

**THE EFFECT OF TEACHER'S FEEDBACK ON YOUNG EFL LEARNERS'
UPTAKE AND REPAIR IN CLASSROOM DISCOURSE:
A CASE STUDY AT I-TUTOR.NET SEMARANG**



A THESIS

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For Master's Degree in Linguistics

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CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, 31 July 2012

Vidi Arini Yulimar

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The writer realizes that this thesis is still far from perfect. She, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about teacher’s feedback and to understand a little bit more about student’s uptake and repair.

Semarang, 31 July 2012

The writer

Dedicated to:
My husband
and
the Martojos.

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ABSTRACT

The study looked into the types of feedback used by teachers with their pupils in order to see the immediate effects of each feedback type on learner repair and uptake in EFL context. The purposes of the study were to investigate the types of feedback mostly used by teachers, to investigate the effects of teachers feedback on young EFL learner uptake and repair, and as for the pedagogical purpose, the study would be giving a new perspective of the good or positive feedback that teachers should give when teaching children. The sampling technique used in this research was purposive random sampling. The sample consisted of one teacher, two students of Primary 1, and one student of Kindergarten 2. This research used observational design. The approach used in this research was the qualitative one supported by simple statistic calculation (frequency) in order to support the findings, whereas the analysis model used was the inductive type which started from the data or facts obtained in the field for abstraction and drawing the conclusion. The result of the research showed that teacher used eight different types of feedback: repetition, form-related comment, elicitation, recasts, explicit correction, clarification request, praise, and clue. The most dominant feedback type used by teacher was repetition. It comprised 25% of feedback moves. The most effective type of feedback was elicitation, since it was the one that generated the most uptake, with and without repair.

Keywords: Feedback, uptake, repair.