

ANALYZING TEACHER'S FEEDBACK USED IN TEACHING SPEAKING

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Abstract: The objectives of this research are to find out how the feedback are given by the teacher and to find out the students' responses toward the teacher's feedback used in teaching speaking. The design of this research is case study which analyzes how verbal feedbacks were given based on Tunstall & Gipps' typology. The result shows that the teacher gave seven out of the eight feedbacks. Four types of evaluative feedbacks and three types of descriptive feedbacks. 44 % feedback given to students' pronunciation which total are 86 feedback. The dominant feedback were categorized to descriptive feedback. 41% feedback given to students' comprehension which total are 80 feedback. The dominant feedback of students' comprehension were categorized to evaluative feedback. The last, 15% feedback given to students' vocabulary which total are 30 feedback. The dominant feedback were categorized to evaluative feedback. The researcher suggests that in terms of students' responses toward the feedback, facilitating feedback can motivate students in learning speaking. Furthermore, adjusting feedback with students' characteristics is important to be applied by the teacher.

Keywords: *Teacher's Feedback, Teaching Speaking*

ANALISIS UMPAN BALIK GURU YANG DIGUNAKAN DALAM MENGAJAR KETRAMPILAN BICARA

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Abstract: Tujuan dari penelitian ini adalah untuk mengetahui bagaimana umpan balik yang diberikan oleh guru dan bagaimana respon siswa terhadap umpan balik dalam pengajaran berbicara. Desain penelitian yang digunakan adalah studi kasus yang bertujuan untuk menganalisa umpan balik verbal berdasarkan tipologi dari Tunstall and Gipp. Hasil penelitian menunjukkan bahwa guru memberikan tujuh dari delapan umpan balik yang terdiri dari empat umpan balik tipe evaluatif dan tiga umpan balik tipe deskriptif. 44% diberikan untuk pelafalan siswa dengan jumlah 86 umpan balik dengan umpan balik terbanyak adalah tipe deskriptif. 41 % diberikan untuk pemahaman siswa dengan jumlah 80 umpan balik dengan umpan balik terbanyak adalah tipe evaluatif. Terakhir adalah 15% diberikan untuk pembendaharaan kata dengan jumlah 30 umpan balik dengan umpan balik yang terbanyak adalah tipe evaluatif. Peneliti menganjurkan bahwa berdasarkan respon siswa terhadap umpan balik, memfasilitasi umpan balik dapat membantu meningkatkan motivasi siswa dalam belajar berbicara. Maka dari itu, pengaturan umpan balik dengan karakteristik siswa sangat penting bagi guru untuk diterapkan.

INTRODUCTION

According to KTSP 2006, one of the standards competence of teaching English of speaking skill to first grader students of senior high school is to make students able to express the simple instruction and information in their daily life context. In this case, students should be able to know how to use the language. Therefore, to be successful in learning English, the students need to get opportunity to practice and use the language actively. The facts stated above demands a responsibility of teacher. Harmer (2002) states that a teacher has to be a good controller to maintain the quality of language use in the classroom. The teacher should pay attention to his/her way when talking to the students and his/her manner when interacting with them. Relating to the role of teacher as a controller in the classroom, the teacher may use several strategies to control the students' language use. Hunt and Touzel (2009) suggest that one of the ways to control the students' language use in the classroom is by giving feedback. In this case, the teacher monitors and controls the students' performance on tasks and providing feedback on how well tasks have been completed.

In teaching speaking, the teacher's feedback is required by the students to make them know their speaking ability and to motivate them to learn better. There are several researchers who have conducted the studies related to feedback in teaching speaking. Kayi (2006) states that teacher is not recommended to correct students' pronunciation while they are speaking. While they are speaking, it is better for the teacher to observe and note some important information

about students' performance. After students finish their speaking, teacher can give feedback immediately. In addition, Saito and Lyster (2010) had conducted a study on the effect of corrective feedback on L2 pronunciation. Based on his study, it is important that teacher can immediately give feedback about students' performance so the students can know and practice the correct form in response to their teachers' model. They also emphasize that after students finish speaking, teacher should immediately give feedback. They found that there was a significant result and a beneficial effect on students' pronunciation development after the students receive corrective feedback. In relation to the feedback in teaching speaking to young learners, the teacher is not necessary to respond to all errors in correcting students' speaking. Instead of correcting, it's better for the teacher to handle the error by modeling and providing the students with correct grammar and pronunciation (Cameron, 2001). Moreover, Cameron (2001:212) adds that it is better for teacher to deliver feedback in foreign language. It helps young learners learn the phrases that they can use with their friends. In short, the teachers need to give young learners constant and supportive feedback on their learning. The feedback helps young learners to understand how to control their own learning and progress. However, the teacher's lack of understanding the nature of feedback makes the feedback ineffective to improve students' learning progress. Most teachers often think that feedback is given to students who make mistake to correct their mistakes. In fact, feedback can also be given to motivate students to do better and to praise students for doing something good. Based on study conducted by Elawar and Corno (1985) as cited in

Hunt and Touzel, 2009:25), they state that teachers, who regularly give feedback to the students regarding the accuracy and the appropriateness of their work, have higher-achievement students. The feedback not only result in increasing students' achievement but also in increasing students' motivation.

There are several researchers who conduct the research of teacher's feedback using the Tunstall and Gipps' typology (1996:395-401). One of them is Knight (2003) who conducted a study toward teacher's feedback in vocational high schools. He found that the teachers' feedback were mostly general and tended to reflect students' effort and attitude rather than the actual learning that had occurred. Even though, feedback is important in enhancing students' achievement, the study in the feedback field has not well conducted. Thus, this study is important to explore how the feedback are given by teacher to the students in teaching speaking and the students' responses toward the teacher's feedback. In short, this study is expected to give a brief description about the use of feedback by the teacher.

RESEARCH METHOD

The research only focus on analyzing the process of classroom interaction in a natural setting. Therefore, the research method applied in this research was a case study method. The subject of the research were teacher and students at SMA IT AR RAIHAN (International Islamic School) Bandar Lampung. In this school, English have been taught twice a week with the allocation 2 x 40 minutes for each meeting.

This research employed three instruments. The first instrument was observation based on videotaping that was conducted in four meetings. The second instrument was a teacher interview that was given to the teacher. The third instrument was students' interview that was given to the students. The data collected from the three instruments and then were transcribed and categorized based on Tunstall and Gipps' feedback typology (1996:395-401). The data were analyzed in the form of transcription tables. The tables were used to present the findings and explain the typology of feedback in the discussion. In classifying the teacher's feedback, the students' speaking competency was first identified. Then, the research analyzed the teacher's feedback that were given into students' speaking competency based on the feedback typology by Tunstall and Gipps (1996:395-401).

RESULTS AND DISCUSSIONS

The result shows that the teacher gave seven out of the eight feedbacks. Four types of evaluative feedbacks and three types of descriptive feedbacks. 44 % feedback given to students' pronunciation which total are 86 feedback; 58 feedbacks were given to students' pronunciation which were under relevant category and 28 feedbacks were given to the students' pronunciation which were under irrelevant category. The dominant feedback were categorized to descriptive feedback. 41% feedback given to students' comprehension which total are 80 feedback; 71 feedback were given to students' comprehension which are under relevant category, 2 feedback were given to students' no response category and 7

feedback were given to the students' comprehension which are under irrelevant category. The dominant feedback of students' comprehension were categorized to evaluative feedback. The last, 15% feedback given to students' vocabulary which total are 30 feedback; 21 feedback were given to students' vocabulary which are under relevant category, 1 feedback were given to students' no response category and 15 feedback were given to the students' vocabulary which are under irrelevant category. The dominant feedback were categorized to evaluative feedback.

From the results of the teacher's feedback to speaking aspects, it was found that teacher gave A1, B1, C1 and D2 feedback for students' relevant speaking aspect. According to Tunstall and Gipp (1996), C1 and B1 feedback are categorized to positive feedback since they are given to students who have great effort in doing task. In line with Tunstall and Gipp, John Hattie (2009) state that if feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt. In this research, the four types of feedback were categorized to positive feedback since the feedbacks were given toward students' relevant speaking aspects. The conclusion of this discussion are to be effective, feedback needs to be clear, purposeful, meaningful and compatible with students' background knowledge, and to provide logical connections if feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt. Thus, when feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.

CONCLUSIONS AND SUGGESTIONS

Feedback are viewed by both teacher and students as an important thing in teaching learning process. In terms of the feedback given, the feedback tends to be given personally to the students. It makes the students know what they have achieved and what the students should remedy in learning. The appropriate feedback are given when the teacher give the feedback by considering the quality of students' speaking performance and considering which feedback are appropriate for the condition. In terms of students' responses toward the feedback, facilitating feedback can motivate students in learning speaking. Furthermore, adjusting feedback with students' characteristics is important to be applied by the teacher. In terms of teacher's and student perception toward feedback used in teaching speaking, the teacher assumed that giving feedback is important part in teaching learning process. Students need to be controlled especially their fluency, pronunciation and keep them motivated to try to speak up and helped the students understand what were correct and what were incorrect and the students expected that the feedback could help them to know how well their effort in learning speaking.

For the teacher, it is suggested that in giving feedback, the teacher should understand the type of the effective feedback. In addition, considering the analysis of the teacher's feedback is focused on teaching speaking, for the further research, the writer suggests that analyzing the teacher's feedback will be focused on the other language skills.

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