THE EFFECT OF TEACHER’S FEEDBACK IN SPEAKING CLASS
ON STUDENTS’ LEARNING EXPERIENCE

A Thesis

Presented as Partial Fulfillment of the Requirements
to obtain the Sarjana Pendidikan Degree
in English Language Education

By:
M Tolkhah Adityas
Student Number: 031214108

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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“Destiny is not a matter of chance; but a matter of choice.”
- William Jennings Bryant

“Begin doing what you want to do now. We are not living in eternity. We have only this moment, sparkling like a star in our hand – and melting like a snowflake.” - Marie Beyon Ray

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” - Thomas Alva Edison
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that the thesis, which I wrote, does not contain the works or part of the works of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 12 August 2008

The Writer

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Pada tanggal : 15 September 2008

Yang menyatakan

(M. Tolkhah Adityas)
ACKNOWLEDGEMENTS

The assistance, encouragement and support given to me by many people throughout the duration of this study are most gratefully acknowledged.

My biggest appreciation goes to my major sponsor, C. Tutyandari, S.Pd., M.Pd. for her time and support to the completion of this thesis. I am also very much indebted to my co-sponsor, Christina Kristiyani, S.Pd, M.Pd., for sharing her critical thoughts, helpful suggestions and encouraging advice.

My earnest gratitude also belongs to, my family, Ramak, Ibu, and my sister Cikol, for their persistent effort to sweep the worries and weariness in the bumpy journey towards the completion of the thesis. I am very much grateful to Kang Mas Bajil Suingdat, Mas Legiman, Eta Bebal, Dul, Kombot, Panji, The Sleeping Oli Monthol, and every living creature in M3. My thankfulness goes also to my all PBI classmates, Pio Guggug, Eli Lemot, and Dera.

M. Tolkhah Adityas
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>vi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>xiii</td>
</tr>
<tr>
<td><strong>CHAPTER I. INTRODUCTION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>3</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>3</td>
</tr>
<tr>
<td>D. Research Objectives</td>
<td>4</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>4</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td><strong>CHAPTER II. REVIEW OF RELATED LITERATURE</strong></td>
<td></td>
</tr>
<tr>
<td>A. Theoretical Description</td>
<td>8</td>
</tr>
<tr>
<td>1. Communicative Language Teaching</td>
<td></td>
</tr>
<tr>
<td>a. Learner Roles</td>
<td>10</td>
</tr>
<tr>
<td>b. Teacher Roles</td>
<td>11</td>
</tr>
<tr>
<td>2. Errors</td>
<td>13</td>
</tr>
<tr>
<td>3. Feedback</td>
<td>15</td>
</tr>
<tr>
<td>a. Definition of Feedback</td>
<td>15</td>
</tr>
<tr>
<td>b. Significance of Feedback</td>
<td>16</td>
</tr>
<tr>
<td>c. Types of Feedback</td>
<td>18</td>
</tr>
<tr>
<td>4. Experience</td>
<td>21</td>
</tr>
<tr>
<td>B. Theoretical Framework</td>
<td>23</td>
</tr>
<tr>
<td><strong>CHAPTER III. RESEARCH METHODOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>A. Methods</td>
<td>27</td>
</tr>
<tr>
<td>B. Participants of the Study</td>
<td>28</td>
</tr>
<tr>
<td>C. Research Instruments</td>
<td>28</td>
</tr>
<tr>
<td>1. Observation Checklist</td>
<td>29</td>
</tr>
<tr>
<td>2. Questionnaire</td>
<td>29</td>
</tr>
<tr>
<td>D. Data Gathering Technique</td>
<td>30</td>
</tr>
</tbody>
</table>
E. Data Analysis Technique...............................................................31
  1. Analysis of the Observation..................................................31
     a. Identifying Feedback......................................................31
     b. Coding Types of Feedback..............................................32
     c. Coding the Types of Linguistic Forms...............................32
     d. Illustrating the Coding System........................................33
  2. Analysis of the Questionnaire..............................................34
F. Research Procedures.............................................................34

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION
  A. Feedback that Occurs in Speaking Class...............................36
     1. Affective Feedback......................................................38
     2. Informational Feedback................................................39
        a. Informational Feedback on Grammar..............................39
        b. Informational Feedback on Vocabulary..........................40
        c. Informational Feedback on Pronunciation.......................40
  B. Students’ Opinion on Teacher’s Feedback in Speaking Class.......42

CHAPTER V. CONCLUSIONS AND SUGGESTIONS
  A. Conclusions.................................................................58
  B. Suggestions.................................................................60
     1. Teachers of Speaking Class............................................60
     2. Further Research........................................................60

REFERENCES.............................................................................62
APPENDICES
  A. Letter of Permission.........................................................64
  B. The Result of the Observation.............................................66
  C. The Questionnaire...........................................................73
  D. The Result of the Questionnaire.........................................77
LIST OF TABLES

Table 3.1 The Form of Observation Checklist .................................................. 33
Table 4.1 The Result of the Observation .......................................................... 37
LIST OF FIGURES

Figure 1. Students’ Reactions on Teacher’s Feedback in Speaking Class ........... 43
Figure 2. Students’ Expectation From the Teacher ........................................... 44
Figure 3. The Kinds of Encouragement the Students Expected .......................... 46
Figure 4. The Influence of Teacher’s Affective Feedback ................................. 47
Figure 5. Teacher’s Treatment on the Students’ Error ................................. 48
Figure 6. Students’ Expectation from the Teacher When Making Errors ........... 50
Figure 7. The Influence of Teacher’s Informational Feedback .......................... 51
on the Students’ Speaking Ability ................................................................. 51
Figure 8. Students’ Reactions on the Teacher’s Correction .............................. 52
Figure 9. The Reinforcement the Student Expected to Improve Their Speaking Ability ................................................................. 54
Figure 10. The Influence of Teacher’s Feedback on the Students’ Speaking Learning Experience ................................................................. 55
LIST OF APPENDICES

page

A. Letter of Permission .............................................................................................. 64
B. The Result of the Observation............................................................................. 66
C. The Questionnaire.............................................................................................. 73
D. The Result of the Questionnaire......................................................................... 77
ABSTRACT


In a teaching-learning process, a teacher interacts with his/her students. This interaction may be manifested among others by giving affective feedback to the students’ correct utterances, as well as being focused on what needs improvement and by giving them informational feedback by making note of their errors. Receiving informational or affective feedback will become one of the experiences for students in learning a foreign language. To make the students motivated, it is essential that the teachers’ feedback be delivered appropriately.

This study investigated the effect of teacher’s feedback in speaking class on students’ learning experience in local context. This study involves 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.

From the study, it was understood (1) that two types of teacher’s feedback namely affective feedback and informational feedback occur in speaking class, and (2) that teacher’s feedback contributes beneficial effects to 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 affective feedback even though when they made erroneous utterances. This expectation was viewed as a means to give the students the feeling of self worth. It was also seen as reinforcement for students to stimulate their motivation to learn. Giving informational feedback too much was regarded as having possibility to cause embarrassment and other negative learning experience.

It is suggested that teachers in speaking class give a balanced amount of feedback. In addition to that, distributing short and simple questionnaires to the students to find out their personalities and expectations from their teachers in terms of delivering feedback may be necessary.
ABSTRAK


Dalam proses belajar mengajar, guru berinteraksi dengan siswa-siswanya. Interaksi ini bisa ditunjukkan dengan pemberian balikan afektif oleh guru terhadap ucapan siswa yang tepat dengan tetap fokus terhadap hal yang masih perlu ditingkatkan atau pemberian balikan informatif dengan memberikan koreksi atas kesalahan siswa. Menerima balikan afektif dan balikan informatif akan menjadi bagian dari pengalaman belajar siswa. Untuk dapat membuat siswa termotivasi, balikan guru harus diberikan dengan tepat.

Studi ini meneliti pengaruh balikan guru di kelas berbicara terhadap pengalaman belajar siswa dalam konteks lokal. Studi ini melibatkan enam puluh delapan peserta dari tiga kelas di kelas sebelas MAN Tempel, Yogyakarta. Dengan dukungan data kualitatif, serta dan observasi dan survei, studi ini mencoba mencari tahu dampak dari balikan guru di kelas berbicara terhadap pengalaman belajar siswa.

Dari studi ini didapati bahwa (1) terdapat dua jenis balikan dikelas berbicara yaitu balikan afektif dan balikan informatif, dan bahwa (2) balikan guru memberikan manfaat terhadap pengalaman belajar siswa. Balikan guru memberi motavasi kepada siswa dan memberi informasi tentang kemampuan berbicara mereka.

Hasil dari studi ini juga mpenunjukkan bahwa siswa mengharapkan agar guru juga memberikan balikan positif meskipun mereka membuat ucapan yang salah. Harapan ini dinilai sebagai cara untuk memberi mereka rasa penghargaan diri. Hal ini juga dilihat sebagai rangsangan bagi mereka untuk belajar. Memberi balikan negatif terlalu berlebihan dianggap mempunyai kecenderungan menyebabkan rasa malu dan pengalaman belajar yang negatif lainnya.

Disarankan untuk para guru di kelas berbicara untuk memberikan balikan yang seimbang kepada siswa. Sebagai tambahan, para guru sebaiknya membagikan kuesioner sederhana kepada siswa. Hal ini bertujuan untuk mengetahui kepribadian siswa dan harapan siswa dari guru mengenai pemberian balikan.
CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, formulation of the problem, limitation of the problem, objectives, benefits and definition of terms.

A. Research Background

Speaking a second language or foreign language is far from simple. In fact, speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Recently, people has come to a conclusion that humans do not learn the elements of language and then put them together in conversation. Instead, children who acquire their first language and adults who acquire the second languages learn the elements by interacting with people.

This realization has interesting implications. If teachers believe that people learn languages by interacting, the learners should interact during lessons. Since students learn through interacting, lesson should consist of opportunities to communicate in the target language. In this case, teachers often emphasize how students communicate when they speak the target language.
However, in order to communicate well in another language, learners must make themselves understood by the people they are speaking with. There is some need to be accurate in speaking the target language. In order to speak accurately, learners must be aware of what they say. Nevertheless, as second or foreign language learners, learners must make errors in the process of their learning. Even though this is natural, some teachers would not merely let it go. The problem is how it will be if it is in the speaking classroom or conversational situation. The question is whether or not this correction disturbs the flow of conversation that does not lead to the intended accuracy and fluency. This needs closer attention because, as the researcher see on the contrast between speaking and writing, there is limited time for planning and editing the speech during conversations (Nunan, 2003). Another important question is whether or not giving correction will give negative effect on the students’ experience in learning because experience in learning takes major part in determining the success or the failure of students.

Even though making errors is natural part of learning a new language, the teachers are not supposed to let their student continuously make the ill-formed utterances. Ill-formed utterances are classified as having one or more than one error. Errors are classified as phonological, lexical, or grammatical error. Therefore, seeing that students must be helped in their independency of learning leading to the fluency and accuracy development in learning the target language, the teachers are to help their students by giving them what the so-called feedback to reinforce their students.
In learning a new language, a learner may produce correct utterances or ill-formed utterances. If a student produces correct utterance, then the teacher should give them praise or any kind of reinforcement to give the student a sense of success. Concerning ill-formed utterances or error utterances that may contain one or more than one error, a teacher should give the student feedback, if not, then there is topic continuation. If feedback is provided by the teacher, then it is followed by the learners’ response to the feedback they receive from teachers on their own efforts to communicate.

B. Problem Formulation

This study concentrates on the following research questions:

1. What kinds of feedback occur in speaking class?
2. What are the students’ perceptions on teacher’s feedback on speaking class?

C. Problem Limitation

This study is limited to two areas only. Observing what types of feedback occurs in speaking classroom is one of the concerns. In this study the researcher concerned on the occurrence of teacher’s feedback. The second is presenting the effect of giving feedback in speaking class. It is used to know the students’ perceptions towards feedback given by the teacher in speaking class. This study was conducted in speaking class of the eleventh grade of MAN Tempel, Sleman, a public school in which the researcher teaches English. The subjects under study are in the
beginning level in which errors are more likely to occur and feedback is given in this speaking class. Moreover, the stage is very crucial to the development of speaking ability and of their continuous autonomy in learning English.

D. Research Objectives

The objectives of this study are that the writer would like to answer the basic questions that come to his mind. By taking this topic into discussion, the researcher can have a new point of view of the use of feedback in speaking. This study will answer the effect of the kinds of feedback that occur in speaking class and how the students perceive the use of feedback on speaking class.

E. Research Benefits

This study is conducted to know students’ perceptions toward teacher’s feedback given in speaking classroom activities. It is useful for the people who are concerned with the language teaching and learning, for example instructors, and especially for teachers and learners themselves. It offers knowledge of the learners of the target language and particularly learners’ perception toward the use of feedback in speaking class. The teacher will have some considerations to give their students feedback that is beneficial for the students. The result of this study is hoped to be taken as considerations to teach and learn speaking effectively, particularly in motivating students through giving feedback. Next, the result of this research is hoped to bring improvements which can be used to give feedback in speaking class as
the stimulus of the students for their improvement. This study is also hoped to benefit the future researchers. This is because there is possibility that another interesting phenomenon will arise after the results of this study are presented. The interesting phenomenon can be the basis to conduct further research that is more specific.

F. Definition of Terms

There are some terms used in this study. The writer will give the explanation of each term, in order to avoid misinterpretation. Those terms are feedback, affective feedback, informational feedback, and experience. The explanations of those terms are stated in the following part.

1. Feedback

According to Kauchak (1989), feedback is any information about the current behavior that can be used to improve the future performance of the students. Furthermore, Gagne (1961: 168) defines feedback as a closing loop in the learning process which serves to fix the learning result and makes it permanently available. In addition, Ellis (1988: 274) presents the definition of feedback as the identification and the correction of learners’ error and positive reinforcement of correct utterances. Thus, the researcher may infer that feedback is any information from the students’ effort that is fed back to the students as it functions as the identification and the correction of student’s error also positive reinforcement of the correct utterances.
2. Affective Feedback

Stone and Nielsen (1982: 112) state that affective feedback as any occurrence of the positive reinforcement to the correct response given by the students whose function is to secure the performance and to strengthen positive emotional reaction on the classroom. In this study, affective feedback is seen as any praise given by the teacher to motivate and appreciate students’ utterances.

3. Informational Feedback

Stone and Nielsen (1982: 112) state that the term informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students. It gives information about current behavior that can be used to improve the future performance of the students.

In this study, the researcher defines informational feedback as any feedback that informs the learners that their responses are incorrect with the knowledge of the correct or desired responses particularly concerning linguistic focus i.e. grammar, vocabulary, and pronunciation.

4. Perception

A number of experts have tried to define the concept of perception. Boger and Seaborne (1966:165) explain that “perception is an awareness of the environment.,
through which a person process in coming sensory data in some ways in order to arrive at a usefulness of this surroundings”. Moskowits and Orgel (1969: 158) propose that “perception is a global or a wide-range response to a stimulus or a set of stimuli, a response which utilizes and integrates information beyond contained in the stimulus itself”.

Mager (1968: 5) states that if someone has positive perception toward a stimulus, he or she then would process a favorable attitude. On the other hand, one who develops a negative perception when facing a stimulus would have a negative attitude.

From the definitions above, perception is defined as a conscious mental process of observing, viewing, responding and understanding, in which a person gives meaning on the stimulus he or she received.

5. Experience

Risk (1947: 27) defines experience as “simply an interaction of a child, adult, or other living thing with an environment”. In this study the researcher may infer that experience is any active involvement in an activity or exposure to events or people over a period of time, leading to an increase in knowledge and skill.
CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher discusses some theories that underlie the topic of this research. The application of teacher’s feedback in speaking class is elaborated here in relation to the students’ learning experience in improving their speaking ability. Feedback is addressed and discussed here because they are likely to affect students’ learning experience in improving their speaking ability since each learner may have different attitude toward praise on their good performance and correction given by the teacher on the errors they make in speaking class. Communicative language teaching is described in this chapter because this method of teaching is the one that is used in teaching speaking, the interaction of which enables teacher to give either affective feedback on students’ good performance or informational feedback on students’ erroneous utterances.

A. Theoretical Description

1. Communicative Language Teaching

In this section, the researcher elaborates some aspects in communicative Language Teaching. It is necessary to discuss the Communicative Language Teaching because error corrections in speaking class deal with the teaching of speaking that takes place in Communicative Language Teaching.
The Communicative Language Teaching starts from the theory of language as communication (Richard and Rodgers, 1986: 69). This theory of language implies that in order to be able to use English effectively, the learners are supposed to use the language in communication. The learners are supposed to speak or communicate in the target language regardless of the errors they may make while they are speaking.

At the level of language theory, Richard and Rodgers (1986: 71) define some characteristics of communicative view of language:

a. Language is a system for the expression of meaning.

b. The primary function is for communication and interaction.

c. The structure of language reflects its functional and communicative use.

d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

From the characteristic of communicative view of language above, the researcher can see that the main function of language is for interaction and communication. People are able to interact and communicate with one another when they use the same language since it is the system for the expression of meaning. To be able to communicate with one another, people should not merely depend on grammatical or structural features. This view of language is in line with Littlewood opinion as cited by Richard and Rodgers (1986: 66) that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language. It can be concluded
that language teaching does not merely include the elements of grammar but also the elements of communicative function. The emphasis of Communicative Language Teaching on the processes of communication, rather than mastery of language forms to different roles for learners and teachers in Communicative Language Teaching are explained in the following part.

**a. Learner roles**

Communicative Language Teaching emphasizes the process of communication rather than the mastery on language forms. This emphasis leads to learner centered teaching activities. The learners are the subjects of the teaching and not the object. Breen and Candlin (1980) as cited by Richard and Rodgers, (1986: 166) describe the learner’s role within CLT in the following terms:

The role of learner as negotiator- between the self, the learning process and the object of learning- emerges from and interacts with the role of join negotiator within the group and within the classroom procedures and activities that the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

The quotation above expresses that the CLT recommends the use of cooperative interaction between the learners in teaching and learning activities. It is important for learners to learn that failed communication is a joint responsibility and not the fault of speaker and listener. Similarly successful communication is an accomplishment jointly achieved and acknowledged.
b. Teacher roles

In communicative language teaching, the teacher has a responsibility to create a natural environment in a classroom. This approach also requires the teacher to be more creative in varying the activities in the teaching learning process, so that it can be more natural as in a real situation. Littlewood (1981) as cited by Larsen and Freeman (2000, 128) says that the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students’ questions and monitoring their performance. In addition, a teacher should encourage and assure his students by affective feedback on what they are doing right, as well as being focused on what needs improvement and give informational feedback by making note of their errors to be worked on at a later time during more accuracy-based activities. In the other hand, he might also be a co-communicator engaging in the communicative activity along with the students.

There are several roles of teachers according to Breen and Candlin as cited by Richard and Rodgers (1986: 77). The definitions of teacher’s role in CLT are as follows:

1) Facilitator

A teacher has to facilitate the communication among all participants in the classroom and among these participants and the various activities and texts. This
means that a teacher should act as an organizer of resources and as a resource himself.

2) Participant

This role demands a teacher to act as an independent participant within the teaching-learning group, which means that the teacher will act as a guide within the classroom and the learner.

3) Researcher and learner

The teacher should contribute the classroom activities in terms of appropriate knowledge and abilities, actual and experienced in learning and organizational capacities.

4) Needs analyst

A teacher has a responsibility to determine and respond the learner language needs. This can be done informally through interviewing the students and talking about such issues as the students’ perception of his/her learning styles, learning assets and learning goals. Thus, teachers are expected to plan group and individual instruction that corresponds to learner’s needs.

5) Counselor

As a counselor, a teacher is expected to exemplify an effective communicator seeking to maximize the meshing of speaking intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.
6) Group process manager

A teacher has a responsibility to organize the classroom as a setting for communication and communicative activities. Therefore the teacher is suggested to monitor, encourage and suppress the inclination to supply gaps in lexis grammar and strategy but notes such gaps for latter commentary and communicative practice.

The researcher discusses the six roles of the teacher in Communicative Language Teaching because in teaching learning process a teacher can play the six roles mentioned above. When a teacher gives comments on students’ performance and correction to students’ error in speaking class, the teacher plays his role as a facilitator since he has to facilitate the teaching learning process by acting as an organizer of resources and as a resource himself. Furthermore, he also plays his roles as a counselor in which he gives feedback on students’ errors in order to maximize the meshing of speaking intention and hearer interpretation.

2. Errors

There are various definitions of error proposed by linguists and scholars. Nevertheless, there are some scholars who consider errors as mistakes. In analyzing learner’s error in proper perspective, it is crucial to make distinction between errors and mistakes. Researchers who have looked at learners’ language now distinguish between errors and mistakes. An error arises when students communicate in more complicated language than they have so far learnt, whereas a mistake is something that they can correct themselves if they take the time. Researchers make a parallel
with the native speakers that error could be compared with the way a child speaks its first language by overgeneralizing a rule (saying ‘brang’ for ‘brought’, for instance). The followings are some experts’ definition of error.

Brown’s opinion about mistake is in line with the term of error defined in *A Dictionary of Linguistics and Phonetics* (Crystal, 1983: 112), that errors refer to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain. They are most noticeable in the phenomenon labeled as ‘slips of the tongue’, and in the false stars, pauses and other non-fluencies of everyday speech. This definition of errors is confirmed by Chomsky as cited in Dulay et al. (1982: 139) which he called performance errors that caused by factors such as fatigue and inattention.

Corder as cited by Dulay et al (1982: 139) defines errors is systematic deviations due to learners’ still developing knowledge of the second language rule system. The definition of errors above is what Chomsky (1965) as cited by Dulay et al (1982: 139) called competence errors due to the lack of knowledge of the rules of the language.

In this research, the concept of error is understood as what Corder has defined, that is systematic deviation due to the learners’ still developing knowledge of the second language rule system. These errors are due to limited competence of the learners in the rule system of the language they are learning.
3. **Feedback**

The result of several studies of feedback fit well with the notion of successful failures or logical mistakes which means that the students are very logical in making errors (Woolfolk, 1987: 537). Similar to the problem in learning speaking, the students are very logical in making mistakes. It means that the students may apply some rules but those roles may be wrong and may need to be corrected. Thus, the students may often need help in figuring out whether their answers are correct or incorrect and why their answers are wrong and without such feedback they will make the same mistake again. In addition, the value of feedback in improving learning process is one of the most consistent findings from the effectiveness of being a teacher (Kauchack, 1985: 85).

Based on the importance of feedback in learning process, this study aims to find out and to implement the appropriate feedback in learning language. However, in the first place, the researcher will present some discussions on the theory of feedback in order to give strong foundation to this research.

**a. Definition of Feedback**

There are many definitions of feedback introduced by many psychologists, and the researcher will quote some ideas of the definitions expressed in some psychology books. According to Gagne (1961) feedback is the closing of a ‘loop’ in the learning process which serves to fix the learning result and make it permanently available. Furthermore, Kauchack (1989: 85) defines feedback as any information
about current behavior that can be used to improve the future performance of the students. In addition to the definitions mentioned above, Ellis (1988: 274) provides further definition of feedback that as the identification and the correction of learners’ errors and the positive reinforcement of correct utterances.

From those definitions mentioned above, the researcher may conclude that feedback as any information from on the result of the students’ effort which is fed back 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 utterances which make the learning result permanently available.

b. Significance of Feedback

Feedback is one of the most important concepts in learning. Feedback involves providing learners with information about their responses that affects the tendency to make a specific response again. Feedback can be affective or informational. Feedback is almost always considered external. Some of the purposes of feedback are motivational and some have to do with providing students information.
The followings are the significance of feedback according to Maryn (2002: 3):

1) Feedback is way teachers specify the learners’ language. It provides students information about the development of the class. In the learning process, feedback is considered as a continuous form of evaluation which is more beneficial than marks. Different from marks that have 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.

2) Feedback consists of hints the students can use to improve their language skills. Feedback will give beneficial commentary rather than any simple explanation which is usually delivered in the class.

3) Feedback informs the student about their current language skills. By feedback, teachers can deliver significant language learning tips to the students orally or in a written form. Students will learn new vocabulary and correct pronunciation and sentence structure from the model which is delivered through feedback.

4) Feedback can be a beneficial stimulus to the students. It can arouse the students’ motivation better than giving mark 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.

5) Feedback can guide students to students’ independency of learning. It aims to guide students to find their own mistakes. Since feedback provides the students 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 students’ self correction in the future.

c. Types of Feedback

According to Stone and Nielsen (1982: 112) there are two types of feedback namely:

1) Affective feedback

This term refers to the occurrence of the positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotional reaction on the classroom.

The human touch appraisal builds on the affective. Affective feedback motivates students and gives them a sense of self-worth. Dwelling on weaknesses—giving too much informational feedback—actually can hinder performance by making students whenever the students’ performance meets or exceeds expectations. The function of this feedback is to secure the performance and to strengthen positive emotional reaction on the classroom. The following part describes the characteristics of effective praise.

Teacher’s praise, the most common form of positive reinforcement, appears on the surface to be a simple concept since a correct answer deserves some types of
acknowledgment and recognition. In addition to his explanation of effective feedback, Kauchack (1989: 87) also recommends of effective praise namely:

a) Praise genuinely

As with every aspect of teaching and living being genuine is an important and valued characteristic. Insincerity is likely to be perceived as such because our nonverbal behavior “gives it away” and as a result, the teacher’s praise lacks credibility. This simply suggests that if the teacher gives praise, he or she should mean it.

b) Praise the effort as well as the answer

This strategy teaches the students that an important aspect of learning is not just the answer but also the effort that goes into getting the answer (e.g. “You worked hard on that problem” and “Good job!”).

c) Praise specifically

Praise that depends on and specifies the praise worthy behavior provides more information than does a general response such as “Very Good”, “Excellent answer” or a similar response. Not only do the students providing the answer benefit emotionally, but the rest of the class benefits academically from the added information in the teacher’s response.
2) Informational feedback

This term refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students.

Nelson Brooks as cited by Hendrickson (1981: 1) considered errors to have a relationship to learning resembling that of sin to virtue. He says, “Like sin, error is to be avoided and its influence overcome, but is presence is to be expected”. Error in this way is the part of language learning and it is understandable that when the students are learning English in communication, they produce errors. Errors in language learning should be avoided. It means that errors cannot be tolerated to happen over and over. That is why correction in language teaching is needed. However, errors in language learning are expected to happen because by its presence, the students are able to recognize their own error and therefore they will try to improve themselves.

Corrections can be defined as ‘feedback on errors’ (Brown, 1987: 261). It is needed to evaluate students’ performance. When students made errors, it is important for them to be corrected. They need to know about their weaknesses as well as their strength in order to provide feedback for them and to increase their self-confidence.

Lyster and Ranta as cited by Ellis & Shawn (2001, 37) also distinguish six types of informational feedback. They are:
a) Explicit correction i.e., the teacher supplies the correct form and clearly indicates that what the student said is incorrect, (e.g., “Oh, you mean,” “You should say”).

b) Recasts (i.e., the teacher implicitly reformulates all or part of the student’s utterance).

c) Clarification requests (i.e., the teacher uses phrases such as “Pardon?”).

d) Metalinguistic feedback (i.e., the teacher provides comments or questions related to the well-formedness of the students’ utterances).

e) Elicitation (i.e., the teacher directly elicits a reformulation from the students).

4. Experience

When a student has experiences, he is stimulated and reacts. Experiences are very important in learning because they are the only way through which people learn. Furthermore, it is undeniable that knowledge is continuously derived and tested out in the experiences of learner. Dewey says that the continuity of experience is a powerful truth of human existence.

Experiences must result in satisfying emotional responses. It must touch the feelings. As a result, it will fix the emotional response for a long period, even for life. Therefore, it is necessary to make positive action which will fix a positive response. In this way, experience will influence learning efficiency and effectiveness. So, it can be said that effective learning happens where there are satisfying experiences on the part of the students. Risk (1947: 33) points out that learning will be most effective
when the learning experiences are satisfying and the learner feels he is accomplishing some desired or worthwhile goal. Stated less formally, people tend to engage in those activities which are satisfying and to avoid those which are annoying. One example of experience in learning situation is receiving corrections from teachers.

Furthermore, Risk proposes other conditions that will also affect learning efficiency. He states that learning will be most effective:

a. when the learner gains confidence in his ability and also requires favorable attitudes and good work habits;

b. when the environment contributes positively to the learning situation;

c. when the situations are adapted to the needs, capacities, and interests of students;

d. when the students feel the need for the experiences and outcomes;

e. when the students are free from emotional tensions;

f. if the learning experiences are adapted to the normal growth of the learners; and

g. in situations that provide satisfactorily for students’ participation in planning and learning.

As mentioned in the preceding section, learning efficiency is affected among others by the environment. The environment deals with atmosphere. It is necessary for teachers to create an enjoyable, relaxed, and cheerful atmosphere in which the students can learn optimally. This statement is supported by Finocchiaro (1958: 90): “We are all cognizant of the fact that a systematic methodology in lesson development is of paramount importance. Equal value, however, is the creation of a class climate in which learning is encouraged and in which the methodology can be
applied.” She says further that the acquisition of knowledge in a pleasant and colorful classroom in which the teacher and students interact cooperatively will be better and faster and that all teachers should strive for such situation which is very conducive to learning.

In order to do so, several steps are provided. First, it can be done primarily through a sympathetic appreciation on the part of the teacher. Next, a teacher should give students a sense of success and achievement and like them as individuals. Furthermore, a teacher must make the individual students as the focus of educational efforts. It means that a teacher should give attention to each student in order to make them eager to follow the lesson. If a teacher is able to make a good approach to each of them, the students will enjoy his class. Consequently, there will be no fear and tenseness.

B. Theoretical Framework

Experience is very important in learning because it is the only way through which people learn. To lead to an effective learning, there must be satisfying experiences on the part of the learners that will result in satisfying emotional responses, too. Therefore, it is necessary for teachers to always make positive actions that will fix the positive emotional responses for students’ learning experience.
The environment where people learn plays an important role in achieving effective learning. It happens because the experience is obtained from the environment and the situation that passes through. Knowing this fact, then, teachers are required to create an environment that contributes positively to the learning situation. It means that an enjoyable, relaxed, and cheerful atmosphere is needed in learning. To achieve it, teachers need to give a sympathetic appreciation and to generate sense of success, sense of achievement and a feeling of respect. All of these will stimulate the students to follow the lesson. Such situation is said to be very conducive to learning because it is able to encourage authentic language activity in which the students feel save in venturing their own contribution in the interaction and feel enough at ease to find words to express themselves.

What will be mainly discussed in this thesis is teachers’ feedback given to the students. In a teaching-learning process, a teacher interacts with his students. This interaction may be manifested among others by giving students affective feedback on what they are doing right, as well as being focused on what needs improvement and by giving them informational feedback by making note of their errors. It is also in accordance with teachers’ roles as facilitator, participant, researcher and learner, needs analyst, counselor, and group process manager.

Making errors is a natural part of learning a new language and the teachers are not supposed to let their students continuously make the ill-formed utterances. Ill-formed utterances are classified as having one or more than one error. Errors are classified into phonological, lexical, or grammatical. Therefore, a teacher has to give
informational feedback to their students. Informational feedback is very important, particularly in speaking to evaluate students’ performance. The corrections will provide feedback for their skill development by informing them about the weaknesses that they possibly have. Moreover, they serve as a means to show teachers’ attention and to prevent the erroneous utterances to be repeated in the future and become a habit. Receiving informational feedback will become one of the experiences for students in learning. To make it satisfying, attractive, interesting, and consequently make the students motivated, the informational feedback should be delivered appropriately.

Teachers should give correction whenever there are erroneous utterances and the corrections should be delivered in such a way in order to provide affective support and informational cognitive information. Teachers should also pay attention to the language s/he uses while delivering the corrections as well as to the tone of voice. The language used should not be discouraging and the tone of voice is not severe and attacking.

It should be noted, however, that corrections might also have informational impact on students depending on the way they are delivered. This fact will affect students’ course of learning negatively, such as to make the students less motivated and passive during the class. Teachers must also remember not to correct so much because the students may get discouraged and frustrated. On the other hand, it should also be noted that human touch appraisal builds on the affective side. Teacher’s giving affective feedback what the students are doing right will motivate them and
give them a sense of self-worth. Dwelling on weaknesses—giving too much informational feedback—actually can hinder students’ performance.

Therefore, teachers must be careful in doing anything that has something to do with their students because they are sensitive. Their giving feedback on students must be balanced, proportional and in an appropriate way. Otherwise, it will give negative effect on students’ learning experience such as frustration and discouragement that develop within learners. If so, a feeling of miserable and confused, loss of confidence, and loss of sense of capability might emerge and they may endanger the students’ course of learning English.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter the researcher would like to present the methodology employed in this study in order to answer the research questions as mentioned in Chapter I. This chapter covers methods, participants of the study, research instruments, data gathering technique, data analysis, and research procedure.

A. Methods

The researcher employed a qualitative research. The reason for using this method was that the students’ perceptions on teacher’s in speaking class could be understood by descriptive data. Ary et al. (1990: 25) say that “qualitative research studies are designed to gain an understanding of some group or some phenomenon in its natural setting”. Qualitative approach was used because this research attempted to describe particular phenomenon occurring in reality from which qualitative data could be derived. The phenomenon of this research was the effects of teacher’s feedback given in speaking class on students’ experience in learning English.

Second, the researcher employed survey research. It was intended to describe the characteristic of all the participants (Fraenkel and Wallen, 1993: 344). Furthermore, survey research involved asking the same questions presented in the form of written questionnaire (Fraenkel and Wallen, 1993: 10). In this way the
researcher tried to figure out how feedback given in speaking class influenced students’ experience in learning English.

B. Participants of the Study

The students of speaking class in the eleventh grade of MAN Tempel, Yogyakarta in the academic year of 2007/2008 were selected as the participants in this study. The reason for choosing the students of speaking class in the eleventh grade of MAN Tempel, Yogyakarta as the participants of this study was the researcher’s consideration that students of that level had already practiced to use English for communication in class. However, the students were still at the beginning level so that errors of in their spoken words were likely to occur and teacher’s feedback was likely to be given.

The researcher took 68 participants. The 68 participants were chosen from all students of three different classes who studied in speaking class in the eleventh grade of MAN Tempel, Yogyakarta, to know the characteristic of all participants.

C. Research Instruments

As previously mentioned, the data were obtained through observation and questionnaire. The following part will describe each of the instruments used in this research.
1. Observation Checklist

The observation checklist was used to help the researcher to gather data to answer research question number 1 that needed observation. The main data to consider was the types of feedback in speaking class. Observation checklist was used to record the activity in speaking class in which the research was conducted. This was also intended to help the researcher identify what types of feedback occurred in speaking class. To record whole class interaction as well as teacher’s interaction with individuals and small groups, sheets of observation checklist were used by the researcher to identify the types of error the students made and the types of feedback given by the teacher. The form of the observation checklist was further explained in the illustration of coding system found in the data analysis method at the end of Chapter III.

2. Questionnaire

Since this research was to investigate learners’ point of view, all the questionnaire items provided were aimed to answer the research question number two that was to know participants’ perceptions on teacher’s feedback in speaking class and its effect on their experience in learning English. There were nine items of questionnaire used in this research and all those nine items were related to students’ perception on feedback in speaking class.
The objectives of the questions in the questionnaires are as follows:

1. To know students’ reactions on teacher’s feedback in speaking.
2. To know students’ expectation from teacher when they produce utterances.
3. To know students’ expectations from teacher when they produce correct utterances.
4. To know the effect of praise on the development of students’ speaking ability.
5. To know students’ expectations from teacher when they produce erroneous utterances.
6. To know the effect of error correction on the development of students’ speaking ability.
7. To know the feeling emerged towards the implementation of teacher’s informational feedback generally.
8. To know the most effective strategy of giving feedback by the teacher based on students’ point of view.
9. To know the effect of feedback on students’ experience in learning English.

D. Data Gathering Technique

It has been mentioned previously that the data were obtained through observation and questionnaire. The following part will explain further the data gathering technique through each instrument.

1. The first one is the data which were collected through observation. The researcher first specified the phenomena to be investigated, i.e. the types of feedback
and the types of linguistic errors. The researcher then observed the selected class in the determined time. Afterwards, the researcher used observation checklist to record all feedback events during the class. The data were obtained after the teacher’s feedback on linguistic focus was identified. This technique helped the researcher analyze the data to answer research question number one that is what kinds of feedback occurring in speaking class. The data from the observation were then collected and analyzed.

2. The next data collection instrument was questionnaire. The questionnaires were distributed to know students’ perceptions on teacher’s feedback in speaking class.

E. Data Analysis Technique

1. Analysis of the Observation

a. Identifying Feedback

As it has been mentioned previously the data were obtained through observation. The followings will explain further about the data analysis through observation.

1) The researcher identified occasions where there is attention to teacher’s affective feedback consisting praise and teacher’s informational feedback on linguistic forms (i.e., grammar, vocabulary, spelling, or pronunciation).
2) The researcher established each point in the observation checklist where the attention to linguistic form started and the point where it ended and the feedback served as the basic unit of the analyses. Each feedback was then identified. The researcher counted several further occasions to check that all types of teacher’s feedback were identified. Afterwards, the results were discussed one by one in the form of written words.

b. Coding the Types of Feedback

Once the feedback had been identified, then different types of feedback were classified. They are classified into:

1. Affective feedback: teacher’s praise to the students for what they are doing, the most common form of positive reinforcement such as saying “Very Good”, “Excellent answer” and “Good job!”

2. Informational feedback: the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students.

c. Coding the Types of Linguistic Forms

As it had been explained in the part of reducing the text and identifying feedback, the researcher only focused on the feedback that was given related to
linguistic forms that are grammar, vocabulary, and pronunciation. Therefore, feedback other than linguistic forms was not considered.

d. Illustrating the Coding System

A number of illustrative extracts from the data were provided below. In each extract the feedback was underlined and described in terms of the categories. Table 3.1 illustrated the observation checklist.

<table>
<thead>
<tr>
<th>No/ Date</th>
<th>Affective Form</th>
<th>Informational Gr</th>
<th>Voc</th>
<th>Pron</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td># Praise</td>
<td>#</td>
<td></td>
<td></td>
<td>S: I was in restaurant. T: In the restaurant? S: Yes and I was eating steak with my friend T: Oh yes, very good.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
Gr : Grammar
Vocabs : Vocabulary
Pron : Pronunciation
2. Analysis of the Questionnaire

The data collected through questionnaire were then counted, and then they were presented in graphs. Afterwards, the graphs were discussed one by one in the form of written words.

To do this, the researcher first read the answer of each question carefully and classified the same answer of each option on one group. Then the researcher drew the percentage of each number in a graph and analyzed them one by one. The percentage of each answer one option obtained was counted by using the following formula:

\[
\frac{nc}{tc} \times 100\%
\]

Notes: nc is for the number of choices one option obtained

tc is for the total number of choices

F. Research Procedures

This section was about how the researcher conducted and managed the research in sequence. Firstly, the researcher chose the participants; they were the students of speaking class in the eleventh grade of MAN Tempel, Yogyakarta. Secondly, he observed them using observation checklist to notice in order to identify events where there was attention to teacher’s affective feedback consisting of praise and teacher’s informational feedback on linguistic mistakes (i.e., grammar, vocabulary, spelling, or pronunciation). The results of the observation, later, were
reported in the form of descriptive report. Thirdly, he employed the second research instrument, which was distributing questionnaires to the students.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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.

A. Feedback Occurring in Speaking Class

The result of the observation is used to answer problem number one that is what feedback occurred in speaking classes. In the observation, the researcher wrote and listed all events of teacher’s feedback in class XI of MAN Tempel, Yogyakarta during the two-week observation consisting of six meetings. In this study, teacher’s feedback was classified into two. The first is affective feedback that is feedback that refers to information on the correctness of a student’s performance for giving the correct answer to teacher’s question during classroom discussion. The second is informational feedback that refers to correction to student’s erroneous utterances.

To gain the results, the total number of teacher’s feedback on the students’ speaking performances in the two-week observation was counted. Then, how many events of affective feedback on the students’ performance and informational feedback on grammar, vocabulary, and pronunciation were counted. The last step was counting the percentage of each type of feedback.
The results of the types of teacher’s feedback found in the observation are shown in the Table 4.1.

**Table 4.1 The Result of the Observation**

<table>
<thead>
<tr>
<th>Types of teacher’s feedback</th>
<th>Number of events</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise</td>
<td>12 events</td>
<td>23%</td>
</tr>
<tr>
<td>Informational feedback on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>16 events</td>
<td>77%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>8 events</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>16 events</td>
<td></td>
</tr>
<tr>
<td>Total Feedback</td>
<td>52 events</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the Table 4.1, it is seen that the total events of teacher’s feedback was 52 events. From those events, 12 events (23%) of which were affective feedback consisting of praise and the other 40 events (77%) were informational feedback. The informational feedback was focused on linguistic form, with the description that the feedback on grammar errors which was 16 events. There were six events of feedback on vocabulary errors, while feedback on pronunciation had the same number as grammar feedback.

From the observation, the researcher discovered the details of each type of feedback given by the teacher. The teacher’s strategies in delivering feedback were also revealed. Interestingly, in delivering affective feedback and informational feedback on grammar, vocabulary and pronunciation the teacher treated the students’ performance differently.
1. **Affective Feedback**

Affective feedback refers to the praise the teacher gave to the students’ effort in speaking. From the observation, the occurrence of the positive reinforcement to the correct response given by the students was delivered by the teacher in the form of giving praise. The teacher gave the praise to keep the students’ performance and to strengthen positive emotional reaction on the classroom. It is found that the teacher gave praise to the students’ effort. The example of the occurrence of affective feedback is shown feedback event below:

Student: Last holiday, I went to my grand mother’s house.
Teacher: oh! Excellent!
(Observation checklist: meeting 1)

The teacher gave praise, the most common form of positive reinforcement, to the students in different situation. However, as the researcher noticed, the teacher mostly gave affective feedback to the students who seemed to have high motivation to speak and it is directed more to the individuals rather than to the whole class. This is so because affective feedback will give more positive effect when it is intended to individuals. It is in line with Stone and Nielsen’s statement (1982: 112) that “the human touch appraisal builds on the affective, so that delivering feedback to individuals gives them a sense of self-worth”.

It was also revealed from the observation that the teacher gave praise the effort as well as the answer. This strategy taught the students that an important aspect of learning was not just the answer but also the effort in getting the answer.
2. Informational Feedback

It has been mentioned that the teacher treated differently in delivering feedback. The explanations of informational feedback on grammar, vocabulary and pronunciation are explained as follows:

a. Informational Feedback on Grammar

In giving feedback on grammar mistakes, the teacher often used “recast strategy” that involved the teacher’s oral repetition of all part of the a student’s utterance, minus the error. Another strategy the teacher used to give informational feedback to the students was to give another way of saying something. After listening to the conversation, the teacher used to write the less appropriate word on the whiteboard, explained it, then she provided the example for it.

For example, in one event of teacher’s informational feedback on student’s grammar error:

Student: …, our friend’s brother opened the door for we [error on grammar] (At the end of the monolog, the teacher explained and gave example of object pronoun) (Observation checklist: meeting 2)

Student: I was very embarrassing. [error on grammar]
Teacher: Oh… yes, you are very embarrassing (while smiling). How to say malu? What about memalukan? At the end, the teacher explained the difference of present participle and past participle, e.g. boring vs. bored, exciting vs. excited, etc. (Observation checklist: meeting 5)
The teacher used recast strategy because she wanted to give the correct form to the student without having to correct him or her by directly showing the erroneous form. The teacher’s repetition with the correct form was hoped to give positive experience to the students.

**b. Informational Feedback on Vocabulary**

In giving informational feedback on the vocabulary errors, the teacher often waited until the student finished speaking, and then she explained the correct form right after it. The teacher avoided informing errors and giving feedback during the conversation because she wanted the students to focus on the flow of the conversation. In addition to this feedback, oral explanation was most preferred by the teacher.

**c. Informational Feedback on Pronunciation**

Concerning this type of error, the teacher did not directly inform the student of his/her errors while conversation because she did not want students to be disturbed with the feedback. Instead, the teacher highlighted and listed the erroneous pronunciation and explained after the conversation.

Student: What do you **think** of our new teacher? [error on pronunciation]
Student: I **think** she is good, but the problem he is new for us.
Teacher: Very good, Riza!
At the end of the dialog the teacher explained the pronunciation of “think” and also gave examples.
(Observation checklist: meeting 4)
Interestingly, that the teacher gave the information on the error based on its intelligibility was also revealed. When a student’s pronunciation could still be understood, the teacher just let it be and gave the correct pronunciation at the end. On the other hand, when a student’s pronunciation was hardly intelligible, or could not be understood, the teacher usually asked what the student meant to say and directly gave the correct pronunciation.

From the research findings, it is seen that in the strategies of giving informational feedback, the teacher usually used teacher corrections because they think that it was the appropriate strategy to be implemented for beginner students. The students of beginner class still have limited knowledge of the target language. The implementation of peer corrections and student's self-corrections were not used in the observed classes because usually students were not able to correct their own errors.

Regarding the time of giving informational feedback in the form of corrections to students, the teacher sometimes corrected the students' errors right after the errors appeared and sometimes they corrected students' errors after the students finished speaking. In addition to that, to elicit the negative effect of informational feedback on the part of the students, the teacher usually directed the feedback to the class rather than to the person. The informational feedback directed to the class would be beneficial for the students. Students would not feel hopeless because the feedback was not addressed to a person; instead they were given to all of the students in class.
B. Students’ Perceptions on Teacher’s Feedback in Speaking Class

From the results of the questionnaire, the writer hoped to see the real situation in terms of the students' perceptions, their likes and dislikes, and also problems which they encountered during the teaching-learning process in speaking classes. Before discussing the findings, the writer will explain the methods of treating the results of the questionnaire. Each of the students' answers was given one point and the number of points was presented in percentage.

1. The Analysis of the Questionnaire

In learning a language, the learners of English in the eleventh grade of Senior High School commonly faced some problems in practicing English in public. They were normally afraid of making mistake or of being laughed by their peers. These two problems were largely due to their limited knowledge of the language, such as limited knowledge of language grammar, vocabulary, and pronunciation. On the other hand, the lack of confidence in speaking in front of the audience may also have become the obstacle in developing their English language skill. In this situation, teacher’s contribution in giving feedback to the students in the form of praise, appreciation, or correction on the students’ language performance took a important part. It is in line with Breen and Candlin as cited by Richard and Rodgers (1986: 77) concerning teachers’ role as counselor that is to maximize effective coordination through the use of confirmation and feedback. As illustrated in Figure 1, none of the students said that teacher’s feedback should be avoided.
Figure 1. Students’ Reactions on Teacher’s Feedback in Speaking Class

Notes: A. Teacher’s feedback was effective to give information to the students
B. Teacher’s feedback was needed to measure students’ speaking ability
C. Teacher’s should be avoided
D. Teacher’s feedback should be focused on the students’ error

From Figure 1, it is seen that forty four (44) students or 64% of the respondents agreed that teacher’s feedback was effective because they provided information to the students about their language performance, their courage, progresses, or their errors so that they would improve and would not make the same mistake over and over. Eighteen students or 26% of the respondents agreed that teacher’s feedback was strongly needed to make students aware that they actually had strengths or weaknesses. It was hoped that the students were able to improve their speaking ability. None of the students said that teacher’s feedback should be avoided because it caused embarrassment on the part of the students. This feeling of embarrassment would make them cut out their learning. On the other hands, six students said that teacher corrections were good and useful for the development of his/her speaking skill.
From the discussion, it is believed that teacher’s feedback was an effective way of both giving motivation to the students and eliminating students' errors. The praise and appreciation functioned as feedback to either good utterances or affection to their effort even though on their erroneous utterances. On the other hand, corrections functioned as feedback on students' performance as well as information that students still had weaknesses. It is in line with what Breen and Candlin mention as cited by Richard and Rodgers (1986: 77) that in teaching learning process, teacher as the source of knowledge had the responsibility of giving feedback whenever his students produced utterances. It can be either affective feedback or informational feedback. It depends on the situation. Nevertheless, the students themselves actually had different things to expect from the teacher in relation to the teacher’s feedback in the speaking class.

Figure 2 below shows the students' expectation from the teacher when they were performing language in the class.

![Figure 2. Students’ Expectation from the Teacher](image-url)
Notes: A. The teacher should always pay attention to the students’ utterances
B. The teacher paid attention to the students’ utterances without having to focus on them
C. The teacher looked indifferent
D. The teacher paid attention to the students’ utterances and corrected all their erroneous utterances

There were forty two (63%) of the respondents who said that they expected the teacher to pay attention to them when they were speaking English. They fully expected that the teacher always paid attention so that their speaking progress could be monitored. On the other hand, there were fourteen students that actually needed attention but they felt uncomfortable if the teacher kept looking at them. These students said that they would become nervous and unconfident if they were being looked at or being observed. None of the students said that the teacher should have fully ignored them when they were speaking in the class. It can also be found from the data in Figure 2 that there were 17% or twelve of the respondents that the preferred the teacher to focus merely on the errors they made. From the discussion, it is seen that almost all of the students needed attention and somebody who cared about them even though they preferred in different ways.

Figure 3 shows the kinds of encouragement commonly found in the speaking class that were expected by the students.
Figure 3. The Kinds of Encouragement the Students Expected

Notes: A. The teacher gives praise like “good”, “excellent” etc 
B. The teacher simply nods his/her head 
C. The teacher just ignores 
D. The teacher should encourage the students more by giving more new challenges

Thirty four students or 50% of the respondents expected their teacher to give them praise or affective feedback when they were doing well in speaking. Fourteen students (22%) expected their teacher to merely nod her head in order to avoid distraction. In this case, affective feedback served as an appreciation from the teacher for the students’ effort. None of the students said that teacher should just ignore them after they made such an achievement. Meanwhile, 18 students expected their teacher to give them more new challenges so that they could rapidly improve. Having looked at the students' answer, it is found out that reinforcement is important for students to encourage them to learn. It is in line with Ellis’ opinion (1988: 274) that positive reinforcement can be found when the teacher gives feedback and identification to the students’ utterances. In addition to that, Maryn (2002: 3) also states “the importance of extending students’ language by giving comments in language at a...
level slightly higher than the students’ own current language use”. Students always expected to be given praise or new challenges when they were doing well in speaking class.

![Bar Chart]

**Figure 4. The Influence of Teacher’s Affective Feedback**

Notes:
A. The students felt happy and motivated to increase their speaking ability.
B. The students felt that the praise received was useless and made them conceited.
C. The students felt okay.
D. The students felt that the praise received became a burden for them.

There were only four students who said that they were unhappy when the teacher gave them praise when they were doing well in speaking class. They thought that the praise given was useless and would only make them feel too proud of themselves. Most of the students (54 out of 68 respondents) said that by receiving praise from their teacher their motivation to improve their speaking ability increased. Only two students (2%) said that the teacher’s praise was sometimes useful and sometimes useless and they did not pay attention to it.
They just felt okay towards teacher’s praise. On the other hand, ten students said that receiving praise was a burden for them because the praise indirectly forced them to do better in their study. It is so because the praise indirectly told the students that they should perform well when they were given an opportunity to speak in front of the class. The students never attributed their success to accidental events. Instead, they attributed their success to ability, knowledge, and effort.

Besides giving praise which functioned as reward in speaking class, teacher sometimes gave informational feedback which functioned as the correction on incorrect responses produced by students. The informational feedback of course also affected students' motivation on improving their speaking ability.

Figure 5 shows the students’ opinions on informational feedback given by teacher in speaking class.

![Figure 5. Teacher’s Treatment on the Students’ Error](image)

**Notes:**
A. Points and corrects the error
B. Points at the errors without giving any correction
C. Ignore the errors  
D. Points at the error and ask the other students to correct it  

There were 62 students or 90% of the respondents who said that the teacher usually pointed at students’ error and corrected them at once. Four percents of the respondents said that their teacher usually pointed at their errors without giving any corrections. None of the students said that the teacher ignored their errors and six percent of the respondents or four students said that the teacher usually pointed at their errors and asked the other students to correct the errors. 

From the findings, it is seen that the teacher tended to correct students’ errors whenever they appeared. They did this because as a teacher she was supposed to play her role as a facilitator and as a counselor. Teacher’s role as facilitator demanded him or her to facilitate the communication among all participants in the classroom and also act as an organizer of recourses and as a resource him or herself. Teacher’s role as a counselor demanded them to provide feedback to their students. 

Figure 6 describes students’ expectation when they produced erroneous utterances.
Figure 6. Students’ Expectation from the Teacher When Making Errors

Notes:
A. Points at and corrects the error at once
B. Points at the errors and asks other students to correct the errors
C. Points at the error and give the students guidance to correct their own error
D. Students expect the teacher to ask everybody involved in teaching learning process to correct their errors

Some of the students (34%) expected the teacher to point their errors and correct them at once. Six percent (6%) of the respondents expected their teacher to point at the errors and asked another friend to correct their errors. Most of the students (56%) expected the teacher to point at the errors and give them guidance to correct their own errors. Only two students (4%) preferred the error to be corrected by everybody involved in teaching learning process.

The findings in Figure 6 show that error corrections or informational feedback given in speaking class were regarded as effective. It is so because by trying to correct the errors together, not only will the students who made the errors be aware of the error, but also everybody involved in teaching learning process. Hopefully, when they were given opportunity to speak in class, the students did not make the same mistake again.
In addition to that, most of the students wanted to play their role as negotiators. They did not expect their teacher to facilitate them with everything they need including the feedback on their errors. Rather, they wanted to be independent. It is in line with what Breen and Candlin propose (1980: 110) that the role of learner as negotiator between the self, the learning process and the object of learning is found from the interaction within the classroom procedures and activities. Students expected the activity in the classroom become a learner-centered teaching activity in which the learner was in the subject of teaching and not the object.

![Figure 7. The Influence of Teacher’s Informational Feedback on the Students’ Speaking Ability](image)

**Figure 7. The Influence of Teacher’s Informational Feedback on the Students’ Speaking Ability**

**Notes:**
A. The students felt happy and motivated to increase their speaking ability.
B. The students felt that teacher’s informational feedback received was useless and would become an inhibiting factor.
C. The students felt that teacher’s informational feedback was sometime useful and sometime useless.
D. The students felt that the correction received sometimes discourages if not followed with appreciation.
From Figure 7, it is found out that the majority (92%) of the students said that they felt happy and motivated when they received informational feedback from the teacher and none of the students (0%) said that teacher’s informational feedback was useless. This is an interesting finding from the data that a few students felt discouraged if they received informational feedback without being followed with appreciation from the teacher to their effort.

It can be concluded from the data that almost the entire students felt that teacher’s informational feedback was useful. It is in line with Maryn’s statement (2002: 3) that feedback is an ongoing form of assessment which provided information about individual progress. By informational feedback the students could also measure their strengths and weaknesses. However, concerning that individuals were different and were also built on affective aspect, the teacher usually paid attention to the students that might have felt down-hearted if they received comment or informational feedback, like the case of the kinds of the few students in Figure 7.

Figure 8. Students’ Reactions on the Teacher’s Correction
Notes:

A. The students felt challenged to improve their speaking ability.
B. The students felt embarrassed and desperate.
C. The students felt annoyed because they lost their concentration.

Most of the students (76%) of the respondents said that they felt happy and challenged to improve their speaking ability when they received informational feedback from the teacher. They felt so because they thought that there was someone who cared about them and they deserved it. On the other hand, there were only ten students (24%) who said that they felt embarrassed when they received informational feedback from teacher, and the informational feedback discouraged them to improve their speaking ability because they felt down hearted. Those students tended to explain their failure to themselves. They often made internal interpretation to the teacher’s correction. None of the students felt annoyed because they lost their concentration. The students made mistake repeatedly because they misunderstood the direction, lacked the knowledge, or simply did not study hard enough. Therefore, they realized that their failures were due to lack of effort or insufficient knowledge in the target language. Those few students who said that informational feedback made him or her felt embarrassed and desperate thought that teacher’s correction given in speaking class would result in their unwillingness to improve their speaking ability.

Even though the error corrections gave deep effect on the part of the students and they easily remembered the corrections in their mind, the informational feedback did not make students cut out their learning. They were still
motivated to improve their English speaking ability regardless of the informational feedback they received from teacher.

Concerning the type of reinforcement preferred by the students, the students' opinion on the reinforcement usually delivered in speaking class and how they influenced students' motivation in improving their speaking ability is shown in Figure 9.

![Figure 9. The Reinforcement the Student Expected to Improve Their Speaking Ability](image)

**Notes:**

A. Affective feedback from teacher when students spoke English well
B. Affective feedback from teacher even though the students made error
C. Affective feedback from teacher when students spoke English well and informational feedback when they made errors
D. Attention from teacher

Two students or 4 % of the respondents expected their teacher to give them
praise or affective feedback when they were doing well in speaking. Sixteen students (24%) expected their teacher to give them affective feedback in the form of praise even though they produced erroneous utterances so that they would not cut out learning. On the other hand, 34 students (50%) of the respondents said that they preferred praise to be given to them when they were doing well and informational feedback when they were doing wrong. On the other side, 14 students expected their teacher to give them attention by always giving them assistance to correct their errors and motivate them to speak English actively in class.

Having looked at the students’ answer, it is seen that reinforcements were important for students to stimulate their motivation to learn. Besides that, the students expected the teacher to provide informational feedback they made, they also expected the teacher to give them attention and affective feedback to their language performance.

Figure 10. The Influence of Teacher’s Feedback on the Students’ Speaking Learning Experience
Notes:
A. The students felt motivated because they know their speaking capacity
B. The students felt motivated because there is someone who cares about their speaking progress
C. The students felt annoyed because there is someone who always interfered

Having looked at the data in Figure 10, there were forty six (67%) of the students who said that they felt motivated towards teacher’s feedback because by which they could know and measure their speaking capacity. On the other hand, 22 (33%) of the respondents said that they felt motivated because there was someone who cared and paid attention to them and none of the students said that teacher’s feedback would only make them annoyed because there was an interfering teacher.

From the analysis, it is found out that all students actually needed teacher’s feedback, even though it is undeniable that students had different attribute towards it. Some may have attributed teacher’s feedback to their internal motivation, and some other may have attributed it to their external motivation in getting through the learning process. Students who were internally motivated would interpret teacher’s feedback as the result of their effort which was fed back to them and it functioned as the information and identification of their language performance. They would then internalize the feedback as the source of positive reinforcement of the correct utterances which made the learning result. It is in line with what Stone and Nielsen propose (1982: 112) that “the function of feedback is to secure the performance and to strengthen positive emotional reaction on the classroom. Students who are more
externally motivated will attribute teacher’s feedback as an external reaction to their language performance”. Therefore, teacher’s feedback was useful and served as the source of positive reinforcement to students’ learning experience.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research. In this chapter, two major sections are presented. The first is presenting conclusions drawn from the research result. The second one is presenting the suggestions proposed to English teachers especially those who teach speaking class and for other researchers conducting similar study.

A. Conclusions

This study was aimed to find out the students’ perceptions on teacher’s feedback in speaking class. There were two main research questions to answer in this study. The first research question was about the types of teacher’s feedback in speaking class. The second research question was about the students’ perceptions on teacher’s feedback in speaking class.

Based on the results of the observation and the questionnaire, the researcher would like to draw two conclusions.

1. With regard to the first problem, the researcher concludes that in speaking class, there were two kinds of feedback given, namely affective feedback and informational feedback. Affective feedback was given in speaking class as a means to reinforce students' motivation to improve their speaking ability. It was found from the research that informational feedback occurred more.
The teacher focused more on giving informational feedback which concerned about grammar, vocabulary, and pronunciation. In giving informational feedback to each type of error, the teacher gave different treatment. The teacher usually wrote the feedback on grammar and vocabulary error on the white board before explaining it, while for feedback on pronunciation error, the teacher only gave it orally. In addition to that, the teacher directed affective feedback to individuals rather than to the whole class, but delivered informational feedback to the whole class rather than to individuals.

2. The second objective of conducting this research was to find out the students' opinion on teacher's feedback in speaking class. From the result, students' opinions on teacher's feedback were different, but basically their responses to all of the types of feedback were positive. The students said teacher's feedback led them to move forward. Most of the students were happy when the teacher praised them after they performed well in speaking class. It meant that praise or affective feedback was an effective reinforcement that can be used to improve students' English speaking ability. Besides, students also preferred the teacher to give praise to appreciate their effort. Informational feedback was also useful to remind students of their weaknesses when they always make the same mistake over and over. Both the reinforcements were given for students’ positive learning experience that led them to improve their speaking ability.
B. Suggestions

After conducting the study, the researcher has some suggestions for teachers of speaking class and for further researchers.

1. Teachers of Speaking Class

In speaking class, teachers are suggested to encourage students to speak English actively in class. To do this, teachers’ feedback is necessary to inform the students about their current language ability. It is recommended that teachers direct affective feedback to individuals rather than to the whole class. This is so because affective feedback will give more positive effect when it is intended to individuals. On the contrary, it is essential that teachers in speaking class direct informational feedback to the class rather than to the person. It is aimed to elicit the negative effect of informational feedback on the part of the students. In addition to that, teachers should give affective feedback on students’ effort although they produce erroneous utterances. It is aimed to keep students’ motivation and give them positive learning experience.

2. Further Research

The researcher recommends further study on the influence of the types of teachers’ informational feedback on students’ responses to the feedback they receive from teachers on their effort to communicate. At least there are two reasons for this. First, this study was an experimental study to find out what types of
informational feedback which influence students’ response. Second, this study intends to reveal which type of informational feedback influence the success of response.
REFERENCES


A. Letter of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
B. The Result of the Observation
## TEACHER’S FEEDBACK IN SPEAKING CLASS

### CLASS XI IPS 2
Meeting #1 (Schedule)

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And *gaji bulanan* is monthly wage (while writing on the white board). Now repeat…

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| 1   | #    |    |     |      | T: What makes you angry?  
S: I’m very angry if I gossiped  
T: oh, you mean if someone gossips you?  
S: yes.  
T: ok guys, now if you want to say *kalau saya digosipin ya..* you can say “if someone gossips me” |
| 2   | #    |    |     |      | T: What makes you angry?  
S: I’m angry if my boyfriend indifferent me.  
T: I see you mean *nyuekin*?  
S: Yes Mum.  
T: Ok, indifferent is *cuek.* And *nyuekin* is ignore (while writing in the white board) |
| 3   | #    | Praise | # |      | S: It is annoying when I have appointment with someone, he breaks the promise.  
T: Yes, good…good…! (The teacher explained the pronunciation of the... |
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| 4   | #         |    |     |      | T: What do you hate from your boyfriend?  
|     |           |    |     |      | S: I hate if he lies to me. (incorrect pronunciation)  
|     |           |    |     |      | T: what do you mean by lies?  
|     |           |    |     |      | S: Bohong lho ma’am…  
|     |           |    |     |      | T: O… lies… (with the correct pronunciation)  
| 5   | #         |    |     |      | S: …and then we knocked at the door.  
|     |           |    |     |      | (at the end of the monolog, the teacher explained and gave example of silent K. e.g. knock, knee, know.)  
| 6   | #         |    |     |      | S: …, our friend’s brother opened the door for we.  
|     |           |    |     |      | (at the end of the monolog, the teacher explained and gave example of object pronoun)  

Note:
S: Student  
T: Teacher

TEACHER’S FEEDBACK IN SPEAKING CLASS
CLASS XI IPA  
Meeting # 3 (Expressing Opinion)

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| 1   | #         |    |     |      | S: He is a art student  
|     |           |    |     |      | T: Yes, he is an art student.  
|     |           |    |     |      | At the end, the teacher explained about a/an preceeding vowels or consonants.  
| 2   | #         |    |     |      | S: I hanging the picture…  
|     |           |    |     |      | T: I am hanging the picture on the wall  
|     |           |    |     |      | At the end of the monologue the teacher reminds the students about continuous  
| 3   | #         |    |     |      | S: I think it is more good than…  
|     |           |    |     |      | T: Better than… that?  
| 4   | #         |    |     |      | S: children are honest  
|     |           |    |     |      | The teacher explained the correct pronunciation of children and honest by the end of the discussion  
| 5   | #         |    |     |      | S: “…”, my answered.  
|     |           |    |     |      | T: I answered.  
| 6   | #         |    |     |      | S: What you like it?  
|     |           |    |     |      | T: Do you like it?  
|     |           |    |     |      | In the middle of the class the teacher reminded the
TEACHER’S FEEDBACK IN SPEAKING CLASS

CLASS XI IPS 1
Meeting # 4 (Expressing Opinion)

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Note:
S: Student
T: Teacher
**TEACHER’S FEEDBACK IN SPEAKING CLASS**

CLASS XI IPS 2
Meeting # 5 (It will never happen to me again- SPOOF)

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<tr>
<td>1</td>
<td></td>
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<td>S: Someone pushing my shoulder and …</td>
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<td>At the end of the monolog the teacher gave the correct pronunciation of the word <em>pushing</em></td>
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<td>2</td>
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<td>S: but he <em>terus mendorong</em> my shoulder…</td>
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<td>The teacher explained how to say <em>terus</em> … with keep + Ving, and gave some task to translate</td>
</tr>
<tr>
<td>3</td>
<td>Praise</td>
<td></td>
<td>Good …very stupid story (while applauding)</td>
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<td>4</td>
<td></td>
<td></td>
<td>Responding to the students’ inability to say <em>ternyata</em> in English, the teacher then taught them the expression “it turned out that…”</td>
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<td>5</td>
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<td>S: I was very <em>embarrassing.</em></td>
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<td></td>
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<td></td>
<td>T: Oh… yes, you are very embarrassing (while smiling). How to say <em>malu</em>? What about <em>memalukan</em>?</td>
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<td>At the end, the teacher explained the difference of present participle and past participle, e.g. boring vs. bored, exciting vs. excited, etc.</td>
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<td>S: “…”, my answered.</td>
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<td>T: I answered.</td>
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<td>7</td>
<td></td>
<td></td>
<td>S: my friends laughed at me…</td>
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<td>T: the teacher laughed (with correct pronunciation) at you…</td>
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<tr>
<td>8</td>
<td>Praise</td>
<td></td>
<td>S: It turned out my <em>ritsletting</em> opened</td>
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<td></td>
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<td>T: Your <em>zipper</em> opened? Hehe..very good, and very stupid too..</td>
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**Note:**
S: Student  
T: Teacher

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**TEACHER’S FEEDBACK IN SPEAKING CLASS**

CLASS XI IPA
Meeting # 6 (Expressing agreement and disagreement)

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**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**
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| 1 | # | S: because there are many persons in this class  
T: There are many people in this class |
| 2 | # | S: Around fifteen people!  
The student pronounced the word fifteen wrongly and unclearly with incorrect stress.  
The teacher then explained how to pronounce and give the stress to the word. |
| 3 | # | S: What program you don’t like?  
T: What program don’t I like? Well, I don’t like …  
At the end, the teacher explain the question order |
| 4 | # | Praise  
T: So, what is yes/no question?  
S: If the answer is yes or no mum!  
T: Excellent! You are very confident. I like that! |
| 5 | # | S: I like this program because it is easy dioperasikan  
T: Easy to operate?  
The teacher then explained easy to..., difficult to… (ways to say something) |
| 6 | # | In a short conversation, one of the student said “would you like to lunch with me?”  
At the end of the conversation the teacher explained about the word classification of “lunch” and give the right vocabulary like have lunch, have breakfast, and so on. |
| 7 | # | Syara: What is it about?  
Merlina: It’s only written message.  
At the end, the teacher explained the correct pronunciation of the word written and gave other examples such as bitten and bitter. |
| 8 | # | I really want to going to the meet tourist in….  
Oh, you really want to go to the meet tourists?  
The teacher explained briefly about to infinitive and gave examples. |
| 9 | # | Praise  
After the teacher listened to two students performing a short dialog about disagreement, the teacher said “very good!” and asked the class to give them applause. |

Note:  
S: Student  
T: Teacher
C. The Questionnaire
Questionnaire

Salam,

Mas, mbak, saya perlu bantuan Anda untuk mengisi kuesioner saya yang berkaitan dengan feedback di kelas speaking. Saya perlu jawaban Anda untuk saya analisa, jadi saya harap Anda menjawab dengan sungguh-sungguh. Kalau perlu Anda bisa menulis alternatif jawaban Anda dengan jelas di kolom yang telah tersedia.

Terimakasih atas kerjasamanya.

1. Bagaimanakah pendapat Anda tentang pemberian komentar oleh guru dalam kelas speaking?
   a. Komentar yang diberikan guru sangat efektif karena bisa memberikan informasi sejauh mana ketrampilan speaking Anda.
   b. Komentar guru diperlukan supaya Anda sadar apakah speaking Anda sudah benar ataukah masih salah.
   c. Komentar guru seharusnya dihindari karena akan menyebabkan Anda merasa terganggu.
   d. _____________________________________________________

2. Apa yang Anda harapkan dari guru Anda ketika Anda sedang berbicara di dalam kelas.
   a. Guru memperhatikan apa yang sedang Anda ucapkan.
   b. Guru memperhatikan apa yang sedang Anda ucapkan tanpa harus fokus pada diri Anda.
   c. Guru bersikap acuh tak acuh.
   d. _____________________________________________________

1. Apa yang Anda harapkan dari guru Anda ketika menurut beliau Bahasa Anda sudah benar?
   b. Mengangguk-anggukkan kepala.
   c. Membiarkan saja
   d. _____________________________________________________

2. Menurut Anda apakah bentuk pengaruh pujian yang diberikan oleh guru terhadap kemampuan speaking Anda?
   a. Pujian guru membuat Anda terpacu untuk terus mengembangkan kemampuan speaking Anda.
   b. Pujian guru tersebut tidak berguna karena hanya akan membuat Anda besar kepala dan merasa kemampuan Anda dalam speaking sudah baik.
   c. Pujian tersebut kadang berguna, kadang tidak berguna.
   d. _____________________________________________________
3. Berdasarkan kenyataan di kelas, ketika Anda membuat kesalahan pada waktu berbicara dalam speaking, apa yang biasanya dilakukan oleh guru?
   a. Menunjukkan kesalahan Anda dan langsung mengoreksinya.
   b. Menunjukkan kesalahan Anda tanpa mengoreksi.
   c. Mengabaikan kesalahan Anda.
   d. ______________________________________________________

4. Apa yang sebenarnya Anda harapkan dari guru Anda ketika Anda membuat kesalahan?
   a. Menunjukkan kesalahan Anda dan langsung mengoreksinya.
   b. Menunjukkan kesalahan Anda dan menyuruh teman Anda mengoreksinya.
   c. Menunjukkan kesalahan Anda dan memberikan bimbingan kepada Anda untuk mengoreksi kesalahan Anda sendiri.
   d. ______________________________________________________

7. Menurut Anda apakah bentuk pengaruh koreksi guru terhadap perkembangan kemampuan speaking Anda?
   a. Koreksi guru membuat Anda terpacu untuk terus mengembangkan kemampuan speaking Anda.
   b. Koreksi guru tersebut tidak berguna karena hanya akan menghambat Anda untuk mengekspresikan kemampuan Anda dalam speaking.
   c. Koreksi tersebut kadang berguna, kadang tidak berguna.
   d. _____________________________________________________

8. Apa yang Anda rasakan ketika guru memberikan komentar atas kesalahan yang Anda buat pada waktu berbicara Bahasa Inggris?
   a. Anda merasa telah diperhatikan.
   b. Anda merasa malu.
   c. Anda merasa terganggu karena konsentrasi hilang.
   d. _____________________________________________________

9. Menurut Anda bagaimanakah sebaiknya cara guru mengoreksi kesalahan speaking Anda?
   a. Semata-mata mengoreksi apa yang salah.
   b. Semata-mata mengoreksi kesalahan lalu menunjukkan bentuk benarnya.
   c. Menunjukkan kesalahan Anda diikuti pujian untuk menghargai usaha Anda.
   d. _____________________________________________________

10. Secara umum, apakah pengaruh komentar guru dalam pengalaman belajar speaking Anda?
    a. Anda merasa termotivasi karena mengetahui kapasitas ketrampilan speaking Anda.
    b. Anda merasa termotivasi karena ada yang memperhatikan perkembangan speaking Anda.
c. Anda malah merasa risih karena ada yang turut campur dalam proses belajar Anda.
d. _____________________________________________________
D. The Result of the Questionnaire

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