

TEACHER'S FEEDBACK IN TEACHING SPEAKING

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Abstract

This research deals with teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo. This research was conducted for several purposes. They are: 1) to know the implementation of teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo, 2) to know students' response to the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo. The researcher applied qualitative research approach and the case study was the research design. In this research, the researcher analyzed the data by Matthew B Miles and Michael Hubberman's; data reduction, data display, and conclusion and verifications data. It is a methodological on data analysis which involved an interview, an observation, and a documentation. Then both English teacher and the students especially 7G and 7H classes of SMPN 4 Ponorogo were the source and the object of this study. The findings of this study clarified that: (1) the English teacher implemented this feedback by giving tasks and inviting performance. Starting by the teacher chose the task and read the task to give the example of how to pronounce the words. Then the students should immitate it and improve their speaking of what they have took from the text in front of the class. While enjoying the students' performance, the teacher took the scores and gave the feedback. It concluded on oral and written feedback. Something difference on this point than other points of feedback, the teacher applied on excellent point which is same as 10 scores in 1 point. Focusing on lower students to motivate their English skills and upgrading the students (the middle and the upper one) were the teacher's goal in this strategy implementation. (2) the students' response was very positive. It is shown when the researcher looked at the students were very active during doing the assignments. Through this feedback, the students can get several points in learning English such as feeling motivated and appreciated, getting an active assessment, and getting additional scores to upgrade their low scores. In the end, the researcher concluded that the teacher's feedback applied positively in increasing students' speaking ability.

Keywords: Teacher's Feedback, Teaching Speaking

INTRODUCTION

Language is a sword in knowing the difference and understanding others' to communicate with each other in getting information commonly. English itself has become a trending language in this era, called an international language. In Indonesia, English is not a stranger anymore because most people learn about English whether it is used for studying or working. Knowing that English has been in every level of education whether it is informal or formal classes such as kindergarten, elementary school, junior high school, senior high school, university, course until the department of a big firm. All of them need English for communicating with each other in a small community or a large

community. Simply English is a very important one which is always is looked for by many people in developing their next target.

Talking about English, it contains several skills which should be owned by beginners such as reading, writing, listening, and speaking. There are four skills in the English language one is receptive and another is the productive skills (Ganesh B. Mundhe, 2015). Moreover talking about productive skills (writing and speaking) which are full of practice is important in developing English. When talking about theoretical, English comes to receptive skills (listening and reading) thought by the teacher in class. So it is not enough even only theory in class, but the students need practice in increasing their ability through having productive skills in themselves.

Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it (Kathleen M.Bailey, 2005). It means that in daily naturally, we speak up to produce a communicative interaction. Speaking becomes a common skill used by learners in enhancing their English ability. It helps many people to practice through understanding fluency, vocabulary, pronunciation, and also the English structure. Being speakers are not forced by being fluent and great pronunciation but the point of it is knowing, understanding, and responding to the topic that is being talked about. On false assumption that speaking is difficult, the other hand speaking is easy because of having a freedom in exploring the ideas. The result of the students are more active in practicing naturally by the teacher's help. This means that teacher's strategy is needed in teaching-learning to get students' progress. So, through those clarifying that speaking skill should be owned by students especially for English beginners. It aims to control and handle the target of the learning process.

Teaching speaking needs many strategies in catching students' attention in class. It is not easy when talking about this skill, because students are still less in practice. Teaching has a basic meaning as the process to give information to the students. When teaching activity is happening, the teacher is also transferring knowledge, message, or skill to the students and at the same time also occurring interactive processes between teacher and students (Matius Ganna. Dkk). Even though crowded class does not guarantee that the class is very active on speaking English, but in this classes teacher's role should be applied this situation into effective learning like inviting students to communicate in English such as permission going to the toilet, permission going to the office, asking teacher's repetition or other cases. So the teacher is able to catch their attention in every activity they do. Even the students' practice is in a very limited sentence but they try to practice what they can. Meanwhile, the teacher should always be students' example and a reminder when they try not to obey the instruction.

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative (John Hattie & Helen Timperley, vol. 77, No. 1). Students are very satisfied with getting rewards like scores or gifts because it is able to motivate them after doing assessments and to motivate them to do the best next performance. Nobody does not like being cared for by the teacher through giving feedback in learning. Another getting support the students are able to get correction explanations in materials that they have done. It aims to upgrade their ability in learning English and to correct their mistakes, so they will know whether it is correct or not and they will not repeat the same mistakes. Then the teacher is able to share knowledge theoretically and psychology and the students are able to catch the materials easily

through getting correction and motivation also always upgrading themselves in learning English.

Observing that teacher's feedback which is applied to teaching-learning is an "Excellent" form. Through that feedback, the students' assignments are able to be corrected by the teacher's correction to get a better performance next and better result of learning. The "Excellent" point is very influential for the students' upgrade scores and feels motivated to study anymore (Researcher's result observation, 2020). Offered some reasons like more motivating and increasing students' character in speaking. Knowing that feedback is able to apply in teaching writing or teaching speaking or other skill aspects which is something needed for the students.

The study has several previous research which was from past research. First, the research finding that can be a consideration theory is taken from the thesis of Universitas Lampung by Silka Samarindo, Hery Yufrizal, and Budi Kadaryanto with the title "Analyzing of Teacher's Feedback Used in Teaching Speaking". Using a case study research design that analyses how verbal feedbacks were given based on Tunstall and Gipps' Typology, the result of the study was the teacher gave seven out of eight feedbacks. Four types of evaluative feedback and three types of descriptive feedback. 44% feedback given to students' pronunciation which total was 86 feedback. The dominant feedback was categorized into descriptive feedback. 41% feedback given to students' comprehension which total was 80 feedback. The dominant feedback was categorized into evaluative feedback. The last, 15% feedbacks given to the students' vocabulary which total was 30 feedback. The dominant feedback was categorized into evaluative feedback. The researcher suggests that in terms of students' responses towards the feedback, facilitating feedback can motivate students in learning speaking. Furthermore, adjusting feedback with students' characteristics is important to be applied by the teacher (Silka Samarindo.Dkk, 2003).

Second, "The Characteristics of Teacher's Feedback in The Grade Nine Students of SMPN 2 Depok" by Wahyu Anggraeni. The research used a descriptive design. It applied an observational method to collect the data. Then the data were obtained through careful observations in the natural setting where the research was conducted. The study involved the teacher and the students of the ninth grade of SMPN 2 Depok in the first term of the academic year of 2011. Observations were done by attending the speaking classes and making field notes of all that happened in the classroom setting during the speaking learning and teaching process. Being helped by an audio recorder, the researcher recorded all the speech events of the classroom community members under observation. This audio recording technique enabled the researcher to preserve the authenticity of the data. To gain comprehensive and accurate data, the researcher crosschecked the data obtained by comparing those data with those which were obtained by interviewing some of the students and the English teacher involved in the research. The researcher also distributed the questionnaire to all of the students in the class. To check the trustworthiness of the data, triangulation was also used. Then the researcher compared and gathered data with other relevant researches and theories and consulted the lecturers involved in the study. Based on analyzing the teacher's feedback clarified that the teacher mostly gave feedback in the form of explicit corrections. Also, the teacher's feedback focused more on phonological errors, especially pronunciation (Wahyu Anggraeni, 2012).

Third, "The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience" by M. Tolkhah Adityas. This study investigated the effect of teacher's feedback in speaking class on students' learning experience in a local context. This study involved sixty-eight participants from three classes in the eleventh grade of MAN Tempel, Yogyakarta. Observational study and survey are the methods utilized to gain the data. Supported by qualitative data, this study attempts to figure out the effect of teacher's feedback in speaking class on students' learning experience. Teacher's feedback motivates the students and informs them about their speaking ability. Giving informational feedback too much was regarded as having the possibility to cause embarrassment and other negative learning experiences. Those clarifying that the speaking class gives a balanced amount of feedback. In addition to that, distributing a short and simple questionnaire to the students to find out their personalities and expectations from their teachers in terms of delivering feedback may be necessary (M.Tolkhah Adityas, 2008).

METHOD

Qualitative approach is a form of systematic empirical inquiry into meaning (Shank, 2002). In this research, the researcher applied qualitative research in having the natural experience to identify the real result of observation by observing the location in the real social-life environment at SMPN 4 Ponorogo. Focusing on the design of this observation was a case study research design. The case study is a research strategy that focuses on understanding the dynamics present within a single setting (Abdul Manab, 2015). DeMUNCK describes participant observation as the primary method used by anthropologist doing fieldwork (DeMunck, 1998). In this part explaining that the researcher is an instrument. Being an instrument of this research, the researcher has to be the key instrument: an interviewer, an observer, and a collector to get the data related to teacher's feedback in teaching speaking in SMPN 4 Ponorogo. Then participant of this observation is the process enabling researchers to learn about the activities of the people understudy in the natural setting through observing and participating in those activities (Barbara B. Kuwalich, 2005).

FINDINGS AND DISCUSSION

1. The Implementation of Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo

The theory is not the only target of learning especially English. It should be completed in practice. As we know that many skills which have to be had by students in learning English such as writing, reading, listening, and speaking. For the teaching of English to be successful, the four skills, reading, listening, speaking, and writing should be integrated effectively (Lorena Manaj.S, 2015). It is why the English skill should be had by students even though in an average way the students have one or two skills only. Furthermore, students can learn the theory and catch it but students seldom can practice in real situations moreover daily at school with their friends and teacher. The problems that appear in students' speaking are lack of self-confidence and anxiety (Dea Aris Fitriani. Dkk, 2). They may comfort with certain feelings that

affect their English speaking such as unconfident, shy, anxious, nervous, and worry. If the students can not believe in themselves, it is going to be a big problem with their goal in the learning process. So, the teacher's role is needed in the teaching-learning process. Surely most teachers have some strategies to solve the students' learning problems. This way the teacher should prepare before having a class to handle students during the learning process.

The teacher communicates more instructions orally in the classroom to students (Alamgir Khan. Dkk, 2017). Teachers with poor communication skills may cause the failure of students to learn and promote their academics. While students should know whether it is right or not moreover in the material in class. Both the teacher and the students should have good communication or interaction on enhancing chemistry to catch the goal of the teaching-learning process. Another way of communication is an important way of upgrading students' habits to speak English. Based on the researcher's observation clarified that the teacher found difficulty in enhancing their speaking. Then the teacher created the strategy called feedback as students' reward in every students' assignment especially in the seventh grade of SMPN 4 Ponorogo. As we know that reward is a prize that given by a person to other person when they have done something good (Dinda Cantik Setya Handeyekti, 2017). It can be their motivation and appreciation like what English teacher of SMPN 4 Ponorogo applied. Possibility for all students who are in learning process, they need a reward after doing assignments or activity that refresh their mind and give the best performance next. It is 7G and 7H which were called special classes because they need an effective strategy to support their speaking ability. This reward can be got when the teacher gives assignments and the students should do like re-writing the text and speaking in front of the class as performance. It can be in group and individual but the teacher consists on take their score individually.

The teacher clarified on researcher's interview that the goal of this reward is to give motivation to lower students in the learning process and to upgrade more medium and upper students' abilities in the learning process. Direct test evaluates speaking skill and abilities in actual performance (April Ginther, 2013). Through performance, the students could get scores in speaking skill. Then the students don't need to do a remedial in upgrading their score in the middle or final examination and the students can get an active score in every meeting so, the teacher advises them to change their "Excellent" score with their low score got. But it can't be changed the whole "excellent", the teacher has a requirement that is only maximum 3 excellent points. Then, 1 excellent point is the same as 10 scores so, the students can only change 30 points for better middle or final score next. Another requirement is not for students who already have good scores. The score should be upper than 75 as a certain score (KKM). So, based on teacher's perspective that the divided points will be fair.

Thus, clarification about the teacher's feedback approved that the researcher found the teacher applied both written and oral feedback. The direct oral corrective feedback and the indirect written corrective feedback have been applied during teaching-learning process in teacher's feedback strategy. It's like in the theory in a previous chapter, the teacher don't apply coded or uncoded indirect written feedback, but the implementation in the activity is mostly oral feedback. So, after performing

the teacher directly give oral feedback such as “good job”, “improve more your pronunciation”, “be loud voice, please”, and so on. Then the teacher only gives a suggestion to correct the writing if it is needed. It means the teacher’s written feedback is in excellent point like that. But the correction applied to oral feedback above. So, the students could correct themselves by the teacher’s reminding and advice on enhancing their speaking performance next.

The teacher is only like reminder and motivator in the case. Then based on types of teacher’s feedback that has been applied was informal feedback and students self feedback. Through both types of teacher’s feedback, the students can get fast feedback and the students can upgrade their knowledge by being active students. The same thing that the teacher should be smart at handling to active class. Helping the students on identify each material given clearly.

Based on researcher’s observation that the teacher’s way to communicate with the students on getting their attention like asked them to repeat what teacher said, doing question-answer when they felt confused on material, discussion, and gaming which were shown in the middle or the end of learning to upgrade students’ concentration. Then the researcher clarified that this strategy has two concepts in increasing students’ speaking ability in class like;

1) Excellent plus

When the students need this score, they should do assignments fast and in time, it doesn’t have a correction both written and spoken feedback, it should good pronunciation and performing on loud voice. It can be called as a perfect performance based on the teacher’s score characteristic.

2) Excellent no plus

When the students have corrections both written or oral and the time is not a time, they will get this score from the teacher. Moreover, when the students are asked to re-write and repeat the performance, they can have a long time to get this score.

Concluding that the students should do assignments in a time, through that they will get an excellent plus from the teacher. Then they will get more excellent scores than other friends. The reason to give speaking tasks was applied by several things, they are rehearsal (applied on students’ grouping), feedback (it could be written and oral), and engagement (teacher’s motivation). So, the teacher approved that the speaking task was very important in enhancing students’ activeness during the learning process. On the other hand, the students could get the output of their learning result and the teacher could increase students’ goals in the teaching-learning process.

All learning strategies have advantages and disadvantages like this one. Based on clarification, this strategy doesn’t apply to lower students in reality. They are still in a low position, but it is one of the advantages for students who are in medium and upper, they can be better than before. They feel motivated by the teacher’s reward strategy applied. Because originally they have high spirit on learning English and get the best score. It looked like a challenging soul. The lower students who were predicted by the teacher are limit. So, the teacher hopes that this strategy has a good effect on lower students in increasing speaking skill. On the other hand, the researcher clarified that they still enjoy the learning process in class among

teachers, upper students, medium students, and lower students. It means that still have good communication to break out the learning's problem in class generally.

2. The students' response to Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo

In teaching-learning activity, students as educators are the target of every education. Teachers need the students and the students need teachers on transferring the knowledge directly or indirectly. In practicing English, the students should have partners especially at school. Having partners help them to improve communicative English skills and to add their knowledge easier. Some students who became the researcher's target interview clarified that in previous times they didn't like English moreover speaking skill. They felt bored, lazy, and confused when they know English lesson in the day. But there was a good teacher's strategy applied in enhancing speaking skill. Then the students felt having better speaking ability like knowing new vocabulary, understanding on how to pronounce the words, and improving the motivation on loving English. Trough that feedback as reward and appreciation, they are more like English caused motivation which enhanced students' learning process. Some of young learners in Indonesia are mostly lazy to learn English because they think that English is a difficult subject (Irawati dan An Fauzia Rozani Syafei, 2016).

So, through applying feedback as students' reward which is for appreciation and praise in enhancing students' speaking skill, hopefully, the students can pay attention and have the best scores in the English lesson. It was approved when the researcher observed that the students were very active and they paid attention to the teacher's explanation on materials in front of the class. They are looked at full of concentration at class. Then they add more points to upgrade their scores. Among daily examination, middle examination and final examination need addition scores to upgrade students' scores. Sometimes the teacher does remedial test to improve it. Unluckily the feedback is only for upgrading students' daily examination. The teacher had a perspective to create something different on strategy. Thus, according to teacher's statement that the strategy was most effective to upgrade most students' speaking ability. It showed how effective the reward was.

The researcher found the clarification of students who were from both 7G and 7H classes. 3 students were from 7G and 3 students were from 7H that have been done by in august. Then the researcher will make a report that the interview process is done online and offline because of the situation. The big point in this clarification, it can be valid data on this study. Because the source and the object were based on the real-phenomenon that is recommended observation on this study.

Speaking is a difficult skill according to students' perspective because the students' interest was less. But mostly they were edicted on this reward strategy in enhancing speaking skill. Several reasons become the underlined point for students through applying this feedback in the learning process;

- 1) The students won't do the remedial test because they changed their bad scores to good scores through the excellent point in teacher's feedback.
- 2) The students can get active scores in class in the teaching-learning process though changing the excellent point to the teacher.

3) The students can feel motivated and appreciated to learn English more especially speaking skill.

In another hand, they feel happy and enjoy all materials given. Then through feedback as reward in the teaching-learning process, they have the opportunity to be better students such as when they perform by having loud voice, fluent English, and having good writing in English. By applying this feedback as students' reward is very effective in increasing speaking skill on teaching-learning English at SMPN 4 Ponorogo. On the previous chapter has been clarified that the students were very excited when they get an excellent points and they feel appreciated on it.

CONCLUSION

The researcher concluded that teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo was applied both written and oral feedback. It is used informal feedback (direct oral feedback) and student self feedback (the feedback is applied to help the students on how to be active in increasing English skill). This goals are; First, it focused on lower students to motivate their willing in studying English. Second, it influence the middle and the upper students to upgrade their speaking ability. This feedback is not for adding the low scores in final examination value but it is for adding the low scores in daily examination.

The students' response to the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo was positive. Several reasons why the students were very spirit on teacher's feedback; by having excellent point they would not do a remedial-test, they could get active assessment during teaching-learning process, and they could perform better than before by having some corrections from the teacher.

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