

ARTICLE

**UMPAN BALIK LISAN GURU DALAM PEMBELAJARAN BAHASA INGGRIS
OLEH GURU KELAS XI SMAN 1 KEDIRI 2017/2018**

***TEACHER'S ORAL FEEDBACK IN TEACHING ENGLISH BY XI GRADE ENGLISH
TEACHER OF SMAN 1 KEDIRI 2017/2018***



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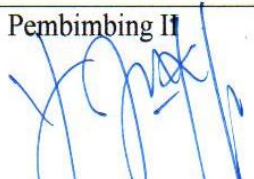
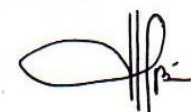
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ABSTRACT

Teacher's oral feedback is part of assessment in teaching English especially in speaking skill. Lyster and Ranta (1997) mention six types of oral feedback; there are explicit feedback, recast, clarification request, meta-linguistics, elicitation and repetition feedback. There are two aims of this research namely to find out the types of oral feedback which is applied by the teacher and find out the students perception toward oral feedback. This research categories as a case study of qualitative method. The participants of this study were IX grade English teacher and students of SMAN 1 Kediri. Meanwhile, the researcher used three instruments to collect the data: observation, interview and field note. The result shows five types of oral feedback are applied by the teacher i.e. explicit feedback, recast, clarification request, meta- linguistics and repetition. It have perception from the students. Students feel embarrassed because of clarification -request and other types have positive perceptions; developing knowledge, motivating to study and thought- provoking. By given oral feedback the students motivated to develop their knowledge and motivated to study English more.

Key word : Feedback, Oral Feedback, Speaking Skill

I. INTRODUCTION

To master English the students must be have ability for all of the skills. Speaking is ability of words express, state or share of thought, ideas and feeling. According to Ur in Samira (2014: 23), speaking is the most important skill among other skills (listening, speaking, reading and writing). Because people who mastering are usually referred to as the speakers of that language.

Furthermore, Jo, McDonough & Christoper Shaw in Dianawati (2013: 13) states that, "Speaking is not oral production of written language, but involves in the mastery of a wide range of sub skills, which added together, constitute an overall competence in the spoken language".

Speaking has the aim to communication; it means the speaker able to express their feeling orally and the listener able to comprehend the speaker said. In line with that statement, teaching speaking has



focus to improve the oral production of the students. Therefore, speaking activity has the aim to maximizing the language used by the students.

The factor that has a big influence to improve the student's ability is feedback. Feedback is the way the teacher gives such as comment or correction to the student's performance. According to Brookhart (2008: 1) Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals.

Providing students with feedback motivates them and gives them control over their own learning, Brookhart (2008: 1). It means, giving feedback to the student's task or performance will give the additional motivation. The students get feedback they can measure how well they performance. If they get critics and also the solving, it will help them to do better in other time. The same condition will happen when the students get a good comment, they will understand what they should do in the next.

Feedback need to deliver by the teacher. It is one of the teacher's guiding to the students. Some teachers believe that the students who receive feedback from teacher are usually more motivated to revise and improve their ability compared those students who do not receive feedback.

In addition, giving feedbacks have to consider some aspect. Brookhart (2008: 5) stated that giving feedback should consider the strategy, involving timing, amount, mode and audience. The timing, it divide into two point, when given and how often. About the amount of feedback it refers to the how many points made and how much about each point. The next strategy in giving feedback is mode, mode in giving feedback categories into three parts. There are oral feedbacks, written feedback and visual or demonstration. Audience is the last aspect of giving feedback that should consider, it covers individual and group/ class feedback.

Feedback has two forms; those are written feedback and oral feedback. Oral feedback is appropriate as a formal response to finished products completed by young children or for students of any age during conferences, where feedback leads to a conversation between teacher and students, Brookhart (2008: 48). From the statement above, we can say oral feedback is important because it identifies, corrects, encourages, becomes reference and suggest toward for better performance.

Moreover, Brookhart (2008: 47) stated that oral feedback matches specific descriptions and suggestions with a particular student's work in oral pattern. She also said twin benefits of individual feedback are that the feedback can be specific to the student's

particular learning needs and that the feedback is private. It is presumption oral feedback most effective then written feedback.

Oral feedback can be very powerful if done well. It is the 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 oral production in the same way. Decision about how to react the performance will depend upon the stage of the lesson, the activities, the types of mistake made, and the particular student who is making the mistake. It means that the teacher has to giving oral feedback to the student's performance whether they are correct or incorrect way.

Thornbury (2005: 4) states that it is often a delicate as to how to provide learners with feedback on 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 teacher's oral feedback without knowing the student's perception towards teacher's oral feedback, because the information from the students about student's perception is necessary to know whether the students deal or not with the teacher's oral 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 include of teacher's oral feedback will have good interest in joining and being concerned with the teaching and learning of English. Because focused in teachers oral feedback from content of the student's performance is not enough, without knowing the student's perceptions toward the teacher's oral feedback. It was necessary to know whether the students deal or not to the teacher's oral feedback. In this case, a positive perception will make teacher oral effective to improving student's speaking ability, but if the perception is negative, the process of acceptance of message from teacher oral feedback will be disturbed.

The purpose this research are to identify the types of oral feedback that applied by the English teacher of SMAN 1 Kediri and to identify the student's perception towards teacher's oral feedback in teaching English by English teacher of SMAN 1 Kediri 2017/2018.

II. METHOD

The approach of this research is Qualitative approach. Because this research use descriptive pattern and not use a number to measure the result of the research. According to Creswell (2007: 37) Qualitative

research begins with assumptions, a worldview, the possible use of theoretical lens, and the study of research problems. This statement suits this research since the researcher needs to describe the assumptions of the eleventh grade students in SMAN 1 Kediri about the teacher's oral feedback in English lesson.

The research was conducted at SMAN 1 Kediri in August 2017. The subject of the research was eleventh grade English teacher. The researcher used observation as the main data, then interview and field note used to completed the data.

The observation has done in two meeting. It conduct to get the data about types of oral feedback which applied by the teacher during teaching English, after completing the observation, some students interviewed by the researcher to get the data about student's perception towards teacher's oral feedback.

III. FINDINGS

In this research, the researcher found the English teacher of SMAN 1 Kediri applied oral feedback in teaching English especially in teaching speaking and the types of oral feedback that applied by the teacher were five types, the teacher did not use elicitation feedback. The most oral feedback which applied by the teacher was repetition feedback.

The oral feedbacks from the English teacher of SMAN 1 Kediri have positive perception. Mostly, the teacher's oral feedback is easy to understand by students. Also able to develop and motivate the students to study. It can be increase the student's ability in speaking by motivate the students in study English through developing their knowledge by providing thought-provoking oral feedback.

IV. DISCUSSION

This research found five types of oral feedback that applied by the teacher. Those are explicit feedback, recast, clarification request, meta- linguistics feedback and repetition and it is supporting Ipung Anggoro's study. In his study found four types correction feedback that applied by Muhammadiyah Surakarta University lecturer that didn't found repetition oral feedback.

In this research found that four of five types of oral feedback (explicit feedback, recast, meta-linguistics and repetition feedback) which teacher applied guest positive perception from the students; those are developing knowledge, motivating the students to study and thought- provoking.

Meanwhile, the teacher's oral feedback that applied and guessing negative perceptions from the students is clarification request, the students told that it is make them

embarrassed and it can be invite other negative perception of oral feedback.

From the finding of this research, supporting the Konold et al (2004) that state about one purpose of feedback is providing important information and helping students become effective and efficient learners. Almost all of the oral feedback types that found in this research have providing information that able to motivate the students to study, by giving oral feedback students motivated to study and it can say the oral feedback effective and efficient for the learners.

The strengths of teaching writing using dictogloss technique can increase the students' writing ability, especially the students' vocabulary, they can predict the word from the teacher says and they can choose the word correctly before they wrote the story.

V. CONCLUSION

According to researcher, research finding and the data supported above, it can be concluded giving oral feedback the students motivated to study and develop their knowledge, because they are not embarrassed also not anger towards the teacher's oral feedback. Then, the teacher's oral feedback can help the students understand their lack and strength in speaking by giving comments to the student's performance in speaking skill.

By understand about their lack in study English. The students who have big motivation to study, gets easy to increase their ability.

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