A STUDY ON TEACHERS'S WAY OF GIVING FEEDBACK IN ENGLISH CLASS FOR THE ELEVENTH GRADE STUDENTS AT SMKN 5 MALANG IN THE ACADEMIC YEAR OF 2018/2019

UNDERGRADUATE THESIS

BY

MEILISA TRISETYA ARUM
NIM 125110500111061

STUDY PROGRAM OF ENGLISH
DEPARTMENT OF LANGUAGES AND LITERATURE
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2019

A STUDY ON TEACHER'S WAY OF GIVING FEEDBACK IN ENGLISH CLASS FOR THE ELEVENTH GRADE STUDENTS AT SMKN 5 MALANG IN THE ACADEMIC YEAR OF 2018/2019

UNDERGRADUATE THESIS

Presented to

Universitas Brawijaya

In partial fulfilment of the requirements

For the degree of *Sarjana Pendidikan*

BY

MEILISA TRISETYA ARUM

NIM 125110500111061

STUDY PROGRAM OF ENGLISH

DEPARTMENT OF LANGUAGES AND LITERATURE

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

2019

DECLARATION OF AUTHORSHIP

Herewith I,

Name   : Meilisa Trisetya Arum
NIM   : 125110500111061
Address   : Jl Narotama Barat no. K.138, Malang

declare that:

1. This undergraduate thesis is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. If at a later time it is found that this undergraduate thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed upon me.

Malang, 19 July 2019

(Meilisa Trisetya Arum)
NIM 125110500111061

ii

This is to certify that the undergraduate thesis of Meilisa Trisetya Arum has been approved by the supervisor

Malang, 19 July 2019

Supervisor

(Didik Hartono, S.S, M.Pd.)

NIP/NIK 2009117808131000

This is to certify that the undergraduate thesis of Meilisa Trisetya Arum has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*

Alies Poetri Lintangsari, M.Li, Chair

NIP/NIK. 2017018709102000

Didik Hartono, S.S, M.Pd., Member

NIP/NIK 2009117808131000

Acknowledged by,

Head of Study program of

English Language Education Program

Head of Department of

Language Education

Dr, Ive Emaliana, M.pd.

NIP/NIK 19840214201504 2 001

Dr. Sony Sukmawan, M.Pd.

NIP. 19770719 200604 1 001

iv

ACKNOWLEDGEMENT

v

ABSTRACT

Considering teacher's feedback as an essential resource for students to improve their speaking, this research was aimed at describing how the way the teacher giving feedback in speaking activity.

This research used a descriptive qualitative design. The data was collected by conducting an interview and distributing the questionnaire. The study involved the English teachers and the students of the eleventh grade of SMKN 5 Malang in the academic year of 2018. The researcher obtained the data by interviewing 5 English teachers who teach the eleventh-grade students and also distributing the questionnaire to 96 students from 8 different majorities. The data were then (1) transcribing, (2) reading, (3) identifying, (4) categorizing and (5) analyzing to answer the research problem.

Teachers' feedback in speaking activity is important, beneficial and also motivated the students to improve their speaking. It is supported by the result of the interview and questionnaires that show even though the teachers are rarely giving feedback and the students not always understand teachers' feedback, but the students still enjoy getting suggestions from the teacher. The teacher mostly gave feedback in form of explicit correction using Indonesian language. Besides that, examples related to speaking task, comments and the students' strength and weaknesses are provided by the teacher to make the students able to understand the feedback easily. The students rarely feel uncomfortable and feeling more motivated to improve their speaking after getting feedback.

ABSTRAK

Trisetya Arum, Meilisa. 2019., **Studi Mengenai Cara Guru memberi Umpan balik dalam Kelas Bahasa Inggris untuk Siswa Kelas XI di SMKN 5 Malang pada Tahun Ajaran 2018/2019.** Program Studi Bahasa Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Didik Hartono

Kata kunci: umpan balik guru, persepsi siswa, aktivitas berbicara

Mempertimbangkan umpan balik guru sebagai sumber daya penting bagi siswa untuk meningkatkan kemampuan berbicara mereka, penelitian ini bertujuan untuk menggambarkan bagaimana guru memberikan umpan balik dalam kegiatan berbicara.

Penelitian ini menggunakan desain deskriptif kualitatif. Data dikumpulkan dengan melakukan wawancara dan mendistribusikan kuesioner. Penelitian ini melibatkan guru bahasa Inggris dan siswa kelas XI SMKN 5 Malang pada tahun akademik 2018. Peneliti memperoleh data dengan mewawancarai 5 guru bahasa Inggris yang mengajar siswa kelas XI dan juga membagikan kuesioner kepada 96 siswa dari 8 mayoritas berbeda. Data kemudian (1) disalin, (2) dibaca, (3) diidentifikasi, (4) dikelompokkan dan (5) dianalisis untuk menjawab masalah penelitian.

Umpan balik guru dalam kegiatan berbicara adalah suatu hal yang penting, bermanfaat dan juga dapat memotivasi siswa untuk meningkatkan kemampuan berbicara mereka. Hal ini didukung oleh hasil wawancara dan kuesioner yang menunjukkan bahwa meskipun guru jarang memberikan umpan balik dan siswa tidak selalu memahami umpan balik guru, tetapi siswa tetap menerima dengan baik saran dari guru. Guru kebanyakan memberi umpan balik dalam bentuk koreksi eksplisit menggunakan bahasa Indonesia. Selain itu, guru juga menginformasikan contoh terkait dengan tugas berbicara, komentar serta kekuatan dan kelemahan siswa untuk mempermudah siswa untuk memahami umpan balik dari guru. Para siswa jarang merasa tidak nyaman dan justru merasa lebih termotivasi untuk meningkatkan kemampuan berbicara mereka setelah mendapatkan umpan balik.

TABLE OF CONTENTS

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION

LIST OF TABLES

NAME OF TABLES	PAGE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, research problems, the objective of the study, and definition of key term related to this study.

1.1 Background of the Study

English is a language widely used in the world. In Indonesia English is used as a foreign language, instead of first or second language. Griffle et al as cited in Phan (2007, p.75) states that English has gained itself the status of world of language, an international language, or a lingua franca in almost all settings. As in education setting, English language taught in informal and formal education, as formal education; it is implemented as a local content in the elementary school and as a compulsory subject in junior and senior high schools and as informal education; some parents teach their children basic vocabularies at home and et cetera.

There are some basic competences for English subject by KEMENDIKBUD stated that English subject is aimed to make students able to communicate in spoken and written English to enrich their knowledge about English subject. Mean that students must able to understand how to speak, write and read while learning English. Thus, in order to learn English well, there are four skills that they have to understand, i.e. listening, speaking, reading and writing.

Researcher found that students in SMKN 5 Malang are feels anxious when it comes to English subject. Especially in English speaking activity, they feel

anxious while trying to produce sentences. As Young (1990, p.593) says that speaking in the foreign language is often cited by students as their most anxiety-producing experience. Students are having some problem in learning speaking or speaking in front of the class, as the researcher experienced while doing observation, look like they were afraid of making mistakes in front of their friends while trying to speak in English because of their limited vocabulary, grammar, pronunciations and et cetera. They tend to point at one to another while performing a presentation or dialogues. But, not all of the students are scared, some of them are able to speak with confidence in front of the class either they do not have a perfect grammar or good pronunciations. That is why, teacher as the most contributor to students' successful learning, should use every possible way to lead their students to be able to overcome their anxiety, so students can learn English well especially in speaking. Thus, suitable feedback is needed to make students aware of their mistakes in their speaking. It help students to measure their own learning and which aspect they should remedy, it also motivated them to learn more so they can produce a better speaking.

Providing feedback frequently conducted by the teacher of eleventh grade students in SMKN 5 Malang. Actually, there are four teachers whose teach the eleventh grade in English subject. Every teacher has a responsibility to teach three to five classes. And every teacher has their own way of teaching, furthermore in teaching speaking and giving feedback while their students make mistakes in speaking class. The strategy used must be different between one teacher and the other. What the researcher interested are how those four teachers can manage to

teach speaking skill in English subject to eight different majorities and how the students' perceptions toward teachers' way of giving feedback in speaking activity.

Heritage (2011, p: 18) said that Feedback that the teacher provides to students is an essential resources the students can take active steps to advance their own learning. Feedback for students can be understood as instructional action. Mean that, teacher feedback is more like a guide for students to improve their learning. It is one of the teachers' responsibilities and a great importance of students learning' process. Besides from some observation, researcher assume that the way teacher choosing and giving feedback in English class, especially in speaking activity can give a big effect to students' speaking ability.

As what has been discussed in the previous paragraph, that students have some problem in learning English. The researcher is interested in discovering the students' perception toward teachers' feedback in English class. In this research, qualitative research was used to analyse the data. From the data, the analysis by using classifications from Lyster and Ranta in Lightbown and Spada (1999) was done and then presented as a complete description of students' perceptions toward teachers' feedback in English class.

1.2 Research Problem

The researcher limits the problem research in teacher's way of giving feedback in the speaking class for the eleventh-grade students at SMKN 5 Malang in the academic year of 2017/2018. The researcher formulates this study on how

the way the teacher giving feedback in speaking activity in English class in eleventh grade of SMKN 5 Malang?

1.3 Purpose of the study

The purpose of this research is to describe how how the way the teacher giving feedback in speaking activity in English class in eleventh grade of SMKN 5 Malang

1.4 Significance of the Study

From this study, there are two significances of this study; the first is for the teacher, and the second is for the other researcher.

1. for the Teacher

The result of this study is expected to be useful for the teacher at SMKN 5 Malang certainly in teaching speaking. Teachers can use the result of this research as the references to find a better way of giving feedback in speaking by reading the information about how other teacher giving feedback speaking class for the eleventh grade.

2. for another researcher

The researcher hopes that this study provides some information to conduct further research about teacher's feedback for senior high school students in speaking class and other topic related to feedback in order to enrich the existing of study.

1.5 Scope of the Study

This study will focus on how are students' perceptions toward teachers' feedback in eleventh grade of SMKN 5 Malang. The data will be taken from 96

questionnaire distribute to 8 different classes with different majority and interview with 5 teachers of the eleventh grade of SMKN 5 Malang.

1.6 Definitions of Key Terms

1. "Feedback" is information given by the teacher in form of correction or praises for the students doing. In this research, the researcher is only focused on feedback given by the teacher in speaking class.

2. "Teacher" is the person who is teaching at a school or universities; they are teaching about some lesson. Here, the researcher conducts the research which used the teacher as the subject for finding out the term of speaking feedback.

3. "Speaking" is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. In this research, the researcher will only focus on speaking class.

4. "Perception", is how student feel about feedback given by the teacher. This research is focused on students' perception toward teacher feedback, means that researcher will see the ability of the students to understand or notice teachers' feedback.

CHAPTER II

REVIEWED OF RELATED LITERATURE

This chapter discusses some underlying theories and another research relevant to this study. It deals with the definition teaching English as a foreign language, teaching speaking English for senior high school, the theories related to speaking, feedback in language class, students' perception toward teacher feedback and relevant previous studies.

2.1 Teaching English as a Foreign Language

English is an international language which is speaking by people in many types of communication. English is the language that people should master when they intend to communicate with others from different countries in the world. A lot of country that does not use English as their first language makes English become their second or foreign language As Brown (2001, p.193) says that English as a Foreign Language can mean that English is learned in one's own culture with few immediate opportunities to use language within the environment of that culture.

Madya (2000, p.1) states that Teaching English as a Foreign Language (TEFL) means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and/or daily communication. In this definition, it is clear that teaching English in Indonesia is regarded as teaching English as a Foreign Language because English is not spoken by Indonesian people in formal or daily communication.

In Indonesia, English is chosen by the government as local content in the elementary school, middle school, and high school which include in National Test for students who graduated from junior or senior high school. As in SMKN 5 Malang, English is a local content and also included in National Test to graduate from senior high school.

2.2 Teaching Speaking for Senior High school

The standard competence for senior high school by KEMENDIKBUD stated that English subject is aimed to make students able to communicate in spoken and written English to enrich their knowledge about English subject. Mean that students must able to understand how to speak, write and read while learning English.

Mostly high school students' age is ranging from 15 to 17 years old. As teenagers, some of them think that school is not a priority. The majority of the students in high schools are not worried about learning. They are more concerned about their physical image, popularity and personal life. In this age, they seem to have low responsibility. Most of the high school students visualize high school as the last opportunity to be immature before heading to college. They are also more impulsive than reflective learners; young people tend to just learn the information and do not seem too eager to find an explanation for everything. They seem to catch the information in a faster way, but at the same time, the information is not always learned correctly.

Under those conditions, teachers should work hard to find the best way to make them learn and concern about their study. However, Spratt (2005, p.53) states the characteristics of senior high school students as follow.

a. The students are able to keep still for longer period

b. The students focus on the lesson for longer periods

c. The students learn in more abstract ways

d. The students usually able to control and plan their own behavior

e. The students did not so willing to make mistakes or take risks

f. The students are aware of themselves and/or their actions.

As stated in the standard competence and basic competence of senior high school, the purposes of English subject to develop communicative competence in spoken and written English. That is why the school graduates are expected to reach the informational level. The learners should be able to access information and knowledge to go to the higher level of study.

The researcher focuses on standard competence and basic competence for eleventh-grade students for speaking activity in speaking class.

2.3 Speaking

This sub-chapter describes important matters concerning speaking. They are presented in four sub-headings: speaking skill, types of classroom speaking activities, and teacher's role in the speaking class.

2.3.1 Speaking skill

In Webster New World Dictionary, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. Skill is the ability to do something well.

Chaney in Kayi (2006, par.1) 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. The learners also have to think about the ideas they want to express. They have to be able to articulate English sounds well by changing the position of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expressions as well as grammatical, lexical, and cultural features needed to express an idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. The last, the learners must have the abilities to change the direction of their thoughts on the basis of the person's responses.

Speaking skill is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster

their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve "good" pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during a natural speech.

People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life because without speaking they will be a dumb and never know everybody's means.

2.3.2 Types of Classroom Speaking Activities

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to be involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase students' motivation in learning English. According to Brown (2001, p.226-228), the following are types of classroom speaking performance:

1. Imitative

Imitative speaking is kinds of practicing an intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language, it can be in the form of self-initiated activity

3. Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one

4. Transactional

In this case transactional is merely done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language;

5. Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships than for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood

6. Extensive

Extensive speaking here mostly forms in the form of monologue. On the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2.3.3 Teacher's roles in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important because a human cannot live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak. The role of the teacher in the classroom can affect the success of teaching and learning process. According to Harmer (2007, p.347), Teachers should play such of different roles in teaching speaking, states the roles as follow:

a. Prompter

Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of the situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestions.

b. Participant

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activities along, ensure continuing students engagement, and generally maintain the creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

c. Feedback provider

When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

2.4 Feedback

This sub-chapter describes important matters concerning speaking. They are presented in two sub-headings: Definitions of feedback and kind of feedback.

2.4.1 Definition of Feedback

According to Wolsey (2009, p.2), feedback is communication intended to improve overall performance. The feedback given can be a useful input for the students to improve their work. The students will obtain praises or criticisms from the feedback. Thus, they will see what area they already understand or still need improvement. In the teaching-learning process, teachers use feedback 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 mistake(s), they will know and learn to correct their mistake(s). In addition, Lewis (2002) says that feedback is more than correcting and hunting for the students' mistakes. Giving feedbacks means telling students about the progress they are making as well as guiding them to areas for improvement. In addition, Kaur (2005, par,1) states that giving helpful feedback to the students is an essential commitment in any teaching-learning situation. It is related to teacher's service to the students. Educators recognize the fact that of all the facets of good teaching is important to them, "feedback on assessed work is perhaps the most commonly mentioned"

Ramsden, 1992; Biggs, 1999 in Kaur (2005, p.1) EFL learners usually feel afraid, anxious, and insecure when they talk in front of their peers, the teachers need to give meaningful feedback to them. It is crucial for EFL teachers to give

meaningful feedback to the students' efforts at speaking in a classroom. The classroom is a miniature of the public area where the learners may use the target language, English. Therefore, it is natural if they feel nervous to speak as they should face many people, in this case, their classmates. When the students have done attempts and preparations to speak, they will need more than grade, they need more qualitative comments. Students will value this constructive criticism as a way to the next better performance. Kaur (2005, par.13) says that when the students are given feedback related to their speaking, they seem to make more effort to correct their errors in the next performance. He gives some examples of useful comments such as 'You need to look at the audience more when you speak', 'You mispronounced the following words: campaign, aches, fogging and gestures' or 'Try to look at your audience more naturally as you seem to stare at them at a time. At times, you seem to fix your stare on one or two particular persons only and it seems very unnatural'.

2.4.2 Type of feedback

There are many types of feedback in the teaching-learning process. Each expert has his or her own categorization. Some of the feedback classifications are presented below.

1) Lyster and Ranta's Classification

Lyster and Ranta in Lightbown and Spada (1999, p.104) state that there are six different types of feedback on error provided by teachers and the students' immediate responses to them (called uptake). Those feedbacks are explained in the following:

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. This typical corrective feedback is usually recognized by the employment of 'No, what you said was wrong', 'You don't say ….', 'Oh you mean…', 'You should say…', or the like.

Example:

S: The dog run fastly.

T: 'Fastly' doesn't exist. 'Fast' does not take 'ly. That's why I picked 'quickly' (Lightbown and Spada, 1999, p.104).

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 such as 'You don't say …', 'You mean …', 'Use this word …..', or 'You should say ….'. By implementing recast, the teacher would not indicate or point out that the students have made an error but he/she merely gives a correct form.

Example:

S1: When you're phone partners, did you talk long time?

T: When you were phone partners, did you talk for a long time?

S2: Yes, my first one I talked for 25 minutes.

S1: Why you don't like Marc?

T: Why don't you like Marc?

S2: I don't know, I don't like him.(Lightbown and Spada, 1999, p.104)

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. Unlike explicit correction and recast, clarification request can refer to problems in comprehensibility and usually present in the form of question such as 'Pardon me?', 'I'm sorry? What do you mean by?' which attempt to reveal the intended form of the error with the rising tone. It may also include a repetition of the error as in:

Example:

T: How often do you wash the dishes?

S: Fourteen.

T: Excuse me. (Clarification request)

S: Fourteen.

T: Fourteen what? (Clarification request)

S: Fourteen for a week.

T: Fourteen times a week? (Recast)

S: Yes. Dinner and supper. (Lightbown and Spada, 1999, p.104)

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 the correct form. It makes the students analyze his/her utterance linguistically. It generally indicates that there is an error somewhere (for

example "Can you find your error?'). Also, metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error (for example, 'It's masculine') or a word definition in the case of lexical errors.

Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student (for example,' Is it feminine?'). Simply said metalinguistic feedback is an implicit method by which the teacher gives some hints to his learner to make him understand that there is an error in his utterance without clearly indicating it. This is to urge the learner to pass through a metalinguistic process that may enable him to find his error by himself.

Example:

S: We look at the people yesterday.

T: What's the ending we put on verbs when we talk about the past?

(Lightbown and Spada, 1999, p.105)

e) Elicitation

It refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, 'It's a …'). Second, teachers use questions to elicit correct forms (for example…'How do we say x in English?'). Such questions exclude the use of yes/no questions: A question such as "Do we say that in English?" is metalinguistic feedback, not elicitation. Third, teachers occasionally ask students to reformulate their utterance.

Example:

S: My father cleans the plate.

T: Excuse me, he cleans the???

S: Plates? (Lightbown and Spada, 1999, p.105)

f) Repetition

Repetition refers to the teacher's repetition, in isolation, of the student's incorrect utterance. Mostly, teachers adjust their intonation to highlight the error. The teacher repeats the student's incorrect form to attract his attention to it.

Example:

The repetition is followed by a recast.

S: He's in the bathroom.

T: Bathroom? Bedroom. He's in the bedroom.

The repetition is followed by metalinguistic comment and explicit correction.

S: We is …

T: We is? But it's two people, right? You see your mistake? You see the error? When it's plural it's we are. (Lightbown and Spada, 1999, p.105)

2) Tunstall and Gipps' Classification

Another typology of feedback is proposed by Tunstall and Gipps (1996, p.397-400), there are eight types of feedback explained as follows:

a) Rewarding

This is the most positive type of evaluative feedback. Examples include smiley faces, stickers, stars, treats, and work seen by the principal.

b) Approving

This type of feedback is evaluative and positive and described as a "warm expression of teacher approval of the child's work". Examples include a touch, a positive facial expression, use of ticks, and general praise such as very good, well done, and good girl.

c) Specifying attainment

It is described as descriptive and identifies "specific aspects of successful attainment" (Tunstall & Gipps, 1996, p.398). It supports student achievement through specific praise. An example is "This is very well done because you have…."

d) Construction achievement

The description is embedded in conversation and dialogue with the student reflecting "work in progress". With this type of feedback, the teacher facilitates the learning process. The child is involved in explaining or demonstrating achievement using their own work.

e) Punishing

This is the most negative type of evaluative feedback. It signifies complete disapproval. Examples include removal from the classroom, deprivation, destruction of work and removal from a group.

f) Disapproving

This type of feedback is evaluative and related to general feelings of disapproval. Examples include "I'm very disappointed in you today" or "You could do a lot better."

g) Specifying improvement

This is descriptive feedback "which teachers use to specify how something which is being learned can be corrected" (Tunstall & Gipps, 1996, p.398). It focuses on the mistakes relating more to student achievement than personal attributes.

h)   Constructing the way forward-mutual critical appraisal

This type of feedback focuses on the mutual critical appraisal of the student's work. "Constructing the way forward was used by teachers to speak about future possibilities in learning in a way that looked like a partnership with the child"

2.4.3   Categories of Teacher Feedback in Speaking Activity

Based on Richard and Smith (2002) define an error (in the speech or writing of a second or foreign language) as the use of linguistic item (e.g. a word, a grammatical item, a speech act, etc) in a way which a fluent or native speaker of language regards as showing faulty oe incomplete learning. it is a result of lack of knowledge while mistake is caused by lack of attention, carelessness, and other aspects.

Richard and Schimdt (2000) propose some categories of student errors that lead the teacher to give corrective feedback. They are phonological error which is related to pronunciation, syntactic error which is related to grammar, lexical error which is related to how the students choosing the right and suitable words to use in an utterance and interpretive error which is related to students understanding about the idea or interpretation of the utterance.

2.5 Students' Perception Toward Teacher Feedback

Cantril (1968 in Lewis, p.273) sees any perception as ``an awareness that emerges as a result of a most complicated weighing process ... tak[ing] into account a whole host of factors or cues''. Based on Merriam Webster, students' library perception is the ability to understand or notice something easily. This research is focused on students' perception toward teacher feedback, means that researcher will see the ability of the students to understand or notice teachers' feedback.

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, p.11) states that in order that feedback results in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. In line with this, Reid (1993, p.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.

Then, Lewis (2002, p.3) states that feedback is the way of telling the students about the progress they are making and also facilitate them in the area of improvement. It means feedback given must be objective so it will let the students know how they have done, what parts they are lack of, and what parts are they good. Also, Lewis (2002, p.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. However, John Truscott in Lyster, Lightbown, and Spada (2000) believe that feedback is somehow detrimental especially for student L2 development since it only causes embarrassment, anger, inhibition, and feeling of inferiority. Actually, this controversial claim can occur in students' feeling if feedback given is excessive. Therefore, the proportion should be considered by teachers in giving written feedback. By seeing those facts, it can be concluded to create a positive perception of students; teacher's feedback should be clear, helpful, objective, encouraging, and proportional.

2.6 Previous studies

Many studies about feedback have been conducted by many researchers. Among of the studies, the researcher can get many of benefits from the research. First, a thesis by Saito, Hiroko (1994) Teachers' Practices and Students' Preferences for Feedback on Second Language Writing: A Case Study of Adult ESL Learners

The first part of this study investigated the compatibility between teachers' practices and students' preferences for feedback and the students' strategies for handling feedback on their written work. The second part of this study focused on students' perception of "thinking prompts" for their writing, an innovative approach used in their ESL writing classes, following Bereiter and Scardamalia's idea of "procedural facilitation" (1987). Thirty-nine students in ESL intensive

courses and an ESL Engineering writing class were asked to fill out a questionnaire concerning feedback and thinking prompts. In addition, three classes were observed to see how each teacher used feedback and thinking prompt in their classes and for responding to students' writings. The results show that students preferred teacher feedback (teacher correction, teacher correction with comments, error identification, commentary, teacher-students conferencing) to non-teacher feedback (peer correction and self-correction), though the three teachers used non-teacher feedback frequently in their classes. These students' strategies for handling feedback varied depending on the type of feedback each teacher gave on the student's paper. Among the thinking prompts, students found the rule prompt most useful and the comparisons prompt least useful. The results suggest that the extent to which the thinking prompts are integrated into the class and students conceptualize them is reflected in their attitudes toward thinking prompts.

The second is a study in Journal Article by Hattie and Temperley (2007). The Power of Feedback: University of Auckland. This research tells that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially

effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms. The difference between a journal by Hattie and Temperley is this journal is focus on analysis of feedback and reviews the evidence related to its impact on learning and achievement.

According to the explanation above, the two previous researches findings are:

1. Students preferred teachers' feedback (teacher correction, comments, error identifications) to non-teacher feedback (peer correction and self-correction).

2. The teacher must identified the properties, circumstances, timing and the effect of the feedback in order to enhance the effectiveness of the feedback given by the teacher in classrooms.

Aforementioned research has revealed the use of feedback in English as a foreign language classroom but less exploration on how the way the teacher gives the feedback. Whereas, this study is focus on teachers way of giving feedback in speaking activity for the eleventh grade students and the students' perception toward teachers' feedback. This result of this research will provide information about the frequency of the teachers' feedback, the way the teacher giving feedback, what aspect usually corrected and also how the students perceptions toward teachers' feedback in speaking activity.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method. It describes the way data are collected, classified and finally analyzed. It consists of research design, data, and source of the data, research procedures, research instrument, data collection, data analysis and validity of the study.

3.1 Research Design

In this chapter, the researcher will discuss the practical doing of the research. The present chapter aim to collect data about Teacher's way of giving feedback in the class of speaking. Descriptive qualitative is chosen by the researcher as the method. The approaches used for the research is qualitative. Punch (2000, p.78) 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. Researcher is trying to investigate how the way the teacher of eleventh grade students of SMKN 5 Malang give a feedback in class of speaking and how are students' perception toward teachers' feedback. In order to conduct the investigation, answer the research question, and collected data from distributing questionnaire and interview.

The major tool for collecting data was an interview and questionnaire addressed to the students and English teacher of eleventh-grade students of SMKN 5 Malang.

26

3.2 Data and Source of Data

The data of this study is collected from 8 different classes with 8 different majorities in eleventh-grade students of SMKN 5 Malang and also from the teachers who are teaching the eleventh-grade students. The reasons behind choosing to work with eleventh students of SMKN 5 are for a number of reasons. First, the researcher experienced in observing the proposed school, so the researcher already knows how the teaching-learning process conducted. Second, researcher also do some research about the proposed school itself, which has the most variety of majority in Malang with a lot of achievements whether, in local, national or international range, the teachers also have a lot achievement in educations field, based on "Sekolah Kita" website, it recorded that the teacher of SMKN 5 Malang have 157 achievements and most of the achievement is engaged to educational field. Then, for the reason why the researcher choose the eleventh grade is based on the recommendation of the teacher who was the school supervisor of the researcher while doing field teaching, the eleventh grade students are suitable for the research because if the researcher chooses the first grade, the tenth grade students still in the process of adaptation from the junior high school so, teacher will give less speaking activity. And for the twelve grades, the teaching process will be focus on doing exercises for Final Test of Senior High School.

Therefore, the researcher also found that the eleventh grade of SMKN 5 Malang has more than 600 students which divided into 19 classes and eight different majorities. And there is five teacher who has responsibility to teach

English subject, so every teacher has responsibility to teach for about 2-3 classes per person with 2-3 different majorities and different situation of teaching and learning process. Situations of teaching and learning process mean that how students and teacher conduct a teaching-learning process. As for the students, while the teacher may provide information and frames classroom activity, all classroom communication ultimately sets the stage for student participation and what the students communicate. This way, students' participation will help the teacher to evaluate the process of students' learning and respond to it. Here, the researcher only focuses on speaking activity on how the way teacher giving them feedback in order to respond the students' speaking and also how are the students' perceptions toward teacher feedback.

3.3 Research Procedure

The data were in form of qualitative data. They were obtained by interviewing the English teachers and giving the questionnaire to the students of eleventh-grade students of SMKN 5 Malang.

The research instruments were used in collecting the data; they were interview guide and questionnaires. The data were in the form of written text of description from students' questionnaires and interviews transcript which is focus on how teacher giving feedback in speaking class.

3.4 Research Instrument

There were several instruments used in documenting and gathered the data for the research. They were presented as follows:

1. Interview guide

In-depth interviews with the teachers are conduct to know how teacher giving feedback to the students in English class especially in speaking activity from the different majority which has different basic in English. The interview was in the form of a semi-structured interview. It means there might be any possible and unpredictable questions which occur outside the interview guidelines to dig out more information from interviewees. Burns (1999, p.120) states the advantage of this type of interview is enabling the interviewee's as well as the interviewee's to give own perspective to inform the research agenda; therefore, it gave rise to an equal balance in the research relationship. The interview will be the focus on interviewing four teachers of SMKN 5 Malang who teach English subject for eleventh-grade students. Here, the researcher makes the blueprint for expert validation and teachers' interview and transcribing the data.

Table 3.1 Interview guide's blueprint

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
1	**Teachers' feedback.** Means how the ways the teachers tell the students about their speaking performance.	a. How the teachers give feedback to students in speaking activity.	1. How often you give speaking feedback to your students?	to know how often the teacher gives feedbacks to their students
			2. How do you correct the students' mistake in speaking?	To know how the teacher corrects the students' mistakes

(Continued

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
1	**Teachers' feedback.** Means how the ways the teachers tell the students about their speaking performance.	a. How the teachers give feedback to students in speaking activity.	3. Do you explain about your students' strength and weakness through your feedback?	To know if the teacher explains the students about their strength and weakness trough their feedback
			4. How do you give feedback to your students in speaking activity?	To know how the teacher gives feedback to their students in speaking activity
			5. Do you give any examples while giving feedback in speaking?	To know if the teacher gives examples while giving feedback in order to make the students understand the feedback
			6. Do you give any comments for your students about their development in speaking activity?	To know if the teacher gives a comment or suggestion for their students about their development in speaking activity

(continued

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
	Teachers' feedback. Means how the ways the teachers tell the students about their speaking performance.	How the teachers give feedback to students in speaking activity.	9. Do you consider your students' strengths and weaknesses as the basis to give feedback?	To know if the teacher considers the students' strengths and weaknesses as the basis to give feedback.
			12. What are students' mistakes usually need to be corrected?	To know what mistakes that are usually corrected by the teacher (based on the teacher's point of view)
2.	**Students' perceptions** Means that students' perception is the ability of the students to understand or notice teachers' feedback.	a. How the students' perception toward teachers' feedback in speaking activity	7. Do you have any consideration in using particular language to give feedback to your students?	To know if the teacher considers the language to give feedback

(Continued

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
2	**Students' perceptions** Means that students' perception is the ability of the students to understand or notice teachers' feedback.	b. How the students' perception toward teachers' feedback in speaking activity	8. Do you think that the students are more motivated in speaking after getting feedback compared from the score they get?	To know if the students are more motivated in speaking after getting feedback compared from the score they get
			10. Do you give different comments on your students with different speaking ability?	To see if the teacher gives different comments on the students with different speaking ability
			11. Do you consider the students' personality in giving feedback?	To see if the teacher considers their feedback based on students' personality
			12. Is your feedback for your students in speaking activity objective?	To know if the teacher gives the feedback objectively

2. Questionnaire

Based on Ary et al. (2002, p.56), a questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response. A set of questionnaires is addressed to 12 students of every representative of majority class (RPL, Animasi, K.Kayu, TKJ, XI BB, K.keramik, K.tekstil, Multimedia) with 3 different categorize, the first is students who active and give a full attention in teaching and learning process, second is students who no very active but give attention in teaching and learning process and the last categorize is students who not active and give less attention in teaching and learning process, those categorize used to collect the data of teacher's feedback in the classroom speaking activities. In answering the questions, the students choose one of the options that they preferred to apply and the researcher also provide a blank space to write students' opinions which is different with the optional answer given by the questionnaire.

Same as the interview, the researcher also develop a blueprint related to students' questionnaire to order to develop the appropriate instruments for gathering the data needed.

Table 3.2 Questionnaire's blueprint

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
1	**Teachers' feedback.** Means how the ways the teachers tell the students about their speaking performance.	a. How the teachers give feedback to students in speaking activity.	1. How often do you get a correction/suggestion from your teacher in speaking activities?	to know how often the teacher gives feedbacks their students
			2 How your teacher corrects your mistakes in speaking?	To know how the teacher gives feedback to students
			3 What aspects are often corrected by your teacher in speaking activity?	To know what aspects that are usually corrected by the teachers
			5. Does your teacher tells about your strengths and weaknesses in your speaking?	To know if the teacher tells students' strength and/or weakness in speaking activity.
			6. Does your teacher often give a further explanation (the rule) or an example when you work on speaking task?	To know if the teacher gives an additional information and examples related to speaking activity

(Continued

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
1	**Teachers' feedback.** Means how the ways the teachers tell the students about their speaking performance.	b. How the teachers give feedback to students in speaking activity.	7. Does your teacher give any comments related to your progress in speaking?	To know if the teacher is aware of students' progress by giving comments or suggestions.
			8. What language used by your teacher when giving a correction/suggestion?	To know the teachers' language used to give feedback.
2	**Students' perceptions** Means that students' perception is the ability of the students to understand or notice teachers' feedback.	a. How the students' perception toward teachers' feedback in speaking activity	4. Based on the previous question, which aspect do you think is the most important aspect of speaking? Explain! (Continuation of question number 3)	To know the most important aspect of speaking based on students' thought.
			9. Do you understand the feedbacks given by your English teachers?	To know if students understand about the feedback given by the teacher

(Continued

NO	VARIABLES	INDICATORS	QUESTIONS	FUNCTIONS
2	**Students' perceptions** Means that students' perception is the ability of the students to understand or notice teachers' feedback.	b. How the students' perception toward teachers' feedback in speaking activity	10. Do you enjoy getting the suggestion from your teacher in learning speaking? 11. Have you ever felt uncomfortable when getting feedback from your teachers?	To know how the students' feeling about the teachers' feedback
			12. Is the feedback given by the teacher gives you the motivation to improve your speaking?	To know if students feel motivated to enhance their speaking after getting feedback from the teacher.

3.5 Data collection

To support the research, the researcher needs to collect data. There were several ways to collect data like questionnaire, observation checklist, field notes, interview, documentation, and test. In the research, the researcher chose some of them which are appropriate to be used. This research focused on teacher way of

giving feedback in speaking class. Firstly, the researcher will conduct in-depth interviews with the English teacher. For the interview itself, there will be 13 questions related to the how the way teacher gives their feedback in speaking class. The interview will be recorded and transcripted.

Second, questionnaire for 12 chosen students of every different 8 majorities in eleventh grade SMKN 5 Malang will be distributing after doing observations. The data from the questionnaire will be transcripted in descriptive summaries.

3.6 Data Analysis

After collecting the data, the next step is the data analysis, researcher processes the data by arranging and categorize based on the teacher and the classes. Firstly, the researcher will also distribute the questionnaire which is consist of 12 questions related to how students see the teacher way of giving feedback to 12 chosen students is each 8 different majority classes.

On the following day, the interview with all of four English teachers for eleventh grades is conduct and recorded. There will be 13 questions related to the teacher way of giving feedback in speaking activity. The result is transcribed and analyzed by repeatedly reading the interview transcript. And the end, the result of transcripts will be categorized by the name of the teachers.

Afterwards, all the data are compared. So the deep understanding of teachers' way of giving feedback in the class of speaking and students' perception toward teachers' feedback could be obtained. Finally, some conclusions are drawn and the description of teachers' ways of giving feedback and students' perceptions toward teachers' perception in the class of English will be obtained.

3.7 Validity of the Study

In this study, the triangulation technique was used to test the validity of the data. Burns (1999, p.169) states that triangulation is one of the most commonly used and best-known ways of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. Silverman in Burns (1999, p,169) defines triangulation as:

Comparing different kinds of data (e.g. qualitative and quantitative) and different method (e.g. observation and interview) to see whether they corroborate one another… this form of comparison, called triangulation, derives from another navigation, where different bearings give the correct position of an object.

In this case, the data taken from one source to another were compared. Those are field note, the interview with respondents, and the result of the questionnaire. The data from the observation (field note) were compared with the data gathered from both questionnaire and in-depth interview (doing kind of crosschecking among the three instruments).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings and discussion of the research. The research was conducted to answer the question mentioned in the research problem about how are students' perceptions toward teachers' feedback in speaking activity in English class in eleventh grade of SMKN 5 Malang.

4.1 Findings

The finding divides into four categories which are the teacher frequency of giving feedback, teachers' way of giving feedback, the aspect that usually corrected by the teacher and last, the students' perception toward teachers' feedbacks. The results are presented below.

4.1.1 The Teachers' Frequency of giving feedback

According to the result of teachers' interview, the result shows that the teachers are rarely giving feedback to their students. There are three reasons that trigger the teacher rarely giving feedback:

1. The number of students

Base on the data of SMKN 5 Malang, the total number of the eleventh-grade students is more than 600 (six hundred) students with 8 (eight) different majorities. That is why the number of students to teach by the teacher surely affect the teacher feedback because the teacher has to manage the way to deliver

39

the material to their students, as proven by the teachers' statement in the interview

excerpt bellow:

- "*untuk SMK, karena waktunya yang sangat terbatas dengan banyak murid yang harus diajar, saya jarang memberikan* feedback *untuk murid saya....*". For vocational school, because of the limited time with a lot of students to teach, I rarely give feedback to my students
(Interview Transcript 4, November 30, 2018, appendix 6)

2. The limited time to teach

The English subject in SMKN 5 Malang only conduct once a week with

the durations not more than 3 hours per meeting. With the duration of the

English lessons which is very limited, it is hard for the teacher to give a lot of

feedback, as proven by the teachers' statement in the interview excerpt

bellow:

- "*karena jumlah murid yang besar, saya tidak memberikan feedback satu per satu*" Because of the large number of students so, I do not give the feedback or their information about their improvement one by one.
(Interview Transcript 1, May 30, 2018, appendix 3)
- "*ya, setiap bertatap muka, karena waktu yang terbatas untuk mengajar, saya lebih suka memberikan penghargaan,...*". Yes, every time we meet face to face, because we have very limited time to teach them, I more likely give reward…
(Interview Transcript 2, May 30, 2018, appendix 4)

3. A lot of material to teach

Based on the English subject book for vocational school, it has more than

10 chapter to learn, which is a lot of material to deliver with the very limited

time. That is why it is hard for the teacher to give a lot of feedback while the

teacher has to deliver a lot of material, as proven by the teachers' statement in

the interview excerpt bellow:

- "*karena waktu yang terbatas dengan banyaknya materi yang harus diajarkan, untuk kegiatan berbicara kita jarang sekali memberikan*

feedback". Because of limited time with a lot of material to teach, for speaking, we rarely give feedbacks

(Interview Transcript 4, November 30, 2018, appendix 6)

4.1.2   Teachers' Way of Giving feedback

To get the result of how the way the teacher giving feedback in speaking activities, the result of the interview with 5 teachers from eleventh grade students were transcribed then analysed and write in form of description text. For the result of the interview related to teachers' way of giving feedback it is based on Lyster and Ranta (1997). The types of feedback proposed by Lyster and Ranta (1997) are explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition.

According to the result of teachers' interview, the result shows that the teachers are mostly using explicit correction to deliver the feedback, but other type of feedback also conduct by the teacher such as metalinguistic feedback and recast.

1. Explicit correction

Based on the result, the researcher finds that when giving explicit correction feedback, the teacher will provide the students with:

1) Direct correction

The teachers are giving direct correction if the students keep making the same mistakes or the mistake is fatal. The teacher needs to give the correction directly in order to make the students know what mistake they made directly, as proven by the interview excerpt bellow:

- *"kalau salahnya fatal, saya akan memberikan koreksi langsung"*. If their mistake is fatal, I will give correction right away

(Interview Transcript 1, May 30, 2018, appendix 3)

- "*saya mengkoreksinya langsung dan langsung memberikan jawaban yang benar,...*". I correct them directly and give them the right answer (explicit correction
(Interview Transcript 3, November 30, 2018, appendix 5)

2) Jokes

In giving direct correction, the teachers are afraid to discourage the students, therefore the teacher will make a joke to lighten the atmosphere after the students get the correction from the teacher, as proven by the interview excerpt bellow:

- "*kalau salahnya fatal, saya akan memberikan koreksi langsung tapi dengan tanpa membuat murid merasa di*judge*, kadanga saya juga tambahkan candaan*". If their mistake is fatal, I will give correction right away (explicit correction) in a way that the students does not feel judged, sometimes I also add some jokes too.
(Interview Transcript 1, May 30, 2018, appendix 3)

3) Informing the correct answer and providing example

Not only to correct the students mistake, the teacher give feedback to make the students more understand the materials. So, besides giving feedback, the teacher also informing the correct answer from the students mistake and also providing them with examples related to the mistake that the students make, as proven by the interview excerpt bellow:

- "*Kalau mereka sudah merasa senang lalu membuat kesalahan saya akan langung membenarkan dengan memberikan contoh pengucapan yang benar*". If the class is already enjoy reading and the making mistake, I will directly give the example of how to spell the word correctly
(Interview Transcript 2, May 30, 2018, appendix 4)
- "*...kalau mereka masih belum paham, saya akan mengkoreksinya secara langsung dan mejelaskan materinya hingga mereka paham...*". If they still do not understand, we will correct the mistake directly and informing the material until they understand.
(Interview Transcript 4, November 30, 2018, appendix 6)

2. Metalinguistic feedback

Based on the result, the researcher finds that when giving metalinguistic

feedback, the teachers will:

1) Stimulate the students with questions

In giving feedback the teacher not directly give a correct answer but lead

the students by asking them some questions related to students' mistake in

order to make students aware with the mistake they made by answering the

teacher's questions, as proven by the interview excerpt bellow:

- *tidak langsung saya respon. Saya akan mencoba menstimulasi mereka dengan bertnya pada murid lain untuk memberikan koreksi kepada teman mereka yang salah*". I am not responding it directly. I will try to stimulate them by asking other students to give corrections to their friend's mistake.
  (Interview Transcript 1, May 30, 2018, appendix 3)

2) Give some clues

The teacher will not mention the right answer directly or states the

students' mistake. The teacher will only provide the students with clues until

the students understand the mistake they made and able to correct the mistake

they made by themselves, as proven by the interview excerpt bellow:

- "*kita sudah ajarkan dulu materimya, da kita coba untuk menuntunnya dengan memberikan* clue*...*". We already teach the material first, and we tried to lead them by giving a clue (metalinguistic feedback.
  (Interview Transcript 4, November 30, 2018, appendix 6)

3) Asking for other students' comments

Besides asking some questions, the teacher also providing metalinguistic

feedback by asking for other students' comment. By asking other students'

comment, the students who making mistake will know the mistake he or she

made and the other students who give comment or listen to their friends' comment can also learn from their friend mistake, as proven by the interview excerpt bellow:

- "…*mengulang apa yang mereka katakam dan membiarkan temannya yang lain membantu membenarkan yang salah dengan memberikan komentar...*". Repeat what they say, and let their friend to help them to correct their friends by let them giving …
(Interview Transcript 3, November 30, 2018, appendix 5**)**

3. Recast

Based on the result, the researcher finds that when giving recast, the teacher will be repeating the student's mispronunciation with the correct pronunciation, as proven by the interview excerpt bellow:

- "*saya Cuma mengulang dialog mereka dalam susunan yang benar…*". I only repeat their dialogues in right form (recast)…
(Interview Transcript 5, May 31, 2018, appendix 7)

Besides the type of feedback used by the teacher, the researcher also trying to find out whether the teacher provide the students with information about students' strength and weaknesses, examples related to the speaking task and also comments related students' progress in speaking while giving feedback to their students.

1. Students' strength and weaknesses

Based on the result, the researcher find that the teacher not always tell their students about the students' strength and weaknesses, there are 3 reason why the teacher not always tell students' strength and weaknesses:

1) The limited time

The English subject in SMKN 5 Malang only conduct once a week and the duration are only 3 hours. With this situation, the teachers' chance to tell their

students about their strength and weaknesses in speaking activity is very limited, as proven by the interview excerpt bellow:

- *"tidak juga, karena jumlah murid dan juga waktu yang terbatas".* Not really, because the amount of the students and also limited time. (Interview Transcript 3, November 30, 2018, appendix 5)

2) The number of students

The total umber of the eleventh-grade students of SMKN 5 Malang is more than 600 (six hundred) students. With 8 (eight) different majorities, here, the teachers surely need a lot of time to inform their students \' strength and weaknesses, but despite the number of the students itself, the time that the teacher have also very limited, as proven by the interview excerpt bellow:

- *"karena jumlah murid yang sangat banyak, jadi saya tidak memberikan feedback atau informasi tentang perkembangan mereka satu per satu…"* Because of the large number of students so, I do not give the feedback or their information about their improvement one by one.
(Interview Transcript 1, May 30, 2018, appendix 3)
- *"tidak juga, karena jumlah murid dan juga waktu yang terbatas".* Not really, because the amount of the students and also limited time. (Interview Transcript 3, November 30, 2018, appendix 5)

3) Special condition

The teacher will considerate some special condition or cases, such as when there is a student who is different with other student, more silent, not active in the class and have a low performance, as proven by the interview excerpt bellow:

- *"tidak, saya tidak pernah, kecuali ada kondisi yang spesial…".* No, I never do that, except there are some special condition
(Interview Transcript 2, May 30, 2018, appendix 4)

2. Examples related to speaking task

Based on the result, the researcher finds that the teacher frequently provide example to their students, there are some reasons that trigger the teacher frequently providing examples:

1) Similar mistake

It is common if students repeated the same mistake. Here to be able to provide examples to their students while the time is limited, the teacher will give examples if the students keep repeating the same mistakes, even though those mistakes is already corrected before, as proven by the interview excerpt bellow:

- *"dari kesalahan yang yang dilakukan oleh satu orang, saya bisa mempergunakannya sebagai masukan dan juga contoh secara tidak langsung."* From the mistakes made by the individual I can provide it as input and also indirect examples for others.
(Interview Transcript 1, May 30, 2018, appendix 3)

2) Students need examples to understand the material.

Students tend to understand the material easily if the teachers providing the students with examples. The teacher also mention that example is very important to support the material, so the students can understand the material better, as proven by the interview excerpt bellow:

- *"iya, mereka kan butuh contoh supaya bisa memahami materinya".* Yes, they need examples to make them understand the material
(Interview Transcript 4, November 30, 2018, appendix 6)
- *"Dalam hal pengucapan dan tata bahasa tentunya dengan memberikan Penjelasan berdasarkan kesalahan yang dilakukan murid".* In terms of pronunciation and grammar of course I will provide an explanation regarding the mistakes made by students.
(Interview Transcript 5, May 31, 2018, appendix 7)

3. Comments and suggestion

Based on the result, the researcher finds that the teacher more likely to gives comment or suggestion in general. There are some reason wjy the teacher more likely gives comment and suggestion in general:

1) Summarizing the students' improvement within the limited time

The teacher usually gives comment and suggestion in general. The teacher summarizing the student's development in general because, if the teacher gives the comment or suggestion one by one person it will takes time and not efficient, as proven by the interview excerpt bellow:

- *"kadang, saya kasih beberapa komen, lebih ke simpulan dari perkembangan murid secara jeneral"*. Sometimes I give my students some comments, more like summarize the students' development in general
(Interview Transcript 3, November 30, 2018)

2) Review the students' performance efficiently

Because the English lesson is only conduct once a week and the speaking activity is rarely conduct, the teacher have to use the time more efficiently, that is why, the teacher will review the students' performance in general not one by one person. Usually the teacher will give review after all the students finish the group presentation or role play, as proven by the interview excerpt bellow:

- *"... jadi, saya biarkan semua kelompok untuk presentasi dulu di depan kelas, ketika semua kelompok sudah persentasi, saya hanya memberikan review."* …So I let the all the group to present in front of the class, when all the groups already presented, I just gave a review, here using both English and Indonesian Language. I will review how the first group performance
(Interview Transcript 5, May 31, 2018 appendix 7)

4. The language used by the teacher to transfer the feedback

In this research, the researcher also trying to find out what language is mostly use by the teacher to transferring the feedback to their students. According to the result it shows that the teachers are mostly using Indonesian language, there are some reason why the teacher use Indonesian language to transfer the feedback:

1) Students' understanding

The teacher believe that the students is more understand the teacher's feedback easily if the teacher using Indonesian language to transfer the feedback, as proven by the interview excerpt bellow:

- *"…saya biasanya menggunakan bahasa Indonesia tapi kalau kelihatannya murid – murid paham dengan materinya, saya pakai bahasa Inggris sedikit "*. Frequently I using Indonesian language, but if the students seems understand the material I will use a little bit English language…
(Interview Transcript 2, May 30, 2018, appendix 4)

- *Disini saya pakai bahasa Indonesia dan Inggris dua – duanya, tapi biasanya lebih paham pakai bahasa Indonesia]"*. Here using both English and Indonesian Language. But usually the students more understand when I using Indonesian language.
(Interview Transcript 5, May 31, 2018, appendix 7)

2) The different input between SMK and SMA

One of the teachers say that the input between SMK and SMA is different. In SMK, English subject is conduct inly once a week and for SMA is conduct twice a week, this different of frequency between SMK and SMA srely affected the input of the students, SMA students more likely have more time to learn than SMK students, as proven by the interview excerpt bellow:

- *"untuk SMK saya menggunakan bahasa Indonesia, karena kan input antara sma dan smk itu berbeda…"*. For Vocational school, I use the

> Indonesian language, because the input between senior high school and
> vocational high school is different...
> (Interview Transcript 4, November 30, 2018, appendix 6)
- "

Based on the explanation above, the result of teachers' interview related to the way teacher giving feedback shows that the teachers mostly use explicit correction to transfer the feedback. The feedback contains with examples and or further explanation related to the material. For the strength and weaknesses of the students and also comment, it usually given generally because of the limited time, a lot of material to teach and also the large amount of the students. And for the language mostly used is Indonesian Language.

4.1.3 The Aspect Usually Corrected by the Teacher

To get the result of what aspect usually corrected by the teacher in speaking activities the result of the interview with 5 teachers from eleventh grade students were transcribed then analysed and write in form of description text. Here, the researcher using the categories of error that lead the teacher give feedback to their students proposed by Richard and Schmidt (2002). The categories propose by Richard and Schmidt (2002) are, phonological error (pronunciation), grammatical error, lexical error and interpretive error.

The result of teachers' interview shows that the aspect usually corrected by the teachers pronunciation. Because mispronunciation is the most common mistake done by the students and pronunciation itself is the main focus of speaking activity for both students and teacher. But beside the pronunciation, the result also showed that other aspect of speaking such as, grammar and

interpretation is also corrected by the teacher. as proven by the interview excerpt

bellow:

- *"pengucapan, karena murid – murid tidak melakukan cukup latihan dan jarang sekali membaca.."*. Pronunciation, because the students not doing enough practice and barely reading...
  (Interview Transcript 1, May 30, 2018, appendix 3)
- *"Biasanya murid – murid itu berantakan di tata bahasa dan pengucapan…"*. Usually students mess up with grammar and pronunciation...
  (Interview Transcript 2, May 30, 2018, appendix 4)
- *"saya biasanya memberikan* feedback *di pengucapan dan tata bahasa"*. I usually give feedback on <u>pronunciation and grammar</u>
  (Interview Transcript 3, November 30, 2018, appendix 5)
- "pengucapan, penekanan dan tata bahasa…"<u>Pronunciation, stressing and grammar</u> …
  (Interview Transcript 4, November 30, 2018, appendix 6)
- *"ya, karena kita fokusnya pada pengucapan dan tata bahasa"*. Yes, because we focus on pronunciation and grammar
  (Interview Transcript 5, May 31, 2018, appendix 7)

4.1.4   Students Perceptions toward Teacher feedback

In the previous explanation the researcher is trying to find out how the way the teachers giving feedback. In this sub chapter the researcher wants to find out how the students' perceptions toward teacher's feedback in speaking activity in order to know is the teachers' feedback is create a positive perception of students, is the feedback (1) understandable, (2) do not leave a bad impression and (3) encouraging.

And the result shows that the result of the students' questionnaire about how the students feeling toward teacher's feedback in speaking activity. First, for the students understanding about teacher feedback, the largest score is more than half of the percentage (62,50%) from the statement that says the students sometimes understand the teacher feedback, followed by the statement that says

the students understand the teacher feedback (29,17%) and the smallest score is from the statement that says the students does not understand the teacher feedback. Second, for the students feeling toward teacher feedback, the result shows that almost all (92,71%) the responses are says that they are enjoy the teacher' feedback and the rest of the responses (7,29%) says that the student not enjoy with the teacher's feedback. Third, for the statement related to students' comfort toward teachers' feedback, more than half of the percentage of the responses (73,96%) says that the students never feeling uncomfortable with the teacher feedback and the rest of the responses (26,04%) says that the students ever feels uncomfortable with the teachers' feedback. And forth, for the students feeling after getting feedback, more than half of the percentage (76,04%) says that the students feeling motivated after getting feedback from the teacher, followed by (20,83%) for the students who feels not really motivated after getting feedback from the teacher and last (3,13%) for the students who feels unmotivated after getting the feedback from the teachers.

Codes:
T: Teacher   **C:** Class

Table 4.1 The students' perception toward teacher feedback

Students' perception toward teacher feedback	T1		T2	T3		T4		T5	Total	Percentage (%)
	C1	C2	C3	C4	C5	C6	C7	C8		
understand the feedback	0	4	2	2	5	5	6	4	28	29.17%
Sometimes understand the feedback	9	8	10	10	6	7	5	5	60	62.50%
Do not understand the feedback	3	0	0	0	1	0	1	3	8	8.33%
Total									96	100%

(Continued

Students' perception toward teacher feedback	T1		T2	T3		T4		T5	Total	Percentage (%)
	C1	C2	C3	C4	C5	C6	C7	C8		
Enjoy the suggestion	10	12	12	12	10	12	11	10	89	92.71%
Not enjoy the suggestion	2	0	0	0	2	0	1	2	7	7.29%
Total									96	100%
Ever felt uncomfortable	2	3	2	4	5	3	4	2	25	26.04%
Never felt uncomfortable	10	9	10	8	7	9	8	10	71	73.96%
Total									96	100%
Feeling motivated	7	7	12	11	8	10	10	8	73	76.04%
Not really motivated	5	5	0	1	4	2	2	1	20	20.83%
Not motivated	0	0	0	0	0	0	0	3	3	3.13%
Total									96	100%

From table 4.1 can be seen that the students sometimes not understand the feedback given by the teacher, but they do enjoy and feeling comfortable getting feedback from the teachers. The feedback given by the teacher is motivated them to enhance their speaking.

4.2 Discussion

This research focuses on teachers' feedback, specifically on (1) the teachers' frequency of giving feedback in speaking activity, (2) teachers' way of giving feedback in speaking activity and (3) the aspect that mostly corrected by the teacher in speaking activity.

First, according to findings, it is found that the teachers' frequency of giving feedback is rare; it is proofed by the result of the interview with 5 teacher of the

eleventh grade of SMKN 5 Malang. It shows that only one teacher said he gives feedback every time he meets face to face with his students. And for the rest of the teachers, they said that they rarely giving feedback in speaking activity, the feedback itself usually given by the teachers generally, because of the limited time which is only once a week with the duration not more than 3 hours, the large number of students with total more than 600 students and also a lot of material to teach.

Second, for the teachers' way of giving feedback it shows that the teachers frequently using explicit correction, for this the teachers' way of giving feedback, according to the theory proposed by Lyster and Ranta (1997). Besides that, the interview also showed that all the teacher always provide example or further explanation related to speaking task, because by providing their students by example, their students will understand the material more easily and for the comment the teachers said that they usually give it generally. In addition, from the result of the interview some teachers mention that the limited time, a lot of material to teach and also the large amount of the students are some reason why the teachers cannot provide more information about their students' strength and weaknesses, giving comment and or more examples more frequently. And for the language used by the teacher to transfer the feedback, all the teachers said that they frequently used Indonesian language instead of English language.

Third, according to finding the researcher also found about the aspect that mostly corrected by the teacher, according to the categories of feedback proposed by Richard and Schmidt (2002). It comes out, that pronunciation as the aspect that

mostly corrected by the teacher, other than pronunciation the aspect which also usually corrected is grammar.

And last, beside focus on teachers' feedback, the researcher also try to find out about how the students' perceptions toward teachers' feedback using a questionnaire. The result shows that that 62,50% of the students sometimes not understand the feedback given by the teacher, but 92,71% of the percentage shows that they do enjoy and 73,96% shows that the students feels comfortable getting feedback from the teachers. The result also shows that 76,04% feedback given by the teacher is motivated them to enhance their speaking. In line with a study done by Hattie and Temperley (2007) in previous study stated that feedback have impact on learning, in this research the researcher found that the way the teacher transferred the feedback have impact on students' perceptions, it is connected with the students feels about the feedback itself, how the feedback can motivated them and how the feedback can be understand.

CHAPTER V

CONCLUSION

This chapter presents and discusses the conclusions and suggestions of the research about teacher ways in giving feedback in speaking activity and students' perceptions toward teacher's way of giving feedback in speaking activity in English class in eleventh grade of SMKN 5 Malang and students' perceptions.

5.1 Conclusion

Teachers' feedback in speaking activity is important and beneficial to provide the students with informative and suitable information related to the material. It is also motivated the students to improve their speaking, by getting feedback the students will know what mistakes the make and will learn to not do the same mistake again. But still, the way the teachers provide feedback to their students must be understandable and acceptable, means the teacher feedback must be easy to understand and not makes the students feel judged or uncomfortable.

As this research reveals despite the frequency of teachers' feedback which is rare, the teachers' way of giving feedback which are mostly used explicit correction feedback when transferred the feedback, not always giving comments related to students' performance, still inform the students strength and weaknesses and frequently provide them with examples related to the speaking task and using Indonesian language to transferred the feedback.

The students' perceptions toward teacher's feedback provide important information related to how the students think about the teachers' feedback. The

55

result shows 62,50% of students not always understand the teacher's feedback. But, more than half of the percentage of the students' questionnaire shows that they do enjoy and feels comfortable getting feedback from the teachers. The feedback given by the teacher is motivated them to enhance their speaking. It can be conclude that the feedback is rarely given but the teacher still provides them with examples and comments. And even though the students not always understand the teachers' feedback, they still enjoy and feeling comfortable getting feedback from the teacher. After all, the teacher's feedback is motivated them to enhance their speaking.

5.2 Suggestions

Feedback was essential part in speaking. Feedback helped student in correcting their mistake. It will motivate the students in their speaking. Because of that, the researcher states some suggestion as follows:

1. For the English teacher

   The result of students' questionnaire stated that sometimes they did not understand feedback. Therefore, the teacher should use a more simple and understandable feedback for their students. Teacher also needs to be aware of students' capability of absorbing the feedback given, providing more examples followed by more speaking practices is needed.

2. For other researchers

   a. In this study, researcher only used two research instruments which are interview and questionnaire. Other researcher may follow up this study

by using more research instruments in order to get more information to make more representative and satisfying result.

b. The other researcher needs to consider the time of conducting the research because of the limited information related to the activity or school schedule which can lead to the lack of time to gathering the enough data.

REFERENCES

Ary, Donald, Cheser, Lucy, Razavieh, Asghar, and Sorensen, Chris. 2002. An Introduction to Research in Education (6th edition). Belmonth: Wadsworth Thomson Learning.

Brown, H. Douglas. 2001. Teaching by Principles. An Interactive Approach to Language Pedagogy (2nd Ed.). New York: Pearson Education.

Burns, Anne. 1999. Collaborative Action Research for English Language Teachers. Cambridge: Cambridge University Press.

Cohen, Andrew. D. 1990. *Language Learning Insight for Learners, Teachers, and Researchers.* New York: Newburg House Publisher.

Harmer, Jeremy. 2007. The Practice of English Language Teaching (4th Ed). Harlow: Pearson Education.

Kaur, Sarjit. 2005. Suggestions for Teaching Public Speaking and Evaluating Speeches. TESL Journal, Vol. XI, No. 7, retrieved from http://iteslj.org/Techniques/Kaur-PublicSpeaking.html

Kayi, Hayriye. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. TESL Journal, Vol. XII, No. 11, http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

KEMENDIKBUD. 2013. Kompetensi Dasar: sekolah menengah atas (SMA)/ Menengha Aliyah (MA)

Le, ha Phan. 2008. Teaching English as International Language: identity, resistance and Negotiation: British Library Cataloguing in Publication Data

Lewis, Marylin. 2002. *Giving Feedback in Language Classes*. Singapore: SEAMO Regional Language Centre.

Lewis, A. *The Issue of Perception: Some educational Implication.* South Africa:Department of Orimary School Education, UNISA

Lightbown, Patsy M. and Spada, Nina. 1999. How Languages are Learned (2nd Ed.). New York :Oxford University Press.

Lyster, Roy. 1998. Negotiation of Form, Recasts, and Explicit Correction in Relation to Error Types and Learner Repair in Immersion Classrooms. Language learning, volume 48, number 2, page 183-218.

Lyster, Roy and Ranta, Leila. 1997. Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms. Studies in Second Language Acquisition, 19, 37-66.

Perception in *Merriam Webster* retrieved from http://www.learnersdictionary.com/search/perception

Punch, Keith F. 2000. Developing Effective Research Proposals. New Delhi: Sage Publications.

Teaching Speaking: Activities to Promote Speaking in a Second Language. TESL Journal, Vol. XII, No. 11,retrieved from http://iteslj.org/Articles/Kayi-Teaching Speaking.html .

Thornbury, Scott. 2005. How to Teach Speaking. Essex: Pearson Education Ltd.

Tunstall , Pat. and Gipps, Caroline. 1996. Teacher Feedback to Young Children in Formative Assessment: A Typology. British Educational Research Association. 22 (4), 389-404.

Wolsey, Tom. 2009. Feedback on Student Work. What Types of Feedback Might Teachers Provide?, retrieved from https://www.scribd.com/document/242712322/fs