TEACHER'S ORAL FEEDBACK TOWARDS STUDENTS' RESPONSE IN SPEAKING SKILL AT SMKS ERIA MEDAN

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ABSTRACT

The purpose of this study was to describe and to explain teacher's Oral Feedback toward students' response in speaking skill at SMKS Eria Medan. The subject were the students of SMKS Eria Medan from eleventh grade. The types of oral feedback such as positive feedback praise, corrective feedback, recast feedback, explicit correction feedback, elicitation feedback, metalinguistic feedback, repetition feedback and clarification request feedback. The types of feedback that given by the English teacher such as: praise feedback, recast feedback, repetition feedback and metalinguistics (elicitation).There were five reasons why the teacher using the oral feedback: It gives both the teacher and the students information, appreciate the students, it providing direction to students, it providing language input to students, it encouraged students to learn, it encouraged students to be self-sufficient. Teacher might need to apply and know the types of feedback that are appropriate to improve students' achievement in learning English. However, not all teachers are aware of what type of feedback they use in their classroom and preferred by their students to improve the students English language achievement. The result of the research showed that the English teacher mostly used the directly feedback when give feedback to the students. The researcher used observation and interview for collecting the data.

Key words : *Feedback, Students' Response, Praise Feedback, Recast Feedback,   Repetition and elicitation*

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I.   INTRODUCTION

A. The Background of the Study

English has become a primary language of communication. Millions of people speak it because it is an international language. Those can converse with people who speak a different language. English has also become one of the important competencies for worldwide communicators and people must study English in order to compete. Students must be master four linguistic skills: listening, speaking, reading, and writing, During the teaching and learning process, these primary objectives must be achieved. It is insufficient for students to master merely receptive skills. They should master the others after mastering one. Speaking is a vital skill for students as a form of direct communication and it is one of the four major skills. It is one of the most crucial talents to master in order to be successful in communicating ideas, thoughts, and opinion orally. We cannot connect with one another without speaking.

Feedback can be defined as an oral or written feedback to someone's performance provided by another person, such as a teacher or peer. Feedback has the most impact on students' learning and accomplishment. This is because a teacher has a significant impact on a student's learning and achievement in school. feedback serves five purposes: it offers information to teachers and students, it provides students with advise on learning, it provides students with language, it is a form of information, and it can bring students   to   autonomy

II.   REVIEW OF LITERATURE

. Speaking is a way how to express someone's idea to his or her listener orally. According to Lado (1970), speaking or oral communication is two processes involving the productive skills and understanding of the listener and speaker (or listening with understanding).In this case, the researcher knows that in the speaking there must be at least two persons to talk each other. Components of speaking included A basic component of language is vocabulary. A single wood, defined phrases, and flexible phrases make up vocabulary. idioms and phrasal verbs English has a broad vocabulary, which considerably expands our ability to communicate appropriate shades of meaning and use various styles. Michel (2002: 26).Because low vocabulary mastery makes conversation almost impossible, vocabulary is a key component in communicating. Meanwhile, students can clearly express their ideas by knowing sufficient vocabularies. Fluency is important in speaking because it helps teachers to evaluate how well students comprehend the topic. The most significant advantage of fluency is that it enables teachers to assess how well students comprehend the speaking topic. grammar is required for effective communication between speaker and listener. If students do not mastery, they will not be able to produce sentences with correct grammatical structures, indicating that their mastery is still lacking. Furthermore, they are embarrassed when asked to deliver an English sentence orally. When someone speaks, he must ensure that the listener understands what he has said and that the speaker can readily express the speaker's thoughts, meanings, and feelings, which is why comprehension is essential in speaking. Pronunciation is required for effective communication between the speaker and the listener; also, proper pronunciation can effectively communicate the speaker's viewpoints and assist the listener in comprehending them. In the teaching and learning process, feedback is essential. It's a method of repairing students' mistakes. As a result, students

avoid making the same mistakes and work to improve their speaking skills. In the teaching and learning of process feedback indeed takes an important role related to the improvement of students language learning process. Thus, teacher can use feedback to give their students clear directions of what they have to improve, of why they have to improve and how to improve their skills. Teacher may define feedback as a tool to provide them information about students' progress and also evaluation of their own teaching. Lewis (2002) states that the students see feedback as a comments giving them information about their strengths and weakness, why they are wrong, and what to improve. It can be concluded that both teacher and students need feedback as the bridge for informing the ongoing process to achieve the learning goals. It can be concluded that generally, feedback is a mean or tool used by the teacher to inform students' learning performances, progress and process in achieving the goal of the learning.

III. RESEARCH METHODOLOGY

A. Research Design

According to Creswell (2012216), qualitative research is defined by examining data for description and themes utilizing text analysis and interpreting the general significance of the findings. The data were analyzed by gathering the students' talk which had been corrected and given oral feedback by the teacher, after the researcher tried to find out what the teacher focused in correcting students' response in the class.

B. Data and Data Source

In other terms, data is information gathered from the study's topic. The information is qualitative and is the results of teacher feedback. The data of the study is the result of teacher's oral feedback towards students' response in speaking performance. The teacher's oral feedback weretaken from teachers and the students of SMKS Eria Medan for Eleventh Grade which consists of two classes XI AK and XI AP. The researcher determined the object of this study

randomly and took from English teacher in that school because one and only English teacher in that school based on the researcher's experience and data were taken from the grade eleventh and the class includes 33 students . Randomly selection was processed by selecting sample bychance means so that every member of the population are an equal probability of being included (Ary, et al 2010).

C. The Instruments of Data Collection

The instrument utilized in this study to collect data was documentation and interview. In speaking class, it is beneficial to assess the students' responses.

D. The Technique for Collecting Data

Observation is a strategy for gathering data that involves systematically observing and marking down the phenomena under investigation. It means gathering data in a methodical manner in order to comprehend and analyze behaviors, interactions, or the significance of an event. The researcher obtained the data from natural situations by monitoring the teaching-learning process. Interview is an organized dialogue in which one participant asks questions and the other responds. The term interview, in its most basic form, refers to a one-on-one dialogue between an interviewer and a respondent. This technique was used to interview the teacher in order to get more data that could help answer the third objective of the study. In this study, a teacherof eleventh grade in SMKS ERIA MEDAN was interviewed as the participant of this study. The researcher conducted the interview in order to get information from the teacher's perspective. This technique was used to collect data or information from participants in their own words about their feelings, ideas, and beliefs

E. The Technique for Analyzing Data

In this study, data condensation had become the initial stage in data analysis. A data display is a visual format that shows information in a logical order. The data were organized in data presentation to address the research

challenge. The third phase in analyzing the data was conclusion. After completing data condensation and data display, the final phase in this research's data analysis was to draw conclusion

IV. DATA ANALYSIS, FINDINGS, AND DISCUSSION

A. Data Analysis

In this part, the researcher would analyze the data in order to answer the question of this research. The research question was "what types of oral feedback are used by the teacher towards students' response at SMKS Eria Medan? And How are the teacher's oral feedback realized towards students' response? The researcher analyzed the data that had been gotten through observation used observation and interview . Then, the explanation about the data analysis could be seen as follow:

1. Types of Teacher's Feedback

Based on the analysis of the data, there were four types of teacher's oral feedback. Namely: praise, recast, repetition, metalinguistic (explicit correction).

a. Praise

This is the most positive feedback used by the teacher in learning process. Teacher used this feedback to appreciate their speaking skills during the learning process. Feedback praise consists the positive comments such as: good, well, ok good and etc. These feedback excerpt below

T: *Coba bapak mau nanya, kira-kira apakah arti dari cause and effect?*(I want to ask you, what is the definition of cause and effect?

AB*: Hubungan suatu kejadian yang terjadi di waktu yang sama pak* (a relationship that happen in the same time sir)

T :**Ok good**. *Yang lain ada yang mau menambahi* ? (**ok good**, anyone else to add this opinion

The data showed that the students affirmed the answer and teacher gave common feedback to the students answer with praise feedback " ok good" so teacher used praise feedback to appreciate students and gave a positive comment

Excerpt 2:

T :*Ada yang dapat hadiah dari lomba berpidato last week*? (anyone get the prize from the speech last week?)

AG: *Saya sir , dapat piala dan sertifikat sir*. (me sir , I just get trophy and certificate sir)

T :**Excellent**, *kamu memang pantas mendapatkannya. Apakah ada yang lain selain kamu?* (**excellen**t , you deserve it, by the way anyone get the prize too ?)

S1 :*Tidak sir , cuman saya* (no sir, only me)

From the data, the teacher asked students about the reward that they got from the competition and teacher also appreciate it with praise feedback. The data showed that the students affirmed the answer and teacher gave common feedback to the students answer with praise feedback " **Excellent"**

b. Recast

Recast is teacher feedback that does not explicitly state that the student's statement was incorrect. The teacher either implicitly reformulates or corrects the student's error.Excerpt:

BB :*Sebab sir* (Cause sir)

T *: Iya betul , sebab apa ? sebab dari apa* ? (yes that's right , what cause ?)

BB: *Sebab dari akibat sir*. (cause and effect sir)

The data showed that the teacher asked students to complete the sentence what they said before and teacher gave feedback " cause , what cause ?" so teacher used recast to correct their error or to reformulate their error.

c. Metalinguistic Feedback

Metalinguistic feedback, which includes comments, facts, or questions relating to the students' utterances, is discussed to strengthen the students' knowledge of target forms by offering metalinguistic information.

Excerpt:

CY :*cause and effect adalah hubungann suatu hal, peristiwa atau kondisi yang terjadi diwaktu bersamaan.*(cause and effect is a relationship about things, events, or condition that happen in the same time)

T : Well, good.   Thank you. ***Jadi sebab dan akibat yang seperti apa dan gimana contohnya? Coba perhatikan semua bukunya, disana sudah ada contoh dari kalimat cause and effect*.** (well, good, thank you. **So, what kind of cause and effect and what's the example ?**look at your book and see, there is example about cause and effect

d. Repetition

The student's incorrect utterance is called repetition. In most circumstances, teachers change their intonation to emphasize the mistake.Excerpt:

T :*ada yang tau bahasa inggris nya jam tangan?*(anyone knows jam tangan in English?)

KAI : o'clock pak? (o'clock sir?)

T :*apa? **O'Clock?** Siapa yang tau bahasa inggrisnya?*(what? O'clock?, who knows ?

S2: Watch hand sir .

The data showed that the teacher repeated " O'clock" again to correct students their error in English. Teacher used repetition to make students know their mistake and teacher emphasize their mistake.

T: *apa Bahasa inggrisnya kemarin malam?* (who knows kemarin malam in English)
D.O : yesterday night *pak.*(yesterday night sir)
T: *bukan **yesterday** ya anak-anak, itu sudah beda arti. Jadi siapa yang tahu Bahasa inggrisnya?* (no, its not yesterday. Its Different meaning. So , who knows in English?)
KAI : Last Night sir.

The data showed that the teacher repeated **" Yesterday"** again to correct students their error in English and teacher emphasize their error and correct their error.

B. Findings

From the observation done by the researcher, it was found out that the process of oral feedback that is used by the teacher in teaching about the topic of cause and effect are praise, recast, metalinguistic feedback and repetition. From the results of interview with teacher, it is found out that the reasons of the teacher gave the oral feedback toward

student's response are providing information for teacher and student, providing student with advise about learning, providing student with language input, motivating student, and leading student toward autonomy.

C. Discussion

According to the findings of this study, students had a generally good opinion about the teacher's use of feedback in addressing their spoken faults. The study discovered that almost all of the students have a positive attitude regarding the types of feedback provided by the teacher in correcting students' oral activity faults.Furthermore, the students want their teacher to prompt them to repair the faults on their own once the teacher has instructed them how to say it correctly. They would be uneasy if their teacher did not correct their mistakes. Students confirm their strong positive attitude toward teachers' feedback by stating that they do not feel bad when teachers correct their mistakes in classroom activities (Calsiyao, 2015). In speaking, feedback was essential part. Feedback enabled students to correct their mistakes. The children had a positive attitude toward the teacher's feedback. The pupils thought that using the teacher's input to correct their speaking was beneficial. Students also stated that their teacher's criticism aided them in speaking English accurately and fluently. In this regard, it is preferable for the teacher to gently correct the errors of the students by providing feedback. However, when addressing students' speaking faults, the teacher must exercise caution. According to Lewis (2002), teachers should be cautious while providing feedback in an oral activity since students may become upset or misunderstand their teachers' criticism. Furthermore, the students' emotions may be influenced. Giving feedback and correcting students' mistakes in the classroom is not an easy task for the teacher. If the teacher provides incorrect feedback, it may result in some learning difficulties

V. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis, the conclusions were stated as the following

1. In running the teaching learning process under the topic of cause effect, the teacher used four process of oral feedback toward students' response in speaking skill. The four types are praise, recast, metalinguistic, and repetition.

2. There are five reasons why the teacher using the oral feedback: It gives both the teacher and the students information, to appreciate the students, it provides direction to students, it provides language input to students, it encourages students to learn, it encourages students to be self-sufficient.

B. Suggestion

1. The English teacher should be a master at understanding all of the typical students' errors or mistakes in speaking performance when providing criticism. It is critical to recognize students' speech errors and provide feedback on them. The teacher can then use the feedback on students' speaking performance after spotting the students' speaking fault. If teachers are aware of the many sorts of feedback offered to students when they talk, they will be able to provide better feedback in instructional activities, particularly when students speak. The English

teacher will gain insight into the students' skill or attentiveness by providing teacher comments on the students' speaking performance.

2. For the students

Students should study hard and do more practice in speaking because it is the key for success and able to communicate in English. Do not be afraid to speak English.

3. For the other researcher

The researcher hope that to improve in research topic more detail that will give advantages for the reader and to do the new research for the next researcher.

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