

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings from this study. In this chapter, the researcher answers the two problems of this study. The researcher analyzes the data and gives reasons to reach conclusions which answer the problems. Based on data that have been obtained in this either through observation and questionnaire.

1. The Types of Teacher Feedback's in Teaching Speaking at SMPN 6 Banjarmasin.

To find out the types of teacher's feedback in teaching speaking. The researcher applied observation and questionnaire to get types of teacher's feedback. There were five meetings in the English teaching and learning process focusing on speaking that were observed and taken as the data of this research. Then, the teacher's feedbacks were analyzed and classified to find out, whether they were include into six types of teacher's feedback in speaking proposed by Lyster and Ranta (1997). The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

To get the result, the total number of teacher's feedback in teaching speaking were calculated. Then, how many feedbacks in the form of recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

a. Finding on 1st Observation

Based on the first observation on August 5nd 2019 , it could be concluded how the teacher gave explicit correction to the students. She gave corrective feedback directly to mispronunciations were made by the students. She gave feedback after the students had practiced their dialogue. *“when practicing the dialogue, there were some mispronunciations were made by the students when pronouncing the words new [‘nuw, nyuw] becomes [new], problem [‘prabləm] becomes [‘problem], and know [now] becomes [kenow]. The teacher then gave them feedback after they had practiced the dialogue by correcting their mispronunciation directly”.*

b. Finding on 2st Observation

Based on the second observation on August 8nd 201. It could be concluded that the teacher gave feedback in the form of elicitation, she elicited the correct pronunciation from the student by asking the student to pronounce the word that was mispronounced. Unfortunately, the teacher did not get the correct form from the student, and mispronunciation remained. Thus, the teacher asked the other students to correct the mispronunciation. *“When the teacher wrote vocabulary on a whiteboard, the teacher asked to one of the student in the class to say the vocabulary. ”And then how do yo say this word, Samuel?” (the teacher wrote the word ‘sure’ on the whiteboard). Samuel answered “ [sur]”. The teacher asked the other students to correct it “Can someone corret it ?” Some students answered “[ʃʊə]”. the*

teacher responded “Yes, [ʃʊə] not [sur]. So what Samuel?”. Samuel gave the answered with the correct pronunciation and the teacher gave compliment to his “yaah, good”).

c. Finding on 3st Observation

Based on the third observation on August 12nd 2019, the researcher found that the teacher asked the student to clarify his utterance. It seemed that there was a misunderstanding between the teacher and the students because of the word choice. After the student explained what he intended to say, the teacher reformulated his utterance to be better understood. *“when practicing the dialogue. “And then why did Naila say ‘Please cheat me?’ whereas the one that studies is Gina?” Naila answers “I mean give me a cheat, miss”. The teacher answer “ Oh you mean want to have a cheat like that? Emm, just say ‘Let me cheat you.’).*

d. Finding on 4st Observation

Based on the fourth observation on August 15nd 2019, the researcher found that it was illustrated how the teacher gave metalinguistic feedback to the student’s error. She gave questions related to the well-formedness of the student’s utterance, in this case the present tense that should be past tense. She gave hints to the student that there was error in the utterance but she did not directly show it. She let the students passed through the metalinguistic process and found the error by themselves. Then, she gave explanation to them. *“Class, is it true to say “Do you study last night?”. Some students answer “No.” There*

was a student answered “Did you study last night?”. The teacher responds “Yaah, did you study last night? Why should “did’ not do? Some students answered “Past tense.” The teacher responded and explained “Yes because it was past tense, the question was asking wheather you studied last night. So it should use past tense, Not ‘do’ but ‘did’.

Based on the four observation in English teaching and learning processes in which there were clasroom speaking activites, it was not found that the teacher gave feedback in the form of recast and repetition.

In this research, the researcher also used to clarify students’ answered from questionnaire. The result could be seen on the description below. the result was supported by teacher’s statement when the researcher come to find students’ action on teaching speaking. She said by giving direct feedback to student’s it would gave more to look for they mistakes. “ I always convey the students’ errors verbally in class. My comment was about language for example error in pronunciation”. Then, I also gave motivation to students in various things.

2. Students’ Responses on Teacher’s Feedback in Teaching Speaking at SMPN 6 Banjarmasin

To describe the students’ responses on teacher feedbacks, the researcher used questionnaire which consist 11 questions. The detail of students’

responses on teacher's feedbacks in teaching speaking at SMPN 6 Banjarmasin can be seen as following descriptions.

Table 3: The form of the questionnaire of the students' responses on teacher feedback.

No	Statement	YES	NO
1	Komentar yang diberikan guru sangat efektif karena bisa memberikan informasi sejauh mana keterampilan speaking saya	55%	45%
2	Pujian guru membuat saya terpacu untuk terus mengembangkan kemampuan speaking saya	61%	39%
3	Koreksi yang diberikan guru jelas dan mudah dimengerti	74%	26%
4	Saya mengerti beberapa dari kata-kata dalam bahasa inggris tetapi saya tidak mengetahui pengucapan yang benar	65%	35%
5	Dengan adanya umpan balik saya merasa termotivasi karena mengetahui kapasitas keterampilan speaking saya	78%	22%
6	Saya merasa malu ketika guru mengoreksi kesalahan saya di depan teman-teman saya	23%	77%
7	Saya senang ketika guru memberikan koreksi berupa tulisan karena membuat saya lebih ingat terhadap pengucapan dalam bahasa inggris yang benar	74%	26%
8	Ketika saya sedang berbicara didalam kelas guru memperhatikan apa yang sedang saya ucapkan dan membetulkan jika saya salah dalam berbicara	82%	18%
9	Koreksi yang berbentuk pembetulan dari guru membuat saya tahu kesalahan speaking saya.	76%	24%
10	Komentar guru sangat diperlukan agar saya sadar apakah speaking saya sudah benar atau salah	78%	22%
11	Feedback yang diberikan guru membantu saya memperbaiki kesalahan dalam keterampilan speaking	86%	14%

Based on the table above the questionnaire finding shows that the responses to statement number 1-11 indicated that the averaged the seventh grades was greatly helped by the feedback from the teacher. Through the teacher's feedback, students could found out how far the material they had taught could be

mastered. With this feedback students could also correct their abilities, or in other words as a corrective tool to the progress of student learning itself. Praise from the teacher makes them encouraged to continued to developed their speaking skills. The existence of feedback in a learning course provides it was own benefits, not only for teachers but also for their students. Abuddin Nata (2009, p. 325) explained that “in the process of education in progress, communication would be established between teachers and students. The feedback gave room to interact between two parties, namely the teacher and students. Students involvement is a responsed that was responded to by the feedback the teacher will gave. With feedback students know the shortcomings and errors in receiving information given during and after learning, feedback also motivates students learning,” as explained by Djukanda Harjasuganda (2008, P. 1) that “feedback from the teacher will encourage student to continued practicing, besides, feedback was important as motivation because it gives children the need to understood how they developed.” So, teacher’s feedback was very important in increasing students motivation in learning speaking.

Overall, the questionnaire data show that students wanted more input from teacher in terms written comments and also error feedback, particularly, those on the content, organization, language and mechanic.

B. Discussion

Based on the observation, the teacher gave feedback to all of the students weither individually or collectively. The students had speaking activities two weeks. The teacher’s feedback were given after the students had performed

speaking task. It is in line with Harmer's opinion (2001, p. 235) that "feedback should be given after the performance so that it does not interrupt in mid-flow of language production to point out on phonological, grammatical, lexical, or interpretive errors."

Based on the data taken from field notes as the result of observation and questionnaire distributed to the students the results are most of the teacher's feedback was in the form of explicit correction and the errors that were often corrected were phonological errors. The teacher's purpose in giving feedback to the students were all positive and the students also perceived their teacher's feedback positively. The teacher supported the students in their speaking. It made them know their error in speaking and the correct one. It also motivated and encouraged students to improve their speaking. Most of the students followed the teacher's feedback.

In speaking, feedback was an essential part. Feedback helped students in correcting their errors. The students considered that the use of teacher's feedback was helpful for them in correcting their speaking. The students also believed that their teacher's feedback helped them to speak English well and correctly.

From the data, it could be inferred that the use of teacher's feedback was very useful in process speaking. The students also perceived that the use of teacher's feedback gave contribution towards their grammar and pronunciation mastery in speaking. Besides that, the students also learned new vocabulary from their teacher's feedback. By having teacher's feedback, the students would

become aware of their error with the hope they would not do the same error again as they already knew the correct one. So, their speaking ability could be improved.

Based on the students' responses on teacher's feedback that almost students was greatly helped by the feedback from the teacher. The teacher's feedback was very important in increasing students motivation in learning speaking. The students hope the teacher would gave more written comment and error feedback in future. It was shown with of students who interested in teachers' comment and error feedback where more emphasized on all part of areas: organization, content/idea, language and mechanic. They also wanted the teacher to gave code (indicating error types) categorize and provide correct answered for their errors.