

TEACHERS' STRATEGIES IN GIVING FEEDBACK ON STUDENTS' SPEAKING PERFORMANCE

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Abstract

This research was done because the researcher found several problems in teaching and learning speaking at school. The problems that the researcher found: Due to this phenomenon, the researcher wants to know about Teachers' strategies in giving feedback on students speaking performance eleventh grade in SMAN 1 Canduang. The design of this research as descriptive qualitative. In this research, the researchers analyze the data by using descriptive analytic, where the data that was collected was process in qualitative. The purpose of data analysis was to describe, image, and design systematically, factual and valid about the teachers' strategy in giving feedback on students' speaking performance at 11th grade of senior high school in SMAN 1 Canduang. The informant of the research were the English teacher and the students at the eleventh grade in SMAN 1 Canduang. The researcher focused to class eleventh grade majoring in social 2. While techniques of data collection were observation and interview. The findings reveals that is teachers strategy in giving feedback on students speaking performance: feedback on the content, feedback on form, feedback during oral work, feedback during accuracy work, feedback during fluency work.

Key word: Feedback, Speaking, Teachers strategy

INTRODUCTION

Speaking is one of the four language skills that play an important role in daily communication. Speaking helps students to express their own ideas. It helps them to inform something to the others. Furthermore, according to (Jane Medwell, 2009:27) speaking is something to explore develop and student's ideas through talk. It means that if students have ideas, they can express their ideas or opinion in speaking classroom. In specific (Nunan, 1991:14; 2003:48) mention speaking is a productive oral skill and it consist of producing systematic verbal utterances to convey meaning. By learning speaking, the students will know the way to express language communicatively. The students will learn how to express utterances meaningfully.

Speaking is the most difficult language skill based on the students' argument because the students should have a lot of vocabularies, they should be able to pronounce the words correctly, and they should be able to use them in appropriate context. Sometimes some of students are not able to participate successfully in classroom speaking activities even when the circumstances are set to be natural. The students will get nervous if the teacher asked them to perform in front of class. Moreover, the students feel difficult to express their own ideas because of the students' selfdistrust. So, to make the speaking class to be successful, the teacher must have a good strategy in responding to the student's skills. One of them is by providing feedback that can motivate students.

Feedback is important aspect in learning process that can be positive and negative. It can useful for students to repair their mistakes both of content and form of the utterance. In specific (Richard and Charles,188) mention that feedback can positive or negative and not only to see how well the students have performed but also to increase motivation and build the supportive classroom climate. Feedback can focus on both of content of what a student has produced and form of utterance. It means feedback is given either to the accuracy or fluency.

According to (Harmer,2001:99 feedback not only correcting students' mistake but also telling the students to assessment how well the students have done, whether during the drill or after the longer language production exercise. Through feedback, the teachers can know how to follow up students' mistake. Based on meaning of feedback above, feedback is needed is learning speaking because not all the students can speak word or sentences. Based on the researchers' observation in 11th grade of Senior High School in SMAN 1 Canduang, the students were still making the mistakes every time. The teachers gave the chance to the students to be finished their speaking, after that asked the other students to comment or giving opinion. Unfortunately, the teachers' feedback was not used by some students. The other problem was the researcher found that the students were still shy and afraid to speak, beside that the student not interested for speak in front of class. Some students were mocked by other students and made the students not confident. At the last the students did not know what to say next and the students made many mistake in speaking, include the pronunciation, vocabularies or grammar.

There are many techniques or strategies can be used by the teacher to give feedback on the students speaking performance. According to (Harmer, 2001:145-147) the first technique that can be used to give feedback on the accuracy work by the teachers is showing incorrectness. Showing incorrectness can be given in different way, for example, repeating by asking the students to repeat what they have said, echoing by repeating what the student has said emphasizing the part of the utterance that was wrong with a questioning intonation, statement and question with appropriate intonation, a simple expressions or a gesture, hinting is quick way of helping students had said correctly. Reformulating the sentence, but without making a big issue of it. The second alternative is getting it right. This is can be done by saying the correct one in more detail or ask student to correct each other.. Thus, the teacher has many alternatives to give feedback to students.

So, according to the facts above, the researcher is interested to conduct a descriptive qualitative research about the strategy used by teacher in giving feedback on speaking performance. It will be cover in the research by the title "Teachers' Strategies in Giving Feedback on Students' Speaking Performance in SMAN 1 Canduang".

METHODOLOGY

The researcher was conducted this research at the students' in 11th grade of senior high school in SMAN 1 Canduang. Based on the observation, the researcher found the problem about

teachers' strategy in giving feedback on students' speaking performance and also respond of the students' toward feedback that is given.

The informant of this research was the English Teacher at SMAN 1 Canduang. The researcher asked the English teacher to given some information about the way teacher in giving feedback in the classroom. Syamsyudin states that the key informants gave information to the research regularly. There was only one English teacher to teach five classes in this school.

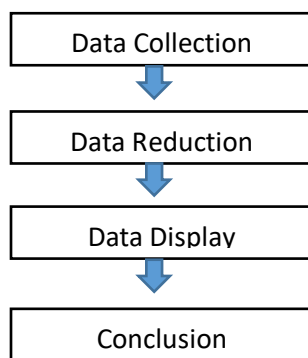
A qualitative research possibly can use several techniques observations, interview, questioner, and records. Specifically to this research, the researcher by use the following instrument to collect the data: technique of data collection was a way that will do to collect the data. The data in this research were collect through observation and interview.

The researcher analyzed the data of instruments to get the inference or research result. Arikunto claims that the data analysis was mean by processing data obtain by using formulas or rules that are applicable to research or design approach taken.⁸ In this research, the researchers analyze the data by using descriptive analytic, where the data that was collected was process in qualitative. The purpose of data analysis was to describe, image, and design systematically, factual and valid about the teachers' strategy in giving feedback on students' speaking performance at 11th grade of senior high school in SMAN 1 Canduang.

1. Observation and Interview

Sugiyono explained that there were several steps to analyze the data of observation and interview that based on Miles and Huberman, stated that activity in qualitative data analysis done interactively and continuously carry through to completion so that the data is valid, as follow:

Figure1. Miles and Huberman Model



Source: Sugiyono

Based on the graphic above, after the researcher conducted data collection, the researcher make data reduction, such as summarize, choosing the subject matters, focusing the important things, looking for themes and patterns and reduce unnecessary things. The next step was to display the data. Data display was done in the form of tables, charts, pictograms. Then the data

was organized, arrange in a pattern of relationship so it was easily to be understood. The next step, take the conclusion and verification. Preliminary conclusions are tentative and was changed when not find evidence that support the next data collection. If conclusions were valid, it means that the researcher gotten the credible conclusion.

FINDINGS AND DISCUSSION

In this section, the researcher presents the data collect ed from July 2th -August 2th 2018 at the student 11th grade of Senior High School in SMAN 1 Canduang. The data are presented to answer the research question: How does the teachers' strategy in giving feedback the students' speaking apply performance? The data description is focused on speaking about the teachers' strategy in giving feedback on students' speaking performance to correct student mistake which are error pronunciation, grammatical error. The data about techniques were obtained in the form of the observation and interview sheet.

According to experts there are some techniques in giving feedback on students speaking performance were feedback on content (acknowledging the correct speaking, indicating an incorrect speaking, praising or modifying students', repeating, summarizing, and criticizing), feedback on form (asking to repeat, pointing out and self-correct, commenting, asking to other students, using gesture), feedback during accuracy work (showing incorrectness, and getting it right), and feedback during fluency work (gentle correction, recording mistake, and after the event).

a. Feedback on the content

The teacher enter to the class and prepared the learning materials for activities. The teacher maintain dicipline and check the students devise for learning activity, the teacher began the learning with the repeated about the materials last week. The teacher asked about some suggestion and personal pronoun. The teacher to do the students open book page three, the teacher read the conversation and all of the student follow her, the teacher divided the students in pairs, the teacher listens to students' production in conversation, as below:

Siti : Hello, Jane.

Jane : Hi, Siti.

Siti : You look tired. What is going on?

Jane : I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Siti : Would you like any help?

Jane : Yes, please. I would really appreciate it.

Siti : Tell me what I can do and I will start right away.

Jane : Thank you ! you are an angel

When one of the students in pairs next read the conversation, when the students said: *“You look tired. What is going on?”* the students read the *“tryed”not “taiðd”* the teacher repeated the same sentences by the corret answer and given the instruction for the all of student follow her until the students can read with the right sentences. After the students finished the conversation, the teacher acknowledging the students correct answer by saying *“very good”*. In addition the teacher also praised about the students performance. Then the second students read the conversation in front of class, and the students said the sentence below: *“I don’t think I will be able to finish it”* not correctly, the teacher indicating an incorrect answer by saying *“Mmm”*, so that causing srudents know about their mistakes. At the time of the teacher indicated incorrect students answer, the teacher should modifying about students’ answer what it wrong because it can improved about their mistake, but the teachers not showed it. Based on the students’ mistake the teacher should made a summarized because that can be reference for the other students, and this part not displayed by the teacher. But the tacher only criticize without made a summarizing. Based on the description above the researcher saw that the teacher not applied the right part of the types in giving feedback strategy.

b. Feedback on form

In this section the teacher had divide students as a pair, the teacher gave the opportunity for students to showed his or her performance. When the one of students said: *“You look tired. What is going on?”* in this part the teacher asking the students to repeat what their said, because it can made the students to know about their mitakes clearly. After that the teacher pointing out the error and asking the students selfcorrect. But the teacher not explained why is wrong ts to repeat. But only asked the students. Other addition before the teacher correct the students answer, the teacher should be first asked the other students opinion bcause that can made the students increase. Then the students production this sentences *“You look tired”*. But only asked the students. Other addition before the teacher correct the students answer, the teacher should be first asked the other students opinion because that can made the students increase. Then the students paroduction this sentences *“You look tired. What is going on?”* but the students was not correctly, the teachers gave feedback by using gesture, the teacher raise hand to showed the students’ mistake. Then the teacher said the sentence *“You look tired. What is going on?”* with the correctly and asked the students repeat what the teacher said. The teacher repeat and repeated again until the student said the correctly. Thus the researcher can be conclude almost the types on giving feedback have been applied.

c. Feedback during accuracy work

For the giving feedback during accuracy work, there were some ways that were used by the teacher; showing incorrectness (repeating, echoing, statement and question, expressions, hinting, and reformulation), getting it right.

For this section the students performance in front of class in pairs. One of the students in pairs said I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it. The student made a mistake with pronouncing "paper" the teacher repeated by saying again. When the student listened to the student's mistake the teacher should show the expression but in this section the teacher did not apply it because the teacher focused on the textbook. Then the teacher needs to focus on listening to students during conversations, because many students made a mistake by saying "You look tired. What is going on?" and then the student in this pair spoke with the right sentences. The teacher nodded her head as a hint because the student was good in the conversation. Thus the teacher can give feedback not only by using sounds but also can do it by hinting.

d. Feedback during fluency work

In during fluency work, the student's conversation without the textbook, and then not all students can perform correctly, and when the student stops reading without completely the teacher must have to intervene. So that the student keeps talking with the teacher's guidance, and then the teacher gives a gentle correction. In addition during the conversation the teacher should write individual notes to the student with suggestions but in this part the teacher did not apply it. In conclusion the researcher saw almost all types of feedback in this part have been applied.

Then, based on the interview, the teacher's strategy in giving feedback on speaking performance, the researcher did the interview with the teacher in SMAN 1 Canduang. Those interviews will be described below. In interviewing the English teacher, the researcher used six questions about the teacher's strategies in giving feedback on students' speaking performance, the teacher interviewed the teacher by using Indonesian language to get correct and proper explanation from the interviewee. The researcher took a teacher as the participant in this research, her name is Mrs. Umniati, S.Pd. Based on the interview from the teacher, the researcher got the information about the teacher's strategy in giving feedback on students' speaking performance.

Based on the description and analysis of the data above, the researcher found that the feedback strategies on speaking performance had been applied to all of the students. The researcher observed that there were the teacher's strategy in giving feedback on students' performance. Based on the observed the researcher found that the teacher had applied the types of feedback based on (Jack C. Richards and Charles Lockhart, 1997:188-190) propose giving two types of feedback: feedback on content and feedback on form. Then, based on Jeremy's said that feedback kind two types: feedback during accuracy work and feedback during fluency work. It can be concluded almost that the types in giving feedback on students' speaking performance have been applied by the teacher correctly, because only a small part which has not been applied.

Finally based on the description above the researcher concluded that from 17th the types on giving feedback only 4th not applied by the teacher. It means that the teachers strategy in giving feedback is well.

CONCLUSION

Based on the research concluded by the researcher about the teachers' strategy in giving feedback on students speaking performance at the students 11th grade of Senior High School in SMAN 1 Canduang, it could be concluded that teacher had given feedback on students' speaking performance well. It is supported by the data in observation and interview that teacher had given feedback such as feedback on the content, form, accuracy and fluency, to correct students mistake by using many strategies that suggested by (Jeremy and Richard, 1997:188) and as the result are some students who practice can be better in speaking but the students who are ignoring the feedback of teacher cannot speak better even the students make the same mistake every time.

1. Feedback on the content of students' speaking performance such as acknowledging a correct speaking by saying yes, indicating an incorrect speaking by saying no, praising, modifying, commenting and summarizing had applied by the teacher in giving feedback to correct students' mistake. The teacher had used that strategies in the same manner as recommended by the expert, Jeremy and Richard, in their book but some students do not practice the feedback of teacher.
2. Feedback on the form of students' speaking had also done by the teacher such as asking to repeat, pointing out self-corrected, commenting and using gestures.
3. Feedback on the accuracy on students' speaking performance such as showing incorrectness and getting it right also had given by the teacher to the students.
4. Feedback on the fluency of students' speaking such as gentle correction, recording the mistake and after the event had used by the teacher to give feedback students' speaking

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