

An Analysis on The Teacher's Oral Feedback in Teaching English (A Descriptive Qualitative Research at SMK Negeri 6 Pontianak in Academic Year 2022/2023)

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ABSTRACT

Feedback is one of the important components in the teaching and learning process. Feedback given by the teacher can make the teaching and learning process more effective. The teacher can optimize the learning process by giving feedback so students can understand the material better. Feedback can make students know their weaknesses and strengths so they can learn from there and evaluate themselves. This study focused on the types of oral feedback the teacher gave in teaching English at SMKN 6 Pontianak, especially in teaching students' speaking skills in class XI. This study aims to determine the types of oral feedback the teacher uses to teach speaking skills and find out the most frequently used oral feedback. The researcher conducted classroom observations and teacher interviews to collect data, which were then analyzed using the interactive model from Miles, Huberman, and Saldaña (2014). Based on classroom observations and teacher interviews, the researcher found that the teacher used positive and corrective oral feedback to teach students' speaking skills. Positive oral feedback was given in the form of reinforcement 22 times (46.81%) and evaluative nine times (19.15%), which totalled 31 times (65.96%). Other than that, corrective oral feedback was given in three different ways: recast 10 times (21.28%), elicitation three times (6.38%), and request for clarification three times (6.38%). Overall, the teacher gave oral corrective feedback 16 times (34.04%). From all types of oral feedback, it can be concluded that the most frequently used oral feedback by the English teacher at SMKN 6 Pontianak is positive oral feedback. While the most frequently used oral corrective feedback is recast.

Keywords: *Oral Feedback, Speaking Skills, Teaching English*

INTRODUCTION

People usually need experts in certain areas of expertise to get validation as proof of truth. This validation is also needed when learning in the classroom. In the teaching and learning process, the teachers need to provide feedback to the students. The feedback needs to be done to make students' learning activities more effective because students can better understand the material provided by the teacher. In addition, the feedback given by the teacher in the learning process and assessment could encourage students to master and understand the material so they can improve their performance and achievement.

By providing feedback, students can know which areas of their work should be improved so that they can finally find ways to address their weak points. Therefore, feedback can increase students' awareness to improve themselves, make it easier for them to recognize mistakes, increase self-confidence, and make them more enthusiastic about learning. The feedback given by the teacher may be unclear, whether it is because the feedback is difficult to understand, confusing, or irrelevant. Therefore, the teacher needs to choose the right and suitable types of feedback for most students so that student learning achievement can be more optimal.

One type of feedback that is usually used for teaching and learning is oral feedback. Oral feedback is a correction or input on a student's work or performance that is given orally, either directly or indirectly. Directly means that the teacher provides input or correction by directly correcting the wrong part, while indirectly means that the teacher only gives code to the wrong part and let the students think to fix it themselves. According to Hadzic (2016), oral feedback can be divided into two parts: positive and corrective (negative) feedback. Positive feedback means that feedback is given in the form of praise or appreciation for the good performance of students. In contrast, corrective feedback is given as corrections for mistakes made by students.

Speaking, one of the four important skills in learning English, requires good feedback. This is based on the fact that many students still have problems when practicing speaking in class. At SMK Negeri 6 Pontianak, based on the result of the pre-interview with the English teacher, several students' problems were found when the teacher taught English speaking skills. Such as many students still have low learning motivation, unconfident, embarrassed to speak in front of other students, and afraid of making mistakes, so they do not want to try to speak. Therefore, as a teacher, it is necessary to optimize the use of feedback techniques and continue to maintain feedback on students.

Giving the right oral feedback can make a pleasant and positive impression in the English lesson. This statement is based on the reality that English is a subject that is less desirable or even disliked by students. One of the reasons is the inaccurate feedback from the teacher that makes students afraid or even have no motivation to learn English, especially in speaking. Therefore, teachers must be able to make students comfortable and feel that English is not a foreign language that is difficult to learn. Bijami, Kashef, and Nejad (2013) stated that feedback is a dominant component for improving English learning. Feedback can be interpreted as providing information obtained from tests or other measuring tools to the students to improve or increase their learning outcomes. Meanwhile, Wahyudi and Sari (2016) explained that feedback is the response that the teacher gives to their students regarding whatever the students are doing, which can motivate, provide reinforcement, and make students further develop their abilities to achieve a more optimal result.

Students have an important role in understanding their strengths and weaknesses as self-evaluation. Therefore, feedback is one way to increase the accuracy of student self-evaluations (Masantiah, Pasiphol, & Tangdhanakanond, 2020). The statement from Masantiah, Pasiphol, and Tangdhanakanond (2020) above indicates that research on

teacher's oral feedback in teaching English is very important to help students know their strengths and weaknesses. Students need appropriate feedback to support their learning abilities. If it is inappropriate, the learning process can be ineffective because students cannot receive the material optimally.

Based on the previous description, it takes a patient and diligent effort to teach English to students. For this reason, on this occasion, the researcher would try to analyze the teachers' oral feedback in teaching English. The focus of this research was to determine the types of oral feedback the teacher used in teaching students' speaking skills and what types of oral feedback the teacher used most often. The difference between this research and previous research is that in this study, the researcher did not only pay attention to corrective feedback but also positive feedback, which was not discussed in the three previous research. The place and the participant of this research are also different from previous research, so it is possible for the researcher to get different results and it can be a new reference for further researchers.

Considering the problem and the importance of teacher feedback for the students, the researcher is interested in conducting qualitative descriptive research to describe in detail the teachers' oral feedback in teaching English speaking in SMK Negeri 6 Pontianak. In the end, the researcher can find out what types of oral feedback the teacher uses and which is frequently used in teaching students English speaking skills.

METHOD

This study used a qualitative design, especially descriptive qualitative research. Leavy (2017) argued that methodologically, this type of research is conducted to produce rich descriptive data. Qualitative research methods are designed to help researchers reveal the behaviour and perceptions of targets or participants about specific topics. Qualitative research is usually used for the researcher who wants to investigate and study social phenomena in depth, to find meaning from any activity, situation, event, or to build a deep understanding of various spaces of social life (Leavy, 2014). Meanwhile, according to McCombes (2019), descriptive research is conducted systematically by accurately describing a population, situation, or phenomenon. This descriptive qualitative research was used to investigate the types of feedback, especially oral feedback, given by the teacher in teaching students' English speaking skills and which types were frequently used.

The research was implemented in SMK N 6 Pontianak, located at Jl. 28 Oktober, Siantan Hulu, North Pontianak, Pontianak City, West Kalimantan 78242. In this research, the participant is the 11th grade English teacher of SMKN 6 Pontianak in the academic year 2022/2023. There are six 11th grade classes with different majors: XI Multimedia A, Multimedia B, Textile Crafts, Ceramic Crafts, Wood Crafts, and Metal Crafts. The same teacher handles the six classes.

The data collection technique used by the researcher in this research was observation in the form of field notes. Creswell (2012) argues that field notes are information or data obtained and recorded into words (text). Descriptions of people, events, or activities are described in writing according to what actually happened at the

research location. In line with that, Mackey and Gass (2022) state that the researcher could use field notes to describe or explain the observed phenomena in detail. Observations were conducted in the XI Multimedia A and XI Textile Craft classes at SMKN 6 Pontianak. During class observations, the researcher also made video recorded all class activities to ensure that no activities related to the research topic were missed to maximize the data obtained.

In addition to classroom observations, the researcher also conducted teacher's interview to clarify the findings obtained during classroom observations. The interview technique used in this research is a structured interview. In a structured interview, the researcher asked questions prepared and planned before interviewing the relevant informants. By conducting an interview, the researcher can investigate and obtain information about things that cannot be obtained directly by observation, such as beliefs, attitudes, perceptions, and recognition of feelings and emotions (Mackey & Gass, 2022). In this research, the researcher conducted face-to-face questions and answers with the 11th grade English teacher at SMKN 6 Pontianak related to the issues discussed in this research. The researcher audio-recorded the conversation to collect teacher interview data. Audio Recording helped the researcher get good interview results because the researcher could listen to the teacher speak many times to get points more accurately.

The research data that has been collected is then analyzed using the interactive model, which consists of three steps, namely data reduction, data display, and making conclusions or verification. The researcher used an interactive model from Miles, Huberman, and Saldaña (2014) as the data analysis model. The components of the interactive model data analysis are described as follows:

Data Reduction

The data obtained by the researcher through observations and interview are reduced by summarizing, selecting, and focusing data on things that follow the research objectives. At this stage, the data reduction process began by separating unnecessary data from the results of observations and interview. Then, the researcher categorized the data to make it easier to present research findings.

Data Display

Data presentation is done after the data has been reduced or summarized. The data obtained from observations and interview were analyzed and presented in narrative form. The types of feedback used by the teacher and the most frequently used feedback during the teaching and learning process described descriptively in the form of essays and percentage tables.

Drawing Conclusion or Verification

In the qualitative data analysis of the interactive model, the last step must be done is drawing conclusions or verification. The conclusions from the data that have been reduced and presented are made with the support of strong and valid evidence found at the time of data collection. This conclusion answers the research questions raised by the researcher from the beginning. In this research, the conclusions presented as descriptive narratives.

FINDING AND DISCUSSION

Based on the results of class observations and interviews, the English teacher at SMKN 6 Pontianak uses positive oral feedback to motivate students and corrective feedback to correct students' mistakes during speaking practice. This finding follows the statement from Hadzic (2016), which stated that oral feedback could be in the form of positive and corrective feedback. Positive feedback means giving positive comments or praise to appreciate every good performance done by students, while corrective feedback is given when the students make mistakes.

The teacher gave positive oral feedback and oral corrective feedback after students spoke or finished their utterances. Positive oral feedback was given so students could be more motivated, dare to move forward, and appreciate the students' efforts for showing the best they could. It is not only given when the students have succeeded in performing well but also when they have at least dared to speak. Apart from positive oral feedback, oral corrective feedback was given by the teacher after the students had finished speaking because the teacher must first see whether the students' utterances are correct or not correct. Oral corrective feedback was given so the students could realize their mistakes and learn from them so they do not repeat the same mistakes in the future. That way, the ability of students can slowly increase.

Oral feedback given by the teacher after students spoke was in line with the statement from Gupta (2017) about one of the characteristics of effective feedback, namely well time and expected. According to Gupta (2017), feedback can be given according to the needs and readiness of students to hear and receive input or corrections about their performance. It can be given before, during, or after students perform. The most effective feedback is usually feedback that is given as soon as possible so that students can remember it better. If the feedback is given for too long, the students may forget and find it difficult to adjust to their previous performance and lose their way.

Furthermore, after analyzing the results of classroom observations and teacher's interview, the researcher found that the teacher used two types of positive oral feedback to teach English speaking: reinforcing and evaluative. Reinforcing feedback in this research is given by the teacher to support and appreciate students' speaking skills when they make presentations or demonstrations. This is in accordance with the statement from Melanie (2020), which states that reinforcing feedback is when the teacher tries to convince students to continue doing a positive or good performance. In other words, the teacher supports, rewards, appreciates, and celebrates students' actions.

In addition to reinforcing, the teacher also gives positive oral feedback in the form of evaluative. The teacher provides evaluative feedback to assess students' performances by giving positive comments to encourage students to perform better later. Regarding this finding, according to Wilbert, Grosche, and Gerdes (2010), evaluative feedback refers to the teacher's comments on students' learning progress as a form of evaluation. In positive feedback, it focuses on a student's performance that is already good and is expected to improve further.

Apart from positive oral feedback, the teacher also used three types of oral corrective feedback: recast, elicitation, and clarification requests, to teach English speaking. These findings include three of six types of oral feedback based on previous research conducted by Lyster, Saito, and Sato (2013). According to Lyster, Saito, and Sato (2013), there are six types of oral corrective feedback: recast, metalinguistic feedback, elicitation, repetition, paralinguistic signals, and requests for clarification.

The first oral corrective feedback used by the teacher is recast. In this type of corrective feedback, the teacher provided feedback orally by exemplifying or repeating the student's utterance entirely in the correct form after the students made mistakes. Ultimately, the students realized they were wrong and corrected it according to the teacher's example. The current findings align with previous research conducted by Veliz (2013), which states that recast is a way of providing feedback by making complete changes to students' wrong utterances to provide the necessary information, but students are wrong or do not even use it in their speech.

The second oral corrective feedback found is elicitation. In this case, when the teacher found that the student made a mistake, the teacher repeated the student's utterance but only at the beginning of the utterance. The utterance was then hung to let the student continue the rest. This statement is in line with Hadzic (2016), who defines elicitation as oral feedback given by saying a few words from the utterance that the student has mentioned, then pausing and letting the student continue the rest, asking a question to let the student give the correct utterance structure, or ask the student to repeat the words to get the correct utterance. Related to the statement from Hadzic (2016), based on the researcher's findings, not all students who were given feedback in the form of elicitation succeeded in continuing the utterances correctly. Therefore, in this case, the teacher needs to guide the students further.

The third oral corrective feedback is clarification requests. In this oral feedback, the teacher asked the students questions to ask for clarification or confirmation if the students made mistakes so that, in the end, the students could provide clarification in the correct utterance. In this research, the students' mistakes were word usage and pronunciation errors. These findings are the same as the argument from Hadzic (2016), which explains that clarification requests are made when the teacher feels that the student's speech has not been or cannot be understood or when there is an error in the student's speech that requires repetition of the utterance. The frequency of each type of oral feedback given by the teacher in teaching speaking during the English teaching and learning process is described in Table 1 below.

Table 1: The frequency of each type of oral feedback used by the teacher in teaching speaking

No	Class	Kinds of Feedback					Total
		Positive		Corrective			
		Reinforcing	Evaluative	Recast	Elicitation	Clarification of Request	
1	XI Multimedia A	8	5	4	2	2	21
2	XI Textile Craft	14	4	6	1	1	26
Total		22	9	10	3	3	47
Percentage (%)		46,81	19,15	21,28	6,38	6,38	100
Percentage (%)		65,96		34,04			100

Based on Table 1, of all the types of oral feedback that the researcher encountered based on the results of classroom observations and the teacher's interview, the researcher found that the oral feedback most frequently used by the teacher is positive oral feedback. In this case, positive oral feedback was in the form of reinforcing and evaluative. Based on the teacher's statement during the interview, the teacher gave more positive oral feedback because the teacher considered that some students at SMKN 6 Pontianak still had low learning motivation. By giving more positive oral feedback, the teacher hopes that students' motivation and enthusiasm for learning can increase little by little because the students can feel more valued than if the teacher corrects the students' mistakes too much during the English learning process, especially in speaking practice. This statement was in line with the opinion of Petchprasert (2012), who said that by giving students feedback in the form of praise, they could be more confident and enthusiastic about continuing learning even when their performance is declining.

In addition, for oral corrective feedback, of the three types that the researcher encountered during classroom observations, the type most often used by the teacher is oral corrective feedback in the form of recast. Recast was given by not directly blaming the students but by giving a correct example of students' errors. Recast was done by the teacher so that students do not lose confidence in learning and expressing themselves in class, especially in speaking. This reason was in line with the results of the previous studies by Febrianingrum (2020). According to Febrianingrum (2020), the teacher preferred to use oral corrective feedback in the form of recast so that the students are not distracted while speaking and the teacher can maintain students' moods. In addition, Sakiroglu (2020) proved in his research that most students prefer to be given oral corrective feedback in a

polite and friendly manner by the teacher. It shows that the teacher must consider the condition of the students when giving oral feedback.

CONCLUSION

Based on the findings and discussions described in the previous chapter, the researcher concluded that the English teacher for class XI at SMKN 6 Pontianak used several types of oral feedback while teaching English, especially during speaking practice. The type of oral feedback the teacher gave was positive oral feedback in the form of reinforcing and evaluative. In addition, the teacher also sometimes provided oral corrective feedback in the form of recast, elicitation, and clarification of requests.

From several types of oral feedback given to students during speaking practice, the type of oral feedback most often given by the teacher was positive oral feedback. It was calculated that the teacher gave positive oral feedback 31 times. In addition, the oral corrective feedback most often given by the teacher was in the form of a recast. It was calculated that the teacher gave this type of oral corrective feedback 10 times while the researcher was observing the classroom.

The teacher provided more positive oral feedback so that students could be more motivated to learn, feel valued, and not be afraid to try to speak. It is considered by the teacher based on the learning motivation of some students at SMKN 6 Pontianak, which is still low. At the same time, oral corrective feedback was still given by considering the condition of the students first so as not to reduce students' confidence in learning and expressing themselves, especially in speaking. Therefore, the teacher often provided oral corrective feedback in the form of recast, which means the teacher does not provide corrections by blaming the students directly or openly.

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