TEACHER'S ORAL FEEDBACK TOWARDS STUDENTS' RESPONSE IN SPEAKING SKILL IN SMAS 2 MUHAMMADIYAH MEDAN

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ABSTRACT

This study is about teacher's oral feedback towards students' response in speaking skill in SMAS 2 Muhammadiyah Medan. This study aims to find out teacher's feedback used in English classroom interaction and to find out the reasons why the teacher uses the dominant feedback during teaching and learning process in English classroom interaction at eleventh grade students in academic year of 2019/2020. The subject of this research was 33 students. This research was conducted by using descriptive qualitative research. The data of this study were collected by using observation, audio recording, documentation and interview for supported the data. The data were analyzed by using Ellis (2009) theory. The result showed that 17 praise which is (37%), 7 recast which is (15,2%), 6 metalinguistic feedback which is (13%), 13 repetition which is (28,3%), 3 paralinguistic signals which is (6,5%). So the dominant type of feedback used by the teacher in class XI MIA 1 of SMAS 2 Muhammadiyah Medan is praise which is 40%. There are 3 reasons why teacher used the dominant type: (1) the teacher only know the general feedback, (2) to encourage the students to be more enthusiastic in responding to the teacher and (3) the teacher only focused on positive feedback. This research is expected to be an inspiration for other researcher to conduct more conductive research in the future about feedback in learning English.

Keywords: *teacher's feedback, response, speaking skill.*

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

English is the most used language in the world, and even becomes an additional language in several countries such as Malaysia, Singapore, Philippines, and others (EF EPI, 2016). English has become a primary language of communication. It is spoken by millions of people. By, using English, people can communicate with foreign language speaker. English also has become one of the key competencies for international communication as globalization has accelerated, and to compete it people must learn English.

According to the curriculum, students have to master four language skills namely: listening, reading, writing and speaking which are classified into receptive and productive skills. In teaching and learning process, these main goals should be achieved. It is not good if students only master the receptive skills. After mastering one skill, they should master others. As one four major skills, speaking is an essential skill for students as a means of direct communication. It is the most important skill to master in order to succeed in expressing ideas, thoughts, and opinions orally; communication takes place, without speaking we cannot communicate with one another.

According to Underwood (1997:11), in learning Speaking, the students need to recognize that speaking involves three areas of knowledge, those are: 1) the mechanical elements of language there are pronunciation, grammar and vocabulary which is should be developed by the students in order to speak English fluently, 2) speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed, 3) the socio cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, to whom the students are talking, and what the purpose of speaking is.

In teaching learning process of English, teachers who contribute more in students' success should lead their students to be good speaker. The students usually make mistakes and errors in speaking. Those are not only important for the students but also for teachers and can be supportive feedback because through mistakes and errors, teachers and students can understand the quantity and quality in their speaking.

In fact, based on the preliminary observation which done by researcher in SMAS 2 Muhammadiyah Medan. The English teacher stated that many students are still hard in speaking. Sometimes, when the teacher asked the students to response the teacher question, they just speak one-three words. Then, when the students wanted to response the teacher's

question, they didn't understandbecause they are lack of vocabulary, they were afraid to speak up because of their wrong pronunciation and grammar. After that, the students have low confidence in English speaking and lazy to create speaking in the class.

Based on the fact, researcher concludes that the students have low ability in speaking. The expectation is the students of the school can speak English well based on grammar, pronunciation, vocabulary, fluency and comprehension. To solve this problem, the students actually need feedback such as Teacher's Feedback especially Oral Feedback because teacher's oral feedback has an influence on the students speaking ability. By getting feedback from the teacher, the students will know and understand about their mistakes in speaking when they get teacher's feedback. The students will know how to speak well and correctly based on the components. So, teacher's oral feedback is expected to able to help the students to overcome the problem that is faced in speaking and the teachers can know what types and how the teachers give feedback well.

Feedback itself can be defined as a response that is given by another person such as by a teacher or peer to someone's performance in oral or written form. Additionally, Purnawarman (2011) affirms that the primary feedback has the greatest effect on students' learning and achievement. This is due to the fact that a teacher is a major in school influence on the students learning and achievement (Hattie and Timperley, 2007).

Despite the purpose of teacher's feedback, there are still questions of what types of teacher's feedback and the most dominant types of feedback from the teacher to improve student's speaking skill. There are wide on providing feedback as they are influenced by their practices and perspectives of providing feedback. In this point, based on theory Ellis (2009), there are two types of teacher's feedback. They are oral corrective feedback and written corrective feedback. But here, the researcher will focus on the types of oral corrective feedback because the problem of the students in speaking skill.

When the students received teacher's feedback, students will know their mistakes and errors in speaking skill. So, the researcher will find out the types of teacher's feedback and the most dominant types of teacher's feedback. Then, by seeing the types of teacher's feedback the researcher will interview the teacher so that knowing how the teacher giving feedback to the students.

Regarding the importance of teacher's feedback towards students' response in speaking skill, this study is intended to analyze Teacher's Oral Feedback towards Students' Response in Speaking Skill for Grade Eleventh in SMAS 2 Muhammadiyah Medan. This study will fill in the gap by investigating the types of teacher's feedback, finding out the most dominant of teacher's oral feedback and explaining the processes of giving feedback in speaking that can be useful in increasing and developing students' ability in speaking.

REVIEW OF LITERATURE

1. Teacher's Feedback

a. The Nature of Feedback

Feedback is essential part in teaching and learning process. It is a way of correcting students' errors. Therefore, students do not commit those errors again and try to develop their speaking proficiency. For <u>Oxford Dictionary</u> feedback is *"Information about reaction to product, a person's performance of a task, etc. which is used as basis for improvement."*

b. Purposes of Feedback

The objective of feedback is to give students the information they need to improve on their performance. It can motivate students in learning especially in foreign language learning such as English. As it is not the daily-use-language of the students, they commonly face problems and make mistakes when speaking English. Thus, they need feedback to reflect their ability in speaking, whether or not they are fluent, accurate, or appropriate. Here, the role of teacher is needed as a feedback provider to correct the students' mistakes so that their mistakes do not come to what is called as fossilization.

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the researches-based purposes that have been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the purposes:

1) Feedback provides information for teachers and students
2) Feedback provides students with advice about learning
3) Feedback provides students with language input
4) Feedback is a form of motivation
5) Feedback can lead students towards autonomy

c. Students' Response of Teacher's Feedback

The students are supposed to have positive response toward teacher's feedback so that they will keep learning in speaking. However, the students' response of teacher's feedback may be different from one to another; it can be positive or negative.

Lewis (2002: 3) states one purpose of feedback which is providing information for teachers and students. It is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another.

 d. **Types of Feedback**

Based on theory Ellis (2009), there are two types of teacher's feedback. They are oral corrective feedback and written corrective feedback. But here, the researcher will focus on the types of oral corrective feedback the researcher focuses on teacher's oral feedback in this study:

1. **Oral feedback in the classroom**

Oral feedback is therefore a natural part of verbal interaction between students and teachers, or students and students. Oral feedback is mostly considered to happen between a teacher and a student, but some researchers (Yang, Badger and Yu, 2006) note that a great deal of verbal feedback also comes from peers. Oral feedback divided into two as follows:

1. **Positive feedback: Praise**

There are numerous ways of categorizing the oral feedback that takes place in an EFL classroom. Most research focuses on feedback that validates a correct response by providing positive comments, or that corrects a wrong response using some kind of corrective feedback. When oral feedback consists of positive comments such as "good", "ok", "yes", and "well done", it validated a correct response but it also provides support to the learner and fortifies motivation for learning sustainability (Ellis, 2009).

2. **Corrective feedback**

When students make a mistake, teachers provide them with corrective feedback. This type of oral feedback can be provided either explicitly or implicitly. The explicit way, on the other hand, refers to the teacher telling the student directly that the produced sentence is wrong and providing a reason for this (Veliz 2013:287). Explicit correction consists of grammatical explanation or overt correction, while implicit correction deals with

incidental error correction in a response, such as a confirmation check, that reformulates the student's utterance without interrupting the flow of the conversation (Long, 1996:413).

2.1. Recast

Recast falls into the implicit category according to most scholars (Veliz 2013, Rassaei 2013, Sheen 2007), and they agree that recasts "make a complete reformation of learner's ill-formed utterance and provide relevant information which is obligatory but is either missing or is wrongly used in the learners' utterance" (Veliz 2013:287). This is an example of recast below:

> S: When I go to school yesterday.
>
> T: You went to school yesterday?
>
> S: Yes, I went to school yesterday.

2.2. Metalinguistic feedback

Metalinguistic feedback is an explicit corrective feedback type that increases the students' understanding of target forms by providing metalinguistic information such as, "Do we say it like that?", "That's not how you say it in French", and "Is it feminine?", for example:

> S: She speak two languages.
>
> T: Use the third person singular -s.
>
> S: She speaks two languages.

2.3. Elicitation

Elicitation (Lyster and Ranta, 1997) is another form of corrective feedback, and is used directly to elicit the correct form from the student. This example illustrates elicitation used when the teacher repeats the utterance up to the error.

> S: When I went to Australia, I met a girl who name is Amy.
>
> T: I met a girl…….
>
> S: whose name is Amy.

2.4. Repetition

As another form of corrective feedback, repetition involves the repetition of a student's erroneous utterance. In most cases, teachers adjust their intonation so as to "highlight the error" (Lyster & Ranta, 1997:48) as illustrated below:

> S: I wake up early this morning.
>
> T: You WAKE up early this morning?

S: I woke up early this morning.

2.5. Paralinguistic signal

Paralinguistic signal is a non-verbal form of corrective feedback used to elicit the correct form from the learner, for instance by using a facial expression or gesture to show that the student has made an error. This is illustrated below:

S: Yesterday, I go to the library.

T: Gestures with hands to indicate past.

2.6. Clarification requests

Clarification requests (Lyster and Ranta, 1997) are used when the teacher wants to indicate that the message has not been understood or that the student's utterance contained some kind of error, and that a repetition or reformulation is required as in the following example:

S: I got yob.

T: Pardon?

2. Written feedback in the Classroom

Written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to students' written work. This type of feedback is usually not immediate and the teacher has time to think about how to give feedback and on what. Therefore, there are different strategies used when providing students with written feedback.

2.1. Direct and indirect feedback

Direct teacher feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word, phrase, or morpheme and providing the correct form. Direct feedback clearly states what is wrong and how it should be written, which means that the students do not themselves have to identify the error and how it should be corrected.

1.2. Focused and unfocused feedback

Written feedback can also be focused and unfocused. Ellis, Sheen, Murakami, and Takashimi (2008) as cited in Lertcheva (2014) categorize written feedback into two different groups: focused and unfocused. Focused feedback refers to feedback that is provided on specific and pre-selected mistakes.

e. The Effectiveness of Feedback

Effective feedback is dependent on communication skills and as such, it is vital that the message intended by the sender is understood by the receiver in the same terms. Giving students feedback has been proven to increase learning and improve student outcomes. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson.

2. Speaking Skill

a. The Definition of Speaking

Speaking is a way how to express someone's idea to his or her listener orally. Lado (1970) stated that speaking or oral communication is two processes between a listener and speaker, and involved the productive skills and understanding (or listening with understanding).

b. The Importance of Speaking Skill

According to Goh and Burns (2012) speaking skill is vital to the progress of foreign language learning. Communicating effectively in various learning situations demands developing the speaking skill of language learners. It is regards as the most fundamental language skill that establishes communication in the classroom. In fact, this skill is important since it enables learners to negotiate, express opinions, and share information.

c. Errors in Speaking

Speaking is one of the productive skills besides writing. Most of Indonesian learners consider it as the most difficult skill among the other three skills (reading, listening, and writing). It is because English is not their mother tongue and it is rarely used in everyday communication so it is not surprising if they produce errors in speaking.

d. Types of Classroom Speaking Activities

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to be involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase students' motivation in learning English. According to Brown (2001), the following are types of classroom speaking performance: Imitative, Intensive, Responsive, Transactional (dialogue), Interpersonal dialogue, and Extensive (monologue).

e. Teacher's Role in Speaking Class

Teachers play an important role during the teaching and learning process. Students cannot learn English without teacher's guidance. Sometimes teachers should motivate the students to learn English. They need their teacher's accompaniment in doing

activities. Furthermore, students are those who like to get appraisal when they do something good. Here, teachers may respond to the students' work. In speaking, most of the teachers' job is to expose students to the language so that they can use it later. According to Harmer (2007:347-8) teachers need to play a number of different roles during the speaking activities. The following are the teachers' roles when they are trying to get the learners to speak fluently.

2. Classroom Interaction

In the teaching learning classroom, the teacher tries to transfer their knowledge to students. This process must be by interaction through language with students in the classroom. Interaction means participation of teacher and students in the process of teaching, it means that in the process of teaching everybody interacts with every other person involved in the process. Brown (2007: 165) states that interaction as the heart of communication; it is what communication is all about. There are two types of classroom interaction, they are Teacher-Learner and Learner-Learner.

3. Teaching Speaking in Senior High School

The great significance of English, Indonesia has English in the school programs. It is implemented as a local content in the elementary school as a compulsory subject in junior and senior high schools. In English teaching-learning process covers four language skills, i.e. listening, speaking, reading, and writing. There are two possibilities in this case that are they having difficulties to speak English or they assume that mastering speaking is more important than mastering the other skills. Based on competence standard and basic competence of senior high schools, English is aimed to enable students to communicate both in the spoken and written English to solve daily problems (BSNP, 2006). Thus, teacher should reflect on the basic competence of senior high school grade eleventh of speaking skill like presented as following :

Table. 2.1 Basic Competences of English in Eleventh Grade

Basic Competences
3.2 Analyze the social function, generic structure and language features of spoken to state opinion and suggestion based on context.

> 4.2 Arranging oral text and written to state and respond utterances of opinion and suggestion by regarding the social function, generic structure and language features based on context.

RESEARCH METHODOLOGY

This study was conducted by using descriptive qualitative in which the data was in the form of teacher's oral feedback towards students' response in speaking skill, by collecting, analyzing the data and drawing conclusion based on the data analysis. Creswell (2012:16) states that the characteristic of qualitative research is analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings. Further, he states that the study can analyze words or pictures to describe the central phenomenon under the study. It can be said that in qualitative research, the data can be analyzed and described by using words, sentences, or pictures as the representations in finding out the results of the study.

The data was analyzed by gathering the students' talk which have been corrected and given oral feedback by the teacher, after that finding out what the teacher focused in correcting students' response in the class.

DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSION

Data

The data of this study were utterances taken from the interaction between teacher and students and the result of interviewing teacher. The classroom interaction was documented during the teaching and learning process of expressing giving an opinion. There were 33 students in the class of eleventh grade MIA 1 at SMAS 2 Muhammadiyah Medan. The topic was expression ofasking and giving an opinion for the first and make a dialog for the second meeting. This study analyzed the data based on theory Ellis (2009) to find out the types of teacher's feedback and the dominnat types of teacher's feedback, and to find out the reason why the teacher used the dominant type of feedback during teaching and learning process.

Data Analysis

The study aimed to find out the types of teacher's feedback used in English classroom interaction. The data was analyzed based on Ellis (2009) theory, according to her there were seven teacher feedback's, namely: positive feedback,recast, metalinguistic feedback,

elicitation, repetition, paralinguistic signals, and clarification request. So, the analysis of types of teacher's feedback used in English classroom interaction based on seven feedbacks above.

Research Findings

Based on the data and data analysis, the findings are summarized as follows:

1. There are 7 types of feedback according theory Ellis (2009), from data analysis the researcher found that 46 types of feedbacks that the teacher used at SMAS 2 Muhammadiyah Medan, there were 3 types of feedback which Praise was 17(37%), Repetition was 13(28,3%), Recast was 7(15,2%). So, the total of types of feedback used by the teacher in classroom at SMAS 2 Muhammadiyah Medan dominantly was praise which was 17(37%).

2. From the interview result between researcher and teacher used the dominant type "Praise" in teaching and learning process as a feedback, there were the teacher only knows the general feedback, to encourage the student more enthusiastic in responding to the teacher and the teacher only focus on praise (positive feedback) feedback.

3. Based on this study, the researcher analyzed the feedbacks using *Scientific Approach* (education ministri policy Permendikbud No.18 A year 2013 attachment IV about general guidlines for learning, the teaching and learning process is done through five stages namely; Observing and Questioning, Experimenting, Associating, and Communicating

Discussion

Based on this study, the researcher only looked at the teacher's knowledge of the feedback they used, so the results of the study shows the reason why the teacher used the dominant type of feedback. It compare with another research by Septiana, Daud and Heriansyah (2016) seeing the feedback that teacher should always correct the errors made by their student by giving the correction through feedback. However, only a few students have negative attitude that they did not want to be corrected by the teacher in front of the classroom because they could feel embarrassed or frustrated. These conditions made the students are not willing to take a part in communication. So, the teacher should correct nicely the errors made by the students, so that the students will not feel harm after being corrected. It showed that 58% students agree if their teacher tells them explicitly the correct form if they make a mistake. It is evidenced of the second statement that reveals 64% students agree if the

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teacher indirectly corrects their errors without knowing them. It also appears from the next statement that 70% students agree if their teacher tells them what kind of errors which they make. The students also like if the teacher asks them to correct the errors by themselves based on what the teacher have told them related to what kind of errors that they make.

The study showed all of seven types of oral corrective feedback took place in the students setting in which the praisewas the most frequent type of oral corrective feedback by Suryoputro and Amliah (2016) and Hadzic (2016) in her research praise feedback is dominant type used by the teacher to encourage and motivated the students than another feedback such as "good, very good, nice, okey" as the dominant type.

CONCLUSION AND SUGGESTION

Conclusion

The researcher wants to present the conclusion based on data analysis of research in the classroom activity in the eleventh grade at SMAS 2 Muhammadiyah Medan. The conclusions consist of several points that related to the problems of the study. They are:

1. Based on the result of observation the researcher found that teacher used five types of feedback in the class and two feedbacks did not used in the class namely, elicitation and clarification request. It was found praise as dominant type of feedback used by the teacher in the class. It can be seen from the observation's result that feedback used by the teacher based on Ellis (2009) theory. There were recast was 7 feedback (15,2%), metalinguistic feedback was 6 feedback (13%), repetation was 13 feedback (28,3%), and paralinguistic signals was 3 feedback (6,5%).

2. There were three reasons why the teacher used the dominant feedback, namely: 1. The teacher only knows the general feedback, 2. To encourage the students more enthusiastic in responding to the teacher and 3. The teacher only focused on positive feedback.

Suggestion

In relation to the conclusion, the following are presented as the suggestions which useful for:

1. Readers and Students of English Department, to conduct a research about teacher's oral feedback in speaking class and can observe the school and teacher who applies the kinds of oral feedback in learning process especially speaking class of English subject.

2. English teacher in that school to realized that give oral feedback is important in learning process to increase the students speaking skill.

3. Other researchers, who will conduct similar research, this study is expected to help and to give more information about teacher's oral feedback towards students' response in speaking skill for grade eleventh.

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