TYPES OF TEACHER'S FEEDBACK USED IN SPEAKING ACTIVITIES AT SECOND GRADES IN JUNIOR HIGH SCHOOLS

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Feedback is one of the most important factors that contribute to students' success in the learning process. At the same time, teacher feedback is a fascinating topic to discuss. It is important to understand the different types of feedback and why the teacher employed them. This study was conducted to learn about the different types of teacher feedback given by the English teacher of the eighth grade at SMPN 27 MEDAN during the academic year 2022/2023 in speaking activities, as well as the reasons why the teacher gives feedback the way she does. The research design is a descriptive qualitative study based on Stone and Nielsen's opinions. After analysis, it is clear that the types of teacher feedback stated by the teacher are affective feedback and informative feedback, with informative feedback dominating. Furthermore, the teacher's motivation for creating them is to improve communication with students and to build a communicative class.

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I. INTRODUCTION

A. The Background of the Study

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

One of the most difficult problems students face when studying a target language is being able to speak English fluently. According to Harmer (2001: 87-89), it is important to be clear about the mistake made by the students that we want to talk about.

In the real educational system, feedback is one of the most important factors that contribute to students' success in the learning process. Feedback can be in the form of a correction or a suggestion for the learners (Harmer 2000). The teacher needs to correct any errors that occur after the fact. It is the teacher's job to provide encouragement and/or corrections to students to boost their confidence and solve problems in their learning process.

Most teachers and educational researchers agree that giving feedback to students is an important tool for improving learning. According to Harmer (2001: 99), the feedback includes not only correcting students but also providing them with an assessment of how they are done, whether during a drill or following a longer language production exercise.

A teacher should try to provide feedback during the teaching-learning process to promote active learning in the classroom. This setting has the potential to motivate students to participate in the learning process. As a result, class interaction will continue to exist.

Considering those explanations, this research is conducted to find out the types of teacher's feedback used in speaking activities and how they give feedback way they do.

II. LITERATURE REVIEW

A. Feedback in Speaking Activities

One of the standards of competence for teaching English speaking skills to first-grader students in junior high school, according to KTSP 2006, is to enable students to express simple instructions and information in their daily life. As a result, students should be able to understand and use the language. Hence, to be effective in learning English, students must have the chance to actively practice and use the language. To maintain the quality of language use in the classroom, according to Harmer (2002), a teacher must be a good controller.

The teacher should be aware of how he or she speaks to the students and how he or she interacts with them. When it comes to a teacher's role as a controller in the classroom, the teacher might use a variety of strategies to control the students' language usage. Giving feedback, according to Hunt and Touzel (2009), is one method to control students' language use in the classroom. The teacher in this case monitors and controls the students' performance on the tasks while also providing feedback on how effectively the tasks are accomplished.

Students needed teacher feedback when learning to speak to understand their speaking abilities and to inspire them to study more. According to Kayi (2006), teachers should not modify students' pronunciation while they are speaking. While they are speaking, the teacher should be observed and taking notes on the students' performance. A teacher can provide immediate feedback once students have finished speaking. Furthermore, Saito and Lyster (2010) studied the effect of corrective feedback on L2 pronunciation. According to his study, teachers must provide immediate feedback on student's performance so that students can learn and practice the correct form in response to their teachers' model. They also emphasize that when students have finished speaking, the teacher should provide immediate feedback. They discovered that giving students corrective feedback had a significant impact and a positive effect on their pronunciation development.

The teacher doesn't need to respond to all errors in correcting students' speaking while teaching speaking to young learners. Instead of correcting the mistake, the teacher should demonstrate correct grammar and pronunciation to the students (Cameron, 2001). Cameron (2001:212) says that teachers should provide

feedback in a foreign language. It helps young students in learning phrases that they may use with their friends. In short, teachers must provide young students with constant and supportive feedback on their progress. The feedback teaches young students how to manage their learning and progress.

However, if teachers are lack comprehend the nature of feedback, it will be ineffective in improving the students' learning progress. Most teachers believe that feedback is given to students who make mistakes to help them fix their errors. Feedback may also be used to encourage students to improve their performance in exchange for doing something good. According to Hunt and Touzel, 2009:25, a study done by Elawar and Corno (1985) found that teachers who provide regular feedback to students on the accuracy and appropriateness of their work had higher-achieving students. Students' achievement and motivation both improve as a result of the feedback.

B. Types of Teacher's Feedback Used in Speaking Activities

In the speaking activities, there are some types of teacher feedback. There are two types of feedback, according to Stone and Nielsen (1982: 112):

1) Affective feedback

The occurrence of positive reinforcement to the correct response made by the students is referred to as this term. The purpose of this feedback is to ensure that students' performance is secure and that positive emotional reactions in the classroom are strengthened. In addition to explaining effective feedback, Kauchack (1989: 87) suggests using effective praise, such as:

a) Praise genuinely

Being genuine is an important and valued characteristic in every aspect of teaching and living. Because our nonverbal conduct "gives it away," insincerity is likely to be perceived as such, and as a result, the teacher's praise lacks credibility. This simply means that if the teacher praises you, you should take it seriously.

b) Praise the effort as well as the answer

This strategy teaches students that learning is about more than just the answer; it's also about the effort it takes to acquire the answer (e.g., "You worked hard on that problem" and "Good job!").

c) Praise specifically

A broad response such as "Very Good," "Excellent answer," or a similar response gives less information than praise that is based on and describes the praise-worthy behavior. The students who provide the answer benefit not just emotionally, but the rest of the class benefits academically from the additional information in the teacher's response.

2) Informational feedback

This term relates to information that provides a means of correcting, clarifying, evaluating, and identifying the students' incorrect responses.

Six types of informational feedback are identified by Lyster and Ranta (1999), as cited by Ellis & Shawn (2001, 37). They are as follows:

a) Explicit correction, in which the teacher provides the correct form and indicates that the student's statement is incorrect (for example, "Oh, you mean," "You should say").

b) Recasts (i.e., the teacher reformulates all or part of the student's utterance implicitly).

c) Requests for clarification (i.e., the teacher uses phrases like "Pardon?").

d) Metalinguistic feedback (i.e., the teacher provides comments or asks a question on the students' utterances' form).

e) Elicitation (i.e., the teacher directly elicits a reformulation from the students).

III. RESEARCH METHODOLOGY

In the research design, the descriptive qualitative method is used. Descriptive research is the type of research that factually and accurately describes the

phenomenon of a given population in a systematic manner (Isaac 1984:46). Nevile (2007:3) states that descriptive research can be used to collect data, analyze data, and draw conclusions.

Cresswell in (2007:37) defines that qualitative research as a process of comprehensively investigating human relation issues, organized by sentences, presented in detail from information, and conducted in natural settings. The study of things in their natural settings to make sense of or interpret phenomena in terms of the meanings that people assign to them is known as qualitative research (Richards, 2003 cited in Lincoln, 1994: 2).

The data used in this research is the transcript of recorded verbal ways that the teacher had with the students while in teaching-learning process at SMPN 27 MEDAN and also the interview transcript between researcher and the teacher. It is found that here are 8 utterances that used by the teacher.

The eighth-grade teacher and students at this school were the subjects of this study. The researcher chose one class in the school as the objects of the research and there was one meeting of the class.

The researchers will need data to analyze the phenomenon while conducting this research. Primary data, also known as 'original data,' was used in this study. Zacharias (2012:11) The term "original data" refers to data collected by the researcher. The data was directly related to the observed problem and was delivered directly from the resources.

This study was conducted out at SMPN 27 Medan. It was at Mabar Hilir, Kec, Medan Deli, Kota Medan, Sumatera Utara, at Jl. Pancing Ps. IV No.2, Mabar Hilir, Kec, Medan Deli, Kota Medan, Sumatera Utara. The eighth-grade teacher and students at this school were the subjects of this study. The researcher chose one class in the school as the objects of the research and there was one meeting of the class.

The instruments of collecting data were the camera recorder, voice recorder, and interview sheets. The camera recorder was used to record the speaking

activities. The voice recorder was used to record the interview with the teacher. The interview sheet was used to know the reasons of why the teacher give feedback the ways they do in speaking activities. Besides that, indepth interview was done to get more data so there were spontaneously questions asked to the teachers.

The data of this research was collected by using the following techniques:

1) Observation

The researcher use observation in this study. At SMPN 27 Medan, observation is used to determine how the teacher's feedback used in the students' speaking activities in English lessons. The scope of the observation includes the entire teaching and learning process in the classroom. In other words, the researcher should collect data in an actual session. The researcher created an instrument for observation, such as video recording, audio recording, and field notes.

The researcher observed the teacher who taught in the English classroom using a video recording and a field note to gather a lot of information about how the teacher gives feedback to the students' speaking activities and what types of feedback English teachers use in the teaching-learning process. This study used not only a video recording and field notes but also audio recording. If the researcher lost the data, the audio record was utilized to save it. As a result, the researcher can analyze the audio recording to get the missing data from the observation process.

2) Interview

An interview is another way of collecting data. In qualitative research, the researcher uses interviews to acquire data. According to Sugiono (2009), there are three types of interviews: structured interviews, unstructured interviews, and semi-structured interviews. The direction of the interview in a structured interview is evident based on the list of questions.

The researcher interviewed one English teacher at SMPN 27 Medan, where just one teacher taught eighth-grade students. Before conducting the interview, the

researcher provided the interview guide. The interview guide is a list of questions that should be prepared before conducting an interview.

The researcher's first step was to identify himself before conducting the interview. The researcher then stated why he was doing the interview. The researcher asked the participant to explain herself; this technique allowed the researcher to learn about her experience and educational background. The researcher next asked the English teacher about the feedback she used in the teaching-learning process. The researcher collected field notes based on the dialogue during the interview, specifically an interview transcript, and the participant was recorded by an audio recorder.

The data was analyzed using Miles and Huberman's interactive model of analysis (1994):

a) Data Collection

The process of collecting data began with the search for required data in various forms. As previously stated, the researcher employs the note-taking and recording method.

b) Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written-up notes or transcriptions is referred to as data reduction (Miles and Huberman, 1994:10.). The researcher organized the data into groups by selecting the most important data and categorizing the data based on the theories. The researcher also created a code by inserting numbers into the transcript to identify similar expressions in the teachers' utterances. For example, (1) (2) (3), and so on.

c) Data Display

1) The data was analyzed and compared to the theories by the researchers.

2) The researcher counted the expression to determine the frequency with which it was used.

d) Conclusion

The researcher created a research summary based on the results of the study.

IV. RESEARCH ANALYSIS, FINDINGS AND DISCUSSION

4.1 Data Analysis

4.1.1 Types of teacher's feedback used in speaking activities at SMPN 27 Medan

1) **Affective feedback**

Affective feedback is the occurrence of positive reinforcement to the correct response made by the students (Stone and Nielsen 1982:112). In affective feedback, Kauchack (1989:87) suggests using affective praise, such as:

a) Praise Genuinely

Praise Genuiely means that when the teacher praises you, you should take it seriously (Kauchack (1989: 87).

Data sample 1.
T: "Iya menjelaskan tentang ciri-ciri sebuah benda atau orang. Understand?"
S: "Yes mam."
T: "Good".

Our explanation starts with re-sampling "Good" and the reasons why the utterances is called "Praise Genuinely" because the teacher is giving affirmation and also praises (Kauchack 1989: 87).

b) Praise the effort as well as the answer

This strategy teaches the students' effort to acquire the answer (Kauchack 1989:87).

Data sample 2

T: "Who is know the definition of descriptive text?"

S: "Mendeskripsikan sesuatu mam."

T: "Mendeskripsikan sesuatu? Good. For example?"

Our explanation starts with the re-sampling "Good. For example?" and the reasons why the utterances is called "Praise the effort as well as the answer" because the teacher is not only giving praise but she also let the students make an effort.

c) Praise specifically

A board response such as "Very Good", "Excellent Answer" or a similar respose gives less information than praise is based on and describes the praise-worthy behavior (Kauchack 1989: 87).

Data sample 3

S: "Tiger are the biggest of all cats. They live in greyland and fors".

T: "Grisly and forest"

S: "(repeats correctly)"

T: "Very Good. Thank you".

Our explanation starts with the re-sampling "Very Good" and the reasons why the utterance is called "Praise specifically" because the teacher giving the praise-worthy behavior.

2) Informational feedback

This term relates to information that provides a means of correcting, clarifying, evaluating, and identifying the students' incorrect responses (Kauchack (1989: 87). There are six types of informational feedback are identified by Lyster and Ratna (1999). They are as follows:

a) Explicit correction

Explicit correction means the teacher provides the correct form and indicates that the student's statement is incorrect.

Data sample 1

S: "Large animels"

T: "Bukan tapi large animals. Lihat tulisannya!"

S: "(repeats correctly)".

Our explanation starts with the re-sampling "Bukan tapi large animals. Lihat tulisannya" and the reasons why the utterance is called "explicit correction" because the teacher indicates the student's statement or answer is incorrect and the teacher provides the correct form.

b) Recast

Recast means the teacher reformulates all or part of the student's utterance implicitly.

Data sample 2

S: "Have good memores"

T: "Salah! Yang benar has good memorize"

Our explanation starts with the re-sampling "has good memorize" and the reasons why the utterance is called "Recast" because the teacher reformulates all part of the student's utterance implicitly.

c) Request for clarification

The teacher uses phrases like "pardon?"

Data sample 3

S: "They eat there preys with frens"

T: "Pardon?"

Our explanation starts with the re-sampling "Pardon?" and the reasons why the utterance is called "Request for clarification" because the teacher reformulates all part of the student's utterance implicitly.

d) Metalinguistic feedback

This type of corrective feedback contains comments, information, or questions related to the well-formedness of the student's utterance without explicitly providing the correct form.

Data sample 4

T: "Coba baca the second pictures. Coba itu tentang apa?"

S: "Harimau"

T: "in English?"

S: "tiger"

T: "are you sure?"

S: "yes mam"

Our explanation starts with the re-sampling "are you sure?" and the reasons why the utterance is called "metalinguistic feedback" because the teacher wants the students to analyze his/her utterance linguistically.

e) Elicitation

The teacher directly elicits a reformulation from the students.

Data sample 5

S: "Saya mam. Tiger are the big of all cat"

S: "Excuse me? The big of all what?"

T: "all cats?"

Our explanation starts with the re-sampling "Excuse me? The big of all what?" and the reasons why the utterance is called "Elicitation" because the teacher use to directly elicit the correct form from the students.

Note : - T: Teacher

- S: Students

4.2 Research Findings

The findings from observation and data analysis shows that there are 5 pieces of informative feedback. Affective feedback, on the other hand, is 3. The researcher discovered that "informational feedback" is the most often used feedback by teachers in the classroom. The teacher often corrected students' errors in speaking activities. The students made an effort so that teacher did not have to spoon-feed them all the time. It would make them not depend on her too much.

4.2.1 Teacher's Ways of Giving Feedback in Teaching Speaking

The researcher discovered that "informational feedback" is the most often used feedback by teachers in the classroom. The reasons teacher provides informational feedback to students in order to correct, clarify, evaluate, and identify inaccurate responses. And to make the students more active and to boost their confidence in speaking English. That is why the teacher uses informational feedback as frequently as possible; she wants students to realize their mistakes and, as a result, try to improve their skills or performance.

The researcher discovered this in the classroom teaching and learning process. It's clear enough because the teacher actively provides feedback. So that the students may understand the classroom activity clearly. And the teacher is successful in creating such a communicative class.

4.3 Discussion

The teacher provided feedback to all of the students, either individually or collectively, based on the observation. Three times every week, the students participated in speaking activities. After the students performed the speaking task, the teacher provided feedback. According to Harmer (2001), feedback should be offered after the performance so that it does not stop the flow of language production to point out phonological, grammatical, lexical, or interpretive errors.

Based on the data collected from field notes as a result of observation and interviews with teachers, the majority of the teacher's feedback was informational. The teacher's purposes for providing feedback to students were all positive, and

the students responded positively to their teacher's feedback. The teacher's response encouraged the students to speak up. It made them realize their error and the correct one. It also encouraged and motivated the students to improve their speaking skills. The majority of the students followed the teacher's feedback.

In speaking, feedback was an essential part. Feedback assisted students in correcting their errors. The students had a positive perception of the teacher's feedback. The students considered that using teacher feedback to correct their speaking was helpful. The students also stated that their teacher's feedback assisted them in speaking English efficiently and accurately.

Based on the data, the use of teacher feedback was quite beneficial in process speaking. The students also believed that using teacher feedback helped them improve their speaking grammar and pronunciation. Apart from that, the students learned a new vocabulary from their teacher's feedback. With teacher feedback, students would become aware of their errors, with the intention that they would not repeat them because they already know the correct one. As a result, their speaking ability could be improved.

V. CONCLUSION AND SUGESSTION

5.1 Conclusion

After analyzing data from teacher feedback used in classroom discourse of eighth-grade students at SMP N 27 Medan. According to the researcher:

1. Types of feedback used in the classroom by the teacher to communicate with students in the eighth grade at SMP N 27 Medan. After observing and analyzing the teacher, the researcher discovered that teacher employed two types of feedback: affective feedback and informational feedback.

2. The most frequent type of teacher feedback used by teachers to communicate with eighth-grade students at SMP N 27 Medan is informative feedback. There are 5 pieces of informational feedback. Affective feedback, on the other hand, is 3.

The researcher discovered that "informational feedback" is the most often used feedback by teachers in the classroom. The teacher provides informational feedback to students in order to correct, clarify, evaluate, and identify inaccurate responses (Brown, 1987: 261). That is why the teacher uses informational feedback as frequently as possible; she wants students to realize their mistakes and, as a result, try to improve their skills or performance and also make the students more active and confidence.

5.2 Suggestion

There are some suggestions provided by the researcher for other language teachers or researchers to provide them with new knowledge for their major:

1) For language teacher

The research results are expected to be useful to other teachers in their teaching and learning processes. As previously said, feedback is very important for both students and teachers to make the teaching and learning

process more communicative. How the teacher used the feedback in this research can serve as a model for other language teachers looking to make their classes more active, especially when it comes to foreign language learning.

2) For other researchers

This research might be considered a preliminary study of classroom interaction. Other researchers might do research and development to gain additional exposure from a bigger number of lessons, including language classes. The result of this research might be the basic result, for example, guidance in developing research.

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