

TEACHER'S ORAL FEEDBACK ON SPEAKING CLASS IN SMPN 12
BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

**TEACHER'S ORAL FEEDBACK ON SPEAKING CLASS IN SMPN 12
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The objectives of this research are to find out what kinds of oral feedback were given by the teacher and to find out how the students' perceive toward the teacher's feedback used in teaching speaking. The subjects of this research are the English teacher and the second grade students at SMPN 12 Bandar Lampung. The researcher became a nonparticipant observer who observed and focused on by analyzing the interactional conversation. The data was collected twice by means of classroom observation, video recording and interview.

The result of this research showed that the teacher used nine out of twelve types of oral feedbacks. The high percentages of teacher's oral feedback are approval (praise) & disapproval (22 %), recast (19%), confirmation (16%), explicit feedback (11%), clarification request (11%) indicate the the teacher commonly used evaluative feedback and correction feedback, which means that the teacher immediately gave feedbacks to the students' performance.

From the interview, only one student stated that teacher's feedback gave the negative effect which makes her unable to express confidence because of teacher's interruption. For the rest of the students, they said that they were happy receiving teacher's feedback and saw the feedback as the attention or care that teacher showed for her student. It is suggested that English teacher should bear in mind that students have the different personality.

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SMPN 12 BANDAR LAMPUNG**

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FARADILAH BARI

A Script

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**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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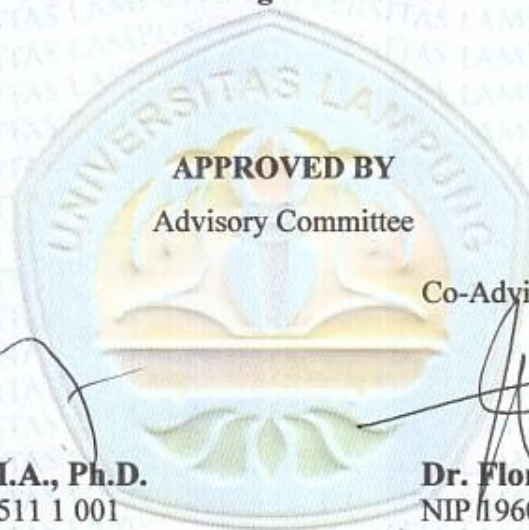
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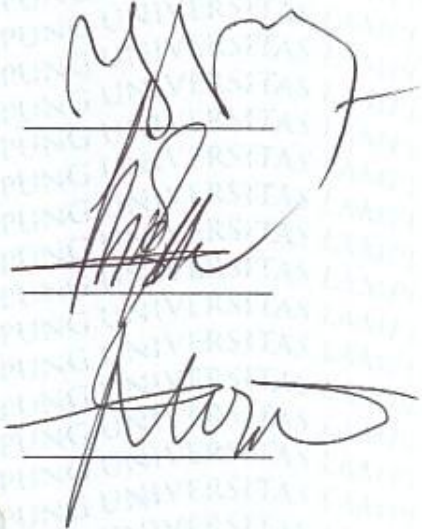
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CURRICULUM VITAE

The researcher's name is Faradilah Bari who was born in Sukabumi on April 22nd 1994. She is the third child of H. Abdul Bari and Supartiah Barma and has an older sister named Faridah Zuraidah, S.P and an older brother Abdul Rahman Faisal, S.H

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DEDICATION

This script is fully dedicated to:

My Beloved Parents, (Alm) Abdul Bari and Supartiah Barma

My Sister, Faridah Zuraidah, S.P

My Brother, Abdul Rahman Faisal, S.H

The Real Brotherhood, English Department 2012

My Almamater, University of Lampung

MOTTO

“The biggest adventure you can ever take is to live the life of your dreams.”

Oprah Winfrey

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Alhamdulillahirobbil'alamiin, Praise is merely to the highest Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this script entitled "Teacher's Oral Feedback on Speaking Class in SMPN 12 Bandar Lampung." Shalawat and Salam is for Prophet Muhammad SAW, his family, his followers, and all Moslems. This script is submitted as one of the requirements in accomplishing S-1 Degree at English Education Study Program, Teacher Training and Education Faculty, Lampung University.

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Bandar Lampung, Agustus , 2016
The Writer

Faradilah Bari

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I. INTRODUCTION

This part contains background of the problem, problem of the research, objective of the research, uses of the research, scope of the research and definition of key terms.

1.1 Background

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

In recent years, a much greater role has been attributed to interactive features of classroom behaviors, such as turn-taking, questioning and answering, negotiation of meaning, and feedback (Chaudron, 1988:10). The background of this lies in the fact that “second language learning is a highly interactive process and the quality of this interaction is thought to have a considerable influence on learning. The problems which are going to be investigated here are teacher’s feedback in a class and student’s response. Because two of the most common ways in which teachers engage in interaction with students is by way of providing feedback, and these deserve some consideration, focusing on them can be expected to show useful findings which will contribute to deeper insights about teacher’s feedback in speaking.

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

In addition, Saito and Lyster (2010) had conducted a study on the effect of corrective feedback on L2 pronunciation. Based on his study, it is important that teacher can immediately give feedback about students’ performance so the students can know and practice the correct form in response to their teachers’

model. They also emphasize that after students finished speaking activity, the teacher should immediately give feedback. They found that there were a significant result and a beneficial effect on students' pronunciation development after the students receive corrective feedback. In relation to the feedback in teaching speaking to young learners, the teacher is not necessary to respond to all errors in correcting students' speaking. Instead of correcting, it's better for the teacher to handle the error by modeling and providing the students with correct grammar and pronunciation (Cameron, 2001).

Moreover, Cameron (2001:212) adds that it is better for teacher to deliver feedback in foreign language. It helps young learners learn the phrases that they can use with their friends. In short, the teachers need to give young learners-constant and supportive feedback on their learning. The feedback helps young learners to understand how to control their own learning and progress. However, the teacher's lack of understanding the nature of feedback makes the feedback ineffective to improve students' learning progress. Most teachers often think that feedback is given to students who make mistake to correct their mistakes. In fact, feedback can also be given to motivate students to do better and to praise students for doing something good.

Based on study conducted by Elawar and Corno (1985) as cited in Hunt and Touzel, (2009:25), they state that teachers, who regularly give feedback to the students regarding the accuracy and the appropriateness of their work, have higher

achievement students. The feedback not only result in increasing students' achievement but also in increasing students' motivation.

Teacher's oral feedback is very important for students' improvement (Shute, 2008). It helps them to know their performance , mistake, and progress then it helps them to correct the mistake and improve their performance (Lewis, 2002). Feedback also encourages students. In other words, teacher's oral feedback is important because it identifies, corrects, encourages, become a reference and suggests forward for better performance.

There were different kinds of oral feedback and they have different functions. Researchers at least have introduced three kinds of oral feedback. They were corrective feedback (Lynster and Ranta, 1997), evaluative feedback (Gattulo, 2000), and descriptive feedback (William, 1999; Askew, 2000). Corrective feedback has the main function to correct students' performance. Evaluative feedback has main function to indicate students' performance which is good or not. Descriptive feedback has main function to explain students about what they have been able to perform, which part they need to improve, and how to improve the performance. From here, we can see that there were many kinds of feedback with different functions to solve diffrent situations in different ways.

Although there were many kinds of feedback, in giving feedback, some teachers unconsciously tend to be monotone. This monotonous feedback cannot help students to improve their performance. In a study conducted by Mueller and

Dweck (1998), they found that monotonous feedback had a little contribution for students' performance since it cannot solve all situations that happened in the class. In this case, Askew and Lodge (1997) suggested that feedback should cover all learning situations. Even though monotonous feedback has limited contribution to the students, these phenomena happened in some studies about oral feedback in skill classes (Lynster and Ranta, 1997).

Based on the background above the researcher would sum up that the teacher should provide the students with various communication activities in order to trig them to interact with each other and with their teacher at least within the teaching-learning process. Thus, the researcher eagerly interested in teachers' feedback using classroom interaction in speaking class at SMPN 12 Bandar Lampung. Focusing on the analysis can be expected to show useful which would contribute to deeper insights about the ways to improve English teaching and learning especially in creating classroom procedure.

1.2 Research Questions

In relation to the phenomenon above, the researcher generated research questions as follows :

1. What kinds of oral feedback that teacher give during speaking class?
2. How do students' perceive teachers' feedback during classroom interaction?

1.3 Objectives

In relation to the research questions above, the objective of this research are :

1. To discover kinds of teacher's oral feedback in speaking class.
2. To discover the students' perceive teachers' feedback during classroom interaction.

1.4 Uses of the Research

The uses of this research are described as follows :

1. Theoretically :

The result of this research is expected to verify the previous theory and to give the contribution to the theory of teaching as a reference for next researcher who concentrated in teachers feedback using classroom interaction in speaking class.

2. Practically :

The result of the research can give information to the school teachers an overview of classroom interaction as consideration to create and/or develop and implement the method of teachers feedback in learning process.

1.5 Scope of the Research

The researcher focus on the classroom interaction and the researcher limited the research on the process of teaching by analyzing the teachers' feedback and students' responds toward the instruction given. The researcher becomes a non-

participant observer who observed the classroom interaction in the process of teaching spoken language. The patterns of interaction that investigated are teacher-students interaction including clarification request, mime, and confirmation check. The subject of this research is the second grade students of SMPN 12 Bandar Lampung.

1.6 Definition of Terms

Some terms were defined in order to give the basic understanding of the related to the concepts, they were stated below :

1. Speaking is the ability to express oneself in life situation or conversation or the ability to express a sequence of ideas fluently.
2. Feedback is any response given by the teacher concerning students' speaking performance.
3. Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998).
4. Perceptions is the students' opinion and impressions based on the teacher's behaviour, comment, and evaluation in classroom.

II. LITERATURE REVIEW

In this chapter presents the theories that support the research. Those theories were concept of classroom interaction, concept of feedback, feedback in classroom interaction, research in feedback, concept of speaking, and theoretical assumptions.

2.1 Concept of Classroom Interaction

Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998). Classroom interaction is the social relationship of teacher and students in the classroom to interact, to express interaction, to share information, and to deliver thought. Interaction in language classroom will lead the learners to better learning, and will active their competence (Malamah – Thomas, 1987:45). As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result, they will actively involve in the classroom interaction. Psychologically, students cannot be well motivated when they are involved in a less interesting language activities or materials, which will consequently decrease their understanding toward the learning material being learned. Likewise, when they have intrinsic, motivation increasingly driven, it will be easier for them to comprehend the material gradually.

Communication within the classroom is indeed important in language learning for through communication student learn to interact with others by using English. Thus, language teachers should design learning tasks and the competence of the language use through which the student can practice receiving information, processing and producing it in the target language, in this case English. The classroom interaction can focus the language used in formal and informal conversation within a context that is meaningful and realistic (Hayes, 2004:98).

In order to gain meaningful learning activity, there should be classroom interaction. According to Sardiman (1987 : 204-205) there are two patterns of interaction in the teaching and learning process: namely, an interaction between teacher and students, and an interaction among students.

He further points out four advantages of the classroom interaction as described below:

1. Classroom
2. The teacher would be able to know his students' wants, interests, attention, behaviors, weakness, and faults.
3. The teacher would be able to recognize his own weaknesses and fault based on the teaching and, learning process that has taken place.
4. The teacher would be able to develop the students' ability by making contact with his/her students.

Classroom interaction in teaching-learning activity includes mime, request for clarification and confirmation check (Rivers, 1987 : 32). Mime means that the learner uses non-verbal interaction in place of lexical item or action, for instant

clapping, nodding or waving. Thus, mime is language learner's interaction to substitute words or to make conversation clear (Chaika, 1982 : 78), for example, a student A says "He is searching his key in his bedroom" (acting as if rummaging).

While clarification request comprises all expressions designed to elicit clarification of the preceding utterance and consists of WH-questions, questions with yes/no answers, un-inverted intonation and tag questions as well as statement such as "I don't understand" or "Try again" (Pica and Doughty, 1980 : 80). For example students says, "It's pretty hard" student B responds, "What? Repeat please!" Hence, request for clarification is a language learner interaction when a learner wants to elicit clarification with WH-questions, yes-no, and tag-question. In addition, misunderstandings or request for clarification often occurs in the course of verbal communication. It may not always be entirely clear to the addressee what the addresser's intentions are (Malamah, 1987:64).

Pica and Doughty (1980 : 101) define confirmation check as the simplest way of seeking confirmation by repeating the words or phrases, for example:

Student A says, "When Tiffany left the town?"
 Student B says "Tiffany left the town?"
 Tiffany left the town yesterday.

Accordingly, confirmation check is the language learners' interaction, when the learner repeats the previous speaker's utterance with the rising intonation to look for confirmation. In this case, the confirmation check was "left the town". Sudirman (1980:70) said that classroom interaction, in nature, is the realization of a lesson plan in the form of action and reaction that are mutually developed by the people involved for the purpose of learning. Interaction occurs when interest is

presented. Therefore, to promote interaction, the teacher must maintain a lively attention and active participation among students in the classroom (Rivers, 1987:15). It means that the teacher can use nonverbal cues to encourage students' speaking participation, for example, smile expectantly, and nod as students talk.

2.2 Concept of Feedback

According to Littlewood (1981) and Lewis (2002) feedback is not only to tell what they have achieved or their progress, feedback also tells students about the gap in their performance and how to fulfill the gap. Whether McNamara (1999) mentioned that feedback is delivering information about students' performance. Coulthard (1992) and Cameron (2001) added another idea that feedback is the comment on students' achievement in their study. In addition, Askew and Lodge (1997) explained that feedback is any interaction to help students deal with any situation and gain progress in their performance. The interaction in feedback can be oral, written, and expressions such as facial expression and gesture (Askew and Lodge, 1997).

2.1.1 Teacher's Oral Feedback

A lot of researchers discussed the significance of teacher's oral feedback. They explained that various points of view. Some of their ideas are summarized in the paragraphs below. First, oral feedback influences students' learning attitude positively and negatively and second, oral feedback fixes students' performance through some process.

First, oral feedback influences students' learning attitude positively and negatively (Ayoun, 2001). When oral feedback gives positive influence to students' attitude, it can influence (Skimmer, 1968), modifies and improves students' learning behavior and thinking (Shute, 2008). When it causes students have negative attitude, it can disturb their learning process. Brown (1998) stated teacher should consider their students' individual feeling. Teacher should be wise in correcting their weaknesses or applauding good students when they show correct performance and encourage students when they need support (Lewis, 2002). In this case, the teacher holds control to maximize benefits of feedback and minimize negative causes (Brown, 1998).

Second, oral feedback fixes students' performance through some processes (Wiggins, 2002). First, it helps students to get description of their performances (Nicol and MacFarlane-Dick, 2006). They will get information about their weakness and strength (Lewis, 2002), and then they will compare the performances with the feedback, detecting their mistake, and at the end students correct their mistakes themselves (Nicol and MacFarlane-Dick). In this process, oral feedback guides students to understand the performance criteria (Mayer and Land, 2006). In another word, besides knowing the gap of their performance, students can monitor and realize their progress. It can increase their self-confidence in learning (Uszyuska-Jarmoc, 2007). Not only confidence, students also get language input such as semantic, grammar, vocabulary, etc (Lewis, 2002). After all, oral feedback will improve their English (Askew and Lodge, 1997).

2.1.2 Corrective Feedback

Lynster and Ranta (1997) introduced corrective. It is divided into six types. They are explicit feedback, recast, clarification request, metalinguistic feedback, elicitation, and repetition. All of these are aimed to correct error in students' performance.

a. Explicit feedback

In explicit feedback, teacher tells students' incorrect utterance and gives the correct answer explicitly (Lynster and Ranta, 1997). In here, teacher uses some phrases. The example of explicit feedback as given by Lynster and Ranta (1997) are "We don't pronounce, we pronounce", "Say, not", Lasagabaster and Sierra (2005) suggested teachers to use explicit feedback because it is easy to understand by students.

b. Recast

Recast means teacher correct students' utterance by restates the correct form of students' previous utterance which is incorrect (Lynster and Ranta, 1997). In here teacher does not use phrases as in explicit feedback. In some cases, teacher only restate some part exactly in incorrect section. In example by Lynster and Ranta (1997) student said "You can talk to teacher". And teacher gives feedback, "The teacher" in here, teacher corrects only in incorrect part which is teacher. But, in another case, teacher restated the whole sentence. Here, another example by Lynster and

Ranta, (1997), student said “Where he go?” and teacher gives feedback, “Where does he go?”

c. Clarification request

Clarification feedback refers to comprehensibility or accuracy or both (Lynster and Ranta, 1997). Spada and Frohlich (1995, p.25) stated this kind of feedback is used to clarify three possibilities. First, teacher misunderstands. Second, teacher does not hear clearly what student said. Third, student really makes a mistake. Teacher usually repeats incorrect part or use intrrogrative sentence that indicates the utterance is incorrect or as been misunderstood. For example a student said, “it is a new policy.” (Suzuki, 2005) Teacher didn’t listen clearly the word ‘policy’. Teacher gave feedback requires students to repeat their sentence or a word loudly, clearly, or correctly. This lets teacher gets to understand the accurate word or sentence.

d. Metalinguistic feedback

Metalinguistic feedback is information, comment, or question to guide students find correct form themselves. This kind of feedback requires students analyze their error and give explanation about the correct form of the answer (Lynster and Ranta, 1997). This feedback is usually applied for students who have had basic of English because it uses professional term. As in example, a student said, “She beautiful.” And the teacher gave feedback, “Beautiful... what is the verb?”. In another example, a student

said, “Where he is study?” and teacher gave feedback, “Um, can you think about your grammar?... you need to use –ing form after auxiliary verbs such as am, is, are to indicate present continuous. You also need to reverse the place of auxiliary and subject.”

e. Elicitation

In elicitation, teacher repeats whole sentence that is uttered by students but elicits the correct form. Teacher uses pausing strategy to let students “fill in the blank” with correct answer during pausing break (Lynster and Ranta, 1997). The blank is the wrong part of the students’ utterance which needs to be corrected. In elicitation, students are expected to correct themselves while feedback process is happening (Panova and Lyster, 2000). In the example, a student said, “she is run to her mother.” and then the teacher gave feedback, “She is” or “She is run...”. the expected answer is student would say running.

f. Repeation

Teacher can do repeation by repeating the error word or sentence in students’ utterance. He adjusts his intonation with aimes students will notice their mistake and have initiative to correct it (Lynster and Ranta, 1997). For example student said, “The air is so fresh. In this case students pronounces air incorrectly and teacher noticed it. Teacher would say “air?” adjusting his intonation to make student notice his mistake. The different

between repetition in here and clarification is, in here teacher sure that students make mistake but in clarification, teacher is not sure.

2.1.3 Evaluative Feedback

Evaluative feedback provides a statement about student's performance (Gatullo, 2000). The form of evaluative feedback are score, letter grades, numbers, check marks, symbols and/or general comments such as good and excellent. Yet, evaluative feedback does not give guidance on how to improve the performance (Gatullo, 2000).

According to Hattie and Timperly (2007), evaluative feedback is directed to student personally. It is very sensitive because it can influence students' learning motivation. Harmer (1998) and McNamara (1999) appointed that oral evaluative feedback can motivate students to do things better afterward. In other hand, if it is delivered incorrectly, students can receive the message of the feedback negatively which result to low learning motivation.

Types of evaluation feedback are approval & disapproval, confirmation, and encouragement (Askew, 2000). (Gatullo, 2000) used the term praise in his study which refers to the term approval by Askew (2000).

a. Approval (praise) and disapproval

Approval is a feedback that contains teacher's positive expression toward students' performance (Askew, 2000). According to Tunstall and Gipps (1996), praise is included in approval. Henderlong and Lepper (2002) determined that praise has the power to motivate, if teacher is sincere and

specific with the praise itself. Teacher praises students' performance only if it show the change and realistic (Henderlong and Lepper, 2002). For example, teacher can say, "You have done well!", when students fulfill teacher expectation or the goal of the lesson.

In other side, there is disapproval. Disapproval contains negative tone toward students' performance. for example teacher uses phrase, "Not good enough!" (Tunstall and Gipps, 1996).

b. Confirmation

Confirmation is a claim that tells which students' statement is true or not. It could be in form of teacher's agreement to students' statement. Winne and Butler (1994) mentioned confirming students' statement make them understand that they perform correct or incorrect performance (accuracy). For example teacher might say, "I agree with that!" or "yes!".

c. Encouragement

Encouragement is a moral support to students. It contains a statement about what teacher wishes the students do. It can be also teacher believe about students' ability (Chambers, 1999). It is given to affect students' attitude positively and motivated to work harder. Lewis (2002) argued that "good oral feedback can encourage to overcome the possible learning problems students might face." In the example given by Gatullo (2000), teacher said, "I am sure you can do that!," "You can perform better!," and "You have to try harder!"

2.1.4 Descriptive Feedback

The definition of descriptive feedback is a specific information about what students do well, what they need to improve and how they can improve (William, 1999; Askew, 2000). Descriptive feedback could be classified in three types; strength & weaknesses, area to improve, and improvement strategies.

a. Strength and weakness

In this feedback, teacher tells the students about their strength and weakness, Wragg and Brown (1993) stated “Skillful teachers need to be able to identify both the strengths and weaknesses of their students and provide the students with constructive oral feedback on both sides.” In addition, Elawar and Corno (1985) mentioned “When students receive informative feedback explaining both strengths and weaknesses, they demonstrate higher levels of strict motivation.” William (1999) mentioned some phrases that teacher can use, “I notice that ...”, “Your writing is ...” and, “You really did well in ...”

b. Area to Improve

In giving feedback on area to improve, teacher gives suggestion to improve, add or reduce specific things that students already had in their performance (William, 1999). It can help students match their performance with required criteria or standard or objective that teacher wants students gain. For example “You need more...”, “You need less...”, and “You should improve...”

c. Improvement strategies

In this feedback, teachers give suggestions about other possible strategies which have not existed in the performance that students can do (William, 1999; Askew, 2000). The aim is that students can add the suggestion to the next performance to get a higher level of performance quality (Askew, 2000). For example, by Askew (2000), a teacher said, “Next time, you would be better...”, “Try to...”, and “It will be better if...”

2.3 Feedback in Classroom Interaction

The term feedback can apply to a number of classroom situations and procedures, but here it refers to a range of techniques employed by the teacher to facilitate responses from the students to an exercise or task. Inevitably, teachers feel that the whole class needs and deserves to know the correct answer or response to a question, and students expect to be told whether their answers are right or wrong, but there are alternatives to traditional whole-class feedback conducted by the teacher or teacher nomination in a lockstep pattern. Traditional feedback is teacher-led, involves little communication between learners and tends to be contrary to current good classroom practice.

The teacher is in control and responsible for important group decisions such as when to move onto the next question. Considerable teacher talking time may occur, particularly if the teacher reads out the questions in full (often unnecessary as students already have these in front of them) or ‘echoes’ students’ answers for no apparent reason. Whole-class feedback is unlikely to reveal whether all or most

of the students know what the correct answer is. Less-able students often get lost during the feedback, particularly if they are trying to use strategies for understanding their errors or attempting self-correction. Anxiety may be caused for students who are unsure of the correct response. The correct answer may be established, but understanding is not checked.

Teacher's feedback, usually involves only one student at a time, it can be predictable, monotonous and time-consuming. It may also be unnecessary for more able learners and potentially demotivating or embarrassing for the less-able. However, some form of feedback is required for a variety of reasons:

1. Feedback on an activity satisfies students' expectations and needs, both as a measure of success or failure and as reassurance that they have at least completed the task properly.
2. As tasks, in particular the practice exercise type, are in effect a form of test, feedback which indicates a degree of success can be motivating. Often an element of competitiveness enters into feedback which encourages learners to participate. The negative aspects of competition, together with the risk of demotivating some learners, can be reduced by the judicious use of nomination and sensitive management of feedback by the teacher.
3. Feedback acts as an effective signpost, signalling the end of a task or stage of a lesson.
4. A variety of analytical skills can be fostered through the way that feedback is conducted. Learners not only need to know if their answers are correct, but also why they are correct or why they are making errors. Useful correction or

reteaching may take place during feedback on exercises, while reading skills may be enhanced by identifying clues in a text or checking a listening task by referring to the tapescript. Students may also provide useful information by indicating which questions they found most difficult and why.

5. Learners' performance in tasks performs an important diagnostic function. Errors may indicate the need for clarification, reteaching or repair work, while successful completion of a task may indicate that learning has taken place and that the teacher is free to move on. However, repair is rarely accomplished by setting a similar task, while accurate conclusions can only be drawn from tasks that are manageable but achievable rather than too easy or too difficult.

The need for time-consuming whole-class feedback can be minimized by effective teaching and classroom management, not only during the activity but also in earlier stages of the lesson.

Clearly, feedback is more speedily conducted when the majority of student responses are correct. In language practice exercises, the likelihood of this is often a product of clear, contextualized presentation, a systematic focus, either inductive or deductive, on form and function, and the use of concept-checking questions to ensure understanding of meaning.

Feedback is an ongoing process, and a good deal of gentle correction may take place while the teacher is monitoring, thus ensuring a minimum of feedback at the end of the task. The teacher may also notice specific difficulties and choose to conduct feedback only on problematic questions.

Anticipating problems, grading tasks so that they are manageable and designating time for feedback rather than leaving it open-ended are all prerequisites for efficient feedback.

2.4 Research in Feedback

Several studies have described the nature of feedback, or provided suggestions meant to assist in making feedback. Shute (2008) described feedback as information pertaining to the accuracy of particular responses or behaviors. Hattie and Timperley (2007) stressed the need for teachers to provide more evaluative information in their feedback as a means of providing specific feedback. Other authors have acknowledged this as well. For instance, Sadler (1989) stated that the teacher must possess a concept of quality appropriate to the task and be able to judge the work of the student in relation to that concept. Based on a case study, Parr and Limbrick (2009) identified the impact of the explicitness of teachers' feedback on the way in which the students met goals as a hallmark of effective teaching.

As mentioned above, an important aim of feedback is the reduction of discrepancies between a current level of performance or understanding and a goal. To be specific, feedback should provide information about this discrepancy. According to both Shute (2008) and Hattie and Timperley (2007), specific feedback can be used to clarify goals and reduce or remove uncertainty in relation to how well learners are performing a task. Feedback should also be about what needs to be accomplished to attain a desired level of performance, a type of

specific feedback we have labeled as discrepancy feedback. This is one way of using goals to provide effective feedback.

In addition to this perspective, it would also be useful to consider specific, goal-related feedback from another angle: the possibility of providing feedback on the progress students have made toward meeting goals. For example, Schunk and Swartz (1993) studied the influence of what they called progress feedback on writing achievement. They found that children who received feedback on the difference between an initial level of performance and their actual level learned strategies better and more quickly than students who received only information about the overall goal of the task. Progress feedback also had a notable impact on maintenance and generalization. This conclusion is repeated in Schunk and Ertmer (1999), where the authors demonstrate that feedback on progress, when given relative to one's initial performance, enhances both learning and motivation. This serves, also, as a way to compare one's performance to a desired level or goal, while allowing emphasis to be placed on what has already been achieved.

2.5 Concept of Speaking

Speaking is a way how to express someone's idea to his or her listener orally. Lado (1970) stated that speaking or oral communication is two processes between a listener and speaker, and involved the productive skills and understanding (or listening with understanding). In this case, the researcher knows that in the speaking there must be at least two persons to talk each other. Also, people not only try to speak but also try to understand the message when the speaker is saying.

Speaking is also a productive skill in which the speaker produces and uses the language by expressing sequence ideas and at the same time he/she tries to get the ideas or the message across. In this case, there is a process of giving message or encoding process. At the same time, there is a process of understanding the message of the first speaker.

Furthermore, Allen (1975:212) said that speaking is the activities which may practice sentences and do oral skills. From that opinion know that in speaking there must be the activities in memorizing basic sentences to gain confidence in speaking and there are also the activities which may be termed vocalizing.

Actually speaking happens for many reasons, one of the reason is for communication need, as Doff (1987) says that very often people talk in order to tell people things they do not know, or to find things out from other people. It can be said that there is information gap between them. The final goal is the speaker and listeners have the same information. Therefore, speaking also can be said as a means that makes people keep survive in their environment because through speaking they can ask people what they need and try to fulfill what people ask to them. From the definition above, it is clear that students learn to speak in order to be able to communicate. This is line with Tarigan (1982:5) who says that speaking is the instrument of language and the primary aim of speaking is for communication. The opinion above was supported by Welty who says that speaking is the main skill of communication (Welty, 1976:47).

In line with the theories above, it's understood that speaking is an ability to produce sounds or words to express feelings, ideas, and opinion. The goal of

speaking is to communicate to get the need. In speaking process, there were two-way process and two roles they were as the speaker and listener and involve productive and receptive skill of understanding to make the communication run well.

2.6 Theoretical Assumptions

The study on foreign language teachers' classroom strategies is neither the study on teaching methodology, nor the study on the teaching of grammar, vocabulary, listening, reading and so on. It focuses on the real classroom process - classroom interaction, aiming at finding out what kinds of teacher's behaviors would contribute to students' language acquisition, so as to improve teaching efficiency. In classroom interaction, teacher's feedback take huge part to the interactive classroom. The kinds of feedback that teacher has to choose to respond students performance is crucial to students outcomes. Also how students respond to the teacher's feedback can measure the interaction between teachers and students constitutes a most important part in all classroom activities.

III. RESEARCH METHODS

In order to answer the research question and achieve the objective of the research, research method should be constructed thoroughly. The research method consists of research design, research subject, research instrument, research procedure, technique data of verification, and data analysis.

3.1. Research Design

This research was a classroom interaction research based on Nunan, (1989). Since the research did not focus on the students' product of learning, the researcher used the qualitative research, in which the process of learning is seen or observed. Due to the characteristics of the qualitative research, the data elaborated with the findings extensively in description of people, situation and interaction within the teaching-learning process. Therefore, the researcher used the descriptive method in order that the data focused on the teaching-learning process by analyzing the teacher's feedback in classroom interaction.

To know the interaction during the process of teaching learning activity, the researcher took the position as a non-participant observer. The researcher observed the activity in the class using observation sheet and video recorder to

collect the data. Besides that, the researcher interviewed some students in order to see their impression during and after the teaching and learning process.

3.2. Setting

The subjects in a study are required to get the needed information. Lodico *et.al* (2006: 266) revealed “Depending on the types of questions asked, the researcher wanted to select the subjects so that they were able to provide the key information essential for the study”. It means that in qualitative research, the researcher selected the subject based on the subjects’ knowledge which was capable of answering the question.

The subjects of this research were an English teacher of SMPN 12 Bandar Lampung and the students of SMPN 12 Bandar Lampung. For the students, the researcher use one class at second grade of SMPN 12 Bandar Lampung which was class VII A consist of 22 students. The subject of the lesson that was given to students in the class was describing things in speaking class and this subject happened in two meetings.

To determine which class was selected as the object of research, these were the following reasons. The first was because of technical notion. The second grade students of this school were in the middle year during length of study in junior high school period. The researcher assumes that they were ideal sample of research due to their junior high school environmental experiences rather than other grades. The first grade was assumed that they still need more adaptation towards new educational circumstances around. Meanwhile, the third grade was considered in the critical year of graduation where they will be judged successful

to pass national exams or not. Hence, the second grade would be the most suitable object of related research. The students that were chosen as the subject is VII A class, which is its top of the class at SMPN 12 Bandar Lampung. From the English teacher's information, almost all the students are an extrovert personality that they very actively speak more than other class in SMPN 12 Bandar Lampung. The researcher assumed that this is the ideal subject for this research.

The English teacher that were chosen as the subject was born in Surakarta December 19, 1963. She has 29 years teaching experience. She had bachelor's degree in 1987 and master's degree in 2004.

3.3. Research Instrument

1. Observation

For the first stage of the research, the research observed and analyzed the activities of both students and teachers during the teaching and learning process. The researcher act as non-participant observer and has taken note used observation sheet form which was develop based on research question.

2. Recording

The researcher recorded the activities and interactions occurred during the teaching and learning process in speaking class. The recording tool using video recorder. It goes the same line with Yu (2009) who said a choice has to be made of whether to record with video or only audio. The choice depends very much on the purpose of the research. If turn-taking mechanism in the interaction was the focused of the research, then many of the relevant information was lost in an audio recording. Then, the researcher transcribed

the data and made the transcription and categorize the data into types of feedback.

3. Interview

To answer the second research question, the researcher interviewed the students to get student's opinion about the process of teaching learning process.

3.4. Research Procedure

To achieve the best result of the research, the researcher planned the procedure of these research on these following steps:

1. Finding the subject of the research. The researcher used one class in the second year of SMPN 12 Bandar Lampung. Since this research focus on the analysis of classroom interaction in speaking class, the teacher and the students' response toward any teaching learning stage become the source of the data.
2. Observing and recording classroom activities to collect the data.
3. Transcribing the conversations.
4. Coding the data.
5. Analyzing the data.
6. Interview the selected subjects based on the feedback's data.
7. Making report of the research.

3.5 Technique of data Verification

In qualitative research, data can be categorized good data if the data were valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies. Those were:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they were accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

In this research, the researcher uses triangulation technique. Cohen (2000:112) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation was to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there were

four techniques in triangulation. Those were: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation was used the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation was made different method to get validity of data.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that was relevant. Here, the researcher was demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the researcher used methodological triangulation to get validity of data. Besides, the researcher collects the data by using observations which was supported by recording and interview which gave

evidence if the participants were people that was proper to be used as subject of research.

3.6 Data Analysis

The researcher used the interpretive analysis of naturally occurring interaction based on Nunan (1992). It is particularly significant for the researcher who believe that the context in which interaction occur is an important variable which needs to be taken into consideration. The first step of the analysis is observing and recording classroom activities, and then transcribing the conversations, coding and analyzing the data.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on important findings from the previous chapter, the researcher comes to the following conclusions.

1. Feedback are viewed by both teacher and students as an important thing in teaching learning process. In terms of the feedback given, the feedback tends to be given personally to the students. It makes the students know what they have achieved and what the students should remedy in learning. The appropriate feedback is given when the teacher gave the feedback by considering the quality of students' speaking performance and considering which feedback are appropriate for the condition. In terms of students' responses toward the feedback, facilitating feedback can motivate students in learning speaking. Furthermore, adjusting feedback with students' characteristics is important to be applied by the teacher. In terms of teacher's and student perception toward feedback used in teaching speaking, the teacher assumed that giving feedback is important part in teaching learning process. The teacher controlled the students especially in their fluency and pronunciation, also in keeping their motivation to try to speak up and helped the students understand what were correct or incorrect and the feedback was expected to help the students know how well their effort in learning speaking.
2. The result of the interview was applied to clarify more details information about student's opinion. Only one student stated that teacher's feedback gave negative effect on her. She said that teacher's feedback makes her not be able to express confidently because of teacher's interruption. For the rest of the students, they said that they were happy receiving teacher's

feedback and saw the feedback as the attention or care that teacher showed for her students.

5.2 Suggestions

Apart from the conclusions, the researcher would like to propose some considerable suggestions as follows:

1. For the teacher, it is suggested that in giving feedback, the teacher should understand the types of the feedback.
2. In term of video usage, it is suggested to use more than one video recorder to observe teaching and learning process in the classroom, so the researcher can look in detail the interactions between one student and another students.
3. From this research, other researchers could figure out that choosing some appropriate kinds of feedback which were able to improve students' performance was very essential. Despite this, there was limitation of these findings. The findings cannot be applied in all circumstances. The findings would be different if the teacher is different or the lesson is different. From this research, the researcher hopes for future research to conduct a research that investigate more about kinds of teacher's oral feedback with different field and participant to enrich the reference about kinds of teacher's oral feedback.

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