

the content. In fact, students can make one or more errors for each aspect. Teachers also have to use different approach and comment based on their errors.

The researcher choose MTs Hasyim Asy'ari Tawang Sari as the object in her study because this school have applied oral feedback in speaking activity. The teachers also have good competence to teach English and give oral feedback.

The facts of students' difficulties in speaking also can be found at MTs. Hasyim Asy'ari Tawang Sari especially in the seventh grade. Based on the preliminary study, most of the students at the seventh grade got difficulties in pronunciation, using words in a context where they do not belong, having lack of vocabulary and losing self confidence. Those difficulties can be anticipated by giving oral feedback. It is important for the students because oral feedback can be an interactive teaching and learning activities, so the students are appreciated by the teacher and the teacher also has good relationship with the students. Therefore, the atmosphere of teaching and learning process will be pleasure and comfortable.

Feedback is usually given by teacher. It is in accordance with one of teacher's role during speaking activity as a feedback provider. Teacher will provide a good feedback to his or her students. In this case, teacher also can offer correction directly towards students' speaking. The students can also see how easy they find a particular kind of speaking and when they need to improve their speaking skill. The relationship between teacher and their students is very important as a foundation to build an effective learning. A good teacher is a

and at the same time, encourages them. Another part of feedback is negative feedback which is used to help students understand what has to be changed in an utterance and to help the students realize and can be done differently to achieve a better result. Negative feedback in school is most often used when a teacher gives students some kind of information about something being incorrect in utterance and sometimes also instruction about how to correct the mistake. Negative feedback also expresses the teacher's displeasure, frustration or involves some kind of punishment.

There are four major types of corrective feedback which are presented in Lightbown and Spada's book:²⁴

- a. Clarification Requests is where the teacher indicates to the learner that an utterance has been misunderstood or that there is an error in it and that a repetition or a reformulation is needed. A clarification request includes phrases such as 'Pardon me...' it may also include a repetition of the error as 'What do you mean by...?'

An example would be:

Teacher : How often do you wash the dishes?

Student : Fourteen.

Teacher : Excuse me. (Clarification request)

Student : Fourteen.

Teacher : Fourteen what? (Clarification request)

²⁴ P.M. Lightbown and Spada N., *How Language Are Learned 2nd edition.....* 107.

can improve the students' writing ability in language use and mechanic that statement proved that there are significant improvements of the students score from rough draft until final draft. And the last research question was answered that 83, 72% students felt enjoy with peer feedback technique.

The second thesis was written by Dian Aprita Widiarti at 2009 by title "The Use of Self – Assessment as a Feedback Strategy to Improve Students' Writing Ability at MAN Sidoarjo". There were three research questions that she had written. The first was about the implementation of self – assessment as a feedback strategy to improve students' writing ability. The second was about the problem faced by the teacher and the students when using self assessment as a feedback. And the last was about the students' improvement in writing after using self – assessment. The researcher of this thesis used descriptive qualitative technique to analyze the data and act as non – participant observer to collect the data. The result data from first research question showed that the implementation of self assessment as a feedback at XI Social 1 and 2 was not all implemented. There were few students who made improvement after using self – assessment but most of the students did not make improvement. The result from second research question showed the problem faced by the teacher was dealing with some students who did not have enough capability in English, especially in writing. And the students' problems were about the time allocation to do self – assessment and the intrinsic problem from their selves. It was about students' inability in grammar. And the result data from third research question showed

that there was only 0.66 % improvement that students made after using self – assessment as a feedback. It was very small improvement because the improvement was less than 1 %.

The third thesis was from Karlstade Universitet in Sweden that had been written by Susanna Rydahl and had title “Oral Feedback in the English Classroom”. She did the research to two different school of upper secondary school. Research methodology of this thesis was descriptive qualitative and some of the answers were presented in ordinary text and the other answers were presented in figures and charts. The main aim of this thesis was to find out if and how teachers in upper secondary school use oral feedback when they correct students’ mistakes and to find out which approach the teacher find most useful depending on the error made by the students. The researcher of this thesis used questionnaires as an instrument to collect the data and distributed to twenty teachers at two different schools. She also did classroom observation and used recorder to record the activity in the class. The result that she had found was the majority of the teachers find oral feedback as a very important tool to help students achieve a higher proficiency in a second and foreign language. The results also showed that feedback was most often used when students made errors regarding content and pronunciation. Most of the teachers preferred to give oral feedback indirectly later to a single student or indirectly in a full class activity. The result also showed that most teachers also preferred a mix of feedback approaches depending on the specific students and situation.

2. Interviewed the English teacher was used to complete the data from the observation process. It was used to confirm the data and answer research problem no. 1 and 2.
3. Questionnaires were used to collected data to answer the research question no.3.

E. Data Collection Technique

The data were taken through the *non – participant observation*. It means that the researcher did not participate in teaching and learning process. The techniques to collect data in this research were done through several techniques below:

1. Observation process in this research to collect the data consists of notes taking, checklist, observation table and observation guide. The researcher used notes taking and wrote about their ability to speak English and to know what type of their difficulties to speak English. The researcher also used table to wrote the students mistakes in speaking and to know which approach of oral feedback that the teacher use to help the students aware their mistakes in speaking. Observation guide was used to easier the researcher to know about students' mistakes and teacher's approach based on the error made by the students. The process of observation was done for three times.
2. Distributing questionnaires to the students. The questionnaires were given to the students at the last meeting because this process did not need much time like the observation process. It was done only in a day.

$$\text{Result} = \frac{\text{Total of each item}}{\text{Total number of students}} \times 100\%$$

After all the data have been analyzed, the researcher crosschecked, combined and selected those data to find out the answer of the research problems. The last steps were making a conclusion based on the findings of this research. The researcher related the result with the theory of this study to strengthen the result. Then the researcher combined them to support all of the result data to make a good conclusion of this study.

Corrective and strategic feedback is used to correct students' mistakes, but corrective feedback is more useful and easy to be understood by the students than strategic feedback. The students also aware quickly about their mistakes when the teacher used corrective feedback. But just the opposite, when the teacher used strategic to suggest the correct way to the students, they looked confuse and the teacher had to repeat what he said and translated into Indonesian language. It is happened because strategic feedback need long sentences to convey the suggestion but corrective feedback just need short sentence, so the students is easy to understand.

Based on the observation on the teaching and learning process, the reason why corrective feedback is often used by the teacher is the students are not interested with the theme so they do not really pay attention to the teacher instruction. They make many mistakes and the teacher actually must correct their mistakes. The second reason is the students are having lack of vocabulary. It is proved when they speak English, they still asked to the teacher about the vocabulary related to their words. The last reason is the majority of the students are having lack of knowledge about English and the structure included vocabulary, grammar and arranging the words to be a sentence. So, the teacher should have a good idea to create fun situation to build student's interest in English.

In this second observation, the researcher looked the good interaction between teacher and students. So, the students looked comfortable in the teaching and learning process. Besides, the students looked enthusiastic in the class. Based on the observation, they are enthusiastic because of the fun situations that are created by the teacher. Moreover, sometimes the students need the different atmosphere while teaching and learning process to avoid boredom.

The researcher found that giving evaluative feedback is actually useful to increase students' motivation and to build students' confidence in speaking English. It was proved when the teacher gave praise to one of the students because she answered teacher's question correctly. The teacher used words "ok, very good", then the student looked happy and she tried to answer the next teacher's questions and often raise her hand.

The type of oral corrective feedback in the second observation showed that recast is often used by the teacher. Recast is still to be something that easy to be understood by the students, so the teacher used this approach to correct students' mistakes. For the clearer explanation, the researcher also uses the charts below:

they are lack of vocabulary and sometimes lost of confidence to speak English. The students feel afraid and ashamed to make mistakes when speaking.”⁴¹ So it means that oral feedback is a good approach to build the students’ confidence.

2. Teacher’s Way Using Oral Feedback

a. The result of observation

In this observation, the table observation which consists of teacher’s ways to give oral feedback is firstly explained and analized. Based on the result of observation, the researcher found that the teacher often used oral evaluative and corrective feedback. Then, observation checklist will be explained and analized to know the improvement of students’ confidence in every meeting after the teacher gives oral feedback.

When the first observation conducted, the theme of the lesson is shopping. The speaking material is about asking and giving information. Firstly, the teacher explained about the material. The material can be seen as follow:

To ask about something, we can use:

- a. What is it like?
- b. What is it?
- c. Can you describe it?

⁴¹ Interview with Hadi Purwanto on May 27th, 2011 at 03.00

In the last observation, the teacher explained about uncountable and countable words, and then the teacher also gave some examples about that. Then the teacher gave them speaking task. The students had to work in pairs in this task. The instructions to this task are:

- 1) Work in pairs
- 2) One student is a shopkeeper and the other is a customer
- 3) The shopkeeper sells things (see appendix 8) and the customer wants to buy things (see appendix 9)
- 4) The teacher distributes pictures to the students and the students do not allow showing the pictures to their partner.

Based on the observation, the researcher found four ways that the teacher uses to give oral corrective feedback. They are:

- 1) Directly, to a single student

The teacher corrects directly to a single student when the teacher found the incorrect pronunciation and vocabulary errors that made by the student when practiced speaking with their partner. The teacher usually repeats the correct utterance in a correct way to correct students' mistakes. Sometimes, the teacher also clarifies about the mistakes that the students did and use the words like 'what do you mean by...' and 'excuse me, can you repeat it?'

because recast and elicitation are easier to be understood by the students. The students also aware quickly when the teacher uses these approaches to correct students' mistakes. The result of this research also shows that oral corrective feedback is most often used when the students make error in content and pronunciation.

The teacher in this class often gives oral feedback to the whole class rather than to individuals. This is happened because whole class feedback does allow all learners to learn from each other's mistakes. However, the teacher always give the learners oral evaluative feedback or praise the students' speaking after they perform so that they will not be embarrassed and they want to participate although the other students know about their mistakes. On the other hand, the teacher also corrects directly to a single students when the student make mistakes on pronunciation. Sometimes, the teacher also prefers to mix the way to give oral feedback based on the students and the situation.

The other result of this study is the students' confidence to speak English improves from the first meeting to the third meeting. Based on the result of questionnaires, the improvement is caused by oral feedback which can motivate them to speak English. Most of the students state that they can be motivated because the teacher always appreciates their job although they often make mistakes. This finding also supported by Hedge's pronouncement that giving rewards (includes grade and praise student's good job) is one of the

for 10 times or 20%, while clarification request is only used for 7 times or 14%.

2. The result shows that there are 4 ways to give the students oral feedback. Such as directly, to a single student, indirectly, in a full class, directly, in a full class and the last is indirectly, to a single student. The students' confidence also always increases from the first observation up to the third observation after the teacher gave oral feedback. Based on the observation checklist from the first observation, the mean of score of students' confidence is 2,62 and the mean of score of students' activities is 3,5. The mean of score of students' confidence in the last observation is 3,37 and the mean of score of students' activity is 3,87. So the improvement of students' confident and students' activity is very small and less than 1, the improvement of mean of scores are only 0,75 and 0,37.
3. The students' responses toward oral feedback is almost all of the students stated that they are motivated by the teacher when the teacher praises their job. The students also state that oral corrective feedback is very important and useful to improve their awareness in speaking. Most of the students agree that oral evaluative feedback that the teacher gives can build their self confidence in speaking English.

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