

**THE CHARACTERISTICS OF TEACHER'S FEEDBACK IN
SPEAKING ACTIVITY OF THE GRADE TEN STUDENTS
OF SMA NEGERI 20 MEDAN**

AN ARTICLE

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ARTIKEL

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ABSTRACTS

Nasution. Nur' aini Hakiki. Registration Number: 2132121037. The Characteristics of Teacher's Feedback in Speaking Actvity of the Grade Ten Students of SMA N 20 Medan. English Education Program, Universitas Negeri Medan, 2020.

The objective of this study were; (1) To describe types of teacher's feedback in the speaking activities of the tenth grade students of SMA N 20 Medan, (2) To describe the students' perception of the feedback given by the teacher in the speaking activities of the tenth grade students of SMA N 20 Medan, and (3) To analyses how does the teacher give feedback in speaking activities of the tenth grade students of SMA N 20 Medan. This study was conducted by using Research was designed through two stages; gathering information and analyzing data. The subject of the study was Grade X of SMA N 20 Medan. The instruments of data collection was gathered by distributing questionnaire and administrating interview. The study conducted distributing questionnaire to 30 respondents of the students and administrating interview to the English teacher and students. The questionnaire and interview results proved that the students need the teacher's feedback which can motivate the students to understand about the speaking activity. Observations were done by attending the speaking classes and making field notes of all what happened in the classroom setting during the speaking learning and teaching process. With the help of audiorecorder, the researcher recorded all the speech events of the classroom community members under observation. This audio recording technique enabled the researcher top reserve the authenti city of the data. To gain comprehensive and accurate data, the researcher crosschecked the data obtained by comparing these data with those which were obtained by interviewing some of the students and the English teacher involvedin the research. The researcher also distributed the questionnaire to all of the students in the class. These accurate data where then (1) transcribed, (2) read, (3) identified,(4) categorized, and (5) analyzed to answer the research questions as those which were mentioned in the formulation of the problem. To check the trustworthiness of the data, triangulation was also used. The researcher compared the gathered data withot her relevant researches and theories and consulted the lecturers involved in thestudy. Based on the analysis of teacher's feedback, it is figured out that the teacher mostly gave feedback in the form of explicit corrections. Also, the teacher's feedback focused more on the phonological errors, especially pronunciation.

Keywords: Speaking activity, teacher's feedback, Research.

INTRODUCTION

Background of the problem

Based on the 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). In other words, the students of senior high schools should reach the functional level in English. Thus, the English teaching-learning process covers four language skills, for example, listening, speaking, reading and writing. However, most of the language learners in this world study English in order to develop their proficiency in speaking (Richard and Renandya: 2002). There are two possibilities in this case that are having difficulties to speak English or they assume that mastering speaking is more important than mastering the other skills. Kayi (2006) states that speaking is a crucial part in learning a foreign language because the ability of the learners to communicate in a foreign language will clearly and efficiently contribute to their success both at school and in the later phase of life.

The teachers can help the students to correct their mistake and errors by giving feedback on their speaking performance. It can make students know how well they are doing as they learn and show the aspect that the students should improve. In other words, students need feedback to facilitate their speaking with minimum mistakes and errors as well as maximum accuracy and clarity. Thus, the feedback will provide guidance to the learners to produce better oral production.

Based on the reseacher's information, many students still complain that English is a difficult subject, especially the speaking skill. The students were reluctant to speak English. There were only few of them taking part in the

speaking activities. Most of them were not brave enough to take a risk in speaking English. It seems that they were find afraid of making mistakes.

The problems above may be caused by some factors such as inappropriate class mixture, unsuitable topic, and wrong task organization (Harmer, 2007). But from all of these possibilities the problems that usually occurs is the natural reluctance of some students to speak and to take part. One way to motivate them to speak English is by giving feedback to them. It is because feedback gives a good effect toward the students' learning. It is in line with Harmer's opinion (2007) that good learners are enthusiastic to be corrected if it helps them in the learning. It will make students know if they are doing well and it gives a sense of achievement that motivates them to learn more.

The researcher is interested in discovering the teacher's feedback in the teaching learning process especially in the speaking activities. In this research, qualitative research was used to analyze the data. From the data, the analysis was done and then presented as a complete description of teacher's feedback in speaking activities. The tenth grade students of SMAN 20 Medan were taken as the subject of the research.

REVIEW OF LITERATURE

1. Speaking

Speaking is perhaps the most demanding skill for a teacher to teach (Scott and Ytreberg, 2004). When speaking to other people, speakers try to make their communication run well/speakers have to speak when they want to assert things to change their knowledge. Chaney in Kayi (2006) states that speaking is the process of building and sharing meanings through the use of verbal and non-verbal

symbols, in a variety of contexts. To be able to do this, language learners should have adequate knowledge of the sound, structure, vocabulary, and cultural system of English language.

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.

Lyster (1998) classified three categories of students' errors in speaking that lead the teacher to give corrective feedback. They are phonological errors (for example; mispronunciation, addition of other elements, pronunciation of silent letter, etc.) and grammatical errors (for example; genders, tenses, verb morphology, negative for, etc.) and lexical errors (for example; inappropriate choice of items, incorrect derivation, etc.).

In analyzing teacher's corrective feedback, the students' errors in speaking will be analyzed using the types in the following paragraph, it aims at finding the frequencies of each type of students' errors to make interpretation of the categories of teacher's feedback in speaking activities.

2. Definition of Feedback

Feedback is communication intended to improve overall performance (Wolsey, 2006). The feedback given can be a useful input for the students to improve their work. The students will obtain praises or criticism from the feedback. Thus, they will see what area they already understand or still need improvement.

Irons (2008) argues that feedback is any type of comment from another individual which might result in learning. In the teaching-learning process, teachers use feedback as a means to improve students' learning. It is important for the students to know how well they are doing in learning by getting feedback. It is because feedback will give the students sense of achievement when they are already doing well, then it will motivate the students to learn more. On the contrary, if the students make some errors or mistakes, they will know and learn to correct their errors or mistakes.

Giving helpful feedback to the students is an essential commitment in any teaching-learning situation (Kaur, 2005). It is related to teacher's service to the students. Educators recognize the fact that of all the facts of good teaching are important to them, "feedback on assessed work is perhaps the most commonly mentioned".

3. Types of Feedback

1) Lyster and Ranta's Classification

Lyster and Ranta in Lightbown and Spada (1999) state that there are six different types of feedback on error provided by teachers and the students' immediate responses to them (called *uptake*).

a) Explicit correction

The explicit correction of corrective feedback refers to the explicit provision of the correct form. By providing the correct form, the teacher clearly indicates that the students have said incorrect utterance.

b) Recast

It involves the teacher's reformulation of all or part of student's utterances excluding the error. They are generally implicit in the way that they are not introduced by phrases.

c) Clarification Request

This type of corrective feedback is used when there are linguistic problems in the learner's turn and also when the learner's utterance is not comprehensible

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 to correct form.

e) Elicitation

It refers to at least three techniques that teachers use to directly elicit the correct form from the students.

f) Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's incorrect utterance.

4. **The way of the teacher gives feedback**

Teacher's feedback is important in the classroom setting and students' knowledge acquisition, performance skills, and social behavior are affected by teacher feedback (Duke and Henninger, 2011).

Teacher has a range of feedback techniques to choose from. A useful way to think about the range of options is to categorize them according to ((1) the kind of feedback given (the two main categories are prompts, where students are encouraged to correct themselves, and reformulations/recast, where the teacher provides the correction); and (2) how implicit or explicit the guidance is. As

Chase and Houmanfar (2009) have stated, providing some form of feedback is better than no feedback at all and students benefit more from receiving elaborate feedback from the teacher.

5. Students' Perception of Teacher's Feedback

Spiller (2009) stated that, studies of the impact of feedback on students learning achievement indicate that feedback has the potential to have a significant effect on students learning achievement. The students are supposed to have positive perception toward teacher's feedback so that they will keep learning in speaking. However, the students' perception of teacher's feedback may be different from one to another; it can be positive or negative.

Cohen (1990: 11) states that feedback results in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. Reid (1993: 218) states feedback must help students to improve their speaking by communicating feedback in detail. By seeing those arguments, it can be inferred that assistance is a vital element in feedback.

Lewis (2002: 4) states that the purpose of feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever teachers know about the learners' attitudes. Therefore, motivating or encouraging aspect must be included in feedback.

RESEARCH METHOD

This research primarily uses descriptive qualitative approach. The approaches used for the research are quantitative and qualitative. Punch (2000) states that qualitative data are most likely to be words, which we get by asking

(interviewing), watching (observing), or reading (document), or combination of these three activities.

This study was conducted at SMA N 20 Medan which is located in Jl. Bagan Deli LR Proyek No 75, Bagan Deli, Medan Kota Belawan, Kota Medan. The subject of this study is the tenth grade students of SMA N 20 Medan. The instruments of data collection were gathered by administering the field note, administering interview and distributing questionnaire. The study conducted to the English teacher and 30 to get the students' needs. In addition, the qualitative and quantitative research were conducted to analyze the data.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

1) Observation

The first step of scientific approach is observing. In this step, the students and teacher interaction in classroom speaking activities were documented by recording the interaction and writing the field notes. There were five meetings in the English teaching and learning process focusing on speaking that were observed and taken as the data of this research. Then, the teacher's feedbacks were analyzed and classified to find out, whether they were included into six types of teacher's corrective feedback in speaking proposed by Lyster and Ranta (1997). The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition. The data of the type of teacher's feedback in the speaking activities are presented below.

No	Types of Feedback	Total	Percentage (%)
1	Explicit Correction	16	76.19%
2	Elicitation	3	14.29 %
3	Clarification Request	1	4.76 %

4	Metalinguistic Feedback	1	4.76 %
5	Recast	-	-
6	Repetition	-	-
	Total	21	100

2) Interview

In this step, the researcher asked some questions to the students to know their responses on the teacher's feedback in speaking activities and its contributions toward their speaking skill development. The English teacher was also interviewed to reveal her purpose in giving feedback to the students in speaking activities.

The findings from the interview result with teacher. She said that she often corrected students' errors in speaking in three ways that were eliciting students to say the correct utterance by giving questions related to their error or by asking students to complete her utterance, and the last was correcting their errors directly. She also explained that she elicited the students in order to encourage them to think.

3) Questionnaire

The occurrence and frequency of each type of teacher's feedback in the speaking activities were also obtained from questionnaires. The result of questionnaires distributed to the students can be seen below.

No	Types of Feedback	Number of responses			
		SA	A	D	SD
1	My teacher directly indicates that there is an error on my utterance and provides the correct one.	12 (35%)	20 (56%)	4 (90%)	-
2	My teacher repeats my wrong utterance but in the correct form.	12 (33%)	8 (22%)	16 (45%)	-
3	My teacher asks me to repeat my wrong utterance in the correct form.	10 (28%)	21 (58%)	5 (14%)	-

4	My teacher asks me to repeat my utterance or explain it more clearly to her.	13 (36%)	17 (47%)	6 (17%)	-
5	My teacher asks me to repeat my utterance or explain it more clearly to her.	6 (17%)	20 (55%)	10 (28%)	-
6	My teacher elicits the correct form by giving questions.	16 (45%)	14 (39%)	6 (16%)	-
7	My teacher elicits the correct form by asking me to complete her utterance.	18 (50%)	14 (40%)	4 (10%)	-
8	My teacher repeats my utterance in the correct form but only in the error area, not the whole.	8 (22%)	7 (19%)	21 (59%)	-

Codes:

SA : strongly agree

D : disagree

A : agree

SD : strongly disagree

Discussion

Based on the data taken from field notes as the result of observation, interview with teacher and students, and questionnaire distributed to the students the results are most of the teacher's feedback was in the form of explicit correction and the error that often corrected was phonological error. The teacher's purposes in giving feedback to the students were all positive and the students also perceived their teacher's feedback positively. The teacher's feedback supported the students in their speaking. It made them know their error in speaking and the correct one that motivated and encouraged students to improve their speaking. Most of the students followed the teacher's feedback.

From the data, it can be inferred that the use of teacher's feedback was very useful in process speaking. The students also perceived that the use of

teacher's feedback gave contribution towards their grammar and pronunciation

mastery in speaking. Besides that, the students also learned new vocabulary from their teacher's feedback. By having teacher's feedback, the students would become aware of their error with the hope they would not do the same error again as they already knew the correct one. So, their speaking ability could be improved.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data gotten observation, questionnaires and interview results of English teacher and students at SMA N 20 Medan, the researcher draws the conclusion that:

1. The teacher often used explicit correction in giving feedback in students' speaking activities.
2. The teacher more focused on phonological errors in which all of them were related to mispronunciation.
3. The students' perceptions of teacher's feedback are objective, clear, helpful for the students, encouraging, proportional

Suggestions

1. For the teacher should be aware and careful in giving corrective feedback to the students so that they can take maximum benefit from her feedback.

2. For the students should be cooperative in developing their speaking ability. They should actively participate in speaking activities as there are still some of them reluctant to speak.

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