# CHAPTER I

# INTRODUCTION

This Chapter presents and explores the background of the study, research questions, aims of the study, scope of this study, significance of the study, definitions of key terms, and organizations of the paper.

## 1.1 Background of the Study

Speaking has been seen as the most challenging aspect of learning a foreign language. Many students struggle to communicate in English. They are terrified of making a mistake in front of other pupils, therefore they cannot participate in the discussion (Rodrigues & Vethamani, 2015). In line with this, most of them feel anxious about speaking in English (Galante, 2018). The same problems were expressed by Ariyanti (2016) that the students lack of motivation and confidence to speak English in the classroom. This phenomenon is the general ones where the learners only acquire English based on the classroom instructions and have a few opportunities to communicate with English outside the classroom (Qiu, 2019). For this reason, the teacher should build a supportive climate by considering the techniques and the material to encourage the students to participate in the learning activities, especially in today's era. Nowadays, In Covid 19 pandemic, the conditions of teaching and learning speaking are different (Pratiwi & Prihatini , 2021). All of the teaching activities have been a switch from the traditional method to the modern approach toward the online learning platform (Mishra, Gupta, & Shree, 2020). In other words, the speaking activities are conducted in online learning.

The two significant breakdowns in online learning and teaching are : (1) a lack of communication between the teacher and the students and (2) the virtual classroom's inability to handle (Sun, 2014). Meanwhile, according to the writer's observation at one of the senior high schools in Sungailiat, Bangka Belitung, English teaching during online learning is not satisfying and compelling yet. The students receive lower interactions from the teacher during the online learning, especially in speaking class. They lack interactions with the teacher in the virtual class. In line with this, the study about remote teaching during the pandemic times also revealed that the students perceived lower outcomes during the online learning, all educator needs to create an opportunity to do the interactions with students (Moser, Wei, & Brenner, 2021). Most of the teachers do not provide

more interaction in English class, especially for speaking practice. So that, the students are often disappointed as they lack support and feedback from the teacher in online learning.  It is in line with Huang (2019) who believes that only little communication between teacher and students occur during online learning.  For this reason, teaching and learning speaking should require specific techniques in the online learning process (Ulfa, Surahman, & Octaviani, 2020).  Dialogic feedback is one of the essential teaching techniques in the classroom to engage the learner around the learning process (Utheim & Wittek, 2017). It is also consistent with Sutton (2009), Dialogic feedback as the practical techniques used by students to improve their performance.

   Dialogic feedback is the interactions between the teacher and the student about the student's performance. The teacher provides feedback to the students for correcting students' mistakes with clear explanations. Steen-Utheim & Wittek (2017) believe in the advantages of dialogic feedback: 1) It supports students' emotional and relational, 2) it maintains the dialogue between teacher and student, 3) it gives students a chance to express themselves, and 4) it supports individual growth in learning. In addition, dialogic feedback can help students clarify the gap and misunderstandings by asking questions to the teacher (Pitt & Norton, 2017). By perceiving that feedback helped students improve their argumentative capacity, it can help them improve their communication skills. (Ion, Sánchez Martí, & Agud Morell, 2019)..

   Furthermore, dialogic feedback also shows some advantages in the learning situation; it can enhance the student learning experience; it happens not only when students receive feedback but also when they provide feedback by suggesting the strengths and weaknesses (Ion et al., 2019). By providing a comment or suggestion, dialogic feedback also makes students better judgment and makes students work independently. (Choi, Tam, Choi, & Tam, 2020). For instance, it increases students' confidence and reduces anxiety by seeing weaknesses and strengths. (Rodríguez-González & Castañeda, 2018).  By seeing weaknesses and strengths, dialogic feedback can make students upgrade their thinking and self-assessment. (Choi et al., 2020). Based on the previous studies, most of the authors revealed that dialogic feedback raises the students 'awareness of the quality of their performance and supports the students in developing self-assessment.

   However, dialogic feedback creates a barrier to student learning: 1) the use of dialogic feedback make it students difficult to make the objective evaluative judgment, 2) no guarantee of learning outcomes when students use dialogic feedback (Choi et al., 2020).  In line with Choi et al (2020), Wiltbank (2019), believes that dialogic feedback gives the student correct reasoning. It also alerted students to a problem. It can also add new information by providing student guidance in the learning process. Previous research provides some issues that the further study of the feedback not

only from the teacher's side but also should from the students perspective of feedback themselves (A. Espasa, Guasch, Mayordomo, Martínez-Melo, & Carless, 2018). There is a necessity for future studies to know about students' perceptions of dialogic feedback (Choi et al., 2020). The previous study also suggests that future studies should know the implementation of feedback practices on oral performance. (Rodríguez-González & Castañeda, 2018).

There have been few studies conducted on dialogic feedback in Indonesia during pandemic situations, especially in online learning. Most of the studies undertaken dialogic feedback at the university level. Based on the feedback meta-review study, teachers should engage students in more dialogic feedback by asking questions to clarify understanding. Additionally, this meta-review revealed scant evidence for the value of students' dialogic roles in feedback (Adie Kleij, Cumming, and Joy Joy, 2019). Based on previous research and the challenges of teaching speaking at schools during the pandemic, this presents study attemps to fill the gap by investigating the implementation of dialogic feedback in online speaking classes. This study also seeks to investigate the students' responses toward implementing dialogic feedback regarding their speaking abilities in one of the senior high schools in Bangka Belitung.

## 1.2 Research Questions

The research questions are formulated below :

1. How is dialogic feedback implemented in online learning for the students speaking skills?
2. What are the students' responses to the implementation of dialogic feedback in teaching speaking?

## 1.3 Aims of the Study

Based on the concerns mentioned above, the aims of this study are as follow :

1. To analyze the implementation of dialogic feedback in online learning for the students speaking skill
2. To Investigate the student's responses to the implementation of dialogic feedback in teaching speaking

## 1.4     Scope of the study

Looking at the cause of a lack of communication in  EFL speaking class during the pandemic times for senior high school students, as mentioned in the background of the study, therefore this study draws three research focuses in order to prevent unimportant discussion. First, this study focuses on the students speaking performance in the virtual class and the implementation of dialogic feedback in speaking performance. Second, this study did the interview with the students to ensure the benefit that students perceived in dialogic feedback for speaking skills during the online learning.  Third, The implementation of this study was conducted in SMA N 1 Bangka Belitung. The population was the tenth-grade students—this study was conducted in English class.

This current study has a number of limitations. The first limitation is related to the time allocation for the implementation of this research. The researcher conducted this study in 5 meetings due to the conditions of teaching and learning in pandemic times. In this study, the writer focuses on three meetings in the implementation of dialogic feedback. Therefore, the research duration was limited to implementing the teaching and learning effectively. Second, the conditions of learning English and the implementation of dialogic feedback in speaking class employs a small number of participants. It is recommended and as a suggestion for further study to involves a large number of participants. The next limitation deals with the research theory of dialogic feedback in speaking. Further study could enrich the theory of dialogic feedback in speaking class.

## 1.5     Significance of the Study

This present study is expected to give contributions and produce the findings of this study that have the benefits theoretically, practically, and pedagogically for EFL teaching and learning.

Theoretically, the results and findings of this study will enrich the previous study about the implementation of dialogic feedback, especially for student speaking skills. It is expected to give a new contribution of knowledge about the implementation of dialogic feedback in online learning for speaking skills. In addition, it is also expected to give information, model as a reference to develop this research for further studies; the other researcher could revise, evaluate and add a new contribution to this study—this study also as a resource for further study about the implementation of dialogic feedback in speaking skills.

Practically, the results of this study are expected to give new insight for the English teacher and the English Education Department Students. English teachers are informed of a new strategy in teaching speaking to motivate students to be more active in the classroom. The English Education Department students will receive a new insight or strategy to apply the techniques as a prospective teacher. This research is expected to be a source for the researcher and a reference for the other researcher.

Pedagogically, this present study can be used to give valuable contributions and a new perspective for English teachers, especially in speaking class and to advance their professional development. This study will give a great value for the teacher to make the better teaching in the classroom. It is also an input to the English department student who is interested in teaching speaking in the future.

## 1.6    Definition of Key Terms

Several key terms are used in this study.  The Key terms are used in this study for explaining, discussing, and reporting the results of this study. There are three keywords used, i.e. Dialogic Feedback, Speaking Skill, Students perception

1.  Dialogic Feedback

Dialogic feedback is the interactions between the teacher and the student about the student's performance where the teacher providing the feedback to the students for corrections students mistake with clear explanations. It is in line with Carless (2012), Vattoy and Smith (2019), that dialogic feedback is the interactive exchanges that involve the expectations clarified and the meaning negotiated in learning among teachers, materials, peers, and the students. Dialogic feedback supports the students in the learning process by correcting the student's mistake.

2.   Speaking skill

Speaking is the process of human communication about conveying an idea, message, opinion, or someone's thought.  According to Rajitha and Alamelu (2020) Speaking is the process of people exchange ideas, opinions, views, and other information as a fundamental process of human communication.  This current research focuses on the classroom presentation in speaking activities.

Classroom presentation will be a part of speaking activities in class in which students perform the topic or information in front of their classmates.

3. Students perception

Perceptions refer to the opinion and thoughts based on people's experience about something. According to the Cambridge advanced learner dictionary-Third edition (2018), perception is the opinion or belief from many people based on the things can seem. In this study, the researcher focuses on the student's perception about implementing dialogic feedback in online learning for speaking skills.

## 1.7    Organizations of the Paper

This study consists of six chapters. The first chapter is about an introduction that consists of the basic descriptions of this thesis. The second chapter is about the theoretical framework of the theories related to this study. The third chapter deals with the research methodology of this study. The four-chapter is related to the findings of this study. Furthermore, the fifth chapter deals with the result of the data analysis. Finally, the sixth chapter explains the conclusions or summarizes of this study, this chapter also includes the recommendation for further study.