td>P10L15</td>
<td>“Yeaaaa, Hei itu menyapa” [smile]</td>
<td>Feedback as correction</td>
</tr>
</tbody>
</table>
24. P10L13 “Ok good, I think almost of you today do the best. You more confident.” Feedback as affirmation


<table>
<thead>
<tr>
<th>NO</th>
<th>CODING</th>
<th>SENTENCE</th>
<th>TYPE OF FEEDBACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>P12L3</td>
<td>“Ya Keluarga, keluarga itu terdiri dari siapa aja? Family consist of …”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>2.</td>
<td>P12L5</td>
<td>“How to say in English?”</td>
<td>Feedback as observation, question or exploration</td>
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</tr>
<tr>
<td>3.</td>
<td>P12L8</td>
<td>“Ya, that’s right, how about ‘kakak laki-laki’”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>5.</td>
<td>P12L12</td>
<td>“Ya, jadi older itu lebih tua. Kalau adik laki-laki?”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
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<td>6.</td>
<td>P12L14</td>
<td>“Younger brother”</td>
<td>Feedback as clarification</td>
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<tr>
<td>7.</td>
<td>P12L16</td>
<td>“Ya, itu juga termasuk keluarga. Kakek dan nenek in english itu apa?”</td>
<td>Feedback as observation, question or exploration</td>
</tr>
<tr>
<td>8.</td>
<td>P12L16</td>
<td>“But I want you to introduce your nuclear family ‘keluarga inti’. Jadi hanya menjelaskan tentang Father, mother, brother and sister.”</td>
<td>Feedback as affirmation</td>
</tr>
<tr>
<td>9.</td>
<td>P12L20</td>
<td>“OK, So you only explain your Father and Mother.”</td>
<td>Feedback as affirmation</td>
</tr>
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</tr>
<tr>
<td>10</td>
<td>P13L3</td>
<td>“Yes, right. Then what is character?”  Feedback as observation, question or exploration</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>P13L5</td>
<td>“right, good”  Feedback as affirmation</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>P13L11</td>
<td>“Any question?”  Feedback as clarification</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>P13L17</td>
<td>“Hmm. No”  Feedback as correction</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>P13L18</td>
<td>“Don’t repeat your false, <em>kata ganti father is he. And mother is she”</em>  Feedback as correction</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>P13L21</td>
<td>“How to say <em>murid</em> in english?”  Feedback as observation, question or exploration</td>
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<tr>
<td>16</td>
<td>P13L22</td>
<td>“Stadent use ‘a’ or student use ‘u’”  Feedback as observation, question or exploration</td>
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<tr>
<td>17</td>
<td>P13L24</td>
<td>“[smile] remember it. Next”  Feedback as affirmation</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>P13L26</td>
<td>“Almost correct it all.”<em>[giving applause]</em>  Feedback as affirmation</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>P13L27</td>
<td>“I think that’s all for today class. Thanks for your cooperation. Don’t forget to study. Good job class.”  Feedback as affirmation</td>
<td></td>
</tr>
</tbody>
</table>
B. Data Analysis

1. The types of teacher’s feedback used by teacher to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019.

   1) Feedback as affirmation

      - Yes, good.
      - Good.
      - OK, thank you B. Give applause!
      - Nice. Give applause, please!
      - Yeah, [smile]
      - Exactly. [give applause]
      - Very good. Your voice is clear. Tapi kurang lengkap. But its OK. Good job.
      - Nice, it’s very good but you can make your voice louder. Next!
      - Yeah, ok next!
      - Clear, yea it’s good. Give applause to all of you!
      - Yes, that’s right
      - Ok, I think all off you still remember
      - OK thank you. Give applause!
- OK thank you. Give applause!

- OK, thank you. Sit down please!

- Ok, Give applause class, it’s very nice. She made a good presentations. Her voice was clear and louder. And she was confident. And your pronunciation and grammar was very well.

- OK all of your presentation is good.

- Ok good, I think almost of you today do the best. You more confident.

- Nice. [smile]

- Right, good.

- [Smile] remember it. Next!

- Almost correct it all. [giving applause]

The teacher gave some feedbacks. It can be seen that the teacher provided the feedback as affirmation after or during the students’ presentation because the students feel unsure with their performance. Those feedback was given to the students to build the confidence for the students’ perfomance.

- You can repeat once more, how to read this?

- All of you class, how to read this?

- Thank you, but I cannot to correct your presentation. Your voice is too slow. Next!

- Ok confidence, today we have to learn about our confidence to speak up in front of the class. Belajar percaya diri berbicara didepan kelas.”

- Don’t be shy, just show up your capability, kemampuan kalian. Because study English you must be practice.

The teacher gave some feedbacks. It can be seen that the teacher provided the feedback as affirmation after the students’ presentation because the students feel unsure with their performance whether or not they have worked correctly or efficiently in their teaching and learning process.

2) Feedback as Clarification
   - Perkerjaan kalian adalah pelajar. Your occupation is student

   - Then your address, you can say ‘I live in ….’

   - was born

   - writing

   - Ok, can you repeat once more about your “tempat tanggal lahir”

   - How to read this ‘MY NAME’ all?

   - Do you understand?
- OK, thank you. Please remember class! Well guys, I ask you to make a presentation without reading a book, just trying and memorizing. *Apa yang ingin mkalian presentasikan ya silahkan ditunjukkan*. I will give you an example. F please come here!

- What are wrong with you, do you still nervous or what? I can’t hear your voice clearly.

- Like that, is clear? *Sudah jelas*?

- Thank you, give applause! *Is guru olahraga itu him*?

- Yes, but last I heard ‘him’

- Is it right she said ‘he’ *Hei*?

- But I want you to introduce your nuclear family ‘keluarga inti’.

  *Jadi hanya menjelaskan tentang* Father, mother, brother and sister.

- OK, so you only explain your Father and Mother.

- Any question?

The teacher gave some feedbacks. It can be seen that the teacher provided the feedback as clarification after or during the students’ presentation to show the students’ more accurate with their performance.
3) Feedback as Observation, Question or Exploration

- Good. And what is *umur* in English? Anyone know?
- Then what else?
- How to say *alamat* in English?
- Any other opinion?
- Twenty thousands and six. How about this [2005 *ditulis di papan tulis*]
- Yeah name is *nama*, but nickname is…
- *Iya, selain itu apa yg telah kita pelajari?*
- Yes that’s true. Any other opinion?
- *Iya, But we belajar tentang apa kemaren? [What we have learn yesterday]*
- Yea, Listen to your friends, please more focus in my class!
- I want to ask you how to say ‘he’ *dia laki-laki*.
- Then how to say *HE*?
- *Ya Keluarga, keluarga itu terdiri dari siapa aja? Family consist of …
- How to say in English?
- *Ya, that’s right, how about ‘kakak laki-laki’
- *Brother is sudara laki-laki. Kan ada kakak dan adik. Kakak laki-laki is Older Brother. Dari kata old and er. Old artinya apa?*
- Ya, jadi older itu lebih tua. Kalau adik laki-laki?
- Ya, itu juga termasuk keluarga. Kakek dan nenek in english itu apa?
- Yes, right. Then what is character?
- How to say murid in english?
- To read murid bagaimana? Student use ‘a’ or student use ‘u’

The teacher gave some feedbacks. It can be seen that the teacher provided the feedback as observation, question or exploration after or during the students’ presentation to help students think in new and deeper ways or point students toward a concept that may not have occurred to them previously.

4) Feedback as Correction
- No, how to read this is bagaimana cara membacanya?
- Hmmm [flat expression]
- OK that’s true, And how to say Nama in English?
- Remember the way to say TODAY not ‘A’, not today, just today. Use ‘e’.
- Don’t say “I live in Al Mansyur boarding school village”
  Boarding school and Village are something different. You only
  say I live in Al Mansyur Boarding school.
- Don’t say Boren class. It is born. Then I live not I laive. Ok good.
  Next!
- Please all of you can follow his voice, but don’t say I introduction.
  It is a noun. Just say introduce. Ok give applause!
- Good morning, I want to introduce my friend. His full name is F.
  [look at the student]
- You well done. But remember it, if you want to mention more than
  one use ‘are’. His hobbies are …
- Tadi Z said that ‘Her hobby is … Z’s friend boy or girl class?
- “Is it correct if ‘Her hobby is’ which one is correct? Using ‘her’
  or ‘his’ untuk temanya?
- Yeaaaaa, Hei itu menyapa. [smile]
- Tapi tolong kalian sedikit dirubah kebiasaan kalian, jika ada
  teman kalian yang mempunyai kekurangan jangan di Bully.
  Hanya karena ngomonya berbeda dengan kalian. Semua orang
  pasti mempunyai kekurangan dan kelebihan masing-masing.
- Hmm. No
- Don’t repeat your false, kata ganti father is he. And mother is she.
The teacher gave some feedbacks. It can be seen that the teacher provided the feedback as correction after or during the students’ presentation to show the students mistakes.

2. The most frequent and the reasons of teacher’s feedback used by teacher to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019.

The researcher found that concerning in the table of feedback’s frequency above that the most frequent feedback is “feedback as affirmation”. There are 34 utterance of teacher made feedback as affirmation. While, feedback as clarifies there are 14 utterance, feedback as observation, question or exploration about 22 utterance, and feedback as correction are 15 utterance.

The researcher found that the “feedback as affirmation” is the most frequent feedback use by the teacher in the classroom. Feedback as affirmation is the way teacher gives the student clue to correct the mistake or gives the clue to the students to guess the answer of the teachers’ question. That is way the teacher use feedback as affirmation as often as possible, he wants to build a good communication with the students and built a communicative class.

In the other hands, some students often produce the wrong pronunciation. To make it clear, the teacher asked the students to repeat after
the teacher or sometimes the teacher gave clarifies of what the students have to say. Moreover, the teacher combined the words and gestural expression to give the students clearer guidance’s of their mistakes. For example, the teacher pointed the students by his finger to ask the student to do some tasks, or the teacher say “hmm” his hand to show disagreements.

Moreover, the teacher used the observation, question and exploration as the ending of the discussion or even to continue to the next topic. It is used to give the students the exposure, recommendation, disagreement, or even to give the confirmation.

The researcher found that in the teaching and learning process in the classroom. It’s clearly enough, because the teacher provides the feedback actively. So that the students clearly enough to understand the classroom activity. And the teacher successes to build such a communicative class.
CHAPTER V

CLOSURE

This chapter presents the conclusion of the research and the suggestion. The conclusions are formulated from the problem questions, while the suggestion provide the recommendation for language teacher or other researcher.

A. Conclusion

After analyzing the data of teacher’s feedback used by teacher in the classroom discourse of the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019. The researcher concludes:

1. Types of feedback the teacher used in the classroom to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019. After observed and analyzed, the researcher found that the teacher used four types of feedback. They are feedback as affirmation, feedback as clarifies, feedback as observation, question or exploration, and feedback as correction.

2. The most frequent teachers’ feedback used by teacher to communicate with students in the seventh grade students at SMP Islam Ar-Rahmah Suruh in the academic year of 2018/2019 is feedback as affirmation. There are 34 utterance of teacher made feedback as affirmation. While, feedback as clarifies there are 14 utterance, feedback
as observation, question or exploration about 22 utterance, and feedback as correction are 15 utterance.

The teacher clearly enough use the feedback towards students responses in the classroom. Feedback as affirmation is the way teacher gives the student clue to correct the mistake or gives the clue to the students to guess the answer of the teachers’ question. That is way the teacher use feedback as affirmation as often as possible, he wants to build a good communication with the students and built a communicative class.

B. Suggestion

There are some suggestions the researcher provides for other language teacher or other researcher in order to give them new knowledge for their major.

1. For language teacher

The results of the research are expected can be usefull for other teacher in their teaching and learning process. As mention in the previous, feedback is very needed for both student and teacher to make the teaching and learning process more communicative. How the teacher apply the feedback in this research can be some references for other language teacher to make the class more active, especially for foreign language learning.
2. For other researcher

This research can be such a preliminary research of classroom interaction study. Other researcher could carry out a research and development in order to exposure more from bigger number of lessons including language classroom. The result of this research can be the basic result, example, guidance in order to develop the new other research.
REFERENCES


**TRANSCRIPT**

First Meeting

<table>
<thead>
<tr>
<th>Class</th>
<th>VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Mr. Wahyu Fajar Setiawan</td>
</tr>
<tr>
<td>Time</td>
<td>12th September 2018</td>
</tr>
</tbody>
</table>

- **T**: “Assalamualaikum wr wb.”
- **Ss**: “Walaikumsalam wr wb”
- **T**: “Lets start our teaching learning today by saying basmalah together.”
- **Ss**: “Bismillahirahmannirahim.”
- **T**: “How are you today class?”
- **Ss**: “I am fine. Thank you. And you?”
- **T**: “I am fine too. Thank you. I want to check your attendance list first. Who is absent today?”
- **Ss**: “No one absent today”
- **T**: “Do you remember what we going to study today?”
- **Ss**: “No”
- **T**: “Who is join the English club yesterday?” (Guru menulis ‘INTRODUTION’ di papan tulis)
- **T**: “[Smile], Today we are going to learn about Introduction.”
- **T**: “How to read this?” (menunjuk ke papan tulis)
- **S**: “Perkenalan”
- **T**: “No, how to read this is bagaimana cara membacanya?”
- **S**: “INTRODUCTION” [correct]
- **T**: “Yes, good”
- **T**: “How to read this L?”
- **S**: “INTRODAKTION”
- **T**: “Hmmmm” [flat expression]
- **T**: “D, you can repeat once more, how to read this?”
- **S**: “INTRODUTION”
- **T**: “Louder please!”
- **S**: “INTRODUCTION”
- **T**: “All of you class, how to read this?”
- **Ss**: “INTRODUCTION”
- **T**: “GOOD”

**T**: ‘Ok class, today we going to study about introduction. If you meet someone in the first time you can introduce yourself to the other or ask to someone introduce himself. *Apa yang bisa ditanyakan pertama kali saat kita bertemu dengan orang yang belum kita kenal?***

- **S**: “Nama”
- **T**: “**OK that’s true**, And how to say *Nama* in English?”
- **S**: “Name”
- **T**: “Kemudian apalagi?”
- **S**: “Umur”
- **T**: “Good. And what is *umur* in English? Anyone know?”
- **S**: “[Just silent]”
- **T**: “Umur is Age. “
- **T**: “Then what else?”
- **S**: “Alamat”
- **T**: “How to say alamat in English?
- **T**: “Address”
- **T**: “Then we have birth date and place, hobbies or hobby”
T: “Oh iya apakah pekerjaan kalian?”
S: “Belum bekerja, Tad”
T: “Perkerjaan kalian adalah pelajar. Your occupation is student”
T: “Who follow the English club, masih ingat ga kita kemarin cara memperkenalkan diri gimana? Ada yang mau mencoba memperkenalkan diri?”
S: “Saya”
T: “OK, please! Silahkan perkanalkan dirimu!”
S: “Hello my name is BAR. My hobby is playing football. Hmm”
T: “Then your address, You can say ‘I live in ….”
S: “I live in Ketanggi”
T: “OK, Thank you B. Give applause!”
Ss: “(memberi tepuk tangan)”
T: “Ada lagi yang ingin mencoba? Oh iya M. Stan up, please!”
S: “[Stand up] Assalamualaikum”
Ss: “Waalaikumsala wr wb”
S: “Good morning friends”
Ss: “Good Morning”
S: “I want to introduce my self. My name is M. I live in Satrian village. I was bo, I was …”
T: “was born”
S: “I was born on 23rd June 2007. Thank you. Wassalamualaikum wr wb”
T: “Nice. Give applause, please!”
Ss: “[Give applause]”
T: “Yang mengikuti kelas English club silahkan maju kedepan!”
S: “[10 students go to in front of the class]”
- T : “[one of you choose your friend consist one or two]”
- Ss : “[making groups]”
- T : “So now please write down and fill this based on your data. Ini ditulis berdasarkan data diri kalian.”
- T : “Full name is nama lengkap. Nick name is nama panggilan. Address is alamat. Hobby is your hobi, Birth date and place is tempat tanggal lahir. Age is Umur.”
- T : “Now you can start discussion with your friends. I will give you 15 minutes”
- T : “Any questions?”
- S : “Ust, bahasa inggrisnya menulis apa?”
- T : “writing”
- S : “2006 apa bahasa inggrisnya, Ust?”
- T : “Twenty thousands and six. How about this [2005 ditulis di papan tulis]”
- Ss : “Twenty thousands and five.”
- T : “Yeah, [smile]”
- T : “I will give you an example how to introduce our self”
- T : “Hello. May I introduce myself? I would like to introduce myself. My full name is Wahyu Fajar Setiawan. My nickname is Wahyu. I live in Jurang gungting Village. Village untuk desa yang kalian tinggali, sedangkan yang tinggal di Al Mansyur you can say Al Mansyur boarding school yang artinya pondok. I was born in 25th march 1994. I am 24 years old. Years old untuk usia kalian. Kalau hobi kalian hanya ada satu kalian bisa menggunakan my hobby is, sedangkan yang menggunakan lebih dari satu silahkan menggunakan My hobbie are … My hobbies are writing and reading. Kemudian ditutup dengan I think that’s all. Thank you. Wassalamualaikum wr wb”
- T : “what is the meaning of nickname class?”
- Ss : “Nama, Us.”
- T : “Yeah name is nama, but nickname is..”
- T : “any other opinion?”
- **S**: “[Waiting for the explanation]”
- **T**: “Nickname is nama panggilan.”
- **T**: “I live in Jurang gunting Village.”
- **T**: “What is Village in Bahasa?”
- **S**: “Kampung atau desa.”
- **T**: “Excatly” [give applause]
- **T**: “You can discuss with your own group.”
- **S**: “Yes, sir”
- **T**: “I will give you 15 minutes for discussions, then some of you going to presentation with your group. *Nanti kalian maju dengan kelompok kalian untuk mempresentasikan ke depan.*”
- **S**: “Yes sir.” *[Mulai berdiaksusi]*
- **T**: “*[Mengontrol pekerjaan siswa]*”
- **T**: “*Any question? (sekarang R maju ke depan pertama)*”
- **T**: “Please R come here, you are the first.”
- **S**: “(memperkenalkan diri)”
- **T**: “*Remember the way to say TODAY not ‘A’, not today, just today. Use ‘e’.*”
- **T**: “Next, K”
- **S**: “Assalamualaikum wr wb.”
- **Ss**: “Waalaikumsalam wr wb.”
- **S**: “Hello Good morning friends”
- **Ss**: “Good morning” [laugh]
- **T**: “Keep silent class! Listen to your friend, please! Jangan sibuk sendiri. Jangan bicara sendiri.”
- **T**: “Ok. You can continue!”
- **S**: “[continue her introduction in front of the class]”
T: “Don’t say “I live in Al Mansyur boarding school village” Boarding school and Village are something different. You only say I live in Al Mansyur Boarding school.”

S: “(Memperkenalkan diri)”

T: “Ok, can you repeat once more about your “tempat tanggal lahir”

S: “BOREN”


S: “[memperkenalkan diri]”

T: “Very good. Your voice is clear. Tapi kurang lengkap. But its OK. Good job.”

T: “Who the next?”

S: “Raise her hand”

T: “OK go”

S: “Introduce herself”

T: “Nice, it’s very good but you can make your voice louder. Next”

S: “Introduce himself“

T: “How to read this ‘MY NAME’”


S: “[smile] my name”

T: “how to read this MY NICKNAME?”

S: “My Nickname”

T: “Yeah, ok next”

S: “Introduce himself”

T: “Please all of you can follow his voice, but don’t say I introduction. It is a noun. Just say introduce. Ok give applause!”

S: “give applause”

T: “Who the next?”

S: “Introduce himself”
- T : “Thank you, but I cannot to correct your presentation. Your voice is too slow. Next”
- S : “Introduce himself”
- T : “Clear, yea it’s good. Give applause to all of you!”
- T : “OK. I think today that’s all. But before we close our meeting, I want to ask you, what have we learn today. One of you can answer?”
- Ss : “Bahasa inggris”
- T : “Iya, selain itu apa yg telah kita pelajari?”
- S : “perkenalan, percakapan, Introduction.”
- T : “Yes that’s true. Any other opinion?”
- S : “Percaya diri”
- T : “Ok confidence, today we have to learn about our confidence to speak up in front of the class. Belajar percaya diri berbicara didepan kelas.
- T : “don’t be shy, just show up your capability, kemampian kalian. Because study English you must be practice.”
- T : “Let’s finish by saying Hamdallah.”
- Ss : “Alhamdulillahirabbil’alamin.”
- T : “Thank you. See you. Wassalamualaikum”
- Ss : “Waalaikumsalam wr wb”

TRANSCRIPT

Second Meeting

Class : VII
Teacher : Mr Wahyu Fajar S  
Time : 14th September 2018

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<table>
<thead>
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<tbody>
<tr>
<td>T</td>
<td>“Assalamualaikum wr wb.”</td>
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<tr>
<td>Ss</td>
<td>“Walaikumsalam wr.wb”</td>
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<tr>
<td>T</td>
<td>“Lets start our teaching learning today by saying basmalah together.”</td>
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<tr>
<td>Ss</td>
<td>“Bismillahirahmannirahim.”</td>
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<tr>
<td>T</td>
<td>“Who is absent today?”</td>
</tr>
<tr>
<td>Ss</td>
<td>“( )”</td>
</tr>
<tr>
<td>T</td>
<td>“What have we learn last meeting class?”</td>
</tr>
<tr>
<td>S</td>
<td>“Bahasa inggris, Ust.”</td>
</tr>
<tr>
<td>T</td>
<td>“Iya, But we belajar tentang apa kemaren?”</td>
</tr>
<tr>
<td>Ss</td>
<td>“Introduction, percakapan tentang perkenalan”</td>
</tr>
<tr>
<td>T</td>
<td>“Yes, that’s right.”</td>
</tr>
<tr>
<td>T</td>
<td>“And now we are going to practice the introduce your friend.”</td>
</tr>
<tr>
<td>S</td>
<td>“Teman kita ya, Ust?”</td>
</tr>
<tr>
<td>T</td>
<td>“Correct, iya benar sekali.”</td>
</tr>
<tr>
<td>T</td>
<td>“Please sit down on your group, silahkan kalian duduk di kelompok kalian masing-masing. Kemudian tanyaka pada teman kalian tentang data diri masing-masing.”</td>
</tr>
<tr>
<td>T</td>
<td>“Do you understand?”</td>
</tr>
<tr>
<td>Ss</td>
<td>“Yes, Sir.”</td>
</tr>
<tr>
<td>T</td>
<td>“Oh iya nanti kalian yang maju kedepan presentasi teman yang belum presentasi ya.”</td>
</tr>
</tbody>
</table>
- T: “If your friend is a boy, anak laki-laki, don’t forget to use kata ganti He. Its mean dia laki-laki. And how about the girl one class, we use kata ganti?”

- Ss: “She”

- T: “Ok, I think all off you still remember.”

- Ss: “Yes, sir.”

- T: “Now, sit on your group please! I will explain more. Last meeting If we use my full name is, now we use His for boy and Her for the girl one. For example; Good morning. I want to introduce my friend. Her name is Silvia. Silvia itu anak permpuan jadi menggunakan Her.”

- T: “Do you understand?”

- S: “Yes, sir”

[The students are discussing with their friend]

- T: “Are you finish class?”

- S: “Yes, sir”

- Ss: “No”

- T: “Who want to be the first? Kamu yang di pojok.”

- S: “Saya, Ust”

- T: “Yes, of course.”

- S: “Assalamualaikm.”

- Ss: “Waalaikumsalam”

- S: “Today I would like to introduce my friend. His full name is A. His nickname is A. His …. [smile]. Maaf lupa, Ust.”


- T: “Silahkan dilanjutkan!”

- S: “[continue his presentation by reading his work]”
- **T**: “OK, thank you. Please remember class! Well guys, I ask you to make a presentation without reading a book, just trying and memorizing. Apa yang ingin mkalian presentasikan ya silahkan ditunjukkan. I will give you an example. F please come here!”

- **T**: “I want to introduce F”

- **T**: “Good morning, I want to introduce my friend. His full name is F.” [look at the student]

- **T**: “Like that, is clear? Sudah jelas?”

- **Ss**: “Yes.”

- **T**: “OK next!”

- **S**: “[introducing his friend]”

- **T**: “OK thank you. Give applause!”

- **S**: “[giving applause]”

- **T**: “You well done. But remember it, if you want to mention more than one use ‘are’. His hobbies are …”

- **T**: “Ok sit down please, Nest!”

- **S**: “[Introducing his friend]”

- **T**: “What are wrong with you, do you still nervous or what? I can’t hear your voice clearly.”

- **T**: “Who the next?”

- **S**: “[Introducing his friend]”

- **T**: “OK, thank you. Sit down please!”

- **T**: “Tadi Z said that ‘Her hobby is … Z’s friend boy or girl class?”

- **Ss**: “Boy”

- **T**: “Is it correct if ‘Her hobby is’ which one is correct? Using ‘her’ or ‘his’ untuk temanya?”
Ss: “No, pakai ‘his’ karena temanya laki-laki”

T: “Yea, Listen to your friends, please more focus in my class!”

S: “Iya Ust”

T: “Then, who the next”

S: “[Introduce her friend]”

T: “Ok, Give applause class, it’s very nice. She made a good presentations. Her voice was clear and louder. And she was confident. And your pronunciation and grammar was very well.

T: “Go! Who the next?”

S: “[Introduce her friend]”

T: “Thank you, give applause! How say in English guru olahraga “

S: “GYM”

T: “Yes, but last I heard ‘him’

T: “ OK all of your presentation is good”

T: “Next”

S: “[Introduce her friend]”

T: “I want to ask you how to say “he’ dia laki-laki”

T: “Is it right she said ‘he’Hei”

Ss: “No”

T: “Then how to say HE “

Ss: “He pakai i”

T: “Yeaaa, He itu menyapa” [smile]

T: “ who next “

S: “[Introduce her friend]”

T: “Ok good, I think almost of you today do the best. You more confident.”
- T : “Next”
- S : “[Introduce her friend]”
- Ss : “[some students laugh]”
- T : “Nice.” [smile]
- S : “[Silent]”
- T : “Oke I think enough for today. Close with saying hamdalah together!”
- Ss&T: “Alhamdulillahirabbil’alamin”
- T : “See you next week. Wassalamuaalikumwr wb.”
- S : “Waalaikumsalam wr wb. See you”

**TRANSCRIPT**

**Third Meeting**

**Class** : VII

**Teacher** : Mr Wahyu Fajar S

**Time** : 19th September 2018

- T : “Sudah berdoa?”
- Ss : ”Sudah”
- T : “Oke, Assalamu'alaikum wr.wb.”
- Ss : “Walaikum salam wr.wb.”
- T : “Good morning, how are you today?”
- Ss : “Good morning sir.”
- T : “Any homework?”
- Ss : “No”
- T : “Ada yang nggak masuk?”
- Ss : “Nihil”
- T : “Ok let’s start our meeting by saying Basmallah.”
- Ss&T: “Bismillahirrahmanirrahim”
- T : “Do you remember who will we introduce today”
- T : “[Write in the white board ‘FAMILY’]”
- T : “What is it?”
- Ss : “Keluarga”
- T : “Ya Keluarga, keluarga itu terdiri dari siapa aja? Family consist of …”
- S : “Ayah, Ibu”
- T : “How to say in English?”
- S : “Father”
- T : “then”
- Ss : “Mother, brother and sister”
- T : “Ya, that’s right, how about ‘kakak laki-laki’”
- S : “Gak tau”
- Ss : “Tua”
<p>|   | T                  |   | Ss                |   | T                  |   | Ss                |   | T                  |   | Ss                |   | T                  |   | Ss                |   | T                  |   | Ss                |   | T                  |   | Ss                |   | T                  |   | Ss                |   |
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|   | Ya, jadi older itu lebih tua. Kalu adik laki-laki?&quot; |   | &quot;Younger brother&quot; |   | &quot;Younger brother&quot; |   | &quot;Younger brother&quot; |   | &quot;Younger brother&quot; |   | &quot;Grandfather and grandmother&quot; |   | &quot;But I want you to introduce your nuclear family ‘keluarga inti’. Jadi hanya menjelaskan tentang Father, mother, brother and sister” |   | &quot;Iya Ust&quot; |   | &quot;Ada yang anak tunggal?&quot; |   | &quot;Saya Ust.&quot; |   | &quot;OK, So you only explain your Father and Mother.” |   | &quot;Yaey [laugh]&quot; |   | &quot;Masing masing silahkan menuliskan Name, age, address, occupation, and character on your family. |   | &quot;Apa itu occupation?&quot; |   | &quot;Pekerjaan&quot; |   | &quot;Yes, right. Then what is character?&quot; |   | &quot;Sifat&quot; |   | &quot;right, good&quot; |   | &quot;Kita haru menjelaskan semuanya?&quot; |   | &quot;Iya, silahkan perkenalkan masing-masing dari anggota keluargamu. “ |   | &quot;Saya beri waktu fifteen minutes sudah cukupkan” |   | &quot;Silahkan duduk di kelompok masing-masing mulai dari sekarang” |   | &quot;Yes, sir.” |</p>
<table>
<thead>
<tr>
<th>T</th>
<th>“Any question?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss</td>
<td>“Ask some vocabulary”</td>
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<tr>
<td>T</td>
<td>“Answer the students”</td>
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<tr>
<td>T</td>
<td>“Who want to be the first?”</td>
</tr>
<tr>
<td>T</td>
<td>“No one. So I will chose one of you. On the corner please!”</td>
</tr>
<tr>
<td>S</td>
<td>“introducing his family”</td>
</tr>
<tr>
<td>T</td>
<td>“Hmm”</td>
</tr>
<tr>
<td>T</td>
<td>“don’t repeat your false, kata ganti father is he. And mother is she.”</td>
</tr>
<tr>
<td>T</td>
<td>“thank you. Next.”</td>
</tr>
<tr>
<td>S</td>
<td>“Introducing his families.”</td>
</tr>
<tr>
<td>T</td>
<td>“How to say murid in english?”</td>
</tr>
<tr>
<td>T</td>
<td>“Student use ‘a’ or student use ‘u’ “</td>
</tr>
<tr>
<td>Ss</td>
<td>“pakai u “</td>
</tr>
<tr>
<td>T</td>
<td>“[smile] remember it. Next”</td>
</tr>
<tr>
<td>S</td>
<td>“Introducing her families.”</td>
</tr>
<tr>
<td>T</td>
<td>“almost correct it all.”[giving applause]</td>
</tr>
<tr>
<td>T</td>
<td>“I think that’s all for today class. Thanks for your cooperation. Don’t forget to study. Good job class.”</td>
</tr>
<tr>
<td>T</td>
<td>“let’s close by saying hamdalah together.”</td>
</tr>
<tr>
<td>Ss&amp;T</td>
<td>“Alhamdulillahirabbi’alamin.”</td>
</tr>
</tbody>
</table>
DECLARATION AND PERMISSION FOR PUBLICATION

I have marked below:

Name : Asna Ristanti
Student Number : 113-12-153
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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Salatiga, March 25th 2019

The Writer

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