

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The research was conducted to answer the four questions mentioned in the formulation of the problem. They are the types of teacher’s feedback in the speaking activities and the students’ perception towards teacher’s feedback in the speaking activities.

A. Research Findings

1. The Types of Teacher’s Feedback in the Speaking Activities

To find out the types of teacher’s feedback in the speaking activities, the students and teacher interaction in classroom speaking activities were documented by writing the field notes. There were three 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 included into six types of teacher’s corrective feedback in speaking proposed by Lyster and Ranta (1997, p.45). The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

To get the result, the total number of teacher’s feedbacks in the speaking activities were calculated. Then, how many feedbacks in the form of recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition were calculated. The last step was counting the percentage of each type of feedback. The data of the type of teacher’s feedback in the speaking activities are presented below.

Table 1: Types of Feedback

No.	Types of Feedback	Total	Percentage (%)
1.	explicit correction	8	69
2.	Elicitation	2	15
3.	clarification request	1	7
4.	metalinguistic feedback	0	8
5.	Recast	1	8
6.	Repetition	0	0
	Total	13	100

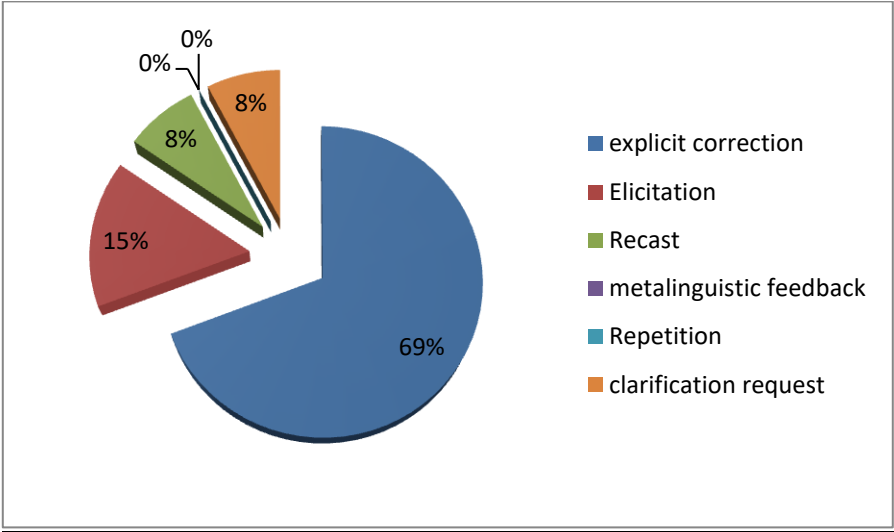


Table 1 shows the preferences of teacher’s feedback in the speaking activities as well as the total distribution of each type of feedback. The single largest category is explicit correction, which accounts for over half (69 %) of the total number of teacher turns containing feedback. The other feedback types are distributed in decreasing frequency as follows: elicitation (15%), both clarification request and recast have the same proportion (8%). It means that the teacher’s feedback in the speaking activities is mostly in the form of explicit correction. The teacher clearly indicates that the student's utterance is incorrect and provides the correct form to them directly.

The example of each type of teacher’s feedback can be seen in the following field note excerpts:

a) Explicit Correction

*When practicing the dialogue there are English words that are unknown to students so students use the Indonesian word **fangs** to become **Taring** The teacher then gives feedback after they finish practicing the dialogue by telling the word canine in their English directly*

*S : don't get too close because he's very dangerous and has taring
T : Taring is Fangs in language English
S : ohh Yes ,Thank you mam
(Field Note 1, November 13, 2019)*

When practicing the dialogue there are mistake ideas / content that student do the lecturer then gives feedback after they finish practicing the dialogue by telling the correct ideas / content directly

*T : when the tiger's scene comes out of the cage all of you should escape
S : I am sorry mam and thank you for suggestion
(Field Note 2, November 20, 2019)*

When practicing the dialogue there are mistake word that student do the lecturer then gives feedback after they finish practicing the dialogue by telling the correct words directly

S : The dog run fastly.

T : 'Fastly' doesn't exist. 'Fast' does not take 'ly. That's why I picked 'quickly'

(Field Note 1, November 20, 2019)

When practicing the dialogue, there were some mispronunciations made by the students when pronouncing the words recipe ('resə,pē) become('risə,pē), The lecturer then gave them feedback after they have practiced the dialogue by correcting their mispronunciation directly.

In the quote above can be seen how the teacher gives an explicit correction to students. He provides direct corrective feedback related to wrong word choices made by students. She gives feedback after students practice their dialogue.

b) Elicitation

*When practicing the dialogue there is a pronunciation error made by students ie the pronunciation of **Beach (bēCH)** to **bitches (biCh)** the teacher then gives feedback by luring students to allow the correct word by giving questions*

S1 : do you have any plan for the holiday today

S2 : maybe going to the beach (biCH) would be nice

T : bitches (biCh) or Beach (bēCH) ?

ALL : Beach (bēCH) mam

T : excellent !

S2 : Sorry mam, Beach (bēCH) is Correct

(Field Note 2, November 12, 2019)

The excerpt above describes that the teacher gave feedback in the form of elicitation. She elicited the correct pronunciation from the student byr asked other students to correct the mispronunciation.

c) Clarification Request

When practicing the dialogue there is a misunderstanding between the teacher and the students because of the word choice the teacher asking student explained what he intended to say, then gives feedback his utterance to be better understood.

S1 : choose one do you prefer ? an elephant or a lion ?

S2 : i prefer an elephant because it is big and funnya

T : what do you mean which one do you prefer ?

S1 : maksudnya bu Mana yang kamu suka gajah atau singa (I mean choose one do you prefer ? an elephant or a lion ?

T : Em. just say 'which one do you prefer ? an elephant or a lion ?
S1 : thank you mam

From the excerpt it can be seen that the teacher asked the student to clarify his utterance. It seems 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.

d) Recast

When practicing the dialogue there are grammar errors made by students, the teacher then gives feedback by repeating the wrong utterances but in the correct form

S1: The Tigers look scary, but they are beautiful
Q: The Tigers look scary, but they are so beautiful
S: I like the monkeys, they are so cute

The excerpt above describes that the teacher gave feedback in the form of recast. When practicing the dialogue there are grammar errors made by students, the teacher then gives feedback by repeating the wrong utterances but in the correct form.

From five English teaching and learning processes in which there were classroom speaking activities, it was not found that the teacher gave feedback in the form of metalinguistic feedback and repetition. The occurrence and frequency of each type of teacher's feedback in the speaking activities were also obtained from interview.

From the interview result based on the total number of students interview is as follows: explicit correction (91%), elicitation (87%), clarification request (84.5%), metalinguistic feedback (72%), recast (55%), and repetition (41%). The sequence of frequency obtained from interview is quite similar to the result of observation in the classroom speaking activities as recorded in the field notes. Based on the field notes the difference is there is no occurrence of metalinguistic feedback and repetition.

The findings from field notes and interview show that the most common type of teacher's feedback in correcting students' error in speaking is explicit correction and followed by elicitation.

The fact that most of teacher's feedback is in the form of explicit correction is equal to most of the students' preference. Of ninety students involved in this study, fifteen students were randomly selected to be involved in the in-depth interview. From the interview with them concerning their preferences of the type of teacher's corrective feedback in speaking, the result is three students preferred to receiving metalinguistic feedback to other types of feedback, four students preferred to receiving explicit correction, and a student preferred to receiving elicitation. It can be inferred that most of the students preferred to receiving explicit correction. They liked when the teacher directly showed their error and then provided them with the correct utterance because she told their error directly so it eased them as they did not need to make any effort in finding their own error and thinking about the correct form. It can be seen in the excerpts of interview transcript below.

R : Of the several types of lecturers in giving feedback / correction above which is the way your lecturer justifies your mistakes in speaking?
S7 : Which one is the most frequent (A (explicit correction))
R : Then, which one do you like?
S7 : A. (A (explicit correction))
R : Why?
S7 : A, Because I prefer to be notified directly. Because it is quickly entered the brain and easy to remember

R : Of the several types of lecturers in giving feedback / correction above which is the way your lecturer justifies your mistakes in speaking?
S9 : In my opinion A (A (explicit correction))
R : Then, which one do you like ?
S9 : The first one (explicit correction))
R : Why do you like it?
S9 : Because I prefer to go straight to the point

R : Of the several types of lecturers in giving feedback / correction above which is the way your lecturer justifies your mistakes in speaking?
S10 : the first (A (explicit correction))
R : Then, which one do you like?
R : Why ?
S10 : A Because indirectly, correcting individual Speaking will be understood by others at the same time so that Speaking practice will be more quickly understood by students in the class.

R : Of the several types of lecturers in giving feedback / correction above which is the way your lecturer justifies your mistakes in speaking?

SI : A is most often done (A (explicit correction))

R : Then, which one do you like and do you think is effective?

SI : A

R : The one that shows errors directly and gives the correct form, right? Why do you like it?

SI : Yes. In order that we know our errors directly, we don't get difficulties in finding the errors by ourselves.

B. The Students' Perception of Lecturer Feedback in the Speaking Class

The following data presents the students' perception with regard to feedback given by their teacher in speaking. Hence, to figure out their perception, field notes and interview . In addition, an interview with students was also conducted to verify the data gained from the field notes. The interview with student was also conducted with the assumption that to find out her own view toward her feedback given to the students, as a kind of self assessment.

a) The objectivity of lecturer feedback

The English teaching and learning process in which speaking activities occurred were observed and documented in the field notes. There were 9 meetings focused on speaking that were observed and none of them showed that the students felt that their teacher's feedback was not objective. None of the students complained when given corrective feedback by the lecturer. They accepted and followed the correction and advice given by their lecturer. They believed that there were errors in their speaking but they did not know what they were. Therefore, they needed their teacher to show their inaccurate parts in their speaking. The students believed in the lecturer competence in correcting their speaking. They considered their teacher's feedback as the best criticism.

The following is the result of interview with the student asking her opinion toward the objectivity of lecturer feedback.

R : Then is the feedback given by the lecturer in speaking so objective or not? It means what it is like that, if it is correct, it can be right, if it's wrong, it's wrong, don't choose it too.

S : Yes, you're just being objective according to our mistakes

R : Then is the feedback given by the lecturer in speaking so objective or not? It means what it is like that, if it is correct, it can be right, if it's wrong, it's wrong, don't choose it too.

S : Yes. Because his correction was quite in accordance with the mistakes I made.

R : Then is the feedback given by the lecturer in speaking so objective or not? It means what it is like that, if it is correct, it can be right, if it's wrong, it's wrong, don't choose it too.

S : Yes, because what was corrected by my lecturer is indeed in accordance with the truth, never being favoritism

This finding was verified with the result of interview. Fifteen students were taken as participants in the in-depth interview and the result is all of them justified that their lecturer feedback was objective. Her feedback was objective as it told them what was right and not without differentiated one student with another.

b) The clarity of lecturer feedback

The clarity of lecturer feedback is also reflected in the following field note excerpts

*When practicing the dialogue there are English words that are unknown to students so students use the Indonesian word **fangs** to become **Taring** The teacher then gives feedback after they finish practicing the dialogue by telling the word canine in their English directly*

S : don't get too close because he's very dangerous and has taring

T : Taring is Fangs in language English

S : ohh Yes ,Thank you mam

S : don't get too close because he's very dangerous and has fang

(Field Note 1, November 13, 2019)

S1 : choose one do you prefer ? an elephant or a lion ?

S2 : i prefer an elephant because it is big and funnya

T : what do you mean which one do you prefer ?

S1 : maksudnya bu Mana yang kamu suka gajah atau singa (I mean choose one do you prefer ? an elephant or a lion ?

T : Em..just say 'which one do you prefer ? an elephant or a lion ? do you understand ?

S1 : yes mam , thank you mam

From the first excerpt above it can be seen how the teacher gave corrective feedback to the student who had already made vocabulary. After given feedback, the student repeated her word correctly. It means that the teacher's feedback was clear so that the students could easily follow what her teacher suggested to her.

The second excerpt describes in which the teacher gave feedback to the whole class related to the grammatical error that a student already made. She told the students the error grammatical part . After giving feedback, the teacher asked the students whether they understood her explanation or not. All the students answered that they understood it. It means that the teacher's feedback was clear so that the students felt that they did not need to ask her to clarify something that they did not understand yet.

The excerpt of interview below shows how the student perceived the clarity of lecturer feedback in speaking.

R : Then the feedback given by the lecturer in speaking is that clear or not?

S2 : Very clear because the lecturer when giving feedback is very loud and loud

R : Do you understand and understand the correction given by the lecturer?

S2 : Yes, because he corrected the correct reading

R : Then the feedback given by the lecturer in speaking is that clear or not?

S15 : Because my lecturer doesn't correct our mistakes too often and we don't really understand the teaching methods the lecturer teaches. So, I feel unclear.

R : Do you understand and understand the correction given by the lecturer?

S15 : Sufficiently understood ~ because when he explained, he always included examples of the use of sentences or material being studied at that time so that it was easier to understand.

R : Then the feedback given by the lecturer in speaking is that clear or not?

S10 : Self explanatory. Because in some exercises, he focused on correcting "grammar and how to say something" so that small mistakes can be overcome and easy to practice.

R : Do you understand and understand the correction given by the lecturer?

S10 : Yes, I understand very much. Because the direction from him is intended so that we can speak fluently like a native speaker. Moreover, the correction he made was immediately given an example of the correct sentence so that it was pronounced easy and smooth

The result of interviews with 15 students taken as the in-depth interview of participants also revealed the same, the thing in that most of the students justified that they perceived their teacher's feedback was clear and they could understand and comprehend her feedback. There was only a student told less clearly because my lecturer didn't correct our mistakes too often and we didn't really understand the teaching methods the lecturer taught.

c) The assistance of lecturer feedback

From the result of the interview above it can be inferred that the students always followed the corrective feedback lecturer in speaking. student assumed that needed to be given feedback to make their English especially speaking would improve and get better.

R : Then do you think it's not the same as the speaking correction given by me?

S : yes

R : Why is that the reason?

S : Yes, I obey because it is constructive for my speaking skills.

R : Then do you think it's necessary to enter speaking like that?

S : Necessary.

R : Why is that?

S : Yes, because if one day sharing knowledge continues to share the wrong pronunciation, I'm ashamed

R : Then do you think it's not the same as the speaking correction given by me?

S : By the way sis. Yes, because if it is wrong in the rules of use it must be automatically corrected. We cannot always use the wrong thing to apply to the use of English.

R : Then do you think it's necessary to enter speaking like that?

S : Necessary. I am a student, young, dynamic and bespectacled. Much can be improved from this self: ')

R : Then do you think it's not the same as the speaking correction given by me?

S : yes, because what was corrected by my lecturer is true to the truth, so in my opinion the lecturer has more knowledge than me and automatically what the lecturer conveyed I received.
R : Then do you think it's necessary to enter speaking like that?
S : I really need input from my lecturer because when a lecturer gives input then at that time the existing knowledge of the lecturer will be transferred to me, and I will gladly accept the knowledge given by my lecturer

From the result of interview above it can be inferred that the students always followed her corrective feedback in speaking. She assumed that the students needed to be given feedback to make their English especially speaking would improve and get better.

The result of the in-depth interview with 15 students is 10 students considered that they needed their lecturer feedback and always followed it because they thought that their teacher's feedback could make them speak English correctly. five students said that they needed the lecturer feedback to improve their speaking and to know in which part of their error occurred but sometimes after being given further explanation, checked first, correct or not, who knew he was mistaken with his explanation

From the observations recorded in the field notes it seems that the lecturer feedback was helpful for the learners to correct their errors in speaking such as mispronunciation errors, lexical errors, grammatical errors, and interpretive errors. None of the students ignored their lecturer feedback.

d) The encouragement of Lecturer feedback

Below this is the student's opinion on the encouragement of lecturer feedback given to students in speaking.

R : Then you are motivated to correct your mistakes?
S : Yeah so as not to repeat the same thing later, embarrassed to repeat the same thing and it's wrong haha

R : Then you are motivated to correct your mistakes?
S : Motivated, because I don't want to repeat my mistakes again

R : Then you are motivated to correct your mistakes?
S : I am motivated, because the compilation has to be fixed so I have to change something wrong with the right one

From the above quote it can be said that lecturer feedback motivates students to correct their mistakes so they rarely make the same mistakes again.

The results of the interview also revealed the same thing, all 15 students taken as in-depth interview participants said that their lecturer feedback motivated them to improve their speaking skills.

The excerpt from the following field notes reveals how the lecturer provides motivational feedback to students.

S1 : Do you have a vacation plan today
S2 : Maybe going to the beach (biCH) would be nice
T : prostitute (biCh) or Beach (bēCH)?
ALL : Beach (bēch mam
T : amazing!
S2 : Sorry ma'am, Beach (bēCH) is correct
(Field Note 2, 12 November 2019)

From the excerpts above it can be seen that the lecturer gave motivation to the students in the form of praises that were ‘excellent !’. The lecturer also encouraged the students to be brave to speak and not to be afraid to make error in speaking. This kind of feedback can arise the students’ spirit to improve their speaking as their effort is appreciated by their lecturer.

e) The proportion of lecturer feedback

The result of interview with some students asking her opinion toward lecturer feedback proportion towards her own speaking can be seen in the following interview excerpt.

R : What do you feel after getting correction from mom?
S : I'm happy because I know the mistake
R : Have you ever felt annoyed if you got it wrong?
S : No, because he definitely wants me to be better
R : If you can correct it like that, then you have difficulty not expressing ideas in speaking?
S : No, instead it adds our idea
R : Ok, thanks, thank you very much.

R : What do you feel after getting correction from mom?
S : I am happy because the lecturer is paying attention to me and I get knowledge and knowledge from the lecturer, it really helps me in learning
R : Have you ever felt annoyed if you got it wrong?

S : No sis because it was purely my mistake
R : If you can correct it like that, then you have difficulty not expressing ideas in speaking?
S : No, instead, the lecturer gave new ideas and suggestions
R : Ok, thanks, thank you very much.

R : What do you feel after getting correction from mom?
S : I am happy and ashamed
R : why shy
S : Because correcting there are my friends
R : Have you ever felt annoyed if you got it wrong?
S : Yes, I was just ashamed because I corrected my friends
R : If you can correct it like that, then you have difficulty not expressing ideas in speaking?
S : No, it is more directed
R : Ok, thanks, thank you very much.

R : What do you feel after getting correction from mom?
S : Happy and motivated to perfect yourself
R : Have you ever felt annoyed if you got it wrong?
S : I have. At that time middle speaking. We were told to use polytheals in several divided groups. I and other friends are sure to use a lot of poly requests. But the correction he requests that we use less poly. Whereas he never said how many sentence polytheistic requests we had to say. He also did not give you time to prepare the ingredients. We were immediately summoned to go to the local office and immediately practice it. So we are also burdened to improve the topic of conversation.
R : If you can correct it like that, then you have difficulty not expressing ideas in speaking?
S : Sometimes, differences of opinion can curb improvement especially in speaking, let's say about polite requests, lecturers ask that every request must use a polytheology request, whereas in real life it is not so, our spontaneity in speaking will be delayed because the thought process that is forced using expressions that are not too appropriate.
R : Ok, thanks, thank you very much.

From the excerpt it can be said that the student assumed some felt annoyed with the lecturer speaking feedback, it was indicated by the attitude of the students after receiving feedback. Some of them were just silent But the student said that none felt disturbed to share their ideas in speaking after receiving feedback from her.

The result of the in-depth interview with students corroborates this finding. From 15 students taken as the participants, 10 of them said that they did not feel annoyed with the teacher's feedback, otherwise they felt happy as they knew they had errors and got more understanding. While 3 students said

that sometimes they felt annoyed and sometimes did not, and 1 of them said that the teacher's feedback made him shy, maybe it was because the feedback was given in the middle of student's speaking.

B. Discussion

From the speaking activities observed, there was no complaint from students and there was no student got difficulty to speak after getting feedback from the teacher. Based on the observation, the lecturer gave feedback to all of the students either individually or collectively.

The students had speaking activities once a week. Teacher's feedback was given after the students had performed speaking task. It is in line with Harmer's opinion (2001) that feedback should be given after the performance so that it does not interrupt in mid-flow of language production to point out phonological, grammatical, lexical, or interpretive errors.

Based on the data taken from field notes as the result of observation, interview with students, and distributed to the students the results are most of the teacher's feedback was in the form of explicit correction. The students also perceived their teacher's feedback positively.

The teacher's feedback 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 essential part. Feedback helped student in correcting their error. The students' perception towards lecturer feedback was good. The students considered that the use of lecturer feedback was helpful for them in correcting their speaking. The students also believed that their lecturer feedback helped them to speak English well and correctly.

From the data, it can be inferred that the use of Lecturer feedback was very useful in process speaking. The students also

perceived that the use of Lecturer feedback gave contribution towards their grammar and pronunciation mastery in speaking. Besides that, the students also learned new vocabulary from their Lecturer feedback. By having Lecturer 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.