

**TEACHER'S FEEDBACK IN TEACHING SPEAKING IN THE SEVENTH GRADE  
OF SMPN 4 PONOROGO**

**(A Case Study)**

A THESIS



By:

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## ABSTRACT

**AINI, LULUK RAHMATIA TRISNA. A**, 2020, *Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo*. Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Pryla Rochmahwati, M.Pd.

**keywords:** *Teacher's Feedback, Teaching Speaking*

Teaching speaking needs several strategies which should be applied by English teachers in focusing students' English skills. However most teachers applied the strategy that based on students' mind is confusing. Actually the students do not need complicated strategies from their teachers. They just need reward and appreciation to motivate themselves in upgrading their speaking ability. Due to the explanation above, the study focuses on teacher's feedback as students' reward and appreciation in increasing students' speaking ability. This research was conducted for several purposes. They are: 1) to know the implementation of teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo, 2) to know students' response to the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

Qualitative research was conducted by applying case study research method. In this research, the researcher analyzed the data through data reduction, data display, and conclusion and verifications data. It is a methodological on data analysis which involved an interview both the English teacher and the students, an observation during activity in teaching-learning process, and a documentation which supported a valid data. Then the English teacher and the students especially 7G and 7H classes of SMPN 4 Ponorogo were the source and the object of this study.

The findings clarified that: (1) the English teacher implemented this feedback by giving tasks and inviting performance. Starting by the teacher chose the task and read the task to give the example of how to pronounce the words. Then the students should immitate it and improve their speaking of what they have took from the text in front of the class. While enjoying the students' performance, the teacher took the scores and gave the feedback. It concluded on oral and written feedback. Something difference on this point than other points of feedback, the teacher applied on excellent point which is same as 10 score in 1 point. Focusing on lower students to motivate their English skills and upgrading the students (the middle and the upper one) were the teacher's goal in this strategy implementation. (2) the students' response was very positive. It is shown when the researcher looked at the students were very active during doing the assignments. Through this feedback, the students can get several points in learning English such as feeling motivated and appreciated, getting an active assessment, and geting additional scores to upgrade their low scores.

In the end, the researcher concluded that the teacher's feedback applied positively in increasing students' speaking ability. Feeling motivated and addicted were the approval on this study. Through this strategy, both the teacher and the students can achieve the goal of teaching-learning process.



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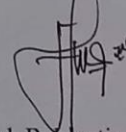
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# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

Language is a sword in knowing the difference and understanding others' to communicate with each other in getting information commonly. English itself has become a trending language in this era, called an international language. In Indonesia, English is not a stranger anymore because most people learn about English whether it is used for studying or working. According to Crystal that English has a role as an International language or global language because it is learned and being a communicative way in every country as a first language, second language, and foreign language.<sup>1</sup> It can be an effective communication section to get and to give the information. The impact of English as a global language is the English mastery in new employee recruitment, exactly in mastery kinds of language skills for companies.<sup>2</sup> As a result of the education can develop as fast as being changed this era and the students will not miss tomorrow at all.

Knowing that English has been in every level of education whether it is informal or formal classes such as kindergarten, elementary school, junior high school, senior high school, university, course until the department of a big firm. All of them need English for communicating with each other in a small community or a large community. Simply English is a very important one which is always is looked for by many people in developing their next target. Specifically, students like junior high school are supposed to be active in learning English in class. It is not about theoretical materials that students get

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<sup>1</sup>Crystal, *Peran Bahasa Inggris Sebagai Bahasa Global*, (Maret:2003)

<sup>2</sup>Lia Amalia Nirmawati, *Improving Students' Speaking Skills Through Speaking Board Games Grade VII of SMPN 13 Yogyakarta in the Academic Year of 2013/2014*, (Yogyakarta:2015), 1.

in a class with their teacher but practicing makes them more productive than one who never studies English.

Talking about English, it contains several skills which should be owned by beginners such as reading, writing, listening, and speaking. There are four skills in the English language one is receptive and another is the productive skills.<sup>3</sup> In receptive skills, it includes two skills; listening and reading skills and in productive skill; speaking and writing.<sup>4</sup> Happening in class owning those skills is very complicated because several students assume that English is difficult, bored, and confused. Moreover talking about productive skills (writing and speaking) which are full of practice is important in developing English. When talking about theoretical, English comes to receptive skills (listening and reading) thought by the teacher in class. So it is not enough even only theory in class, but the students need practice in increasing their ability through having productive skills in themselves.

Speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it.<sup>5</sup> It means that in daily naturally, we speak up to produce a communicative interaction. Speaking becomes a common skill used by learners in enhancing their English ability. Speaking is no doubt the hardest skill to be understood.<sup>6</sup> It helps many people to practice through understanding fluency, vocabulary, pronunciation, and also the English structure. Being speakers are not forced by being fluent and great pronunciation but the point of it is knowing, understanding, and responding to the topics that is being talked about. On false assumption that speaking is difficult, the other hand speaking is easy because of having a freedom in exploring the

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<sup>3</sup>Ganesh B. Mundhe, *Teaching Receptive and Productive Language Skills With The Help of Techniques*, (Pune Research: An International Journal in English), Vol. 1, Issue. 2, 2015, 1.

<sup>4</sup> Ibid., 1.

<sup>5</sup>Kathleen M.Bailey, *Practical English Language Teaching Speaking*, The McGraw-Hill Companies, Avenue of the Americas: New York, 2005, 2.

<sup>6</sup>Agung Darwanto, *Strategies for Developing Speaking Skill Used by Students of English Education Department: a Case Study*, (Surakarta: Februari, 2014), 1.



ideas. It does not need a complete grammar structure that makes it more confused before talking. Students may also learn from classmates and from outside the classroom.<sup>7</sup> This case the teacher is going to be partner of the students when their classmates haven't known about the topics, the vocabulary, the pronunciation, and the written structure on theory. In oral classes, students are also trained to use different types of communicative strategies.<sup>8</sup> The strategies as like the tricks that the teacher applies in the classroom, one of them through giving feedback in upgrading their outcome in learning results. Then to help improve students' oral fluency needs a variety of activities aimed at encouraging free expression.<sup>9</sup> The result the students are more active in practicing naturally by the teacher's help. This means that teacher's strategy is needed in teaching-learning to get students' progress. So, through those clarifying that speaking skill should be owned by students especially for English beginners. It aims to control and handle the target of the learning process.

Teaching speaking needs many strategies in catching students' attention in class. It is not easy when talking about this skill, because students are still less in practice. Teaching has a basic meaning as the process to give information to the students. When teaching activity is happening, the teacher is also transferring knowledge, message, or skill to the students and at the same time also occurring interactive processes between teacher and students.<sup>10</sup> Even though crowded class does not guarantee that the class is very active speaking English, but in this classes teacher's role should be applied this situation into effective learning like inviting students to communicate in English such as permission going to the toilet, permission going to the office, asking teacher's repetition or other

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<sup>7</sup>Endang Fauziati, *English As A Foreign Language: Principle and Practice*, Pustaka Utama, Februari:2015, 102.

<sup>8</sup>Ibid., 102.

<sup>9</sup>Brian Abbs and Ingrid Freebairn, *Blueprint Upper-Intermediate*, 5.

<sup>10</sup>Matius Ganna. Dkk, *Teachers' Strategies in Teaching Speaking (Case Study of an English Teacher in SMAN 1 Toraja Utara)*, 3.

cases. So the teacher is able to catch their attention in every activity they do. Even the students' practice is in a very limited sentence but they try to practice what they can. Meanwhile, the teacher should always be students' example and a reminder when they try not to obey the instruction.

In the act of the year 2005 on Teachers and Lecturers, it is stated that teachers have a strategic function, strategic role, and existence in national development, especially in education.<sup>11</sup> Thus clarifying that in education, teachers' role especially is more needed. Several strategies, several tricks, and several ideas are able to apply in the teaching-learning process. This study clarifies that teaching speaking is not easy anymore so it needs more tricks to get students' attention in catching target of learning English. The goal of teaching speaking skills is communicative efficiency.<sup>12</sup> This means that the students are supposed to be able to understand several points of communication like fluency, sentence structure, pronunciation, and other points in enhancing oral production to help in applying the communication environment.

The strategy that talked above like giving feedback through oral or written. Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.<sup>13</sup> It is conceptualized as information provided by an agent (eg; teacher, peer, book, parent, self, and experience) regarding aspects of one's performance or understanding.<sup>14</sup> Students are very satisfied with getting rewards like scores or gifts because it is able to motivate them after doing assessments and to motivate them to do the best next performance. Nobody does not like being cared for by the teacher through giving feedback in learning. Another getting support the students are able to get correction

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<sup>11</sup>Suwarsih Madya. Dkk, *Reforming Teachers Towards Educational Equality and Quality*, Ministry of National Education, Jakarta, 2007, 110.

<sup>12</sup>Ibid., 101.

<sup>13</sup>John Hattie & Helen Timperley, *The Power of Feedback*, *Review of Educational Research*, vol. 77, No. 1, 81.

<sup>14</sup>Ibid., 82.

explanations in materials that they have done. It aims to upgrade their ability in learning English and to correct their mistakes, so they will know whether it is correct or not and they will not repeat the same mistakes. When the feedback is given routinely, the target in teaching-learning will occur. Then the teacher is able to share knowledge theoretically and psychology and the students are able to catch the materials easily through getting correction and motivation also always upgrading themselves in learning English.

Observing that teacher's feedback which is applied to teaching-learning is an "Excellent" form. Through that feedback, the students' assignments are able to be corrected by the teacher's correction to get a better performance next and better result of learning. The "Excellent" point is very influential for the students' upgrade scores and feels motivated to study anymore.<sup>15</sup> Based on some previous research which is concluded by the researcher to expect more detailed information of several teachers applying this feedback as to their strategy in the teaching-learning process. First, students feel appreciated in it because it upgrades students' academic psychologically and educationally in writing focused. Second, focusing feedback for students in speaking skill conduct some components like pronunciation and vocabulary using kinds of feedback themselves such as evaluative feedback and descriptive feedback. Offered some reasons like more motivating and increasing students' character in speaking. Knowing that feedback is able to apply in teaching writing or teaching speaking or other skill aspects which is something needed for the students.

In addition, to give feedback teacher's role is a motivator which should be known before what motivation is. It is very needed in every learning because in the teaching-learning process the students are going to have an easiness or a difficultness in catching materials. logically when the students are at home, their motivation is their own parents

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<sup>15</sup>Observation of researcher in SMPN 4 Ponorogo.

but when they are at school, their motivation absolutely is their teachers. Sometimes the teacher has a private time to make conversation with the students who have a little bit problem in the learning process whether it is academic or non-academic.

Motivation is not synonymous with achievement and the students' motivation can not necessarily be inferred by looking at the achievement test scores.<sup>16</sup> It is a contribution to give self-motivated whether it is for outcome learning or income learning in teaching speaking after giving feedback. During the class, the students must have the motivation to motivate themselves perhaps when they get a bad score or they are in difficultness of doing assessments. But this case, the teacher has a role to give motivation to the students by giving feedback in their assignments during the learning process. That way is very effective in upgrading especially for students' academics.

Knowing several theories and explanations about the teacher's strategy in upgrading students' oral enhancement above in two classes of the seventh grade (7G and 7H).<sup>17</sup> Practicing English is always done by the teacher to habit the students everyday even though only several students practice but they need process to catch the goal of learning English. It happens in students' speaking habit in class through teacher's strategy in giving feedback to motivate students and correct their assignments. So, the students are able to speak up while being corrected by the teacher within the feedback way. Thus, the researcher conducts this research to be observed titled "TEACHER'S FEEDBACK IN TEACHING SPEAKING AT THE SEVENTH GRADE OF SMPN 4 PONOROGO".

## B. Focus of the Study

The researcher focuses to conduct a deep exploration of the implementation and the students' response on teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo in academic year of 2019/2020.

<sup>16</sup>Carole A.Ames, Motivation: What Teachers Need to Know, the University of Illinois at Urbana-Champaign, 1.

<sup>17</sup>Observation of researcher in SMPN 4 Ponorogo.

### C. Statement of the Problems

Regarding the background and research focus, the statement of the problems are formed into:

1. How is the implementation of the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo?
2. How do students' response to the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo?

### D. Objective of the Study

According to the statement of the problem, these are the objectives of this research described by the researcher:

1. To know the implementation of teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.
2. To know students' response to the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

### E. Significance of the Study

The finding of this research is an expected contribution given both theoretical and practical, the researcher clarifies how important this research into both;

#### 1. Theoretical Significance

The result of this research is an expected contribution given by the teacher about how important teacher's feedback and students' response after being given feedback itself in the teaching-learning process. Moreover, it is in teaching speaking which is to enhance the students' oral performance.

## 2. Practical Significance

### A. For the English teachers

The teachers will know students' response whether it needs a long time or a short time on getting the better result of being given both oral and written feedback. Then understanding what strategy that is more comfortable in enhancing students' English ability. Through it the application of strategy will give positive impact on both teachers and the students. In addition the teacher can know several strategies that should be applied on teaching-learning process.

### B. For the students

The students will know and more understand the way how to get a better result in the next performance. Getting corrections whether it is good feedback or bad feedback, the point of it is increasing their motivation to do not do the same mistakes anymore. They can realize that speaking English is needed on their learning process. Theory is important but practice is more important because through that activity the students have an effective communication surely.

### C. For the institution

The institution can get better models of learning that are applied in every class in giving such as an evaluation learning through teacher's feedback whether it conclude oral or written feedback. The aim is to give better learning to the students after they do some assignments. The students can feel appreciated in every aspect even though it hasn't been good enough but the teacher will always motivate them.

### D. For the readers

The researcher hopes to give a recommended contribution to readers, particularly the students and the teacher of SMPN 4 Ponorogo itself to enhance this model learning in speaking achievement. Through the feedback, the readers can

apply in activity class to have active students and to get successful goal in teaching-learning English process.

#### E. For the future researcher

Hopefully, the researcher will understand the teacher's feedback in teaching speaking. Knowing how important feedback to be applied in the teaching-learning process, the students need an evaluation of learning to reach their goals through the teacher. Then the researcher should apply the strategy to practice new atmosphere during teaching-learning English process.

#### F. Organization of the Thesis

The organization of the thesis is to make the readers know and understand the content of the research easily. This thesis consists of five chapters;

Chapter 1: In an introduction that confirms the background of the study, the research focus, statement of the study, the objective of the study, and the organizations of the thesis.

Chapter II: Review of the literature. Consisting several explanations in this chapter based on the title which is concluded the explanation theory of teacher's feedback and types of feedback, the theory of using feedback as students' motivation, the theory of speaking and teaching speaking, the component and strategy of teaching speaking.

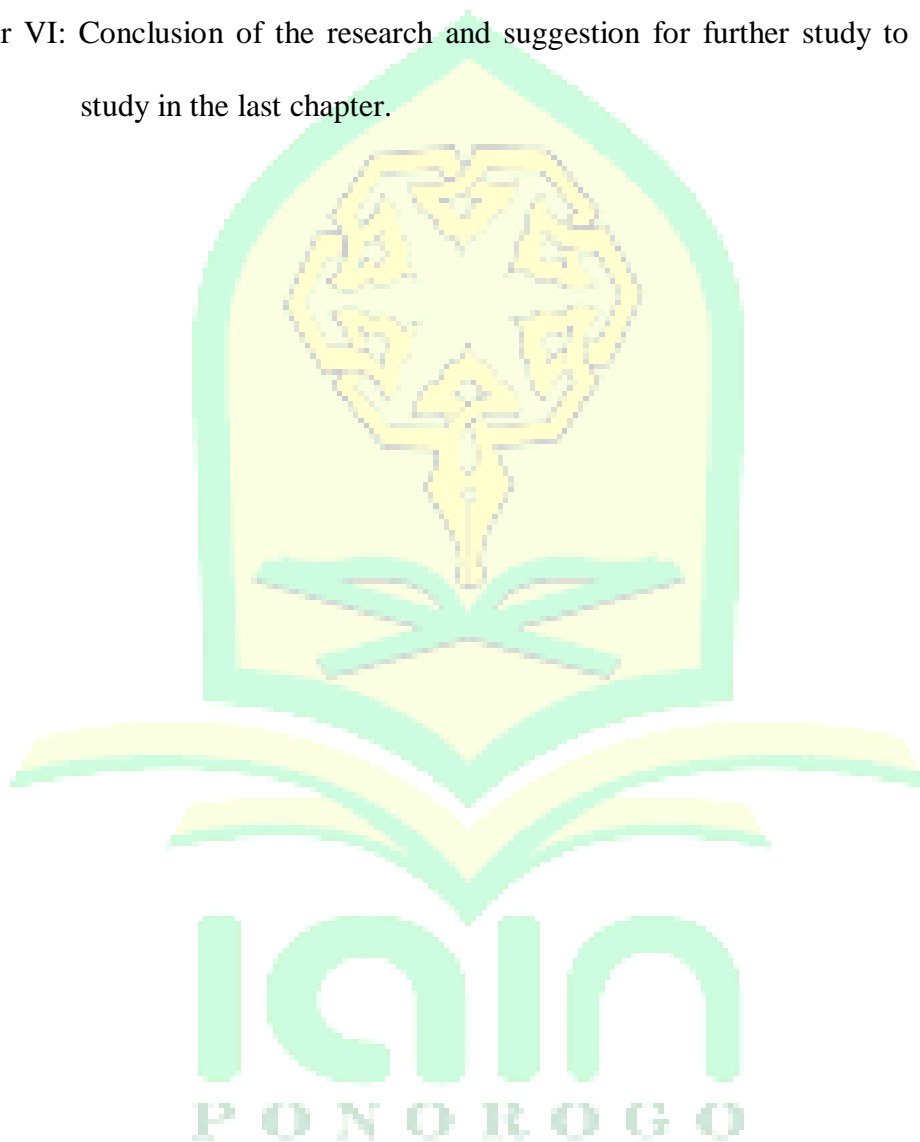
Chapter III: Research methodology. Covering these: research design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity, and findings involving analysis students' response of being applied feedback by teacher.

Chapter IV: Research findings. This chapter is important information because the researcher will analyze the data got. So, the common data are going to appear

in this chapter clearly like the story of SMPN 4 Ponorogo, it's location, the structure of an organization, the list data of students' absence, and the data list of the teachers, vision and mission, and data description.

Chapter V: Discussion. Including data analysis of teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

Chapter VI: Conclusion of the research and suggestion for further study to make better study in the last chapter.





## CHAPTER II

### PREVIOUS RESEARCH FINDING AND REVIEW OF LITERATURE

#### A. Previous Research Finding

On this previous study, the researcher will confirm several previous research which is ever conducted by other researchers before;

First, the previous research finding that can be a consideration theory is taken from the thesis of Universitas Lampung by Silka Samarindo, Hery Yufrizal, and Budi Kadaryanto with the title "Analyzing of Teacher's Feedback Used in Teaching Speaking". Using a case study research design that analyses how verbal feedbacks were given based on Tunstall and Gipps' Typology, the result of the study was the teacher gave seven out of eight feedbacks. Four types of evaluative feedback and three types of descriptive feedback. 44% feedback given to students' pronunciation which total was 86 feedback. The dominant feedback was categorized into descriptive feedback. 41% feedback given to students' comprehension which total was 80 feedback. The dominant feedback was categorized into evaluative feedback. The last, 15% feedbacks given to the students' vocabulary which total was 30 feedback. The dominant feedback was categorized into evaluative feedback. The researcher suggests that in terms of students' responses towards the feedback, facilitating feedback can motivate students in learning speaking. Furthermore, adjusting feedback with students' characteristics is important to be applied by the teacher.<sup>18</sup>

Second, "The Characteristics of Teacher's Feedback in The Grade Nine Students of SMPN 2 Depok" by Wahyu Anggraeni. The research used a descriptive design. It applied

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<sup>18</sup>Silka Samarindo.Dkk, *Analyzing of Teacher's Feedback Used in Teaching Speaking*, (Thesis, University of Lampung, 2003), 1.

an observational method to collect the data. Then the data were obtained through careful observations in the natural setting where the research was conducted. The study involved the teacher and the students of the ninth grade of SMPN 2 Depok in the first term of the academic year of 2011. Observations were done by attending the speaking classes and making field notes of all that happened in the classroom setting during the speaking learning and teaching process. Being helped by an audio recorder, the researcher recorded all the speech events of the classroom community members under observation. This audio recording technique enabled the researcher to preserve the authenticity of the data. To gain comprehensive and accurate data, the researcher crosschecked the data obtained by comparing those data with those which were obtained by interviewing some of the students and the English teacher involved in the research. The researcher also distributed the questionnaire to all of the students in the class. To check the trustworthiness of the data, triangulation was also used. Then the researcher compared and gathered data with other relevant researches and theories and consulted the lecturers involved in the study.

Based on analyzing the teacher's feedback clarified that the teacher mostly gave feedback in the form of explicit corrections. Also, the teacher's feedback focused more on phonological errors, especially pronunciation. The teacher's purpose in giving feedback was (1) providing information for the teacher and the students, (2) providing advice to the students, (3) providing students with language input, (4) motivating the students, and (5) learning students toward autonomy. The end is the result of this study stated that (1) teacher's feedback was objective, (2) teacher's feedback was clear, (3) teacher's feedback was assisting, (4) teacher's feedback was encouraging, and (5) teacher's feedback was proportional.<sup>19</sup>

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<sup>19</sup>Wahyu Anggraeni, *The Characteristics of Teacher's Feedback in The Grade Nine Students of SMPN 2 Depok*, (Thesis, Universitas Negeri Yogyakarta, 2012), 1.

Third, "The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience" by M. Tolkhah Adityas. This study investigated the effect of teacher's feedback in speaking class on students' learning experience in a local context. This study involved sixty-eight participants from three classes in the eleventh grade of MAN Tempel, Yogyakarta. Observational study and survey are the methods utilized to gain the data. Supported by qualitative data, this study attempts to figure out the effect of teacher's feedback in speaking class on students' learning experience. Teacher's feedback motivates the students and informs them about their speaking ability.

The result of the study also indicates that students expected their teacher to give them effective feedback even though when they made an erroneous utterance. This view expectation was viewed as a means to give the students stimulate their motivation to learn. Giving informational feedback too much was regarded as having the possibility to cause embarrassment and other negative learning experiences. Those clarifying that the speaking class gives a balanced amount of feedback. In addition to that, distributing a short and simple questionnaire to the students to find out their personalities and expectations from their teachers in terms of delivering feedback may be necessary.<sup>20</sup>

Stating that the importance of several previous research is related to the similarities and differences of the study conducted in this researcher's observation. First, several previous research clarifies how teacher's feedback is given, the function of feedback to the students' speaking, which types of teacher's feedback are effective in teaching-learning, and most of them have a connection within teaching speaking. So, the researcher can get the point of previous research conducted by the previous researcher that has similarities in how effective teacher's feedback in teaching speaking, understanding the types of teacher's feedback can be given, and known the students' response to get the teacher's feedback

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<sup>20</sup>M.Tolkhah Adityas, *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*, (Thesis, Universitas Sanata Dharma Yogyakarta, 2008), 1.

itself. On the other hand, the difference is in the previous research clarifies teaching writing but if in this study clarifies teaching speaking. So, the researcher consists of stating how the teacher's feedback is given in teaching only. Because of the difference in teaching writing to teaching speaking. It's different from this research. Absolutely when the study clarifies about teacher's feedback in teaching writing means that most of the theory is not different than teaching speaking.

## B. Review of Literature

### 1. Teacher's Feedback

#### i. The definition of teacher's feedback

Feedback is an information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help learners improve specific points, or to help their learning.<sup>21</sup> Feedback is students' help to upgrade good scores. Then the students are able to get an input of their working and to practice in a correct source as their output in learning. Feedback can be immediately, during activity, or delayed, at the end of an activity or part of a learning program and can take various forms.<sup>22</sup> So the teacher is able to choose effective feedback given to the students whether the situation class is possible or not. The common activity that is used when the students perform in front of the class, the teacher notes it and the feedback is going to give after finishing their performance. So, the students can still continue talking without being disturb and the students can listen well about what the feedback given on the better performance next.

Feedback as any information from on the result of the students' effort which is feedback to the students and it functions as the correction and identification of the students' errors and also as the source of positive reinforcement of the correct

<sup>21</sup><https://www.teachingenglish.org.uk>, British council, London.

<sup>22</sup>Ibid.,

utterances which make the learning result permanently available.<sup>23</sup> Because all students need teacher's help in knowing whether their answers are correct or not and if without giving the feedback, they will not repeat the same mistakes. Inside of it, learning speaking skill based on students' statement that is a very common mistake because they are still on process. They can not practice without partners to back up their willing in English especially. So, in upgrading English skills. Both English teachers and the students should support one another to improve an effective learning process.

## ii. Types of teacher's feedback

There are seven types of corrective feedback in the teaching-learning process, according to Federation University website:<sup>24</sup>

### a) Informal Feedback

It occurs any time as it emerges spontaneously at that moment or can be called as direct feedback. So, the teacher can correct directly especially in class during the lesson and the students catch the input of correction. The result the students are able to better perform or getting good output next.

### b) Formal Feedback

It is planned and systematically scheduled into the process.

### c) Formative Feedback

Monitoring students learning to provide ongoing to improve their teaching and by students to improve their learning.

<sup>23</sup>M.Tolkhah Adityas, *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*, (Thesis, Universitas Sanata Dharma Yogyakarta, 2008),31.

<sup>24</sup><https://federation.edu.au/staff/learning-and-teaching/teaching-practice/feedback/types-of-feedback> (Australia:2020)

d) Summative Feedback

It consists of detailed comments that are related to specific aspects of their work, clearly explaining how the mark derived from the criteria provided, and additional constructive comments on how the work could be improved.

e) Student Peer Feedback

No longer need the teacher to be the only experts within a course. This time, the students are able to give quality feedback which is highly valued by peers.

f) Student Self Feedback

Helping the students by applying this feedback, reaching autonomy teachers can explicitly identify, share, and clarify the learning goals and successful criteria; model the application of criteria using samples; provide guided opportunities for self-feedback; teach students how to use feedback to determine next steps and set goals; and allow time for self-feedback/reflection. So, this feedback can improve their own self in vocabulary, pronunciation, and written structure in English. The teacher is their reminder (guide), motivator, and facilitator in this case.

g) Constructive Feedback

It is specific issue-focused and based on observations. It has two varieties: praise and criticism are both personal judgments about performance effort or outcome, with praise being a favorable judgment and criticism, an unfavorable judgment.<sup>25</sup>

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<sup>25</sup><https://www.Dummies.com/bussiness/human-resources/employee-relations/giving-constructive-feedback/>

Another source of types of the teacher's feedback that have been studied by other researcher<sup>26</sup>

### 1. Oral Feedback

Oral feedback occurs when the students practice to speak up and after that, the teacher corrects their mistakes by saying;

#### a. Direct Corrective Feedback

The teacher corrects students' work by giving the right answer orally.

#### b. Indirect Corrective Feedback

The teacher gives the same sentence to make students easy to understand when they revised.

### 2. Written Feedback

In written feedback teacher does not give feedback oral but written on students' work which students should collect the worksheet and being corrected by the teacher.

#### a. Direct Corrective Feedback

The teacher corrects directly by circling and crossing the error words giving the right answer.

#### b. Indirect Corrective Feedback

The teacher's feedback does not need the right answer by circling and crossing the error words because the teacher wants students' active to ask by themselves. It has been divided more into two kinds of indirect corrective feedback;<sup>27</sup>

<sup>26</sup>Siti Rohmah Amadise Rismawati, Education thesis: *Feedback Given By The Teacher on Students' Writing at The Seventh Grade of SMPN 2 Juwiring*, (Surakarta:2018), 4.

<sup>27</sup>Sanja Hadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden* (Sweden, Degree Project, 2016), 11.

### 1) Coded Indirect Feedback

The errors are underlined and the teacher writes a symbol above the error in order to help the students determine what the error is.

### 2) Uncoded Indirect Feedback

The teacher underlines or circles the error and does not give the correct answer or symbol to indicate the error.

### iii. Significance of feedback

Some of the purposes of feedback itself are to motivate the students and to provide students' information.<sup>28</sup> The students are supposed to respond to the teacher's give and they are able to get the explanation from the result to be corrected. It is one of the current concepts in the learning process. Several goals are clarified according to Marilyn. L:

- a. Feedback is the way teachers specify the learners' language. It provides students information about the development of the class. in the learning process, feedback is considered as continuous by an evaluation which is more beneficial than marks. Different from marks that have an inclination towards comparing one student to another, feedback informs students' progress or decrease. It also becomes the medium for teachers to provide the correct model.
  - b. Feedback consists of hints the students can use to improve their language skills. It will give beneficial commentary rather than any simple explanation which is usually delivered in the class.
  - c. Feedback informs the students about their current language skills. Through feedback, teachers can deliver significant language learning tips to the students orally or in a written form. Students will learn new vocabulary and correct
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pronunciation and sentence structure from the model which is delivered through feedback.

- d. Feedback can be a beneficial stimulus to the students. It can arouse the students' motivation better than giving marks or grades. Throughout the teaching and learning process, a teacher can understand the different characteristics of the students. Therefore, by using feedback the teacher can encourage students to study and to use the language to the best of their ability.
- e. Feedback can guide students to students' independence of learning. it aims to guide students to find their own mistakes. Since feedback provides the students with the correct forms, then the students are hoped not to make the same mistake in the future. What they have to do is to take time and think of what they are going to say. Therefore, teacher's feedback can be the medium to the students' self-correction in the future.<sup>29</sup>

## 2. Speaking

### a) Definition of speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>30</sup> It is not about the sound of symbol and word but according to Ulfania Dwi Handayani on her thesis stated that speaking is a tool for communicating ideas which are arranged and developed in accordance with the listeners' need.<sup>31</sup> It needs at least two people, the first person as a speaker and the second person as a piece of receptor information. Rini Susanti's ideas on her proposal written the result in transactional and interaction in social

<sup>29</sup>M.Tolkhah Adityas, *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*, (Thesis, Universitas Sanata Dharma Yogyakarta, 2008),16.

<sup>30</sup>M.Bailey, Kathleen. *Practical English Language Teaching Speaking*. (New York: Megraw-Hill Education), 2005.

<sup>31</sup>Ulfania Dwi Handayani, *English Teacher's Strategy in Teaching Speaking*, (Thesis, IAIN Ponorogo, 2019), 24.

relationship to convey ideas and new information, that means interaction is the key element to improve EYL students' speaking.<sup>32</sup> So, practicing speaking English can improve the English ability to take and give information to each other.

Speaking in English is a crucial skill to function in any aspect of a global transformation.<sup>33</sup> It is likely to be in any aspect of modern life.<sup>34</sup> Thus, having speaking skill should be owned by learners to communicate with one another naturally. Students who are able to speak up probably can be more confident and fluent than other students who are not.

In teaching speaking there are three reasons why the students need to give speaking tasks to improve their command.<sup>35</sup>

1. Rehearsal : Getting students to have a free discussion outside the classroom.
2. Feedback : Speaking task where students are trying to use all and any language they know provide feedback for both the teacher and students. Speaking activities can give them enormous confidence and satisfaction and with sensitive teachers, guidance can encourage them to further study.
3. Engagement : Good speaking activities can and should be highly motivating if all students are participating fully and the teachers have set up the activity properly and can give sympathetic and useful feedback, so they will get tremendous satisfaction from it.

<sup>32</sup>Rini Susanti, *Language Fair Activities As an Effort to Enhance Students Speaking Skill (Case Study At Al-Mawadah Islamic Boarding School In Academic Year 2017/2018)*, 7.

<sup>33</sup>Ulfania Dwi Handayani, *English Teacher's Strategy in Teaching Speaking*, (Thesis, IAIN Ponorogo, 2019), 22.

<sup>34</sup>*Ibid.*, 22.

<sup>35</sup>Jeremy Harmer, *How to Teach English An Introduction to The Practice of Language Teaching* (England: Addison Wesley Longman, 2001), 1870.

## b) Purpose of speaking

Speaking makes someone understand what is the meaning of each utterance word told through getting information. According to Jeremy Harmer, the ability to speak fluently presupposes not only a knowledge of language feature but also an ability to process information and language "on the spot".<sup>36</sup>

All learners produce speaking skill as the product skill for doing the interaction process. In teaching-learning theory focuses on input the materials but practice focuses on output the material to the real life-social context. The speakers are supposed to talk directly and naturally even though the way to speak is not a native accent. At least trying to do the process in learning everything.

## c) Types of speaking

According to Brown, there are some types of speaking to provide on speaking performance in class:

### 1. Imitative

Focusing only on some particular element of language forms like the students' pronunciation or the intonation than the ability owned. A possible sentence on focusing on students' pronunciation than the ability to convey meaning. Luckily if this observation conducted in the seventh grade in order that the teacher wants to apply in enhancing student's speaking achievement and the students are young educators which are going to be easy if they catch the language and being it their habit. That is the target learning of the teacher.

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<sup>36</sup>Jeremy Harmer, *The Practical of English Language Teaching* (USA: Longman, 2009), 269.

## 2. Intensive

This type of employee in the assessment context is the production of short stretches of oral language. A narrow band of grammatical, phrasal, lexical, or phonological relationship is gathered on this second type of speaking.

## 3. Responsive

This responsive type stated that both teacher and students who is implemented it on question-answer, suggestion-comment, greetings, and small talks. This speech can be meaningful in an interaction.

## 4. Transactional Dialogue

Carrying out for the purpose of conveying specific information or ideas that can take the responsive language in conversation.

## 5. Interpersonal Dialogue

Carrying out more for maintaining the social relationships that transition of facts and information. The forms of interpersonal speaking performance are interview, role play, discussion, games, and speech.

## 6. Extensive Dialogue

If the students have been already on this type, it means that they are in intermediate to advance level. The forms of monologues are like oral reports, summaries, or short speech.

Based on the theory types of speaking the teacher used some types to enhance students' speaking ability. Basically in SMPN 4 Ponorogo, the students were less to speak up means that they absolutely need much motivation on the achievement through applying the feedback whether it is oral or written feedback that the teacher is given.

#### d) Components of speaking skill

In speaking skill has several components which influence the speakers on how to speak English well. Many literature scientists have clarified it, one of them is according to H.Douglas B, speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, fluency, pronunciation, and comprehension.<sup>37</sup>

##### a. Grammar

The grammar of a language is the description of the ways in which word can change their form and can be combined into sentences in that language.<sup>38</sup> This component is going to be an important aspect when learning English, especially within the structure organization. In order that speaking needs grammar also to inform the specific time even though simple ways to speak up.

##### b. Vocabulary

Vocabulary means the appropriate diction which is used in communication.<sup>39</sup> It is the next important aspect of speaking skill, without vocabulary can not be conveyed at all but grammar a little bit can be conveyed. The speakers are supposed to mastery many kinds of vocabulary. So, other speakers can understand well even though the structure is not arranged well grammatically.

##### c. Fluency

Fluency in speaking is the aim of many language learners and it becomes the way to speak up like native speakers. According to Kathleen that fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of

<sup>37</sup>Brown. H Douglas, *Language Assessment: Principals and Classroom Practices*, (Longman: California, 2003), 140.

<sup>38</sup>Rini Rohmawati, *The Effect of Motivation and Anxiety on Students' Speaking Ability in The Fourth Semester of English Education at IAIN Ponorogoin Academic Year 2017/2018*, (Thesis: Ponorogo, 2018), 24.

<sup>39</sup>Mora Minda, *Teaching Speaking: English Applied Linguistics*, 2010, 5.

the relevant native speech community.<sup>40</sup> So, other words fluency in speaking means that simply ability to speak fast. The same point with Balley's statement clarified: fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word search, etc.<sup>41</sup>

#### d. Pronunciation

Work on pronunciation is important for two main reasons: to help the students understand the spoken English they hear and to help them make their own speech more comprehensible and meaningful to others.<sup>42</sup> It is the next important aspect that very helpful through the speaker's vocal and intonation in producing voice sounds. The concept of "pronunciation" may be said to include: the sounds of language or phonology, stress, and rhythm, intonation.<sup>43</sup> Speaking English does not only read the word but it also reads a symbol through understanding their stress/unstressed, rhythm, and tone.

#### e. Comprehension

In the speaking process, speakers get both other speakers' understanding and information among two people or more in their interaction. The responding in speech acts are going to be done as well as an initiate.

### 3. Teaching Speaking Skill

The goal of teaching speaking skill is communicative interaction efficiently. Both speakers should understand what they are talking about currently. They should avoid

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<sup>40</sup>Kathleen M. Bailey, *Practical English Language Teaching Speaking* (Singapore: The McGraw-Hill Company, 2003), 47. 5.

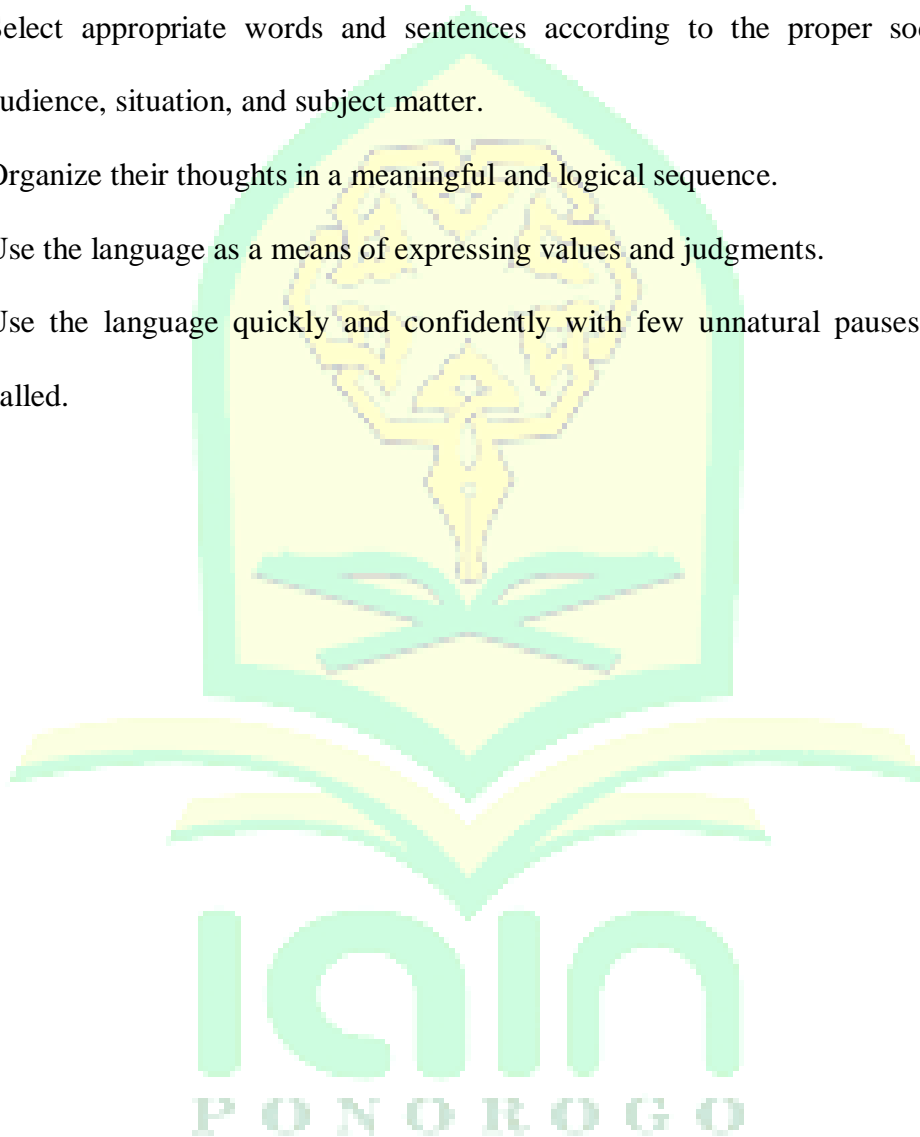
<sup>41</sup>*Ibid.*, 47.

<sup>42</sup>Roger Gower, *Teaching Practice Handbook*, (Oxford: MacMillan Education, 1995), 153.

<sup>43</sup>Penny Ur, *A Course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1996), 47.

confusion within the pronunciation, grammar, and also vocabulary. Teaching speaking is to teach English Foreign Language learners to:

- a. Produce English speech sound and sound pattern.
- b. Use the word and sentence stress, intonation pattern, and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use the language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

According to Shank, that qualitative approach is a form of systematic empirical inquiry into meaning.<sup>44</sup> Inquiry into meaning says that the researcher tries to understand how others make sense of their experience.<sup>45</sup> So, the researcher applied qualitative research in having the natural experience to identify the real result of observation by observing the location in the real social-life environment at SMPN 4 Ponorogo. The purpose of applying this design was to make an understanding carefully in real phenomenon by interviewing several subjects deeply. It is needed an exploring phenomenon action in education level. A central phenomenon was the key concept, idea, or process studied in qualitative research.<sup>46</sup>

Focusing on the design of this observation was a case study research design. The case study is a research strategy that focuses on understanding the dynamics present within a single setting.<sup>47</sup> It means that there was a connection between the case study and qualitative applied in this study. Because the case study uses multiple methods such as interviews, observation, and archives to gather data.<sup>48</sup>

Conducting this topic, the researcher applied qualitative approach and case study research design by observing in a direct location at school, observing teacher and students

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<sup>44</sup>Shank, *Qualitative Research*, 2002, 5.

<sup>45</sup>Sonia Ospina, *Qualitative Research*, (New York University:2004), 2.

<sup>46</sup>John W. Creswell, *Educational Educational Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education. Inc:2002), 16.

<sup>47</sup>Abdul Manab, *Penelitian Pendidikan Pendekatan Qualitative*, (kali media: Depok Sleman Yogyakarta, 2015), 198.

<sup>48</sup>Ary Donald, *Introduction to Research in Education*, (Belmont USA: Wadsworth, Cengage Learning, 2006), 26.



in the teaching-learning process, catching information from several interviewees like an English teacher who applied the teacher's feedback strategy in increasing students' speaking ability and the next interviewees were the seventh-grade students of 7G and 7H in SMPN 4 Ponorogo within its real-life context naturally. In this observation, the researcher as an interviewer and the way to analyze and present the data was in a description form. So, the readers are able to read more clearly. The reason why the researcher observed this study in the thesis was because this teacher-created more effective teaching so, the students felt so motivated and more active in speaking class.

Applying through setting point "Excellent" which should be changed to their low scores in all assignments whether written or oral if they needed more scores to upgrade it. The students were been allowed to collect three points of excellent. Commonly the teacher asked the students to re-write then tried to speak up in front of the class by several characteristics such as loud voice, fluency, and also structure written. The big point that teacher applies about students' voices. The reasons why because several students had low voice characteristics in performing in front of the class. This research confirms that teacher's feedback in teaching speaking to increase better teaching strategy in motivating students and upgrading students' outcomes in teaching English.

## B. Researcher Role

DeMUNCK describes participant observation as the primary method used by anthropologist doing fieldwork.<sup>49</sup> In this part explaining that the researcher is an instrument. Being an instrument of this research, the researcher has to be the key instrument: an interviewer, an observer, and a collector to get the data related to teacher's feedback in teaching speaking in SMPN 4 Ponorogo. Then participant of this observation is the process enabling researchers to learn about the activities of the people understudy in

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<sup>49</sup>DeMunck, *Participant Observation*, 1998.

the natural setting through observing and participating in those activities.<sup>50</sup> Qualitative research itself develops this observation in a detailed information level about an individual or place and the environment of the school. In this observation, the researcher also records the result of the interview several participants in the field notes by collecting other kinds of the documentary in every section of observation.

### C. Research Location

In this research, the researcher chooses SMPN 4 Ponorogo school as a place for the study conduct. It is located in Jl. Jenderal Sudirman, Kepatihan, Ponorogo. "Go Green" is the symbol of the school because of the implementation of having cleanliness around it. So, the school looks so fresh and comfortable to have occurred in the teaching-learning process. Even though the classes that were chosen by the researcher were being repaired, so the students studied in the mosque above. It won't make them stop studying. The researcher's reason for choosing the school is first to know and understand the implementation of teacher's feedback in teaching speaking in the real target of class. Second, to know the students' response to the teacher's feedback in teaching speaking in increasing and motivating students' speaking ability. Because the teacher has her own modern strategy in learning to be applied for young students in this era. The students are in Junior High School that commonly they don't enjoy the monotone strategy in learning something. Absolutely the teacher should have an interesting strategy to break out it to incredible strategy in transferring knowledge. So the students are able to adapt it easier. In this school has been applied an interesting strategy that influences students' mindset in learning English. Luckily they like the teacher, so it is more easy to the teacher to be closer to the students. They can practice in applying productive skills through a little bit of practicing speaking naturally with their friends and teacher.

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<sup>50</sup>[www.qualitative-research.net](http://www.qualitative-research.net), Barbara B. Kuwalich, Vol. 6, No. 2, May 2005.

#### D. Data Source

Based on the Cambridge Advanced topic, the definition of data is a collection of text, numbers, or symbols in raw or unorganized form.<sup>51</sup> Using primary data which was data collected for the specific research problem at hand, using procedures that fit the research problem best.<sup>52</sup> In this study, the primary data can be got originally during a class activity at SMPN 4 Ponorogo in the seventh grade (7G and 7H). Conducting the primary data of this study, the researcher presented several descriptions of all results of sources like observation, interview, and documentation. This data source clarified that the researcher was a person who was the only one of analyzing, observing, and presenting the result of it to collect valid data.

The data source can be got from a person, something, a place that can provide the information for a piece of research. This part the researcher gets the data from several sources from individuals such as English teacher, the students of 7G and 7H, documentation at class on activity during the teaching-learning process, and the documentation of school files which were as a collection data in this qualitative research through case study design. So, the researcher can get much information from those data which was related to getting the result of the teacher's feedback in teaching' speaking in the seventh grade of SMPN 4 Ponorogo in academic year 2019/2020.

#### E. Technique of Data Collection

In this research, the researcher uses some techniques in collecting the data. It aims to get valid information about the teaching-learning speaking programs and activities which make the students active. These are the instrument that used to collect the data:

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<sup>51</sup>Cambridge Advance, *Cambridge International AS & A Level Information Technology 9626 for Examination from 2017, Topic Support Guide, 2017, 5.*

<sup>52</sup>Joop J.Hox & Hennie R.Boeije, *Data Collection, Primary vs Secondary*, Encyclopedia of Social Measurement, Vol.1, 2005, 593.

## 1. Observation

An observation is a data collection method, by which you gather knowledge of the research phenomenon through making an observation on human behavior, the use of the phenomenon, and human interactions related to it.<sup>53</sup> In this observation, the researcher observed the school condition and teacher's model learning in enhancing students' achievement especially during the teaching-learning process in practicing time. Then observing the way how the students responded teacher's feedback to their action.

By making field note, the researcher wrote everything that happened during the teaching-learning process at the beginning of observation done by the teacher and the students. It also concluded the schedule of observation like the participants' names, place, time, day, date, month, year, and the topic of interviews. In these field notes, recordings of the interview in an unstructured or semi-structured way by using several questions that have been prepared by the inquirer's willingness. The researcher joined while observing during class to get valid information on the activity especially the feedback which was given by the teacher in increasing students' speaking. Then observed the students' activity in class, how the way the teacher gave the feedback, the students' assignment or performance, and the students' response after getting the feedback which was more motivated in their next performance or assignment. On the other hand, the researcher also focused on observing how deep impact teacher's feedback in teaching speaking in the seventh grade of SMPN 4 Ponorogo.

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<sup>53</sup><https://koppa.iyu.fi>, Helmikuuta, 2012.

## 2. Interview

The use of interviewing as a research methodology is second in importance to direct observation in qualitative research.<sup>54</sup> In this study, the researcher prepares the questions that are needed and takes interested in conversation to get clear information and valid data. The researcher will interview the teacher and the students in face to face interview of the seventh grade at SMPN 4 Ponorogo (7G and 7H) by giving several questions for the teacher and the students like written on the appendix in this observation;

Those questions are going to present clearly in this research within the description form which is like the researcher's field note after observing and joining the activity of feedback given by the teacher in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

## 3. Documentation

In qualitative research, these may be public documents (e.g newspaper, minutes of the meeting, official report) or private documents (e.g personal journals and diaries, letters, email).<sup>55</sup> In this technique of collecting data which is taken from school documents such as photos during activity, photos of students' assignment or performance, school documents ( the structure school, vision mission, teacher's schedule, the school profile), recordings of interview both teacher and students, video during the teaching-learning process and written sources (field note) that related to research as supported of observation and interview. By combining these process the researcher can gain detailed information and get from the process of observation, interview, field notes, and file from the institution.<sup>56</sup>

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<sup>54</sup>Eisner, *The Use of Interviewing*, 1991, 183.

<sup>55</sup>John W. Creswell, *Research Design: qualitative, quantitative, and mixed methods approach 3th ed*, (United States of America: SAGE Publications, Inc., 2009), 181.

<sup>56</sup>Maskhurin, *Research Method*, 2014.

The researcher can present valid documentation to prove that the activity in real-life contexts based on the research conducted. So, the documentation is going to be a helper for the researcher on supporting the improvements which this research worth to be observed related to teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

#### F. Data Analysis

In data analysis after collecting the data then the researcher should analyze the data to clarify valid data before being presented in the description form which is from the researcher's observation, interview, and documentation in this study. Matthew B. Miles and Michael Huberman define that the analysis as consisting of three concurrent flows of activity, they are data reduction, data display and conclusion, and verification data.<sup>57</sup>

##### a. Data Reduction

From the process of selecting, focusing, simplifying, abstracting, and transforming the data which appear in field notes or transcription. It occurs continuously through the life of any qualitative oriented project. Also occurring as the researcher decided which conceptual framework, which cases, which research question and which data collection approaches to be chosen.

##### b. Data Display

Data display is an organized, composed assembly of information that concludes a written conclusion. The most frequent is from display in qualitative data in the past has been extended text. This study appears data that gets from the written source of teacher's documentation, written researcher's field notes, and written interviewers' description form which is from the result of interview recording.

##### c. Conclusion and verifications data

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<sup>57</sup>Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis Third Edition*, 1994, 10.

This part is very verified as the process analysis which may be as brief as a fleeting second thought crossing the researcher's analysis during writing, in a short excursion to field notes, or through argumentation to develop the data. Then from those data analysis appears a conclusion of this observing analysis. So, the readers are able to understand how the researcher analyzes the data in observation of teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

#### G. Checking the Data Validity

Data validity is an urgent concept that is renewed from the validities and reliabilities concept.<sup>58</sup> When the qualitative approach conducted means that the researcher confirms the valid data by checking some components like:

##### 1. The strenuous observation

The strenuous observation means the researcher finding the characteristics and elements in this situation that relevant to the chosen issue.<sup>59</sup> Conducting these elements of this study;

- a. Observing the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo accurately and continuously during the observation.
- b. Studying deeply until the researcher finds several valid data consistently.

##### 2. Triangulation

Triangulation is a method of cross-checking data forms multiple sources to search for regularities in the research data.<sup>60</sup> It is a powerful technique that facilitates the validation of data through cross verification from two or more sources and it refers to the application and combination of several research methods are the study

<sup>58</sup>Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2000), 171.

<sup>59</sup>*Ibid.*,171.

<sup>60</sup>O'Donoghue.i, Punch K. *Qualitative Educational Research in Action: Doing & Reflecting* Routledge, 2003, 78.

phenomenon.<sup>61</sup> The term originally comes from the application of trigonometry to navigation and surveying.

According to Denzin, triangulation has 4 types<sup>62</sup> data triangulation (involving time, space, persons), investigator triangulation (involving multiple researchers in an investigation), theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon) and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires, and documents). On the other hand, the data that is checked using this triangulation will be more detail and it will be balanced in the situation of this research.

In this part of checking validity, the researcher applies one of four types triangulation named methodological triangulation which involves an interview both teacher and students by giving several questions related to teacher's feedback in teaching speaking, observation within activity during the teaching-learning process and the situation in class and also the documents which involve school documents, photos class activity, photos students' assignment, recording in interviewing of the researcher, videos during activity class and researcher's field note to be more valid data in this research. Triangulation was first borrowed in the social sciences to convey the idea that to establish a fact you need more than one source of information.<sup>63</sup> This time the researcher conducts this way to investigate data of the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo.

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<sup>61</sup>Johnson Honorence, *Understanding The Role of Triangulation in Research*, Scholarly Research Journal for Interdisciplinary Studies, 2017, 91.

<sup>62</sup>Denzin, *Sociological Methods: A Sourcebook Fifth Edition*, Aldine Transaction ISBN 978-0-202-36840-1, 2006.

<sup>63</sup>Robert c. Bodgan, *Qualitative Research for Education an Introduction to Theories and Methods Fifth Edition*, sari knop bklen; united of America, 2007, 115.



## CHAPTER IV

### RESEARCH FINDINGS

This chapter is important information because the researcher will analyze the data got. So, the common data are going to appear in this chapter, like the story of SMPN 4 Ponorogo, it's location, the result of observation also interview, vision and mission of the school, and data description.

#### A. General Data Description

##### 1. Background of school

SMPN 4 Ponorogo was established in 1979 which is located in Jln. Jenderal Sudirman 92, Kepatihan, Ponorogo. "Green School" is the symbol of the school. It is reflected that the school has its characteristic of being an example school for other schools. Starting from the green building and the environment that is proved by many trees there. So, it supports having fresh air and a comfortable place to study.

##### 2. The geographical location of SMPN 4 Ponorogo

Street : Jenderal Sudirman

Number : 92

Village : Krajan

Sub district : Kepatihan

Regency : Ponorogo

Province : East Java

##### 3. Vission and mission of the institute

###### 1) Vission:

Noble character, interpretation, cultured and environmental care

## 2) Mision

- a. Optimizing religion education and religion value on the learning process.
- b. Optimizing the learning process to have an academic interpretation.
- c. Improving Gain Score Achievement (GSA) on the national examination.
- d. Optimizing self-development activity to have non-academic interpretation.
- e. Optimizing care society on cleanness, safety, kinship, and environmental care around the school.

## B. Result of Observation

As a result on this point, the researcher observed 4 times which was included in 7G (twice) and 7H (twice) by coming to the place observation. The first time observation was at 10.30-11.50 on the 21<sup>st</sup> of February 2020 in 7H and at 10.30-11.50 on the 27<sup>th</sup> of February 2020 in 7G. It was the first time, the researcher found the reality of the reward that was applied. The students looked very spirit on their assignments which was given by the teacher. It was applied when the teacher needed their performance score. So, during the performance, the teacher took their score as the performance requirement and the components of speaking which concluded their fluency, pronunciation, and voice. The big underlined point here is about students' voice which were applied in class. But, the researcher didn't find the vocabularies correction much on students' performance because the teacher let the students improve it by themselves and the teacher was the corrector and the guide in students' speaking enhancement.

Then, the teacher allowed the students to read the text in front of the class. By counting sequentially the teacher divided each text for the students and the teacher gave the example of how to read the text started on pronunciation each word also intonation loudly. Automatically the students paid attention to what the teacher's explanation. A question and answer were applied also for students' responses to their understanding. So,

by combining imitation which has been applied when the teacher invited the students to repeat her, the interview which done both teacher and students on the learning process, the discussion which done when the teacher let the students to discuss the material grouping and also the teacher applied games to refresh students' mindset that they thought English was difficult and bored. There were 6 texts on students' book.

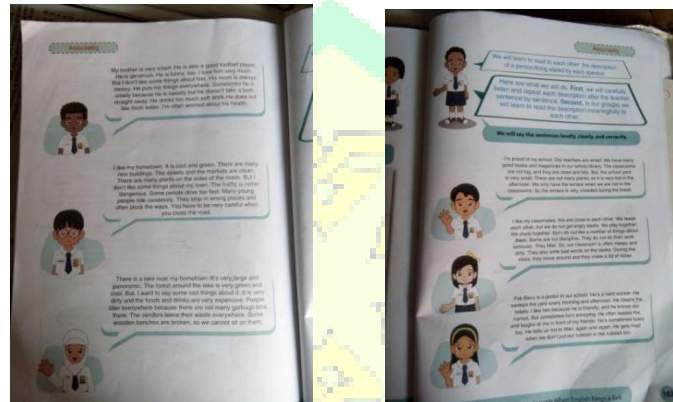


Figure 4.1 Texts in students' book

So, the researcher found those reasons were applied and approved in real learning in improving students' speaking. While students performed in front of the class, the teacher had a response like;

- a) Giving a correction on students' pronunciation which have not been understood yet by them.
- b) Giving a correction on students' voice which most of them had a low voice and the teacher encouraged that loud voice was the one point of every performance even though less on pronunciation.
- c) The teacher allowed the students to know their previous score as evaluation on getting the better score next.
- d) The teacher was not able to forget about giving motivation physically and educationally through giving comments like their style, their performance, and their learning English progress.

The next observation occurred at 12.20-13.40 on the 4<sup>th</sup> of March 2020 in 7G and at 12.30-13.40 on the 5<sup>th</sup> of March 2020 in 7H. It was the second observation. The researcher continued the observation of both classes. Firstly, the teacher surely continued who haven't performed yet. In this performance, the students looked spirit and better than the day before it. so, the researcher found some students' characteristics performance style such as;

- a) Some students had up voice and good gesture on performance.
- b) Some students had up voice but fewer gestures on performance.
- c) Some students had a low voice and low gesture on performance.



Figure 4.2 Students' performance that could encourage their speaking daily.

The situation in the class was different when the learning English process happening. 7G class was very crowded so the teacher should have a loud voice than in 7H class. But here the researcher noted that both classes had a characteristic of catching the materials seeing from their activeness and their behavior on the teacher. Next, the teacher asked the students to re-write the text on the book and the students should read the correct one. Then in the last meeting next they would get "Excellent" as a reward. The students looked very enthusiastic about it.

Those clarifications were a supporter of this study and approved valid data. The researcher did it written on a note and coming to the place of observation at classes.

### C. Data Description

#### 1. The Implementation of Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo

Speaking is the most important in teaching-learning English. It is one productive skill that has been mastered by students to communicate in getting information from each other. In class, the students need a connector to have the ability. Through the teacher, the students can be a connector for having a speaking skill. They have some strategies to influence it easily. One of them is giving feedback as a reward during the teaching-learning process like the English teacher's clarification on the interview:

Yuana Fajarwati, S.pd, M.pd said;  
 "Excellent" means that as a reward for them, it can be as their score but it can be only daily examination not in the final test. Then, some of their scores can be admitted when they get a low score. So, I often don't give them a remedial the middle and the last semester. It is not because I don't do it but they have the effort to get a better score."<sup>64</sup>

Yuana Fajarwati, S.pd, M.pd is one of the English teachers in SMPN 4 Ponorogo who teaches the several classes of the seventh grade. Based on those clarifications, the implementation of feedback as students' reward and appreciation influences students' low score only in a daily examination. Usually the remedial in the middle and the last semester are done but through getting the excellent point of teacher's feedback, they do not need do the remedial anymore. Because the English teacher has got from students' scores in assignment. Students' effort in getting the excellent point is the teacher's reason to not do the remedial whether in the middle or in the last semester. In this study, the researcher focuses on the seventh grade

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<sup>64</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

especially 7G and 7H. The class is known as special classes because they need more attention to learn English like what mom. Yuana's statement.

Yuana Fajarwati, S.pd, M.pd. said;  
 "Like you know I have a special class here and I only teach at the seventh grade, 7G and 7H. I said the class is special. They need more practice especially in speaking. They are smart at writing enough but no in speaking. so, I called a special class."<sup>65</sup>

Learning writing and speaking are needed to upgrade productive English skills. Being smart on writing is not same like being smart on speaking because English has it's characteristic on how to pronounce a word, mostly the writing is difference. As non-active English speakers in the case, the teacher implements the strategy to enhance students' speaking actively. Through the clarification, the strategy has several functions and the reason why the teacher applies teacher's feedback in the class especially.

Yuana Fajarwati, S.pd, M.pd. said;  
 "The function of this reward for the students, another of giving motivation in teaching-learning especially the lower students, increasing their score without doing the remedial activity which most of them complain about it. Through their effort to get a better score than before that is assumed less in a certain score (KKM)."<sup>66</sup>

A big underlined point of this case, the several functions on teacher's feedback as students' reward and appreciation are to motivate and appreciate on upgrading speaking skill more than writing skill. The certain score (KKM) determines whether the students get the excellent point or not because when the students have already got a good score (75-90), they can exchange 1-2 points of excellent. Thus excellent point, the teacher focuses on the lower students who need to upgrade more on their English speaking ability, at least being active and confident students at class.

<sup>65</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

<sup>66</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

In teaching speaking often happens when the teacher explains the material by using English such as giving instruction, some of them can't catch what the teacher said. Then the teacher needs to translate it. Focusing on speaking English during the learning process, the teacher's goal is to give the simulation or training to the students to have speaking ability effectively. On the other hand, most of the students are shy and unconfident to speak English moreover daily, they are shy to say it when their friends mock the language that is spoken. So, the teacher's purpose should be appreciated to motivate the students in teaching-learning speaking ability. The students are very difficult to speak English, but here the teacher's idea can be one of a good strategy in the teaching-learning process to get the goal. Moreover, they are still beginners to learn English as we know that having a good speaking need much time to practice habitually. The teacher focuses on their practice assessment. Besides, the English teacher adds her clarification about the feedback.

Yuana Fajarwati, S.pd, M.pd. said;

"The other hand, I apply this reward to focus on lower students. So, they can be motivated more in learning English. The lack of this reward that is perhaps the students who always get low scores will get the low also, clarified that the lower students haven't been changed their mind to be motivated and they haven't upgraded more than before. If the medium and the higher students, they possibly get better results, or perhaps they will get the best score so it is possible on their good progress. Clarifying that every strategy has a lack and excess. The same one on my strategy here. The excess one, the medium and the higher students can more easy to understand the materials. It can be known their increase in learning English is fast. And I think I am helped with this activity. It is not remedial but it is enrichment."<sup>67</sup>

Teacher's feedback is one of teacher's strategies that has approval for the students. According to teacher's clarification above that teacher's feedback in teaching speaking as students' reward and appreciation has lack and excess. The lack is for the lower students who haven't upgraded their speaking ability and haven't felt

<sup>67</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

motivated yet on it. Otherwise the excess proves that the middle and the upper students have already upgrade speaking English ability more and have felt motivated on it. So that way, those students can understand the material and practice well.

It influences mostly on the students' speaking ability because it has a meaning motivation and appreciation. The example of it, the students who are often lazy or bored in English before, they can have much spirit in studying English through this reward. So, the students are able to push their effort to get the excellent as a reward. The researcher found clarification from the teacher about the impact of this reward to the students.

Yuana Fajarwati, S.pd, M.pd. said;  
 "They are able to catch the materials easier. An important thing in my mind is to make them having a loud voice because whatever their English, they have to have a good mentality on performance. I hope, this problem is able to break out it, even though there are still lower voice every year. But, during this program occurred, the problem can be less because one of the criteria to get excellent is loud voice."<sup>68</sup>

Another approval from the teacher.

Yuana Fajarwati, S.pd, M.pd. said;  
 "This concerning cognitive score is being developed result of the learning process. Because it is based on their need as students. So, they will more upgrade in writing and speaking skill."<sup>69</sup>

The impact of the strategy has been clarified above if the students perform with loud voice, they can get the excellent point as their reward from the teacher. Having loud voice is a big point on students' performance. Before that, the students always get several corrections which they should correct them well. That clarification more focuses on students' speaking ability. Because they are less in practical section and they are still being passive students. Feeling satisfied on the strategy has been clarified above which at least the program can decrease students' speaking problems.

<sup>68</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

<sup>69</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)



According to the concept of the teacher's feedback applied, knowing from the researcher's interview with the English teacher.

Yuana Fajarwati, S.pd, M.pd. said;

"Here, I give the reward "excellent", and then I give them plus as my appreciation for their effort in learning English such as their good writing and no scratching on their writing. Because of their enthusiasm for getting excellent, another one in mostly they are in a hurry on finishing their assignment, perhaps they lose their cleanliness, tidiness and the important thing finishing fast then they get excellent. So that way, it happens to differentiate the diligent and careful students in the class. It is impossible for the students to get twice excellent at a time. Or it is for the fast students, having good writing, tidy writing, of course, it is a special one. The impossible thing to get twice excellent. But it is impossible. The other concept is giving them plus on their excellent as my appreciation. Then one excellent and the excellent with plus have the same score, 10. An example, the students get 60 scores, when they change their 1 point excellent to 70 scores. Remember, here I have the maximum score should be changed, only 2 points excellent. It means that if they change more than 2, they can't get it. The maximum score that should they get is only 90. Through applying this reward, I think that they will get a fair score. Before I will see their score first, then if they have got 70 scores, they can only change 1/2 points of excellent. And also I will give the sign when the excellent has been changed, so they can't change it anymore. In other words, I will give excellent when they need an additional score".<sup>70</sup>

From the explanation of concept above the researcher understand how good it is. Knowing as the fair score that given, the students enthus on learning English through teacher's feedback especially in the seventh grade of SMPN 4 Ponorogo, 7G and 7H. The application of the reward has several reasons why the teacher should give the excellent point. First, excellent point is divided into 2 kinds which is excellent plus and excellent no-plus. the big underlined for getting excellent plus that is only for students who has a perfect assignment such as loud voice on performance, the one who is fast finishing the duty, good writing, having tidy writing (no-scratching words), being fluent in speaking, and good pronunciation. Second, the excellent point has the same meaning of scores. It means that 1 excellent point is

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<sup>70</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

worth in 10 scores. So, when the students get 1 excellent point means that they get 10 scores. Third, the students can change their excellent point to improve their low scores on a previous duty. At least when the students need an addition scores through this reward, the teacher will check how many scores got. The last step is adding their scores if surely the students need the addition scores. If the students have been already got the better scores, the teacher will not give many additional scores. Because of applying justice in teaching-learning process will give a good impact among them.

The researcher found the real explanation from the English teacher of SMPN 4 Ponorogo, Mom Yuana. It has been clear information that the strategy by giving feedback in class increasing students' speaking ability even it still difficult to be practiced. Although feeling shy, worried, and afraid, their effort was good when they performed to practice. It was one of the approval that they should master this skill in learning English. The teacher has helped them to do it through giving feedback, the students were more energetic on the learning process.

Yuana Fajarwati, S.pd, M.pd. said;

"The feedback can be written and oral. But I always give them both in increasing their ability as motivation and appreciation."<sup>71</sup>

Based on observation, the teacher will give the assignment to them. After they do it, the teacher allows them to come in front of class to get the score. The feedback can be written and oral based on the implementation of the teacher above. Luckily the teacher's priority on this case is in increasing students' speaking ability. It is for motivating and appreciating the students' English improvement. Like the result of the interview with one of the 7H students, Alpha teddy Bagus Saputro.

He said;

"Excellent score has two kinds, excellent and excellent plus. When the student wanna get an excellent plus score, their assignment should be the correct. If it is still wrong, they must correct it until the true one.

<sup>71</sup>Look at interview transcript number 01/07/2020 (Interview Bu Yuana. Mp3)

Another point when they still get the wrong one, they only get excellent without plus. The criteria getting excellent plus are collect the assignment on time, loud voice, correct pronunciation, and the whole correct answers. Then we don't need to be worried because of mom. Yuana always gives the sign when the excellent has been changed, so we can't change it anymore. The certain score (KKM) is 75. So, when we get lower than it, we need to change our excellent to get a better score."<sup>72</sup>

This clarification based on Teddy's statement as one of the students of 7H that a correct answer is needed to get the excellent point also. Then in a deep statement that the English teacher always gives the sign of their students' assignment whether the excellent point has been used or not. So, the students can not change the excellent anymore or the excellent point has been already lost.

## **2. The students' response of Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo**

Students as the object in the learning process. They need to have a complete package of English skills on learning English. At their level, some of them absolutely like English and some of them don't like it. It can be called average on loving English. Because of many reasons like lazy, bored and uninterested on teacher's explanation. All students have their favorite lesson to upgrade their ability at school. Then it is clarified by some students from 7G and 7H, Raka Alifino Permadani (7G).

He said;  
"I don't like English, but right now I like it, sist."<sup>73</sup>

That statement stated that Raka as student of 7G feels something different on his English ability. Feeling motivated and appreciated after giving the excellent point. The great news that he like English. It is one good impact for the students, because of the implementation of feedback as students' reward and appreciation.

<sup>72</sup>Look at interview transcript by video calling 13/07/2020

<sup>73</sup>Look at interview transcript number 12/03/2020 (Interview Raka. Mp3)

Other student, Eva Sri Wahyuningsih (VII H) explained. She said;

"I like enough, sist because of mom. Yuana's teaching is good."<sup>74</sup>

Based on that clarification, Eva likes English because of teacher's strategy through feedback that was applied in increasing students' speaking ability. It means that she very enjoy learning English. It can be a better impact for upgrading English ability and it is a positive point in teaching-learning process to get the goal.

The other reason was to create students' habit of speaking daily among their friends. The teacher's goal was an effective strategy that influenced most of students' mindset in learning English. But for students who are being teacher's target in applying this strategy was not much. Because every students have their skill, so the teacher can not push them to like English. Besides the researcher found the big reason why they like English at this time after being given feedback by the teacher.

Eva Sri Wahyuningsih (VII H) said;

"After giving excellent, I feel very excited, because it is for changing my score to be the better scores. I think I feel addicted to this score. Hehehe and I wanna get more and more. It can be my motivation also to correct my English written and spoken. then through feedback, I get an additional score, so my daily examination will be better than before. It is good enough. The main point, I like it so much when I get it. Then, I feel an improvement ability on myself after being given excellent by mom. Yuana."<sup>75</sup>

The same clarification, Raka Alfino Permadani (VII G).

He said;

"I feel very motivated on having excellent and I like English much. I wanna get it more and more. By giving excellent can influence activeness point and daily results. It influences my learning process that at the beginning class I don't like English but right now I like English."<sup>76</sup>

According to the explanation of both students above, the researcher concludes that the teacher's feedback influence students' learning process mostly and their

<sup>74</sup>Look at interview transcript by video calling (Eva) 13/07/2020

<sup>75</sup>Look at interview transcript by video calling (Eva) 13/07/2020

<sup>76</sup>Look at interview transcript number 12/03/2020 (Interview Raka. Mp3)

response is good. Then it is one of their motivation to have better scores without doing remedial. Through getting the excellent point in the interview above the students like Eva and Raka can get additional scores to add their low scores in a previous daily examination and they can get an active assessment. But it is not for adding scores in the final examination next. Because they stated that the excellent point is for students' addition scores on daily examination only. So, when they do final examination, they can not change their excellent point with their low scores to upgrade value in a semester.

Here student's clarification when they don't get excellent point. Because sometimes the teacher doesn't give it. the teacher will give in a certain time to take students' assessment.

Eva said;

"I feel so sad when mom.Yuana doesn't give me excellent. I feel less motivation and I don't like English. But if I get it, I feel motivated and I like learning English especially speaking skill."<sup>77</sup>

Thus, knowing that teacher's feedback can motivate students much. They feel unsatisfied when they don't get it because they won't get an additional score. The students could get whatever they like when the teacher facilitates students' needs in class. It guarantees that the students and the teacher have an effort on catching their each goal. Therefore the students could master speaking English daily and the teacher could transfer knowledge on speaking skill through applying feedback as students' reward and appreciation in increasing students' speaking ability at the seventh grade of SMPN 4 Ponorogo.

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<sup>77</sup>Look at interview transcript by video calling (Eva) (13/07/2020)

## CHAPTER V

### DISCUSSION

In this chapter, the researcher focuses on the result of observation which is based on the statement of the problems in this study. They are such as the description of the researcher's observation, the description of the researcher's interview, and the description of the real documentation which are concluded from the result of the previous chapter. The researcher did the observation on getting the data of the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo. The discussion is explained as follows:

#### **1. The Implementation of Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo**

The theory is not the only target of learning especially English. It should be completed in practice. As we know that many skills which have to be had by students in learning English such as writing, reading, listening, and speaking. For the teaching of English to be successful, the four skills, reading, listening, speaking, and writing should be integrated effectively.<sup>78</sup> It is why the English skill should be had by students even though in an average way the students have one or two skills only. Furthermore, students can learn the theory and catch it but students seldom can practice in real situations moreover daily at school with their friends and teacher. The problems that appear in students' speaking are lack of self-confidence and anxiety.<sup>79</sup> They may comfort with certain feelings that affect their English speaking such as unconfident, shy, anxious, nervous, and worry. If the students can not believe in themselves, it is going to be a big problem with their goal in

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<sup>78</sup> Lorena Manaj,S, "*The Importance of Four Skills Reading, Speaking, Writing, and Listening in a Lesson Hour*", European Journal of Language and Literature Studies, vol. 1, no. 1, 2015, 29.

<sup>79</sup> Dea Aris Fitriani. Dkk, "A Study in Students English Speaking Problems in Speaking Performance", Pontianak, 2.

the learning process. So, the teacher's role is needed in the teaching-learning process. A good teacher should be aware of the importance of teacher's potency in enforcing their teaching program.<sup>80</sup> As it is expressed previously, that teachers and students are two important elements in the teaching process.<sup>81</sup> Other words at school someone who as a helper, motivator, and facilitator in enhancing students' ability is a teacher. A competent teacher knows how to handle the classes including teaching strategies, materials, class management, assessment, and evaluation.<sup>82</sup> Surely most teachers have some strategies to solve the students' learning problems. This way the teacher should prepare before having a class to handle students during the learning process.

The teacher communicates more instructions orally in the classroom to students.<sup>83</sup> Teachers with poor communication skills may cause the failure of students to learn and promote their academics.<sup>84</sup> While students should know whether it is right or not moreover in the material in class. Both teacher and student should have good communication or interaction on enhancing chemistry to catch the goal of the teaching-learning process. Another way of communication is an important way of upgrading students' habits to speak English. Based on the researcher's observation clarified that the teacher found difficulty in enhancing their speaking. Then the teacher created the strategy called feedback as students' reward in every students' assignment especially in the seventh grade of SMPN 4 Ponorogo. As we know that reward is a prize that given by a person to other person when they have done something good.<sup>85</sup> It can be their motivation and appreciation like what English teacher of SMPN 4 Ponorogo applied. Possibility for all

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<sup>80</sup>Jumharia Djamerang, "Teacher's Role Students' Achievement in English Debate Competition", ELITE Journal, Vol. 5, No. 1 2018, 81.

<sup>81</sup>Ibid.,

<sup>82</sup>Ibid.,

<sup>83</sup>Alamgir Khan. Dkk, "Communication Skills of A Teacher and Its Role in The Development of The Students' Academic Success", Journal Education and Practice, Vol. 8. No. 1, 2017, 18.

<sup>84</sup>Ibid.,

<sup>85</sup>Dinda Cantik Setya Handeyekti, "An Analysis of Reward...", FKIP UMP, 2017, 16.

students who are in learning process, they need a reward after doing assignments or activity that refresh their mind and give the best performance next. It is 7G and 7H which were called special classes because they need an effective strategy to support their speaking ability. Another one because they are difficult to speak English but they understand the materials or theory in class. This reward can be got when the teacher gives assignments and the students should do like re-writing the text and speaking in front of the class as performance. It can be in group and individual but the teacher consists on take their score individually.

Every strategy has the goal of applying effectively. The other one in the reward strategy that was applied in 7G and 7H. The teacher clarified on researcher's interview that the goal of this reward is to give motivation to lower students in the learning process and to upgrade more medium and upper students' abilities in the learning process. Direct test evaluates speaking skill and abilities in actual performance.<sup>86</sup> Through performance, the students could get scores in speaking skill. Then the students don't need to do a remedial in upgrading their score in the middle or final examination and the students can get an active score in every meeting so, the teacher advises them to change their "Excellent" score with their low score got. But it can't be changed the whole "excellent", the teacher has a requirement that is only maximum 3 excellent points. Then, 1 excellent point is the same as 10 scores so, the students can only change 30 points for better middle or final score next. Another requirement is not for students who already have good scores. The score should be upper than 75 as a certain score (KKM). So, based on teacher's perspective that the divided points will be fair.

Thus, clarification about the teacher's feedback approved that the researcher found the teacher applied both written and oral feedback. The direct oral corrective

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<sup>86</sup>April Ginther, "Assessment of Speaking", The Encyclopedia of Applied Linguistics, Blackwell Publishing, 2013, 2.



feedback and the indirect written corrective feedback have been applied during teaching-learning process in teacher's feedback strategy. It's like in the theory in a previous chapter, the teacher don't apply coded or uncoded indirect written feedback, but the implementation in the activity is mostly oral feedback. So, after performing the teacher directly give oral feedback such as "good job", "improve more your pronunciation", "be loud voice, please", and so on. Then the teacher only gives a suggestion to correct the writing if it is needed. It means the teacher's written feedback is in excellent point like that. But the correction applied to oral feedback above. So, the students could correct themselves by the teacher's reminding and advice on enhancing their speaking performance next.

The teacher is only like reminder and motivator in the case. Then based on types of teacher's feedback that has been applied was informal feedback and students self feedback. Through both types of teacher's feedback, the students can get fast feedback and the students can upgrade their knowledge by being active students. The same thing that the teacher should be smart at handling to active class. Helping the students on identify each material given clearly.

Because this reward strategy concerns cognitive scores that can increase students' result in learning English and it is one of students' need at school. So, the teacher arranged some requirements of performance such as; Students have to have loud voice, fluent speaking, and good writing on words correction. Through those, the students can give their best performance in front of the class. The point of the teacher's clarification is students' voice. "Because whatever their English, they should have good mentality on performance", said English teacher. They are also smart at writing but not in speaking. So, the important target is about voice and this problem occurred in every period school but

the teacher realized that this strategy more effective than the previous strategy applied. It has big impact among them.

On increasing students' ability in speaking, the teacher gave both written and spoken feedback to motivate and appreciate students' effort. Teacher praise is a popular reinforcement method that is placed in the personal feedback category.<sup>87</sup> Feedback has a higher success rate when there is a clear goal set.<sup>88</sup> When the teacher and the students set the best goal, it is a more effective strategy that is owned by the teacher in teaching speaking. The written feedback was given while performing on students' assignments in excellent point and the oral feedback was given directly after performing. In teaching speaking, the teacher applied the theory of such as imitative and interpersonal dialogue. An imitative dialogue is a Human tape-recorder. By understanding that imitative dialogue like repetition section when the teacher advises the students after the teacher said about word, phrase, or sentence directly. Besides interpersonal dialogue helps understanding how and why people behave and communicate in different ways to construct and negotiate a social reality.<sup>89</sup> Based on researcher's observation that the teacher's way to communicate with the students on getting their attention like asked them to repeat what teacher said, doing question-answer when they felt confused on material, discussion, and gaming which were shown in the middle or the end of learning to upgrade students' concentration. Then the researcher clarified that this strategy has two concepts in increasing students' speaking ability in class like;

#### 1) Excellent plus

When the students need this score, they should do assignments fast and in time, it doesn't have a correction both written and spoken feedback, it should good

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<sup>87</sup>Stephanie Norlin, "*The Importance of Feedback*", Journal on Best Teaching Practice, 2014, 11.

<sup>88</sup>Ibid.,

<sup>89</sup><https://text-id.123dok.com/document/nq76121dy-immitative-interpersonal-dialogue-types-of-speaking.html>

pronunciation and performing on loud voice. It can be called as a perfect performance based on the teacher's score characteristic.

## 2) Excellent no plus

When the students have corrections both written or oral and the time is not a time, they will get this score from the teacher. Moreover, when the students are asked to re-write and repeat the performance, they can have a long time to get this score.

Concluding that the students should do assignments in a time, through that they will get an excellent plus from the teacher. Then they will get more excellent scores than other friends. The reason to give speaking tasks was applied by several things, they are rehearsal (applied on students' grouping), feedback (it could be written and oral), and engagement (teacher's motivation). So, the teacher approved that the speaking task was very important in enhancing students' activeness during the learning process. On the other hand, the students could get the output of their learning result and the teacher could increase students' goals in the teaching-learning process.

All learning strategies have advantages and disadvantages like this one. Based on clarification, this strategy doesn't apply to lower students in reality. They are still in a low position, but it is one of the advantages for students who are in medium and upper, they can be better than before. They feel motivated by the teacher's reward strategy applied. Because originally they have high spirit on learning English and get the best score. It looked like a challenging soul. The lower students who were predicted by the teacher are limit. So, the teacher hopes that this strategy has a good effect on lower students in increasing speaking skill. On the other hand, the researcher clarified that they still enjoy the learning process in class among teachers, upper students, medium students, and lower students. It means that still have good communication to break out the learning's problem in class generally.

## 2. The students' response to Teacher's Feedback in Teaching Speaking at The Seventh Grade of SMPN 4 Ponorogo

In teaching-learning activity, students as educators are the target of every education. Teachers need the students and the students need teachers on transferring the knowledge directly or indirectly. In practicing English, the students should have partners especially at school. Having partners help them to improve communicative English skills and to add their knowledge easier. It is for doing better and fluent communication among people. Both speakers should understand well on what they are talking about. The interaction won't run well as good as people practice it when one of them can not catch the topic. An interaction occurred when both speakers are active talking and they get new discussion. Some students who became the researcher's target interview clarified that in previous times they didn't like English moreover speaking skill. They felt bored, lazy, and confused when they know English lesson in the day. But there was a good teacher's strategy applied in enhancing speaking skill. Then the students felt having better speaking ability like knowing new vocabulary, understanding on how to pronounce the words, and improving the motivation on loving English. Through that feedback as reward and appreciation, they are more like English caused motivation which enhanced students' learning process. Some of young learners in Indonesia are mostly lazy to learn English because they think that English is a difficult subject.<sup>90</sup> This happens because the students are lack motivation in learning a language.<sup>91</sup> So that way, the teacher should know well about the characteristic of the students. Knowing it, the teacher can handle the class amazingly. On the final, the students will feel motivated and appreciated on it. Those

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<sup>90</sup> Irawati dan An Fauzia Rozani Syafei, "The Use of Reward and Punishment to Increase Young Learner's Motivation in Learning English as Foreign Adapted to Indonesian Context", JELT, Vol. 5, No. 1, 2016, 265-266.

<sup>91</sup> Ibid.,

clarification approved that the students are very satisfied on teacher's strategy that was applied.

Some of the students in the class are talking and playing around while the teacher explaining the material.<sup>92</sup> Another words, they have been already unfocused on the teacher's explanation. So, through applying feedback as students' reward which is for appreciation and praise in enhancing students' speaking skill, hopefully, the students can pay attention and have the best scores in the English lesson. It was approved when the researcher observed that the students were very active and they paid attention to the teacher's explanation on materials in front of the class. They are looked at full of concentration at class. Then they add more points to upgrade their scores. Among daily examination, middle examination and final examination need addition scores to upgrade students' scores. Sometimes the teacher does remedial test to improve it. Unluckily the feedback is only for upgrading students' daily examination. The teacher had a perspective to create something different on strategy. Thus, according to teacher's statement that the strategy was most effective to upgrade most students' speaking ability. It showed how effective the reward was.

The researcher found the clarification of students who were from both 7G and 7H classes. 3 students were from 7G and 3 students were from 7H that have been done by in august. Then the researcher will make a report that the interview process is done online and offline because of the situation. The big point in this clarification, it can be valid data on this study. Because the source and the object were based on the real-phenomenon that is recommended observation on this study.

Speaking is a difficult skill according to students' perspective because the students' interest was less. But mostly they were edicted on this reward strategy in

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<sup>92</sup> Ibid.,

enhancing speaking skill. Several reasons become the underlined point for students through applying this feedback in the learning process;

- 1) The students won't do the remedial test because they changed their bad scores to good scores through the excellent point in teacher's feedback.
- 2) The students can get active scores in class in the teaching-learning process though changing the excellent point to the teacher.
- 3) The students can feel motivated and appreciated to learn English more especially speaking skill.

In another hand, they feel happy and enjoy all materials given. Then through feedback as reward in the teaching-learning process, they have the opportunity to be better students such as when they perform by having loud voice, fluent English, and having good writing in English. By applying this feedback as students' reward is very effective in increasing speaking skill on teaching-learning English at SMPN 4 Ponorogo. On the previous chapter has been clarified that the students were very excited when they get an excellent points and they feel appreciated on it. They have a challenging soul that always gets the best score in English. Then they were more spirit on studying and assumed that this feedback was the teacher's strategy to improve their habit in daily speaking even though it should be applied more effectively. It also need more practice to get the best result on students' performance and teacher's role is important to help them.

## CHAPTER VI

### CLOSING

#### A. Conclusion

In the previous chapter, the researcher has discussed about the result of observation. This chapter is going to summarize the result of the study to understand deeply the readers. Based on the researcher's analysis, the study was concluded that:

1. The implementation of teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo was an effective strategy. By giving the instruction on feedback's rule, the teacher gave the task and the students would perform that the performance has several assessments such as the students should have loud voice, good writing, good pronunciation, and correct answers. The teacher applied both written and oral feedback. It is used informal feedback (direct oral feedback) and student self feedback (the feedback is applied to help the students on how to be active in increasing English skill). Those types are often used by the teacher to catch teaching-learning goal. In this case, the teacher was applied the excellent point on students' assignment as the written feedback because it is like students' motivation to improve their English ability. First, it focused on lower students to motivate their willing in studying English. Second, it influence the middle and the upper students to upgrade their speaking ability. The excellent point is the same thing like students' scores. I excellent is counted as 10 scores. Some rules clarified that the students can change their points based on their previous scores. So, through it, the teacher will check whether how many excellent points they can change to add their low scores. This feedback is not for adding the low scores in final examination value but it is for adding the low scores in daily examination. This feedback absolutely has the lack and the excess.

2. The students' response to the teacher's feedback in teaching speaking at the seventh grade of SMPN 4 Ponorogo was positive. The teacher's feedback is students' reward and appreciation because of the students' effort in increasing their speaking ability. A good response was occurred when they looked at very enthusiastic for finishing the assignments and giving a performance in front of the class. Several reasons why the students were very spirit on teacher's feedback; by having excellent point they would not do a remedial-test, they could get active assessment during teaching-learning process, and they could perform better than before by having some corrections from the teacher.

#### B. Recommendation

Based on the discussion and the conclusion of the study, the researcher noted on recommendation for the teachers, the students, the institutions, and the future researcher to enhance speaking skill when teach English as follows;

##### a. For the English teachers

The English teachers are recommended on applying teacher's feedback in teaching speaking to motivate, appreciate, and give reward on students. It offers to know students' response whether it needs long time or short time on getting better result after doing assignments. It can be given both written and oral feedback.

##### b. For the students

The students will know and more understand the way how to get a better result on next performance. Getting corrections whether it is a good feedback or enough feedback, the point is a motivation and an appreciation to enhance speaking ability actively.

##### c. For the institutions

The institution can get a better learning strategy by applying teacher's feedback as a reward in all classes in giving such as an evaluation whether it concludes oral or written feedback. The aim is to give a better learning to the students after they do some assignments. The students can feel appreciated in every aspects even though it hasn't been



good enough but the teacher will always motivate them. Besides, the institutions need create the best strategy to support the teaching-learning process and facilitate the students' need in studying.

d. For the readers

The researcher hope to give a contribution to readers, particularly students and teachers of SMPN 4 Ponorogo itself to enhance this model learning in speaking achievement. The reader can immitate the strategy in enhancing students' speaking ability through applying feedback as a students' reward.

e. For the future researcher

Hopefully the researcher will understand and apply the teacher's feedback in teaching speaking skill. Knowing how important feedback in teaching-learning process that the students need an evaluation on learning to reach what their goals through their teacher. Then the researcher felt better result after giving feedback based on students' response.

