ARTICLE

A STUDY ON THE TEACHER'S ORAL FEEDBACK IN SPEAKING CLASS AT THE SECOND GRADE STUDENTS IN UNIVERSITY OF NUSANTARA PGRI KEDIRI IN ACADEMIC YEAR OF 2015/2016

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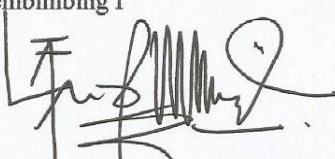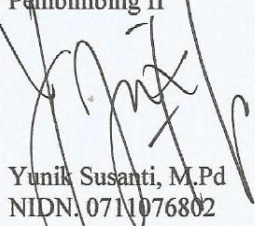## ARTIKEL SKRIPSI TAHUN2017

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A STUDY ON THE TEACHER'S ORAL FEEDBACK IN SPEAKING CLASS AT THE SECOND GRADE STUDENTS IN UNIVERSITY OF NUSANTARA PGRI KEDIRI IN ACADEMIC YEAR OF 2015/2016

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ABSTRACT

This research aims to find out the types of oral feedback used by the lecturer of speaking class at the second grade students of University of Nusantara PGRI Kediri. Three research questions are formulated in this research. They are (1) What are the types of oral feedback employed by the teacher in speaking class? (2) What are the contents of oral feedback delivered by the teacher in speaking class, and (3) What are the students' perceptions of teacher's oral feedback purposes in speaking class? This research was conducted by using the descriptive method. The participants of this study were the second grade students of English Education Department of University of Nusantara PGRI Kediri. In this research, the data source was the students' and the teacher at that class. It was collected after they finished their speaking class by the researcher. Meanwhile, the researcher used three instruments to collect the data from the respondents: Questionnaire, Interview guidance, and Observation. The researcher undertook field notes and distributed questionnaires. Then, the interview was conducted after the questionnaires were distributed. Based on the analysis, it was figured out that the types of teacher's oral feedback were Recasts, Meta-linguistic feedback, and explicit feedback, the teacher's oral feedback contents focused more on mistakes on forms, especially pronunciation and grammatical mistakes, and the students was felt that the teacher's oral feedback purposed increase the students motivation and ability in speaking class.

Keywords: Oral feedback, student's perception, and teacher's oral feedback purposes.

I.   BACKGROUND

According to Ur in Samira (2014: 23), Speaking as the most important skill among four skills (listening, speaking, reading and writing, because people who know a language are usually referred to as speakers of that language.

The main aim of speaking is to communication, means that speaker can express their feeling orally and listener can comprehend the meaning of the speaker said in their communication. However all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge. The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use.

The factor that affect to the studentsthat have a big influence to increase the student's ability in speaking is

feedback. Feedback is the way the teachers give such a comment or correction to the students' performance. Feedback can be very powerful if done well. It is an important component of the formative assessment process. It was supported by Harmer (1991: 104), through feedback both assessment and correction can be very helpful during oral work, teachers should not deal with all oral production in the same way.

Harmer (2002: 105), states that the teacher should give feedback to correct students and also offer them an assessment of how well the students have done, whether during a drill or after a language production exercise.

Cohen (1999:109) proposes two forms of feedback. They are written and oral feedback. In written feedback, comments, correction and/or marks are given to students' written work. In oral feedback, also known as oral conference refers to personal consultation between teacher and student during the evaluation of communication activities.

Thornbury (2005: 4) states that it is often a delicate as to how to provide learners with feedback on their errors when their attention is primarily focused on the content of what they are saying, rather than on the way they are saying it. It does not enough to know the lecturer's feedback without knowing how the students'

perceptions to the feedback. It was necessary to know whether the students deal or not to the feedback.

Winkel (1983: 30 in Kusumawati 2012: 3) says that perception is the key to the formation of one's interest, and good interest will lead to good behavior. It means that the students who have positive perception of the teaching-learning process will have good interest in joining and being concerned with the teaching and learning of English. In this case, a positive perception will make teacher oral feedback effective in improving students' speaking but if the perception is negative; the process of acceptance of message from teacher oral feedback will be disturbed.

In this study the researcher focuses on the oral feedback conducted by lectures on the speaking class at the English Department of UN PGRI. It is assumed that, speaking needs feedback such as the one of pronunciation, grammar, and fluency and also how the students perceptions to the lecturer's feedback.Among the four skills, speaking is one of lessons which must take by students of English Education Department at the Faculty of Teacher Training and Education University of Nusantara PGRI Kediri (UN PGRI Kediri). Speaking subject in English education Department is taught in four levels that in speaking I, II,

III, IV where each level has its own basic competence.

There is no *Bahasa Indonesia*, because they are now 4th semester students, where students will only be allowed to speak in English during Speaking Class. If students raise their hand and ask permission to speak *Bahasa Indonesia*, teacher will allow it. The lecturer in speaking class of UN PGRI use oral feedback to correct the student's mistake such as in pronunciation and grammar. It happens when the students did some speaking practice such as presentation in front of the class.

The purpose of analyzing the teacher's oral feedback in teaching speaking is great importance to investigate the matter intensively in the context of teaching and learning speaking skill. Hopefully, the research would make contribution to completing the insightful understanding about teachers' oral feedback, enhancing teaching and learning English, accordingly and also to get the correct target language on every student speaking activity and the lecturer know which feedback that suitable and more effective to the students and can get a better target language automatically.

I. METHOD

In this research, the writer used case study because, the goal is to arrive at a detailed description and understanding of the entity (the"case"). So that, the writer described about the oral feedback (the

case) at the second grade students in the University of Nusantara PGRI Kediri since there has applied feedback in every teaching especially the lecturer who teaches english in speaking class. That case makes the writer intends to find out how the teacher oral feedback in teaching speaking at the second grade students in the University of Nusantara PGRI Kediri. As being stated by Creswell (2007:73) that case study is qualitative approach.

The data sources in this research were respondents. The first respondent was the participant as English lecturer. The second respondents were 91 students in second grade because they had much more experienced and information about English. The data collected by used three instruments, there were observation, questionnaire, and interview. Because the writer tried to get the data about the types and the content of lecturer oral feedback that are used by the lecturer. So, the writer did observation to the teacher and students at the class to find out the types and techniques that are used by the teacher in giving feedback, and interview was from the students outside the class to find out the students' perception toward teacher oral feedback in speaking.

II. RESULT AND DISCUSION

The collecting data study was done in six meetings. The researcher takes the

research in two meetings in each class. The first meeting was observation and the second meeting was take the questionnaire and interview. Based on the previous chapter, there are six types of oral feedback according to Lyster and Ranta (1997). There were explicit feedback, recast, clarification request, meta-linguistic feedback, elicitation, and repetition of error. And based on what had happened in the field the writer interpreted that there were three types of the written feedback which the teacher used. They were explicit feedback, recast and meta-linguistic feedback which consists of comments and information.In this research, the most frequent of feedback from the types of oral feedback was recast. Almost all the students gave their good response for recast. The students really understood their errors if the teacher used recast.

The lecturer did not only correct the wrong words only, but also the wrong sentences. He did it by pay attention to the student's performance in speaking class and reformulation the error with the correct form whether in words or sentences. For example, "Our target of marketing places is….". This sentence is grammatically incorrect. So by using recast feedback, the lecturer reformulation the sentences become "…..are……".With this feedback the students will directly knew their

mistakes and also the correct form.

Table 4.1 Example of Recast feedback

Date	Student	Activity	Student's error	Lecturer's Feedback
April 11, 2016	A	Meeting 1:The student did the presentation in front of class, with the topic Business Plan	1. *Our target of marketing places is…*	1. …..are………
	B	Student's Interviews answer	2. *I call the waiter (wi-ts:)*	2. *(wai-ts:)*
			3. *Some favour. (fe-four)*	3. *(fei-fe:)*
			4. *I want to presentation….*	4. present
			5. I cannot to provide…..	5. *I can't provided….*
			6. color in variation….	6. *variation in color*
			7. the compositions is….	7. *the compositions are….*
			8. my group is consists of….	8. *my group are consists of…..*

Based on the table, the lecturer had just give correction focus in the word or sentence mistakes form. According to Driscoll (2007), that feedback provides learners with information about the correctness of their response or performance, it means that the lecturer reformulation the student's mistakes whether in the form of word or sentence. With this feedback the students have more easily to understand their mistakes and how the mistakes should be.

The writer also found that the lecturer did not use recast only but also meta-linguistic feedback and explicit feedback. The lecturer gave meta-linguistic feedback to the students in comment and information form. According to Lyster and Ranta (1997), Metalinguistic feedback contains either comments, information, or questions related to the well-formed of the student's utterance, without explicitly providing the correct form. It purposed that the lecturer gave the feedback in all the

students at that class, it has more effective to the lecturer in giving feedback overall to the students.

Table 4.2 Example of meta-linguistic feedback (comments)

Date	Student	Activity	Lecturer's Feedback	Explanation
April 11, 2016	A A B	Meeting 1: The student did the presentation in front of class, with the topic Business Plan	1. *material that already done in presentation are should be skipped.* 2. *you need to improve your dizzy* 3. *the presentation already influence.*	(have the same material presented by the other group) (the student in nervous) (the presenter have good interaction with the audience)
June 9, 2016	A	Meeting 2 : The students did job's interview based on their CV.	*On your CV. It should be Cover Letter, not Aplication Letter*	(it was written by the students on their CV)

The lecturer gave comment to the student's material in performed speaking. But some comments are given by the lecturer in Indonesia. The lecturer gave comments to the students after they are finished the presentation of the material, and after did the job's interview.

The last is explicit feedback. In explicit feedback, the lecturer did not give the feedback directly in correct form as like recast, but the lecturer told to the students with some phrases such as "no that, but…", "use this…", and "just say…". In example, the students has a mistakes "I was graduated from…", the lecturer stop the students and told to the students about the mistakes and asked the students to repeat in the correct form with the lecturer used phrase No that, but.."I graduated from…".It means that the use explicit feedback because is easy to understand by students.

Table 4.3 Example of Explicit feedback

Date	Student	Activity	Student's error	Lecturer's Feedback
Apri 11, 2016	A	Meeting 2: The student did job's interview based on the CV that was made by the students in previous meeting.	1. *my name is…* 2. *my addressiis..* 3. *I was graduated …* 4. *I work at PT Mitra Karya since 2013 until 2014….*	1. No, "I am….. 2. use, I live on…… 3. No that, but, "I graduated from….. 4. Just say, I work at …. for a year.

The lecturer has given the feedback in meeting two when the students did job interview in front of the lecturer (face-to-face). So when the students did mistakes the lecturer more easily to gave the feedback. Based on the table of example of explicit feedback number 1, the lecturer told to the students to change their mistakes in correct form.

Second was the content of oral feedback there were two kinds of the content of oral feedback. Contents of oral feedback focus on both mistakes on form and mistakes on meaning. In terms of mistakes on form, Beare (2003) proposes that there are a number of mistakes' types that students tend to make frequently, namely grammatical mistakes, vocabulary and pronunciation mistakes. The content of lecturer's oral feedback mostly focus on mistakes on form, they were grammatical mistakes, vocabulary and pronunciation.

Table 4.5 Example of the content of lecturer's feedback in grammatical

Date	Student's error	Lecturer's Feedback
April 11, 2016	1. Our target of marketing places is...	1. ......are.........
	2. I cannot to provide.....	2. I can't provided....
	3. color in variation....	3. variation in color
	4. the compositions is....	4. the compositions are....
	5. my group is consists of.....	5. my group are consists of.....
	6. my name is...	6. No, "I am.....
	7. I was graduated ...	7. No that, but, "I graduated from.....
	8. I work at PT Mitra Karya since 2013 until 2014....	8. I work at .... for a year.

The contents of feedback on the table was focused on the mistakes on form that was focused on the grammatical mistakes, the students did mistakes in grammatical form and the lecturer gave feedback directly such as example of number 1 the students said, *"our target of marketing places is...."* and the lecturer gave feedback directly *"....are...."*, it helps the students understood that they have mistakes on grammatical.

Table 4.6 Example of the content of lecturer's feedback in pronunciation

Date	Student's error	Lecturer's Feedback
April 11, 2016	1. Variation in color (ko-lour)	(ka-le:)
	2. I call the waiter... (/wai/-/tər/)	(/wai:/-/tə:/)
	3. Some favour... (/fa/-/four/)	(/fai:/-/fə:/)
	4. I want to present.. (/prai:/-/cen:/)	(/pri:/-/zen:/)

The contents of feedback on the table was focused on the mistakes on form that was focused on the pronunciation mistakes, the students did mistakes in say the word form and the lecturer gave feedback directly such as example of number 1 the students said, *"Variation in color (ko-lour)"*, and the lecturer gave feedback directly *"....(ka-le:)...."*, it helps the students understood that they have mistakes on pronounced the words.

The third was the students' perception toward teacher oral feedback. The order of discussion was arranged based on the order of the four sub topics on the literature review. Those sub topics were feedback in relation with students' motivation, positive characteristics of feedback in building student's motivation, feedback in relation with students' accuracy and fluency, encouraging the students to apply the feedback given. The first was feedback in relation with students' motivation, the findings showed that the form student's point of view, lecturer's oral feedback had addressed appropriate praise to the students and was not given excessively, and the result was that most of the students felt that the feedback built their motivation, positive self-concept, and self-confidence. The result also showed that only few of them who felt inferior caused the feedback given.

The second was positive characteristics of feedback in building student's motivation, the result showed that from the student's perception, the feedback given by the lecturer had provided the students with positive characteristics which support them to build their motivation.

The third was feedback in relation with students' accuracy and fluency, the

findings reveal that from student's perception, feedback concerning fluency-focused activities was given bigger than that of accuracy-focused activities in the speaking classes.

The fourth was encouraging the students to apply the feedback given,students perceived that the feedback was given on order to help their learning understandable, and caring about their feeling. However, it can be indicated that the students did not always apply the feedback given although they often realized the function and understand the content of feedback.

III. CONCLUSSION

This research is qualitative research. It described about the facts that happened in the field naturally. This study was conducted to discover the types of teacher's oral feedback in Speaking Class, the content of teacher's oral feedback given and the students' perception to the teacher's oral feedback purpose. There are several points concluded by the researcher from the findings and discussion.

First about the types of oral feedback were divided into six types which were explicit feedback, recast, clarification request, meta-linguistic, elicitation, and repetition. The study found that the teacher used three of six types of oral feedback and not use three of six at all. The three kinds

of feedback used were recast, explicit and meta-linguistic feedback. The most effective oral feedback given by the teacher was explicit feedback and recast, those feedbacks make the students easier to understand the mistakes and the correct form, it doesn't make the students to think more what they should do when they have mistakes in speaking performance.

Second, the contents of the teacher's feedback are focused on mistakes on form there were grammatical and pronunciation. Oral feedback in the speaking class has many purposes such as, the feedback give motivation to the students, give positive characteristic feedback to build the students motivation, accurately the students speaking, and encouraging the students to apply the feedback given.

Third, to know the student's perceptions of the teacher's oral feedback purpose in speaking class, it is important to increase their motivation in speaking class through the teacher's oral feedback. The student did not felt that the teacher's oral feedback make them felt inferiority but the feedback can motivate them.

It can be concluded that the teacher's oral feedback given was effective to the students in increasing their ability in speaking class. Then, the teacher's oral feedback can help the students understand their lack and also their strength in

speaking class by giving comments to the students' performance in speaking class.

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