

## **Analysing teacher's feedback used by an English teacher of Efl in senior high school**

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**Abstract** - This research reports an analysis of giving feedback from the teacher to the students after showing their speaking performance in the classroom. Data were collected from a teacher and six students through interviews and documentation. These six students are chosen from the high, medium, and low level based on their score and their performance in the class. Data analysis discovered that the teacher concern with giving explicit, clarification requests, elicitation, and repetition feedback. In giving feedback the teacher focused to correct how they pronounce the words and how they arrange the sentence grammatically. In addition, giving online feedback has several benefits for both the teacher and the learner. For the teacher giving feedback can tell the teacher how about students' minds. Knowing the students' minds will help the teacher to choose the style in teaching. Then for the students, getting feedback also give them many benefits. These are: Students can communicate more with the teacher, students will be more confident, students will be more motivated to speak English, a student can realize their mistake, students can revise the mistake, a student can decrease their mistakes, then a student can develop their speaking.

**Keywords:** Efl, speaking performance, teachers' feedback, teaching and learning of English

## 1. Introduction

Being a foreign language, English becomes a little bit a problem for the students. The student will be easier to face English when the student often uses the English language in their daily activity. Using English as their activity can be applied as their communication. Hence, English as a language has a big role in communication. And communication is an essential part of our life. Rahmat and Munir (2018) mention that by having communication people can tell what they think, what they want, people can get or give information to other people. Having good communication people will have good interaction too. Making English a part of communication, students have to study English to make sure that they use English appropriately. Before teaching English lessons an English teacher will prepare the thing to support the teaching such a lesson plan. The teacher has to prepare the technique that will be used in teaching. Enthusiastic English language teaching (ELT) teachers are always searching the innovative and effective technique which can contribute to the overall increasing of their students' learning and their performance (Klimovaa, 2015).

Language is a habit then students have to make speaking English their habit but many factors that make them do not make it a habit. Some of these factors explained by Rahmat and Munir (2018) students factors that make them do not like to speak English as individuality is like insecurity or language ability to speak in the target language itself. Therefore the teacher should give speaking activity in class to rather force the student to speak English. In performing speaking skill student sometimes make some errors in their speaking. Verbs or adjectives; and phonological errors, grammatical errors such as the incorrect use of preposition, pronoun or tenses; lexical errors such as nouns, these are the parts in which students sometimes make an error when they are speaking English (Solikhah, 2016). Here the role of the teacher's feedback is needed. In giving corrective feedback, the Teacher just chooses some techniques to give feedback to the student. explained Feedback on oral tasks can be given in a number of ways. The teacher can write individual notes to students, recording mistakes he/she heard from those particular students with suggestions about where they can find the true one about the language – in dictionaries, on the internet, or grammar books. In another way, the teacher can put several of the mistakes that the teacher has recorded up on the board and ask students whether they know the correct one or not. Or, the teacher can write both correct and incorrect words, phrases, or sentences on the board and ask the students to decide which is the correct one.

Teacher feedback is important to the improvement of student performance. The student can learn from the feedback that has been given by the teacher. Related to Gholamreza (2013), providing feedback has been regarded in the development of language learners' overall competence in a wide variety of contexts greatly. In addition, Sims-Knight (2001) explains the extensive evidence on the effectiveness of feedback on learning, feedback will be a minor role in real classroom situations when the same maximal feedback conditions are finally tested carefully for retention or transfer, at the end they are less effective than conditions with less feedback. After that feedback can draw attention away from the learning task, then teaching students to provide their own feedback and explanation is an effective alternative and the last,

informational feedback is perfectly and definitely effective in domains with clear right or wrong answers when it is tested immediately after the training.

In recent years, researchers have become increasingly about feedback in English teaching and learning. A central issue in teaching English as a foreign language is the topic that finally interests some researchers who often make research on it. Many recent studies have focused on teaching speaking of English as a foreign language. Many researchers have examined giving feedback in speaking English class although different conclusions have been made. The importance of feedback in teaching and learning is really important (Klimovaa, 2015). The research on Corrective feedbacks used by the English lecturer in speaking class was done by Solikhah (2016). After that Schwarz (2015) made research under the title “The Art of Giving Online Feedback”, in which he explains several ways to give feedback to the student via the internet. The modern and technology-based way of providing feedback which can eventually help students in improving their learning experience. This can also help in professionalizing the teaching of lecturers in higher education (Mamoon, 2016). Based on the mentioned previous researches, this little research concerns and focuses on how teacher feedback used in a speaking classroom.

## **2. Method**

This research used a qualitative approach because the aims of this present research are to recognize and analyze the teacher’s feedback in student EFL student speaking classroom and the implication of the feedback that given by the teacher. Relate to Creswell (2013) Qualitative research is an approach to explore and understand the meaning ascribed by individuals or groups to a social or human issue. The researcher process involves some questions and procedures. Relate to earlier theory. The researcher deduced these approaches is describing the social and human phenomenon.

In this research, the researcher used the basic interpretative study as the research design because the basic interpretative study is a suitable design for this research. Based on Ary (2010). explained that the aim of the Basic interpretative study to understand descriptions of experiences, processes, phenomena, or perspective experience of participants. This research more focuses on what than how or why something happened.

The researcher conducted the research site in a senior high school in Karawang, West Java. This school was chosen by the researcher hence the accessibility of the school. And the school location is not so far from campus and my place. Thus, the school can be reached easily and the researcher can cope with administrative easily for conducting the research in that school.

The research participants are resources that can explain information and help widen the theory. According to Creswell (2013), the information of the research can be based on words from a small number of individuals so that the participants’ views are obtained. Then It explores the common experiences of individuals to develop a theory, individual stories to describe the lives of people, and the shared culture of a group of people. Then the researcher took the teacher and students in the tenth grade of senior high school to obtain the data on the interview. Then the researcher intentionally selected six participants from the site to cover the high-, middle-, and

low-achiever students relate to their achievement in English subjects. In conducting this research, the researcher uses some instruments the instruments are interview and documentation. The researcher use interview for gathering the data and to avoid the information which maybe will be missed then the research also use the documentation for completing the data. The data collected will be analyzed through several steps. Those are observation, interviews, documents, and records. Based on Braun and Clarke (2006) thematic analysis describes such an iterative process as to how to go from messy data to a map of the most important themes in the data. There are six phases in thematic analysis, those are (1) familiarize with data, (2) generate initial code, (3) search for themes, (4) review themes, (5) define and themes, (6) produce the report.

### **3. Results and Discussion**

Since speaking skill becomes one of the problems in learning the English language, then many people try to solve the problem. The teacher is the facilitator of the learning process in the class search and tries to apply the method to help the learner. The English teacher uses the feedback in learning the speaking part. In addition, analyzing the feedback given by the teacher could be an appropriate way to know what kind of feedback the teacher gives to the student in learning speaking English. Giving online feedback has several benefits both the teacher and the learner. For the teacher giving feedback can tell the teacher how about students' minds. Knowing the students' minds will help the teacher to choose the style in teaching. Then for the students, getting feedback also give them many benefits. These are: Students can communicate more with the teacher, students will be more confident, students will be more motivated to speak English, a student can realize their mistake, students can revise the mistake, a student can decrease their mistake, then a student can develop their speaking. The kind of feedback given by the teacher is, The first is explicit. Explicit is asking the student to repeat the utterance correctly. The second clarification request. The teacher asking the student to repeat the utterance clearly. The third is elicitation the student to say the correct utterance by completing the teacher utterance. The fourth and the fifth is about repetition The fourth is repeating part of the student's utterance which consists of error utterance correctly.

The fifth is repeating a similar utterance with the student utterance. This fact obtained from the result of interviews with teachers and students. A study by Lyster and Ranta (1997; cf. Lightbown & Spada, 1999) tells that there are six different kinds of feedback on error provided by the students' immediate responses and teachers to them (called uptake). Those feedbacks are clarified in the following explanation.

The first is an explicit correction. The explicit correction of corrective feedback points to the explicit provision of the correct form. By providing the correct form, clearly, the teacher marks that the students have said utterance incorrectly.

The second is recast. It requires the teacher's reformulation of all or part of the student's utterances excluding the error. They are commonly implicit in the way that they are not showed by phrases.

The third is a clarification Request. This kind of corrective feedback is usually used when there are linguistic troubles in the learner's turn as well as their responses and also when the learner's utterance is not completely comprehensible. Unlike explicit recast and correction, clarification requests can indicate troubles incomprehensibility and usually present in the form of a question.

The fourth is metalinguistic feedback. This type of corrective feedback at least consists of three moves: information, comments, or questions according to the well-formedness of the student's utterance, without explicitly providing the right form. It makes the students analyze his/her utterance linguistically. Generally, it refers that there is an error somewhere.

The fifth is elicitation. It refers to at least three techniques that teachers usually use to directly elicit the correct form from the students and the participants. First, teachers elicit completion of their own utterance

The sixth is repetition. Repetition points out to the teacher's repetition, of the student's incorrect utterance, in isolation. Teachers, mostly adjust their intonation to highlight the error. The teacher repeats the student's incorrect utterance to attract his attention to it.

The teacher gives the students feedback at the second or the third performance. Because the teacher will make sure about the students' mistakes. And checking their mistake correctly. Then the teacher can deliver the feedback well to the student. At their second or third performance, the student will get the teacher feedback indirectly. When the researcher asked the six respondents (students) about the importance and the need of getting feedback. And all of them said that getting feedback from the teacher is important and it is one of their need. Not only giving the corrective feedback but also the teacher give the reward feedback. The reward of the feedback that often given by the teacher such words from the teacher that appreciate and supports the student. The words are like an excellent, good job, great and etc. the part of speaking that commonly being corrected is about how they pronounce the words and how they arrange the sentence grammatically.

A study by Lyster (1998) Classifies three categories of student speaking errors that lead the instructor to provide corrective feedback. These are phonological errors (e.g. mispronunciation, the inclusion of other components, silent letter pronunciation, etc.) and grammatical errors (e.g. genders, tenses, the morphology of the verb, negative for, etc.) and lexical errors (e.g. improper choice of objects, incorrect derivation, etc.).

The teacher has limited time to teach the student how to pronounce words. Finally, at the same time, the teacher gives feedback about pronunciation and gives a little bit of understanding about pronunciation. And about their grammatical sentences, actually, they have understood the use of grammatical in their writing. Unfortunately, they have less understanding of the use of grammar in their speaking performance.

#### **4. Conclusion**

Relate to the findings and discussion, it can be known there are two points of conclusions. The first point of conclusion is concerning what kind of feedback the teacher gives to the student in speaking performance. There are five feedbacks that

the teachers give to the student after seeing their speaking performance. Those are explicit, clarification requests, elicitation, and part of the repetition. Explicit is happening when the teacher asks the student to repeat the utterance correctly. The clarification request is asking the student to repeat the utterance clearly. Eliciting is instructing the student to say the correct utterance by completing the teacher utterance. The last is about parts of repetition. Those are repeating part of the student's utterance which consists of error utterance correctly and repeating a similar utterance with the student utterance. Giving feedback to the students is needed for the students and the teacher. Because this process gives benefits both the teacher and the student. By giving feedback, the teacher will know-how about a student's minds, then it will help the teacher in choosing the style of teaching. The students also get many benefits by getting feedback from the teacher. The first is students can communicate more to the student. The second is students feel more confident to speak English. The third is getting feedback motivates the student to speak English. The fourth is students can decrease the student's mistake while speaking. The last is getting feedback can develop their speaking. It can be concluded that giving feedback to the student in learning speaking can be implemented in the processes of learning and teaching English.

The second point of conclusion is about how feedback given to the students. Not only giving the corrective feedback but also the teacher give the reward feedback. The reward of the feedback that often given by the teacher such words from the teacher that appreciate and supports the student. The words are like an excellent, good job, great and etc. the part of speaking that commonly being corrected is about how they pronounce the words and how they arrange the sentence grammatically. The teacher gives the students feedback at the second or the third performance. Because the teacher will make sure about the students' mistakes. And checking their mistake correctly. Then the teacher can deliver the feedback well to the student. At their second or third performance, the student will get the teacher feedback indirectly.

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