

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

This chapter presented the result of the study and discussion. The finding designed to answer the research problems, whether there were the type of oral feedback that teacher gives to respond to the students' performance, how far the affect of feedback to the students and the students' perception toward teacher's feedback. This section covered the type of feedback used by the teacher, the effects of feedback to the students, the students' perception toward teacher's feedback and discussion.

A. The Result of Study

1. The Types of Oral Feedback Which the Teacher Gave to Respond the Students' Performance

This section will reveal the type of feedback that the teacher used in the classroom through forty five minutes classroom observations in two different classes on the same grade level with the same material and the same teacher. The specific of using each type of feedback were revealed as the descriptions from classroom observation bellow;

a. Acknowledge a correct answer

According to writer's observation class, acknowledge a correct answer is one of the type of feedback strategies that used by the teacher to repond student's answer on oral performance. This data is supported by the result of interview with English teacher of seventh graders at that school. The teacher said, that he will said " good

answer”, “ fine” if the students’ is cirrect. (Interview result, on Saturday, May 10, 2014)

b. Indication an incorrect answers

Best on writer’s observation class, this type is one of the type of feedback strategies that used by the teacher to repond student’s answer on oral performance. This data is supported by the result of interview with English teacher. The teacher said, “ some of students did not understand of the lesson. When the students have incorrect answer, in this case the I will say “no that not the answer”, that teacher was indicated student’s incorrect answer while oral feedback. (Interview result, on Saturday, May 10, 2014)

c. Praising

According to writer’s observation class, this type exactly used by the teacher to respond student answer on oral performance. This data is supported by the result of interview with English teacher, the teacher said that he will respond students’ answer, if the student have correct answer, that the teacher say “ok. Good answer”, “excellent”. (Interview result, on Saturday, May 10, 2014)

d. Repeating

Best on writer’s observation class. Repeating is type that was used by the seventh graders’ teacher on students’ oral performance. This data is supported by the result of interview with English teacher, the teacher said that he will respond students’ answer. Exactly, not all of students was understand the lesson, some of them filt difficult to answer teacher question on oral feedback. The teacher repeat student’s answer, that repeating teacher of student’s answer as on oral feedback can

be used as the way to clarify and check student's knowledge. (Interview result, on Saturday, May 10, 2014)

e. Criticizing

According to writer's observation criticizing is the type that used by the teacher to criticize student's oral performance and correct student's error. This data is supported by the result of interview with English teacher, the teacher said that he will respond students' answer, he was criticize a student for the kind of respond provided. The teacher should criticize students' performance in order to correct students' error. (Interview result, on Saturday, May 10, 2014)

f. Expanding or modifying a student's answer

Best on writer's observation, this type is one of kind of the feedback strategies used by teacher to respond incomplete student's answer's on oral performance by rephrasing student's answer from teacher own words. This data is supported by the result of interview with English teacher, the teacher said that he will respond students' answer by Expanding or modifying a student's answer with rephrasing students' answer from his own word. (Interview result, on Saturday, May 10, 2014)

g. Summarizing

According to writer's observation class, summarizing is one of kind of the feedback strategies used by the teacher to respond students' oral performance. Exactly the teacher used summarizing of what student's has said, and gives explanation as far as student's answer on oral feedback. This data is supported by the result of interview with English teacher, the teacher said that he will give a summary and

explanation what what students has said. (Interview result, on Saturday, May 10, 2014)

2. The Affects of Feedback to the Students

This part of the study will focus on how far the affect of feedback on students' oral performance. The questionnaire to the students after each observation were conducted to gain the data about the effect of feedback on students' performance. The result of the questionnaire bellow expresses the effect of oral feedback for the students. Here some effect of feedback for the students.

a. Building students' confidence to partipate in classroom

The result of questionnaire about Building students' confidence to partipate in classroom can be seen in te following table.

Table 1. The description about Building students confidence to participate in classroom

No	Statemens	Frequency/Persentag	
		Yes	No
1	My teacher praise me if my answer is correct	10(84%)	2(16%)
2	I have more spirit in learning if my teacher praise me	12 (100%)	-
3	I always feel afraid if my teacher ask me	7 (58%)	5 (42%)

The table above show the result of the effect oral feedback is to building students' confidence to partipate in classroom from questionare 84% students said “ My teacher praise me if my answer is correct ”, and 100% students said “ I have more spirit in learning if my teacher praise me ”, so 58% students said “I always feel afraid if my teacher ask me ”.

b. Detecting error

The result of questionnaire about detecting error can be seen in the following table.

Table 1. The description about Detecting error

No	Statements	Frequency/Percentage	
		Yes	No
1	I often have mistakes when I speak English	9 (75%)	3 (25%)
2	My teacher smile, if I speak English incorrectly	6 (50%)	6 (50%)
3	I am excited if my teacher to correct my answer directly	10 (84%)	2 (16%)

The table above shows the result of the effect of oral feedback is to detect students' error, students' felt it when the teacher criticized and repeated. The students' statement 75% of students said "I often have mistakes when I speak English" and 50% of students said "My teacher smiles, if I speak English incorrectly", so 10% of students said "I am excited if my teacher corrects my answer directly".

Therefore, the students were not to repeat the same mistake in the future. On the other hand, by criticizing and repeating students' answers as a feedback can detect error in order to make the students recognize and correct the error.

c. Clarifying students' answer

The result of questionnaire about clarifying students' answers can be seen in the following table.

Table 1. The description about Clarifying students' answer

No	Statemens	Frequency/Persentag	
		Yes	No
1	I am exaited when my teacher to critize my answer well	12 (100%)	-
2	I become know my mistakes	12 (100%)	-

The table above show the result of the effect oral feedback to students, 100% Students said “ I am exaited when my teacher to critize my answer well” and supported by 100% students said “ I become know my mistakes ” it can be seen that the teacher clarifying and repeat students' answer in order to check students' understanding.

d. Motivating students in learning

The result of questionnaire about Motivating students in learning can be seen in te following table.

Table 1. The description about Motivating students in learning

No	Statemens	Frequency/Persentag	
		Yes	No
1	I feel confidence when my teacher praise my answer	9 (75%)	3 (25%)
2	I don't have spirit in learning, if my teacher did not praise me for my achievement	1 (8%)	11(92%)

The table above show the result from questionare of the effect oral feedback to students, 75% students said “ I feel confidence when my teacher praise my answer ” and supported by 8% students said “ I don't have spirit in learning, if my teacher

did not praise me for my achievement ”. They learned to be more active in the learning. It can be seen that one of purposes of giving oral feedback on students’ performance to motivate students to self- correct. It can be done by repeating students’ answer.

e. Feel satisfied and motivated

The result of questionnaire about feel satisfied and motivated can be seen in te following table.

Table 1. The description about feel satisfied and motivated

No	Statemens	Frequency/Persentag	
		Yes	No
1	I am lazy to study if my teacher get angry with me	1 (8%)	11 (92%)
2	I like to be helped by my friend to answer the question	11 (92%)	1(8%)
3	I am excited and anthusiastic in learning English	9 (75%)	3(25%)

The table above show the result from questionare of the effect about feel satisfied and motivated, 8% students said “I am lazy to study if my teacher get angry with me ”, and supported by 92% students said “ I like to be helped by my friend to answer the question”, so 75% students said “I am excited and anthusiastic in learning English”

f. Explaining and broadening students’ knowledge

The result of questionnaire about explaining and broadening students’ knowledge can be seen in te following table.

Table 1. The description about explaining and broadening students' knowledge

No	Statemens	Frequency/Persentag	
		Yes	No
1	If my teacher not appropriate, the teacher will develops it's	10 (84%)	2 (16%)
2	The teacher ask my friend to hepl me when I have difficulties in answering the question	10 (84%)	2 (16%)
3	I think by myself to correct my mistake	8 (67%)	4 (33%)
4	I become more understand when my teacher conclude my answer	12 (100%)	-

The table above show the result from questionare of the effect about explaining and broadening students' knowledge, 84% students said " If my teacher not appropriate, the teacher will develops it's ", 84% students said " The teacher ask my friend to hepl me when I have difficulties in answering the question" and supported 67% students said "I think by myself to correct my mistake ", so 12% students said "I become more understand when my teacher conclude my answer "

3. The Students' Perception Toward Teacher's Feedback

Teachers play important role in classroom situation. Therefore, they have to teach and motivate the students well. Best on the interview result about the students' perception toward teacher's feedback. The seventh graders of MTs Pondok Modern An-najah Cindai Alus Puteri Martapura have quite different perception abot it. The following the writer will describe those various perceptions of the students toward teacher feedback based on to the result of interview which was conducted to the respondents.

Based on the result of the research about students' perception toward teacher feedback that has been taught by the researcher above, it can analyze by the researcher. The researcher found many similarities and some different perceptions. When writer ask about students' feeling of teacher's oral feedback, all of the subjects said that they want that teacher must praise them for correct answer, because of that can build their spirit in learning, especially in English. The praising that was given by the teacher make them satisfied with their answer and make them more confidence to participate in the classroom, but if the teacher get angry with the incorrect answer, as say " stupid " it migh hurt students feeling. (Interview result on April-May 2014)

In the perception of class A, student QA, JAM, NH, BSZ, KS, and K said a teacher has smile when faced the students who unable to answer the question correctly, so teacher give some stimulus to get the correct answer, this way will make them do not afraid to answer another questions. So, they became more active to participate in the classroom. (Interview result on April-May 2014)

In class B, M, SH, LA, M, NH and SH said, they will be please if the teacher develops their answer and give the shade or instruction of the correct answer. They will easier to answer and increase their knowledge and can make their interest in studying English. All of respondents class A and B said they became more understand if the teacher concluded back their answer or do it almost in the end of the English lesson. It means the teacher repeats and modifies the students answer. (Interview result on April-May2014)

The researcher took the students who had successful score and the students who had unsuccessful score as subject of this research. It was possible that the successful students faced the problem to answer the teacher's question, and always try to give the correct answer by themselves. (Interview result on April-May 2014)

According to unsuccessful students they are; BSZ, KS, K, M, NH, and SH said they was please the teacher to criticized them well, because it will make them know their mistakes, especially in their oral performance and do not make the same mistake, so they hope some motivation from the teacher to improve their spirit to learn English, because in their main English is not easy for them. (Interview result on April-May 2014)

B. Discussion

The researcher problems stated: "What type of oral feedback does the teacher give to respond to the students' performance?. How far does the feedback affect the students? How do the students perceive teacher's feedback on their oral performance?" Hence, the questions looked for the answer. To answer the problems of the study above, the researcher has done the observation, gift the questionnaire and interview to the subjects in this research.

1. Type of feedback

The results of observation six meeting held on April 18 until Mei 10, questionnaire and interview showed that there was evidence indicating the all of type of feedback used by the teacher, the researcher pointed out that the teacher used all of the type of feedback that classified by Richards and Lockhart (Richards and Lockhart, 1996:188).

- a. Acknowledge a correct answer: The teacher acknowledges that a student's performance is correct, the teacher say " Oke *good answer*," The teachers' repond made the students recognize that they have performed correctly.
- b. Indicating an incorrect answer: The teacher indicates that a student's performance is incorrect by saying, "No, that's not quite right,". That the indicating students' incorrect answer make the students knew that they have performed incorrectly.
- c. Praising: The teacher respects a student for correct answer by saying "*Yes, an excellent answer.*" that praising is one of type of feedback which used by the teacher to encourage students to learn and participate more in classroom.
- d. Repeating: The teacher repeats the student's answer, that repeating students' answer as an oral feedback can be used as the way to clarify and check students' knowledge:

Teacher : Who is Jimmy in the dialog?

Student : Jimmy is Clara's brother.

Teacher : Jimmy is Clara's brother. Are you sure?

- e. Criticizing: The teacher criticizes a student for the kind of response provided. The teacher should criticize students' performance in order to correct students' errors. For example:

Teacher : Ajeng. Please, give the formula of present continouos tense?

Student : S+ V+ ING + O.

Teacher : How can it be present continuous tense? Remember, the differences between simple present, present continuous and simple past. Open again your book!

- f. Expanding or modifying a student's answer: The teacher responds to incomplete student's answer or performance by providing more information or rephrasing the student's answer in the teacher's own words. For example:

Teacher: Does anyone know the clever girl in the dialog?

Students: Vita.

Teacher: Yes, Vita. She has the best student and the higher score in her class.

- g. Summarizing: The teacher gives a summary of what a student has said, it is necessary to give explanation as an oral feedback by having summary of what students performed.

In addition, from the observations it is revealed that the teacher did not use another type of feedback that classified. The observation revealed that the teacher did not use of *wrong way feedback* (Iron,2008:65). However, Irons argues that the use of *wrong way feedback* can cause negative impact which discourage students' motivation to learn. Moreover that students in the junior high school have certain psychological characteristic, they are sensitive to criticism, therefore they will easily get offended. Students may feel embarrassed or threatened when the teacher uses discouraging feedback to respond to their oral performance.

Teachers play important role in classroom situation. Therefore, they have to teach and motivate the students well. Since motivation is the key of learning and development for the future, teacher must participate in motivating the students

through encouraging the students by providing feedback in a good way (Iron,2008:65).

2. How far the effect of teacher's feedback toward students. The researcher found the six effects of feedback. There are:

- a. The feedback can build students' confidence to participate in classroom, detecting error (by criticizing and repeating students' answer as a feedback can detect error),
- b. Detecting error, (criticizing and repeating students' answer as a feedback can detect error).
- c. Clarifying students' answer (that the teacher repeated students' answer was aimed to clarify students' answer in order to check students' understanding),
- d. Motivating students in learning (oral feedback to motivate students to self-correct),
- e. Feel satisfied and motivated (that the teacher repeated students' answer was aimed to clarify students' answer in order to check students' understanding and students will feel satisfied and motivated when they are praised after presenting the task appropriately) and
- f. Explaining and broadening students' knowledge.

While the negative feedback gives the bad impact, it might hurt students' feeling. As mentioned by Irons that there are some feedbacks which can hurt students' feeling and discourage students to learn, such as saying "*stupid*" to respond the students who make some mistake. The use of wrong way feedback which have bad impact that might hurt students feeling and afraid try to perform better. The students will feel satisfied and motivated when they are praised after presenting the

task appropriately. So that the students can be more focus in learning and understanding the material taught by the teacher. Oral feedback is the right place to explain the material and gain students' information related to the performance, and teacher oral feedback have big influences to students' way of thinking in learning.

3. Based on the result of the research about students' perceptions toward teacher feedback, the researcher found many similarities and some different perceptions. When the teacher stated by acknowledging students' correct answer, such as saying "*Yes, that's right*" and praising such as saying "*That's right, excellent*". The teacher praised and acknowledged students' correct answer in order could build students' confidence to participate more in classroom. With the good feedback, the student's will not afraid trying to answer the teacher's question, although they did not believe with their answer.

All of the subjects wanted that teacher must praise them for correcting answer, because of it can build their motivation in learning, especially in English, and it supported by Jeremy's theory "praise is a vital component in a student's motivation and progress" (Harmer, 1998:138). Besides that, they became more understood if the teacher concluded back their answer or do it almost in the end of the English lesson. It means the teacher repeated and modified the students' answer. (Interview on April-May 2014). It supported by Jeremy's theory in showing incorrectness there was reformulation which the teacher repeated back a corrected students' answer and it is the way to future correctness (Harmer, 1998:144).

These perceptions came from whole of the students even she sits in the class that classified as less success class. The different perception about a teacher has to smile when faced the students who unable to answer the question correctly. Moreover, Prophet Muhammad SAW said smiling is the charity, such as hadits by Imam Ahmad as follow:

قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كُلُّ مَعْرُوفٍ صِدْقَةٌ وَمَنْ الْمَعْرُوفِ أَنْ تَلْقَى أَخَاكَ بِوَجْهِ طَلِقٍ

The students would please if the teacher developed their answer and gift the shade or instruction of the correct answer It supported by Jeremy's theory in showing incorrectness there was hinting which a quick way to help students answer the question (Harmer, 1998:144). By hinting would make the students to correct themselves or self correction. The teacher should criticize them well, because it would make them knew their mistakes, especially in their oral performance and do not make the same mistake. Some students prefer to fix the question by their own answer (self-correction) than help by their classmates (peer-correction). It was supported to the Julian's theory "self correction is easier to remember, because someone has put something right in his or her own head" (Harmer, 1998:24). On the other hand using feedback could increase the students' motivation and built a supportive classroom climate. (Harmer, 1998:188).