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Teachers' Oral Feedback in Teacher-Student Interaction at Tenth Grade of SMA Swasta Cerdas Murni

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ABSTRACT

This research aims to identify the types of oral feedback used by the teacher in teacher-student interaction based on the theory of Tunstall and Gipps (1996). This research was conducted at SMAS Cerdas Murni Grade X-1 using a descriptive qualitative method. The subjects of this research were one English teacher and 26 students. The instruments used in collecting the data were classroom observation through video recordings. The recorded data were transcribed into written form to identify the teacher's oral feedback during classroom interaction. The findings showed that the teacher used five types of oral feedback, namely evaluative feedback 13 (32.5%), corrective feedback 4 (10%), descriptive feedback 6 (15%), interactional feedback 9 (22.5%), and motivational feedback 8 (20%). Evaluative feedback was identified as the most frequently used type of feedback in the classroom. The findings indicate that oral feedback plays an important role in creating a communicative classroom atmosphere and helping students understand and respond to the teacher's feedback in English.

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INTRODUCTION

In the English as a Foreign Language (EFL) classroom, communication is primarily realized through classroom interaction. According to Walsh (2013), teacher-student interaction is a key element in language learning because it provides learners with opportunities to use the target language, receive input, and develop their speaking ability. Through interaction, students are expected to actively participate, respond to teachers' questions, and engage in meaningful exchanges. However, interaction will not run effectively without appropriate support from the teacher, one of which is feedback.

Feedback, especially oral feedback, is an essential component in language teaching. It refers to the responses given by teachers to students' spoken performance, which aim to correct errors, clarify meaning, and encourage further participation (Lyster, 2023). Saito (2021) explains that feedback helps learners notice the gap between their current language ability and the target language, which is important for language development. More recent studies also emphasize that effective oral feedback can improve students' fluency, accuracy, and confidence in speaking (Le, 2025). In addition, feedback is not only about correction but also about building interaction, as it can stimulate students to respond, negotiate meaning, and continue the conversation.

However, the success of oral feedback depends on how students respond to it. Ideally, students should actively engage with the feedback by answering, repairing their errors, or continuing the interaction. In reality, many EFL students still face difficulties in responding to teachers' oral feedback (Uddin, 2022). Studies have shown that factors such as lack of confidence, limited vocabulary, and fear of making mistakes often prevent students from actively participating in classroom interaction (Kleij & Adie, 2020).

Based on preliminary research at the tenth grade of SMA Swasta Cerdas Murni, it was found that students still have difficulty responding to teachers' oral feedback in English. When teachers give feedback or ask questions in English, students often respond in Bahasa Indonesia or remain silent. This shows that students are not yet confident and still have limited ability to communicate in English during classroom interaction.

For example, during the lesson, the teacher provided oral feedback on students' use of tense:

Teacher: "Why do we use 'they were' in this sentence?"
Students: "*Karena* past tense." (Because it is past tense).
Teacher: "Okay, past tense is correct, but try to say it in English." (Corrective Feedback)
Students: "Because… past tense."
Teacher: "Yes, because it happened in the past. Good. Now, what is the present form of 'they were'?" (Evaluate Feedback)
Students: (silent)
Teacher: "You can say 'they are'. Can you repeat?" (Interactional Feedback)
Student: "They are."

The interaction above shows several types of oral feedback used by the teacher during teacher-student interaction. Corrective feedback is used when the teacher corrects students' language use and encourages them to answer in English. Evaluative feedback appears when the teacher gives appreciation or confirmation such as "Good" after students attempt to answer. Meanwhile, interactional feedback is shown when the teacher continues the interaction by guiding students to repeat and respond correctly. These various types of feedback are important because they help teachers maintain classroom interaction and encourage students to participate more actively in speaking English.

According to Tunstall and Gipps (1996), oral feedback can be classified into several types based on its function during the learning process. Evaluative feedback focuses on giving praise, approval, or judgment toward students' performance. Corrective feedback is used to identify and correct students' errors in language use. Descriptive feedback provides detailed explanations, suggestions, or information that help students understand their strengths, weaknesses, and ways to improve. Interactional feedback aims to maintain communication and involve students actively in classroom interaction through questions, repetition, or discussion. Meanwhile, motivational feedback is intended to encourage students emotionally by building confidence, enthusiasm, and positive attitudes during learning activities. These five types of oral feedback play an important role in supporting effective classroom communication and helping students respond more actively during English learning.

Based on the preliminary data above, it can be seen that teachers' oral feedback is important in helping students respond during classroom interaction. When students experienced difficulty answering in English, the teacher used different types of feedback to guide, encourage, and maintain the interaction. This situation also indicates that classroom interaction mostly happens through teacher-student interaction. Without oral feedback, students tended to remain silent or respond only in Bahasa Indonesia. Oral feedback becomes an important strategy for teachers to create communicative teacher-student interaction and help students improve their confidence and ability to respond in English. Feedback can be delivered in written or oral forms. Therefore, this study focuses on the types of teachers' oral feedback in teacher-student interaction at the tenth grade of SMA Swasta Cerdas Murni.

METHOD

This study uses a descriptive qualitative research design because it is intended to explore and describe the phenomenon of teachers' oral feedback during teacher–student interaction. Qualitative research is concerned with understanding phenomena in their natural context and presenting the findings in the form of words instead of numerical data (Creswell, 2014). In particular, the descriptive qualitative approach allows the researcher to observe, analyze, and interpret classroom data based on real situations that occur naturally without controlling or manipulating any variables.

The sources of data in this study are one English teacher and tenth-grade students at SMA Swasta Cerdas Murni. The participants consist of one class of tenth-grade students and the English teacher who teaches the class. The data are obtained from the teaching and learning process, particularly during teacher–student interaction in the classroom. The primary data consist of the teacher's utterances that contain oral feedback.

Video recording was used to record the natural interaction between the teacher and students during the teaching and learning process. This instrument helped the researcher

obtain complete and accurate data because the recordings could be replayed several times for analysis. After that, the recorded interactions were transcribed into written form to identify the teacher's oral feedback.

In this study, the data were analyzed using the interactive model proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña (2014), which consists of three steps: data condensation, data display, and drawing and verifying conclusions. In the data condensation stage, the researcher selected, focused, and simplified the data obtained from classroom observations by identifying the teacher's utterances containing oral feedback and categorizing them based on the types proposed by Tunstall and Gipps (1996). Irrelevant data were reduced to maintain focus on the research objectives. Next, in the data display stage, the data were organized and presented in the form of descriptive text and tables to help the researcher identify patterns and frequencies of the teacher's oral feedback more clearly. Finally, in the conclusion drawing and verification stage, the researcher drew conclusions from the analyzed data and verified them by reviewing the data repeatedly to ensure the accuracy and consistency of the findings.

FINDINGS

Data

The classroom interactions were collected during the teaching and learning process in class X-1 of SMAS Cerdas Murni, which involved 26 students. The data were gathered from two classroom meetings, focusing on Narrative Text. All interactions that occurred between the teacher and students, from the beginning until the end of each session, were recorded. These recordings were then transcribed, and the teacher talk and student talk were identified and analyzed. Furthermore, the data in this study were analyzed using the framework proposed by Tunstall and Gipps (1996). This framework was used to identify the types of teacher feedback and to examine how oral feedback was applied in teacher–student interaction.

Data Analysis

Data analysis is the process of organizing, describing, evaluating, and interpreting data to achieve the objectives of a study (Ghosh, 2017). In this research, the data were analyzed to address the research questions. The analysis was conducted through several steps, including categorizing the data and calculating the percentage of each type of oral feedback, namely evaluative, corrective, descriptive, interactional, and motivational feedback, found in the teacher's responses during each meeting. During this process, the researcher also observed, described, interpreted, and drew conclusions from the data. This procedure was carried out to answer the main problems of the study: identifying the types of oral feedback used by the teacher in classroom interaction in class X-1 at SMAS Cerdas Murni. The identification of feedback types was based on the classification proposed by Tunstall and Gipps (1996), which was adapted in this study into five categories: evaluative, corrective, descriptive, interactional, and motivational feedback.

During the observation conducted for two meetings at SMAS Cerdas Murni Grade X-1, it was found that the teacher gave feedback in different ways to each student. The data recorded during class interactions lasted approximately 30 minutes each meeting, starting from the teacher starting the meeting with greetings, then asking or reviewing the material that has been passed, then explaining the material being studied at that time until closing the meeting with greetings as well.

Based on the results of observations made at the first meeting on Tuesday, April 14th, 2026 in class at X-1 SMAS Cerdas Murni, there were 17 teacher's feedback from 5 types of oral feedback on the teaching and learning process. Then the results of observations made at the second meeting on Saturday, May 2nd, 2025 in Grade X-1, found 23 teacher's feedback from 5 types of oral feedback in the teaching and learning process.

Types of Teacher Oral Feedback

Table 1: Teacher's Oral Feedback in the First and Second meetings in classroom interaction

Types of Teacher Oral Feedback	Meeting I	Meeting II	Percentage
Evaluative Feedback	6	7	13 (32,5%)
Corrective Feedback	1	3	4 (10%)
Descriptive Feedback	3	3	6 (15%)
Interactional Feedback	4	5	9 (22,5%)
Motivational Feedback	3	5	8 (20%)
Total	**17**	**23**	**40 (100%)**

From table 1 it can be seen that all types of oral feedback are used by the teacher in classroom interactions. The dominant type of oral feedback used by the teacher is Evaluative Feedback, around 13 (32,5%) of the feedback. The calculation of oral feedback presentation is calculated using the formula from Sudijono (2012):

$$P = \frac{f}{n} x\ 100\%$$

Explanation:

P = Percentage
f = Frequency of the obtained data
n = Total number of data/respondents
100% = Constant used to convert the result into percentage form

The type of oral feedback given by the teacher to students obtained during observation can be described as follows.

a. Evaluative Feedback

This feedback relates to the form of assessment and praise of student performance or work (Tunstall & Gipps, 1996). This feedback is used by the teacher to give praise or appreciation for students' speaking skills during the learning process. Praise feedback consists of rewarding, punishing, approving, and disapproving. Below is a transcript of the conversation between students and the teacher when providing feedback.

Data 1:

Student: "*Berarti kalau* 'Go' *menjadi* 'Goes' *ya* Sir?" (So, 'Go' becomes 'Goes', Sir?).

Teacher: "Wait, 'Go' *adalah* irregular verb. *Apakah perubahannya hanya*

ditambah '-es'?" (Wait, 'Go' is an irregular verb. Is the change only by adding '-es'?).

Student: "*Oh, bukan* Sir.'Go' *menjadi* 'Went'." (Oh, no Sir. 'Go' becomes 'Went').

Teacher: "*Sangat bagus! Kamu berhasil mengoreksinya sendiri*." (Very good! You successfully corrected it by yourself).

Data 1 shows that the teacher implemented Evaluate Feedback during classroom interaction when discussing irregular verbs. The interaction began when the student said, "*Berarti kalau* 'Go' *menjadi* 'Goes' *ya* Sir?" Then the teacher responded, "Wait, 'Go' *adalah* irregular verb. *Apakah perubahannya hanya ditambah* '-es'?" After hearing the teacher's question, the student realized the mistake and answered, "*Oh, bukan* Sir. 'Go' *menjadi* 'Went'." Then the teacher appreciated the student's answer by saying, "*Sangat bagus! Kamu berhasil mengoreksinya sendiri*." This interaction shows Evaluate Feedback because the teacher did not immediately judge the student's answer as wrong or directly provide the correct answer. It also shows appreciation toward the student's effort in self-correction. Therefore, the dominant feedback found in this interaction is self-correction encouragement because the teacher guided the student to evaluate and improve the answer independently.

b. Corrective Feedback

Corrective feedback is a type of response given to learner errors (Ellis, 2006). Corrective feedback is feedback given to errors such as student inaccuracies which are then corrected and justified by the teacher. The following is a transcript of the teacher's conversation with students in classroom interaction.

Data 2:

Teacher: "*Struktur pertama adalah* Orientation. *Di sini kita mengenalkan tokoh dan latar cerita*." (The first structure is Orientation. In this part, we introduce the characters and setting of the story).

Student: "*Jadi bagian awal itu namanya* Identification, Sir?" (So, the first part is called Identification, Sir?).

Teacher: "*Bukan, itu istilah untuk* Descriptive Text. *Dalam* Narrative, *bagian pembukaan disebut* 'Orientation'." (No, that term is used for Descriptive Text. In Narrative Text, the opening part is called 'Orientation').

Data 2 shows that the teacher implemented Corrective Feedback during classroom interaction while explaining the generic structure of Narrative Text. This interaction indicates Corrective Feedback because the teacher directly corrected the student's incorrect understanding and immediately provided the correct concept. The teacher clearly explained that "Identification" belongs to Descriptive Text, while "Orientation" is the correct term used in Narrative Text. Through this direct correction, the teacher helped students distinguish between the structures of different text types in English learning. The feedback also prevented students from continuing the misunderstanding during future learning activities. Therefore, the dominant feedback found in this interaction is direct correction because the teacher explicitly identified the mistake and replaced it with the

correct explanation.

c. Descriptive Feedback

This feedback is specific information about the student's strengths and weaknesses as well as improvement strategies (Hargreaves, 2000). This is classified into determining achievement and improvement through long explanations which can be a reference for students in increasing student knowledge as well as building achievement and building a way forward.

Data 3:

Student: "*Kapan kita pakai* 'Said' *dan kapan pakai* 'Told', Sir?" (When do we use 'Said' and when do we use 'Told', Sir?).

Teacher: "*Pertanyaan yang bagus*!'Said' *digunakan jika tidak diikuti pendengar langsung, sedangkan* 'Told' *biasanya diikuti objek*." (That is a good question! 'Said' is used when it is not followed directly by a listener, while 'Told' is usually followed by an object).

Teacher: "*Pintar sekali sudah berani bertanya. Bertanya adalah ciri orang yang mau belajar*." (Very smart for being brave enough to ask. Asking questions is a sign of someone who wants to learn).

The data shows that the teacher implemented Descriptive Feedback during classroom interaction when discussing the use of "said" and "told." The interaction began when the student asked, "*Kapan kita pakai* 'Said' *dan kapan pakai* 'Told', Sir?" Then the teacher responded, "*Pertanyaan yang bagus*! 'Said' *digunakan jika tidak diikuti pendengar langsung, sedangkan* 'Told' *biasanya diikuti objek*." This interaction shows Descriptive Feedback because the teacher not only praised the student but also provided detailed information related to the student's question. The teacher clearly described the grammatical difference between "said" and "told" so that the student could understand how and when both words are used correctly in sentences

d. Interactional Feedback

This type of feedback is feedback given by the teacher to students in the form of comments on the results of student work and suggestions so that students can do it more easily. This feedback categorizes interactional feedback into reformulation, elaboration, commentary, suggestion, and repetition. Below is a conversation between the teacher and students in class interaction.

Data 4:

Teacher : "D, *ayo maju ke depan. Coba tulis satu kalimat lampau tentang cerita kancil*." (D, come to the front. Try to write one past tense sentence about the mousedeer story).

Student : (Write: The deer walk to the forest)

Teacher : "*Coba kelas perhatikan tulisan D. Apakah kata* 'Walk' *sudah benar untuk Narrative?*" (Class, please look at D's sentence. Is the word 'Walk' correct for a Narrative Text?).

All Students : "*Belum Sir! Harusnya* 'Walked'!" (Not yet, Sir! It should be 'Walked'!).

The data shows that the teacher implemented Interactional Feedback during classroom interaction when asking students to write a sentence using the past tense form. After seeing the student's sentence, the teacher involved the entire class by asking, "*Coba kelas perhatikan tulisan D. Apakah kata '*Walk*' sudah benar untuk Narrative*?" Then all students answered together, "*Belum Sir! Harusnya '*Walked'!" This interaction shows Interactional Feedback because the teacher created active communication between the teacher, the student, and the whole class in correcting the mistake together. Instead of directly correcting the sentence, the teacher invited other students to participate in identifying the error. Through peer discussion and classroom participation, students became more confident in expressing their opinions and correcting language mistakes together.

e. Motivational Feedback

This feedback aims to encourage students in the form of motivation, concern, and empathy from the teacher so that students can do things better. Mackiewicz & Thompson (2013) describe five ways of motivational feedback: praise, statements of encouragement or optimism, demonstrations of concern for students, expressions of sympathy and empathy, and reinforcement of students' feelings of ownership and control. Below is a transcript of the student's conversation with the teacher in class interaction.

Data 5:

Student : "Good morning, Sir!"
Teacher : "Good morning students! How are you today? Are you ready to study?"
Student : "Yes, we are!"
Teacher : "*Sir senang melihat wajah-wajah ceria kalian. Semangat ini harus dipertahankan!*" (Sir is happy to see your cheerful faces. This spirit must be maintained!).

The data shows that the teacher implemented Motivational Feedback during classroom interaction at the beginning of the lesson. The interaction started when the student greeted the teacher by saying, "Good morning, Sir!" Then the teacher replied, "Good morning students! How are you today? Are you ready to study?" After that, the teacher motivated the students by saying, "*Sir senang melihat wajah-wajah ceria kalian. Semangat ini harus dipertahankan!*" This interaction indicates Motivational Feedback because the teacher attempted to build students' enthusiasm and positive emotions before starting the learning process. The teacher's statement, "*Semangat ini harus dipertahankan*," encouraged students to maintain their motivation and excitement during classroom activities. In addition, the teacher created a warm and supportive classroom atmosphere by showing attention to the students' emotional condition.

DISCUSSION

This study discusses the types of oral feedback used by the teacher and how the feedback was implemented during teacher–student interaction in class X-1 at SMAS Cerdas

Murni. Based on the findings, the teacher applied five types of oral feedback proposed by Tunstall and Gipps (1996), namely evaluative feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. The findings revealed that evaluative feedback was the most dominant type used during classroom interaction. This result indicates that the teacher frequently gave appreciation, confirmation, and positive responses to students' participation during the learning process. Through evaluative feedback, students became more confident and motivated to answer questions, express opinions, and participate actively in classroom communication.

The dominance of evaluative feedback also shows that oral feedback is not only used to correct students' mistakes but also functions as a strategy to create a communicative classroom atmosphere. During classroom interaction, the teacher often encouraged students to evaluate and correct their own answers before receiving direct correction from the teacher. This finding supports the theory of Lyster (2023), who states that feedback can encourage learners to notice their language errors and improve their language production independently. In this study, the teacher's oral feedback trained students to understand and respond to feedback in English, which helped students become more active during classroom interaction.

In addition, interactional and motivational feedback also appeared frequently during the learning process. Interactional feedback encouraged students to participate together in correcting mistakes and discussing answers with classmates. This finding indicates that feedback can build collaborative interaction between the teacher and students. Meanwhile, motivational feedback helped the teacher create a supportive and positive learning environment by encouraging students emotionally before and during the lesson. These findings are important because students in EFL classrooms often feel anxious or afraid of making mistakes when speaking English. Therefore, supportive oral feedback can reduce students' anxiety and increase their confidence in using English during classroom activities.

Although corrective feedback appeared less frequently than other types of feedback, it still played an important role in helping students understand the correct language forms and concepts. The teacher directly corrected students' misunderstandings related to grammar and text structure to prevent repeated errors during future learning activities. This finding confirms that corrective feedback remains necessary in language learning because students need clear explanations to distinguish correct and incorrect language use.

The findings of this study have both theoretical and practical significance. Theoretically, this study supports previous studies about the importance of oral feedback in EFL classroom interaction, especially the theory proposed by Tunstall and Gipps (1996). The results also strengthen the idea that oral feedback functions not only as correction but also as a communicative tool to build interaction and student participation in the classroom. Practically, this study can help English teachers understand the importance of using various types of oral feedback during teaching and learning activities. By applying appropriate feedback strategies, teachers can create a more interactive classroom atmosphere and help students improve their confidence, participation, and ability to respond in English.

However, this study only focused on one English teacher and one classroom at SMAS Cerdas Murni. Therefore, the findings cannot fully represent all classroom interaction contexts. Future researchers are suggested to conduct studies involving more participants, different grade levels, or different schools to obtain broader findings about the implementation of oral feedback in EFL classrooms.

CONCLUSION

Based on data analysis, it was found that there were 5 types of oral teacher feedback used by the teacher in classroom interaction in English learning at class X-1 at SMAS Cerdas Murni, namely evaluative feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. Among the 5 types of oral feedback, the oral feedback that is most frequently used is evaluative feedback at 13 (32,5%) and the oral feedback that rarely appears is corrective feedback at 4 (10%).

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