

APPROVAL SHEET

This thesis by Eva Mufarokhah entitled An Analysis of Oral Feedback as a Teacher's Approach to Correct Students' Mistakes In Speaking At The 7th Grade of MTs Hasyim Asy'ari Tawangsari - Pasuruan has been approved by the thesis advisors for further approval by the Board of Examiners.

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ABSTRACT

Mufarokhah, Eva. 2011. An Analysis of Oral feedback as a Teacher's Approach to Correct Students' Mistakes in Speaking at the 7th Grade of MTs Hasyim Asy'ari Tawangsari – Pasuruan. A Thesis. English Education Department, Faculty of Tarbiyah, States Institute for Islamic Studies Sunan Ampel Surabaya. Advisor: Khoirun Ni'am Dr. Phill.

Key Words: oral feedback, teacher's approach, students' mistakes in speaking

This research investigated the quality of oral feedback as a teacher approach to correct students' mistakes in speaking. This study focused on the analysis of the kind of oral feedback that commonly used by the teacher, the ways to give oral feedback and the students' responses toward oral feedback. The research design of this study used descriptive qualitative to analyzed the data. The object of this study was the students and the teacher in 7a class MTs Hasyim Asy'ari Tawangsari – Pasuruan. The data of this study were taken from doing observation process, distributing questionnaires and interviewing the English teacher.

Based on the result of data analysis, oral evaluative feedback is most commonly used by the teacher. It is used for 56 times or 51%. The type of oral corrective feedback that most often used by the teacher is recast. It is used for 21 time or 43%. Most of the students state that they are like and feel confidence to speak English after getting oral feedback. But, the mean of score of student's confidence and student's activities after getting oral feedback are less than 1, they are only 0,75 and 0,37. So, for English teacher, it is hoped he or she to know the students' characteristic in order the students will not be embarrassed and want to participate after the other students know about the mistakes and they can build their self confidence.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study which contains the writer's reasons why she focuses on oral feedback and why she chooses the 7th grade of MTs. Hasyim Asy'ari Tawangsari - Pasuruan as the object of her study. The problem of the study also put in this chapter. This chapter also contains objective of the study, significance of the study, scope and limitation, and the last is definition of key term.

A. Background of the Study

Speaking is one of important aspect in English. In the international relationship, English speaking ability is very important to be able to participate in the wider work of world. Speaking skill can be measured through students' performance within a conversation. It makes teachers and parents believe that speaking ability should be mastered by their students and children.

In fact, many students of junior high school are not good enough in speaking. Students face many difficulties to speak in the target language. They often make mistakes such as pronouncing words incorrectly, making grammatical errors or using words in a context where they do not belong. When those are happens, it is necessary for the students to receive feedback to increase the awareness towards the error. There are several aspects of speaking skill that should be mastered such as grammar, pronunciation, intonation, vocabulary and

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 Tawangsari 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 Tawangsari 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

teacher who knows and understands about students' difficulties in the learning process, help students to solve their difficulties and give motivation to the students. So, the teacher has to know the right way to help the students based on their difficulties in speaking skill.

Having self confidence in speaking English is an important thing for the students to improve and practice their speaking skill. Because of that, teachers have to know the method to give oral feedback in the right way in order to create an effective communication between them. William reports that the students want to have an effective communication when they are learning in the classroom and they say that the teachers have to:¹

- 1. Appreciate students' job
- 2. Appreciate their students as a learner positively
- 3. Actively helping and giving a change to the students which have any difficulties in the subject

Oral feedback is one of the ways to improve students' awareness in speaking.

Oral feedback in teaching and learning process can be positive or negative. Positive feedback is used to praise students for doing a good job. Positive feedback will help the students to develop their self-confidence in speaking. While negative feedback will help the students to aware about the errors and used to help students what has to be change in an utterances.

¹ Derek Glover and Sue Lau, *Improving Learning; Professional Practice in Secondary School*, Jakarta: P.T Grasindo, 2005, p.141.

MTs Hasyim Asy'ari is one of junior high schools which applied the use of oral feedback in speaking. It promotes an interactive teaching and learning process between the teacher and the students. For the reason and the knowledge above, the writer intends to have an observation research by the title "An Analysis of Oral Feedback as a Teacher's Approach to Correct Students' Mistakes In Speaking At The 7th Grade of MTs Hasyim Asy'ari Tawangsari - Pasuruan".

B. Problem of the Study

From the background above, we can take some question research below:

- 1. What kind of oral feedback often used by the teacher?
- 2. How does the teacher give oral feedback?
- 3. How are the students' responses toward oral feedback?

C. Objective of the Study

Derived from the question problem above, the study is aimed:

- 1. To find out the kind of oral feedback often used by the teacher.
- 2. To explain the teacher's ways to give the oral feedback.
- 3. To analyze the students' responses toward oral feedback.

D. Significance of the Study.

1. For the teacher:

This research can be a reference to support the teaching in learning process. Also can make the teacher know and aware that oral feedback is important because it can be practiced by the students directly. Moreover, the

teacher gets new knowledge with the research result and directly can be practiced in the school in the teaching process.

2. For the students:

Student will get the new atmosphere based on their characteristic. Furthermore, the researcher hopes that all of the students can build their confidence in speaking by this method. Hopefully, this research can gives positive effect for the English teaching and learning process.

3. For the observer:

This research can help the observer to improve her understanding about teacher strategies to build students' confidence in speaking class. Moreover, the observer can observe while learning the teacher's way giving oral feedback while speaking activity in the class

E. Scope and Limitation

This research only observes the first grade (7A) of MTs. Hasyim Asy'ari Tawangsari – Pasuruan. The study only focuses on the kind of oral feedback that often used by the teacher and the teachers' way to give oral feedback. The last concern is about the students' responses toward oral feedback.

F. Definition of Key Term

1. Oral feedback: telling learners about their progress and showing them their errors in order to guide them to areas from improvement.²

² W. Littlewood, *Communicative Language Teaching*, Cambridge: Cambridge University Press, 1981, p. 192.

- 2. Teacher's approach: a strategy to come nearer to the learners so that the learners can get a progress.
- 3. Students' mistakes in speaking: doing the wrongness in utterances, such as pronunciation error, grammatical error and put the words where they do not belong orally.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory used in the study. The writer focuses her study in speaking skill, teaching speaking, oral feedback and descriptive research. To be more specific, this review discuss about several theories such as speaking that consist of speaking skill, the problem of speaking English, teaching speaking, and the last is goals and technique in teaching speaking. The other theories are about oral feedback. It consists of definition of oral feedback, types of feedback, types of oral corrective feedback, the importance of oral corrective feedback in teaching and learning process, the relationship between motivation, confidence and oral feedback, effects of oral feedback and the last is oral feedback to correct students' mistakes in speaking.

A. First Language Acquisition and Second Language Acquisition

All children living under normal condition learn to speak a first language without clear instruction. The key to learning a language seem to be interaction with other people via language.³ A child tries to understand the rules of the language from what she or he hears and then tries to use those rules when speaking. Children acquire their first language are not given any instruction on how to speak. Moreover, correction from their parents or other adults in the child's surroundings will have any effect on how the child speaks. The child is

³ G. Yule, *The Study of Language*, New York: Cambridge University Press, 1985, p. 137.

able to perform action independently, but with the guidance from parents, or other adults, she or he can search and learn important things in the socio – cultural milieu which the adult represents. It means that the child does not learn because of the specific instruction, but rather, due to the process being a result of the interaction.⁴

When teenagers and adults start to learn a second or foreign language, they are usually exposed to this new language only a few hours a week compared to the situation when learning a first language. Also, the students have another language, their first language to rely on for their daily communication with other people.⁵ Littlewood argues that the approach used by a person trying to learn a second language is similar to the way in which children learn to speak their first language.6 Every child will make mistakes before mastering his or her first language fluently. It is usually not easy to acquire a second language when the critical period is passed and the features and rules of the first language will therefore result in a "loss of flexibility or openness to receive the features of another language". However, there are many other factors such as beliefs, aptitude, learning styles, personality and motivation which influence the ability to learn a new and foreign language. Motivation is one of the most important factors as it can both in courage learning and also be a result of previous learning

⁷ G. Yule, The Study of Language.....151.

⁴ J.P Lantolf and Appel G. *Vygotskian Approaches to Second Language Research*, Norwood, NJ: Ablex Publishing Corporation, 1994, p. 10 – 13.

G. Yule, The Study of Language, New York: Cambridge University Press, 1985, p. 150.
 W. Littlewood, Foreign and Second Language Learning – Language Aquisition Research and Its Implication for the Classroom, Newyork: Cambridge University Press, 1985, p. 22.

experiences. When motivation causes learning, it can be either because of personal interest or needs, or it can be because of external source such as material reward. Krashen claims that there are two different ways for adults to develop competence in second language. The first way is via language acquisition, that is, by using language for real communication. Language acquisition is the natural way to develop linguistic ability and is a subconscious process. This means that when acquiring a language the person is not aware of the process itself, but only that she or he is communicating. The second way to develop competence in a second language is by language learning. Language learning is knowing about language or formal knowledge of a language. This type of learning is conscious and is more away of being aware of rules for a specific language.

When learning to speak a second or foreign language, we all make errors and they are a natural part of mastering a new language. The errors can be a various kinds, for example, syntax or word choice errors. Feedback is needed to avoid fossilization. Interlanguage is term used to refer to "both the internal system that a learner has constructed at a single point in time ('an interlanguage') and to the series of interconnected system that characterize the learner's progress overtime". The term fossilization is used when describing "the process by

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⁸ R. Ellis, Second Language Aquisition, New York: Oxford University Press, 1999, p. 36.

⁹ S.D Krashen and Terrel T.D, *The Natural Approach – Language Acquisition in the Classroom*, Oxford: Pergamon, 1985, p.26.

¹⁰ R. Ellis, Second Language Aquisition..... 350.

which non – target forms become fixed in interlanguage". ¹¹ It means that linguistic items and rules which the speaker tends to keep from his or her native language when learning a second language.

B. Speaking

1. Speaking Skill

Speaking is an important aspect in language learning. Speaking is used to communicate among people. By speaking, people can convey information and ideas, and maintain social relationship by communicating with others. As speakers, consciously or unconsciously people used their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying.

The sounds of people's speech are meaningful and that is why this is important for assessing speaking.¹² Pronunciation or the sounds of speech can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation. So, by speaking and people's sound of speech, we can know about their image from their pronunciation or their dialect because every area or country has different dialect in their speaking.

¹¹ R. Ellis, Second Language Aquisition..... 353.

¹² Sari Luoma, Assessing Speaking, United Kingdom: Cambridge University Press, 2003, p 10.

2. The Problem for Speaking English

As an International language, English is very important. Many people believe that English is difficult because of the following problems; First, English is not their first language, so they feel difficult to speak English fluently. The dialect, intonation and pronunciation are very different from their first language, so when they learn to speak English, they get difficulties in pronunciation. Another reason is they have limited vocabulary. Mastering vocabulary is important because it can improve our speaking quickly. Third, many learners shy to speak English. Sometime they do not want to speak because they are shy and afraid to make mistakes about their vocabulary, pronunciation or their grammar. Moreover, students and teacher still face some problems in speaking class. The students' problem can be divided into two kinds of problem:

a. Intrinsic problem

Intrinsic problem is the internal problem of each individual. Students are usually getting embarrassed or shy to speak English, because they thought that they don't have a good capability to speak English. Sometimes, they also feel anxious when they are in English speaking class. It makes them become afraid of making mistake during the communication process. Most of students also have problems with their selves' confidence, since they never speak English in their environment either at home or at school. Indeed, young learners or students in secondary school are getting nervous

easily to conduct the sentence in English. It causes their sentence arrangement seem difficult to understand. But those kinds of problem are common since they are young learners. Therefore teacher's role as an instructor is needed to decrease those kinds of problems so that they can improve their English speaking ability.

b. Extrinsic problem

Extrinsic problem is caused by the environment surrounding the students' life. Most of students are living in the environment which does not use English as their communication language. So, the students cannot practice their English outside the school environment. It means that the students have limited chance to speak / communicate in English. It may lead their low English improvement. Therefore, speaking class activity should be set as well as every student can speak English maximally during the class.

There are several ways to solve the problem above; First, the students need to choose the right vocabulary. Second, the students need to know the correct grammar. And third, they need to be aware of stress patterns, intonation, sounds and rhythms.

3. Teaching Speaking

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes placed is desired. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills which is necessary for life. These activities make students more active in the learning process and at the same time make their leaning more meaningful and fun for them.

Many language learners regard speaking ability as a measurement of successful language learning. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill, and they assess their progress in terms of their accomplishments in spoken communication.

Speaking involves three areas of knowledge, they are: 13

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- b. Functions (transaction and interaction): Knowing when clarity of message
 is essential (transaction/information exchange) and when precise
 understanding is not required (interaction/relationship building)

¹³ Grace Stovall Burkart, in *Modules for the professional preparation of teaching assistants in foreign language*, Washington DC: Center for Applied Linguistics, 1998, p.34

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c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Approaches to teaching speaking skills in second language teaching have changed over time. Many teachers still emphasize accuracy and focus on the form. On the other hand, communicative language teaching approaches have had considerable impact on language teaching, resulting in no or very little attention to form and error correction. Traditionally, errors have been seen as something negative, but when communicative approach has been adopted, this view has changed. Further insight as second and foreign language acquisition have resulted in a belief that an error should rather be seen as "a clue to the active learning progress being made by a student as he or she tries out strategy of communication in the new language". 14 In other words, the movement has been from a form - focused teaching approach to a meaning - focused approach.¹⁵ A form - focused teaching approach focuses more on correctness regarding pronunciation and grammar, while a meaning focused approach focuses more on vocabulary and meaning. Both approaches are significant and therefore a balance is needed. It is of great importance that a teacher is aware of when form - focused instruction is appropriate and in

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¹⁴ G. Yule, The Study of Language..... 154.

¹⁵ P.M. lightbown and Spada N., *How Language Are Learned 2nd edition*, Oxford: Oxford University Press, 1999, p. 153.

what situations meaning – focused instruction would have a better effect. The meaning focused approach tolerates more mistakes and errors.¹⁶

4. Goals and Techniques to Teach Speaking

The goal of teaching speaking skills is efficient communication. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, teachers can use a balanced activities approach that combines language input, structured output, and communicative output.¹⁷

- a. Language input: come in the form of teacher talk, listening activities, reading passage, and the language heard and read outside the class, it gives learners the material they need to begin producing language themselves.
- b. Structured output: focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.
- c. Communicative output: the learners' main purpose is to complete a task,
 such as obtaining information, developing a travel plan, or creating a video.
 To complete the task, they may use the language that the instructor has just

¹⁶ Susanna Rydahl, Oral Feedback in the English Classroom; Teacher Though and Awareness, Karistads Universitet, 2005, p. 5.

¹⁷ Grace Stovall Burkart, in *Modules for the professional preparation*12.

presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, get the benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.¹⁸

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

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¹⁸ The National Capital Language Resource Center, *Teaching Speaking*, 2003 – 2004,

http://www.nclrc.org [accessed 29 October 2010]

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage the uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

C. Feedback

1. Definition of Feedback

There are many perceptions about definition of feedback; the different definition can be defined as below:

a. Skolverket in his journal defines feedback as a method used openly, and with responsibility, to express someone's views with the aim of facilitating

or promoting more appropriate actions in the future, in relation to a goal and a vision. 19

- b. Based on her book, Penny Ur said that "in the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance".20
- c. Littlewood also has his opinion about feedback; they said that feedback means telling learners about their progress and showing them their errors in order to guide them to areas from improvement.²¹
- d. Feedback in a teacher student learning environment can be defined as information given to learners which they can use to revise their interlanguage.²²

Feedback is not only given by a teacher to the students, it is also can be done by student - student, it is called peer response, where students give feedback to each other. Everyone needs someone who can give him or her positive feedback and praise for doing a good job, as well as negative feedback to help the person realize what can be done differently to achieve a better result.

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¹⁹ Skolverket, English: Aim of the Subject, 2000,

http://www3.skolverket.se/ki03/front.aspx?sprak=EN&ar=0506&infotyp=8&skolform=21&id=EN&e xtrald= [accessed 20 April 2011]

20 Penny Ur, A Course in Language Teaching, Cambridge: Cambridge University Press, 1996, p. 242.

²¹ W. Littlewood, Communicative Language Teaching..... 192.

²² R. Ellis, Second Language Aguisition...... 702.

2. Types of Feedback

Gattullo and Harmer divide feedback into corrective, evaluative and strategic.²³ First type is corrective feedback, it focuses on helping students notice and correct errors. This type of feedback explains why correct responses are correct and incorrect ones are wrong. In language learning, corrective feedback will be primarily concern with accuracy. The second is evaluative feedback; this type of feedback aims to provide a judgment on the learners' performance. Evaluative feedback is dominant in second and foreign language classrooms. In giving evaluating feedback, teachers use words or phrases to indicate the extent to which learners' performance is good or not (e.g. very good). And the last strategic feedback usually aims to offer learners advice on what to do to improve their performance. In other words teachers try to suggest ways of helping learners to overcome their mistake by themselves. Strategic feedback may enhance learning as it can help learners to become self – reliant.

In addition, when teachers use feedback, it can be positive and negative. Positive feedback is used to praise students for doing a good job. Helping the students to develop good self confidence when learning a second language is an important part of a teacher's job. Positive feedback shows students that the teacher is interested in what they say or their performance

²³ Hamed Muhammed Al-Fahdi, *English Language Teachers' Use Oral Feedback*, 2005, http://www.elsevier.com/authored_subject_sections/S06/S06_345/misc/correctivefeedback.pdf [accessed 25 April 2011]

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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.

Student: Fourteen for a week.

Teacher: Fourteen times for a week? (Recast)

Student: Yes, dinner and supper.

b. Recasts is where the teacher repeats a student's utterance, using correct forms where the student has made an error, but does not draw attention to the error are maintains a central focus on meaning.

Example:

Student 1: When you're phone partners, did you talk long time?

Teacher: When you were phone partners, did you talk for a long time?

Student 2: Yes, my first one I talked for 25 minutes.

Student 1: Why you don't like Marc?

Teacher: Why don't you like Marc?

Student 2: I don't know, I don't like him.

c. Elicitation is where the teacher uses questions to elicit completion of students' utterances, asks questions to elicit correct forms, or asks students to reformulate their utterances.

Example:

Student: My father cleans the plate.

Teacher: Excuse me, he cleans the???

Student: Plates?

d. Metalinguistic feedback is where the teacher points to the nature of the error by commenting on, or providing information about, the well-

formedness of a student's utterance. Metalinguistic feedback also includes metalanguage, which could be 'It's singular, not plural'.

Example:

Student: We look at the people yesterday.

Teacher: What's the ending we put on verbs when we talk about the past?

3. The Importance of Oral Corrective Feedback in Teaching and Learning **Process**

Everyone makes mistakes when speaking, even native speakers make mistakes in their own languages, as a language teacher or tutor and even as a language learner. It is important to know how to treat errors in oral communication. However, the issue of dealing with oral errors in a adult second language learning is complex, with the specialists in the field holding varying opinions. As a student, actually they often make mistakes of oral communication using English as their foreign language, it is very important to them to receive corrective feedback from the teacher. Corrective feedback has many positive effects to the students such as express and improves student's understanding of their mistakes to avoid the mistakes again and correct weak understandings or weak work about the study.²⁵

²⁵ Goeff Petty, Evidence Based Teaching; A Practical Approach, United Kingdom: Nelson Thornes Ltd, 2006, p. 247.

In a teaching situation, it is very important for teachers to be aware of different types of the students' errors. One type of error is systematic error, which belongs to the learning stage where the student finds him/herself at the moment, and has to do with incomplete knowledge of the language. The other type of error is the mistake. Mistakes are caused by other factors such as carelessness, tiredness, distractions or other circumstances that are not part of the knowledge itself.²⁶

4. The Relationship between Motivation, Self Confidence and Feedback

Feedback is important both to motivate students and to let them know whether their responses are correct. The positive feedback can also mention oral reward or praise. Research shows that giving rewards (includes grade and praise student's good job) is one of the teacher's most powerful tools because it can improve their attainment, motivation and also behavior.²⁷ The teacher may use various rewards or we can call evaluative feedback to motivate the students, for example:

a. Giving grades

Generally students want to know how many grades they get for the assignments they have done.²⁸ Student who gets a good mark will have motivation to be the best, while student who get bad mark will be

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²⁶ T. Hedge, *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 2000, p. 289.

²⁷ Ibid, p. 72.

²⁸ Prof. Dr. Oemar Hamalik, *Proses Belajar Mengajar*, Jakarta: PT Bumi Aksara, 2004, p 166

motivated to get better, so they will study hard to get good mark. Grades are used get students to track their improvement with them rather than compare themselves with someone else.²⁹ For weak students or students with a bad mark the teacher should motivate them to get better. Teacher should not only show the grades they've got but also trust them and try to raise their confident.

b. Giving Praises

Giving praises to the work that has done successfully is very useful as motivation for studying. However, the effectiveness of the study lies in quality rather than its frequency. Effective praise raises attention to developments in students' learning progress or skill mastery. In particular situation praise shows the care of teacher that teacher admits of the students' effort. To get the best result with the students, the teacher should admit every student's effort, not just right effort. In addition, praise is most likely to be effective when shown as spontaneous, nature reaction to student accomplishments rather than as part of a calculated attempt to manipulate the student. Some ways to do effective praises are given below:³¹

1) Praise simply and directly, in a natural voice, without dramatizing

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²⁹ Geoff Petty, Evidence-Based Teaching: A Practical Approach..... 96.

³⁰ Bobby de Porter, Quantum Teaching, Bandung: Kaifa, 2001, p 29

³¹ Thomas L. Good, Jemes Brophy, Looking In Classroom, USA: Pearson Education Inc, 2008, p 87

- 2) Praise in straightforward, declarative sentence (e.g. I've never thought of that before), use of gushing (e.g. Wow!), or using rhetorical question (isn't that great?!).
- 3) Specify the accomplishment and recognize any noteworthy effort, care, or perseverance (e.g. very good! You work it all by yourself! I like the way you try hard without giving up!).
- 4) Call attention to new skills or evidence of progress. (e. g. I notice you've used different kinds of metaphor in your composition. Keep up the good work!)
- 5) Use verbal praise with nonverbal communication. "That's good!" is more rewarding when delivered with warm smile.
- 6) Ordinarily, individual students should be praised privately.

Many evidences which prove that giving positive feedback is a good teaching technique to increase the students' motivation and build their self-confidence. Positive feedback in the classroom can be useful. Two uses are:³²

1) As an incentive to engage in tasks, in which case the aim is to control the student's behavior.

³² John W. Santrock, Educational Psychology Second Adition, New York: McGrown HillCompanies, 2006, p.421

2) To convey information about mastery. When evaluation feedback is offered that convey information about mastery, students feelings of competence are likely to be enhanced.

Moreover, if student completed the work in the lesson satisfactory, and was given some praise or recognition for this, success will make them approach the next lesson more positively. If they are successful in their learning, they will develop a positive believe in their ability to learn in the class.

5. Effects of Feedback

If the person is motivated because of receiving feedback, it means the feedback is given in a useful way. There are several components that can have an effect on the student's uptake. Uptake refers to a learner's immediate response to corrective feedback on his/her utterances³³, while corrective feedback is used as an indication to a learner that his or her use of the target language is incorrect³⁴. The approach chosen by the teacher, the atmosphere, and the type of situation in which the speaking performance is taking place will influence the effectiveness of feedback.

It is necessary to be aware that feedback is not appropriate in all situations. For example, when a learner is making a speech, there is no use interrupting and giving feedback since the learner is focusing on his/her

³³ P.M. lightbown and Spada N., How Language Are Learned 2nd edition, Oxford: Oxford University Press, 1999, p. 179.

³⁴ Ibid, p 172

speech, and therefore not able to concentrate on any feedback given.³⁵ The teacher must also be sensitive and not correct the learner too much, as this can take the attention away from aspects of content and distract more than help. A teacher trying to correct all mistakes might also end up with learners feeling discouraged and depressed and this will take the interest away from learning.³⁶

D. Oral Feedback to Correct Student's Mistakes in Speaking

Giving feedback is one of the key roles that teachers play in the classroom. This is an important role and the way the teacher handles situation can have a strong influence on the learners' experience. In particular, the way teachers respond to learners can have a powerful impact on learners' attitudes towards the subject. Key decision for teachers is whether to provide feedback to learner individually or in groups. It can be worth giving general feedback about common mistakes to group rather than individual. This might help other learners to avoid that mistake in the future. On the other hand, Harmer suggests that to avoid frustration and to motivate our learners, we should not always correct them in front of the class.³⁷

Actually, the aims giving oral feedback are students can aware about their oral mistakes and it can be corrected directly by the teacher to avoid the

³⁵ P.M. lightbown and Spada N., *How Language Are Learned 2nd edition*, Oxford: Oxford University Press, 1999, p.164

³⁶ Penny Ur, *A Course in Language Teaching*, Cambridge: Cambridge University Press, 1996, p. 171

³⁷ Hamed Muhammed Al-Fahdi, *English Language Teachers' Use Oral Feedback*, 2005, http://www.elsevier.com/authored_subject_sections/S06/S06_345/misc/correctivefeedback.pdf [accessed 25 April 2011]

mistakes again. Moreover, it can increase student's accuracy in speaking because their mistake will always be corrected directly by the teacher and students can practice the correct form in the same time. Corrective feedback is also evaluative, with the addition that it involves identifying and correcting errors too, so it can be a good method to increase a good relationship between teacher and students.

Therefore the learning will be more interactive and fun.

E. Review of Previous Study

The researcher has found four previous studies about feedback. Three of them were thesis and the other one was an article. First thesis was written by Muslikhotin at 2010 by title "Using Peer Feedback Technique to Improve Students' Writing Ability at the First Grade of MAN Lamongan". There were three research questions from this thesis. First research question was 'how is the implementation of peer feedback technique in teaching writing?' The second was 'can the peer feedback technique improve the students' writing ability in language use and mechanic?' And the last was 'how is the students' response toward the implementation of peer feedback technique in teaching writing?' This thesis used descriptive qualitative technique; collected the data through collaborative classroom action research. She used observation checklist, questionnaires and students' score for the instrument to collect the data. The result of this research from research question number one was that the teacher of the class did three activities to implement this technique; such are invention, revision and editing. The result of second research questions was peer feedback

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.

CHAPTER III

RESEARCH METHOD

This chapter includes the types of step which are taken to conduct the study.

This chapter is focused on the research design, subject of the study, data collection technique, research instrument and the last is data analysis.

A. Research Design

This study was a descriptive qualitative. This methodology was used to analyze the data and the information about the students speaking ability and the implementation of giving oral feedback.

It was qualitative research because the researcher focused on analyzing oral feedback that the teacher gives and students' responses toward the use of oral feedback. The researcher used words and sentences to present the data in this study then analyzed it to make a general conclusion about the study.

The researcher collected, analyzed and interpreted the data by observing the respondent. To complete the data, the researcher observed directly into the class, interviewed the teacher and contributed questionnaire to the students.

B. Research Setting

The observer did the research at MTs. Hasyim Asy'ari Tawangsari – Kejapanan – Gempol – Pasuruan because that school has good English teachers which always have many idea to created a fun situation and conducted the class

well. That factor could make the research go well and easier. It also could support teaching and learning process.

C. Subject of the study

This study was done to the students of 7th grade at MTs. Hasyim Asy'ari Tawangsari – Kejapanan. There were two teaching classes of 7th grade; A and B class. But the English teacher recommended to do the observation in 7A because there are many active students who need oral feedback to improve their speaking ability.

As a beginner in junior high school, it was very important to the teacher to have a good approach and method to built a good interaction and relationship among them. Actually, as a students in the 7th junior high school, they faced many difficulties to speak English as their foreign language in the class. So, the researcher chooses this grade as an object of this study.

D. Data of the Study

Data must be accurated and real. And the data was important factors in research to find out the answers of the problem in the study. Data of this study was collected from the observation process, questionnaires and interviewed the teacher. The collection data was divided as bellow:

1. Observation data in this research was done by note taking, having observation checklist and having observation table. The data were used to answer the research problem no. 1 and 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.
- 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.
- 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.

3. The researcher interviewed the teacher to complete the data from the observation process. The researcher had prepared and made the interview guideline to ease the process.

F. Research Instrument

The instrument to collect the data from the problem of the study can be defined as follow:

1. Observation table

Observation table was used to check the data. Moreover, it ease to write all the information relate to the study. Observation table consists of teacher's responses to students' mistakes and how the teacher corrects the mistakes. In the observation table (appendix 1, 2 and 3), the researcher divided the table into two parts. The first column consists of the indicators. The indicators included in the table observation are the teacher's responses, teacher's approach of feedback and teacher's ways to correct the mistakes. Then the second column mention about the numerical classifier or the total frequency of teacher used the approaches.

2. Observation checklist

Observation checklist was used to measure the students' confidence and the students' activity during the lesson. It was used to know the improvement of students' activity and students' confidence after getting oral feedback by the teacher. Observation checklist (appendix 4) consists of the indicators and the score of each indicator. The score is from 4, 3, 2, 1. The researcher took the

score's theory from Kerlinger which had name Rating Scale. Rating Scale is an instrument that give the researcher obligation to decide the subject at the category by giving number or score to the each category. The indicators of the observation checklist is made by the researcher herself based on the research.

3. Note taking

The researcher took a note on the students' activity in speaking and the teacher's way giving oral feedback. The researcher also took note on the students' mistakes and errors of pronouncing the words, arranging the sentences and phrase, the type of speaking aspect and took a note on the teacher's approach.

4. Observation guide

The researcher used observation guide to ease the observation process to answer the research problem. (appendix 5)

5. Interview guideline

Interview guideline was expected to ease the interview process with the teacher. The questions consist of teacher's strategy to give student's feedback and teacher's opinion about oral feedback. The interview guideline was put in the appendix 6.

6. Questionnaires

The researcher gave the students as a respondent the written question about the students' responses on the difficulties of speaking skill, and how is the teacher's feedback. The researcher expected the questionnaires to explain the class observation would be compared. At last, the researcher concluded the result of class observation.

3. Observation checklist.

The researcher used the same observation checklist during three days observations. After the researcher got the observation checklist done, the researcher calculated the mean of score from each indicators of each observation checklist answer through the formula below:

Result = Total score of indicators
$$\Sigma \text{ indicators}$$

4. Interview.

The researcher combined the result of the interview and the observation result. Next, it was analyzed and described using text and figures or charts. The data from the observation table and note taking was combined with teacher's answer in the interview process. Next, the researcher counted the score and made a percentage then put on a chart. It was taken from the following formula:

Result =	Total of numerical classifier	x 100%
	Σ indicators	

5. Questionnaires.

After the researcher got the questionnaires done, the researcher calculated the percentage and counted the students' answer through the formula below:

Result =	Total of each item	x 100%
	Total number of students	•

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.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter mainly discussed the finding of the conducted research and interpretation of the data to answer the research problem stated in the first chapter. This chapter contains the result of the collecting data through observations which are taken from teaching and learning process, interview with the English teacher and distributing questionnaires.

In this research, the researcher discussed three problems of the study:

- 1. What kind of oral feedback often used by the teacher?
- 2. How does the teacher give oral feedback?
- 3. How are the students' responses toward oral feedback?

The first observation was done on Friday, May 13th 2011. The second observation was done on Friday, May 20th 2011. The third observation was the last process of observation that the researcher did to collect the data for the first and second research questions and be done on Friday, May 27th 2011.

The first research problem was answered by doing observation for three times. In the observation process, the researcher used observation checklist and three observation tables contained the indicator and numerical classifier to make observation process become easier. Note taking was also used during observation to complete the data.

The second research problem was also answered by doing observation and interviewing the English teacher. The data was collected by using observation checklist and table observation that contains the teacher's ways to give oral feedback. It was confirmed by interviewing the English teacher.

The third research problem was answered by distributing questionnaires to all of the students in the class. Total numbers of the students were 39, but when the researcher distributed questionnaires, there were 5 absent students so the questionnaires only distributed to 34 students. This process was done in one meeting. There are 4 indicators in the questionnaires:

- 1. Students' opinion about English subject
- 2. Students' opinion about speaking in English class
- 3. Students' opinion about oral feedback
- 4. Students' responses after getting oral feedback (checklist choice)

A. Explanation of the Research Object

1. Geographical Location

MTs Hasyim Asy'ari is located on Jl. Akses Tol No. 63A in Kejapanan village, sub district of Gempol in Pasuruan Regency. For complete explanation about the location of MTs Hasyim Asy'ari, the researcher describes the borders of this school below:

a. North side : Mercu Gramaron factory

b. South side : Police office Gempol area

c. East side : SDN Karangrejo II

d. West side : SMK Brantas

The location of MTs Hasyim Asy'ari Tawangsari strategically can support the success of teaching and learning process. The facilities and the environment that is near with educational institution and pesantren also give contribution to the successful of the education in this school, especially in religious field.

2. Point of View and Educational Mission of MTs Hasyim Asy'ari Tawangsari Kejapanan Gempol

a. Educational point of view:

Created students achievement, have a competent and have good morals.

b. Educational mission:

1) Evolving students' potential in academic or non academic

2) Motivating the students to have superiority in whole sector

3) Evolving students' aptitude and skill

3. Profile of MTs. Hasyim Asy'ari Tawangsari Kejapanan Gempol

Name of school : MTs Hasyim Asy'ari

Statistic Number : 212321413060

Province : East Java

Sub district : Gempol

Village Area : Kejapanan

Post Code : 67155

Telephone Number : (0343) 853242

School Status : Private

Accreditation : B

Year of Built : Juli, 1993

4. Teacher and Employer's Condition of MTs Hasyim Asy'ari

Numbers of teachers in MTs. Hasyim Asy'ari Tawangsari Kejapanan Gempol are 18 teachers. Whereas the number of employer such as administration staff, security and gardener are 2 employers. This school has two English teachers who have good competence in English subject because they are graduated from English department. The following table consists of the teachers' name:

Table 4.1.
List of English Teacher's Name

No	Teacher's Name	Last Education
1.	Hadi Purwanto, S.Pd	S – 1, English
2.	H. Hariyanto Hadi, S.Pd	S – 1, English

5. Students' Condition

MTs Hasyim Asyari was built on 1993. The students always increase in every year from this school was built. When the research conducted there, the total numbers of students were 192. There were 2 classes in every grade,

such as 7A and 7B, 8A and 8B, 9A and 9B. So, the average of each class in this school is 32 students.

6. Facilities and Infrastructures' Condition

This school provides many facilities, such as computer laboratory, library, mosque, large classroom, etc. This following table will explain clearer:

Table 4.2.
List of Building/Room

No.	Building/Room	Total	Size (m ²)
1	Head Master's room	1	15
2	Teacher's Room	1	20
3	Classroom	6	336
5	UKS	1	4
6	BP/BK's Room	1	12
7	Laboratory	1	28
8	Library	1	15
9	Computer's Room	1	6
10	Musholla	1	30
11	Teacher's Toilet	1	4
12	Student's Toilet	4	12

MTs Hasyim Asy'ari also has many extracurricular programs that can be followed by the students to improve their skill in their favorite field. The extracurricular programs are Marching Band, Redcross, Scouts, Music and intensive computer. Marching band as an extracurricular in this school is most famous and has many members than the others.

B. Data Analysis

1. Kinds of Oral Feedback Often Used by the Teacher

a. Result of First Observation

In the first observation, the researcher found the types of oral feedback often used by the teacher was corrective feedback. For the clearer explanation, it will be presented in the charts below:

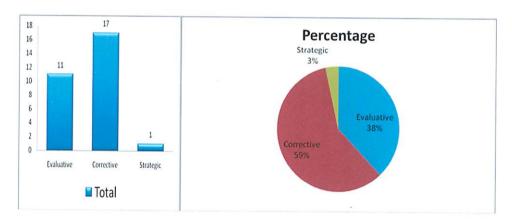


Figure 4.1. Total of Oral Feedback in the First Observation

From the charts above, it is clear that corrective was often used by the teacher. The result of first observation shows that corrective feedback is used for 17 times or about 59%. Evaluative feedback is used for 11 times or about 38% and strategic feedback is only used for one time or about 3%.

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.

The result of second observation table is about the types of oral corrective feedback that often used by the teacher. The researcher presents the result through the charts below:

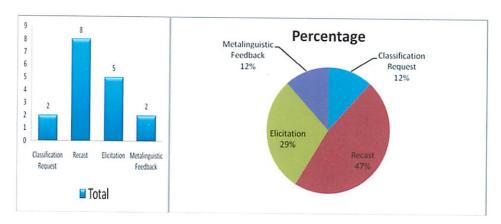


Figure 4.2. Total of Oral Corrective Feedback in the First Observation

The charts above shows that recast is the oral corrective feedback often used by the teacher. In the first observation, total of recast that is used by the teacher are 8 times or about 47%, elicitation is used for 5 times or about 29%, clarification request and metalinguistic feedback are used for 2 times or about 12%. Recast is seemed easier to be understood by the student because the students directly know about their mistakes.

Based on the observation, the teacher used recast to comment students' oral mistakes in grammar or pronunciation. Classification request was not only used to correct grammar, but it is also used to correct the content of the sentences. To comment or correct students mistakes in vocabulary, the teacher usually used elicitation. Sometimes the teacher also used the other types of oral feedback to correct students' mistakes regarding the speaking

aspects. Actually, all of types of oral corrective feedback such as classification request, recast, elicitation and metalinguistic feedback can be used to correct all of the speaking aspects' mistakes.

b. The Result of Second Observation

In the second observation, the researcher found the different result with the first observation about the oral feedback often used. In this second observation, the researcher found that evaluative feedback is often used than corrective feedback. Therefore, the total number only shows little different.

For the clearer explanation, the researcher draws the charts below:

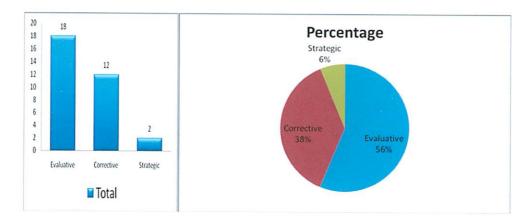


Figure 4.3. Total of Oral Feedback in the Second Observation

The chart above shows that evaluative feedback is often used. The teacher uses evaluative feedback for 18 times or about 56%. Corrective feedback is used for 12 times or 38%. While strategic feedback is only used for 2 times or 6%.

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 boredome.

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:

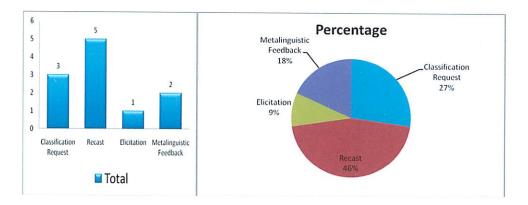


Figure 4.4. Total of Oral Corrective Feedback in the Second

Observation

The charts above shows different oral feedback approach. When correcting or giving oral feedback, the most commonly used approach is recast used for 5 times or 46%. Clarification request is also used quite often for 3 times or 27%. Metalinguistic feedback used for 2 times or about 18%, while elicitation is not frequently used because it only used for 1 time or 9%.

Based on the observation, recast is the most commonly used to correct all of speaking aspects mistake. But in this second observation, pronunciation and vocabulary errors are the most commonly done by the students.

c. The Result of Third Observation

In the last observation, the researcher found the similar result that evaluative feedback is the most commonly used by the teacher than corrective feedback. The clearer explanation are presented in the charts below:

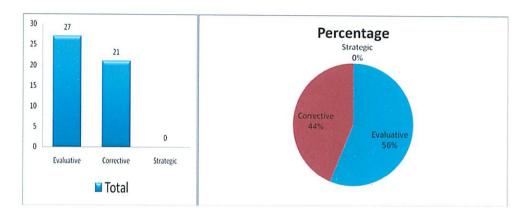


Figure 4.5. Total of Oral Feedback in the Third Observation

The chart above shows that evaluative feedback is quite often used by the teacher. The teacher uses evaluative feedback for 27 times or about 56%. Corrective feedback is used for 21 times or about 44%, while strategic feedback is not used in this meeting. Although, corrective feedback is still needed more often in this meeting than the previous meeting. Based on the observation that the researcher did, the researcher find that almost all of the students that get evaluative feedback or get a praise from the teacher, they looked happy and always tried to answer the next teacher's question.

The total of oral feedback that the teacher used in this meeting was more often than the previous meeting. This situation was caused by the teacher that gave more speaking tasks and did more discussion to the students than the previous meeting. In addition, oral corrective feedback is

also the important thing to make students aware and understand about their mistakes.

The oral corrective feedback that commonly used by the teacher in this meeting was still recast. The charts below explain the result:

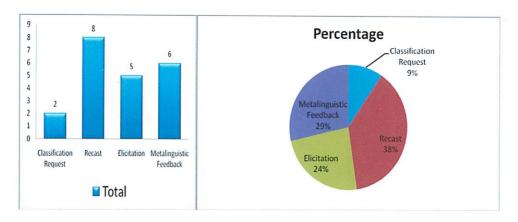


Figure 4.6. Total of Oral Corrective Feedback in the Third

Observation

Based on the charts above, recast is the commonly used to correct students' oral mistakes. Recast is used for 8 times or 38%. Metalinguistic feedback is also used often by the teacher that is for 6 times or 29%. Elicitation is used for 5 times or about 24%, while clarification request is not used often by the teacher in this meeting, that just for 2 times or about 9%.

d. The Result of Interview

Actually, interview is not the main process to get all of the data to answer the research questions. But, the interview process is still important and needed to complete and confirm the data taken from the observation.

The result of the interview process shows that oral corrective feedback is the important thing as an approach to correct students' mistakes. The teacher said, "Evaluative feedback is important to build students' confidence in speaking"38. The result of observation process shows that evaluative and corrective feedback are most commonly used by the teacher. Moreover, the teacher said, "Evaluative and corrective feedback were important and can increase students' interest in English and can build their confidence to speak English. Because with oral feedback, I can build a good interaction with the students, so the students feel comfort in the English class."39

For the types of oral corrective feedback that often used in the class, the teacher answered that he often used recast and metalinguistic feedback. It was same with the result of observation process. But, the teacher also said, "The oral corrective feedback that be used is depended on the situation and the students' necessity and the students more often make mistakes in pronunciation and grammar."40 When the researcher asked about the factors that caused the students' difficulties in speaking, the teacher answered, "Most of the students in the class are less of interest in English because the students think that English is the difficult subject to be learnt. The other reason is they did not speak English in the class because

³⁸ Interview with Hadi Purwanto on May 27th, 2011 at 03.00 ³⁹ Ibid

⁴⁰ Ibid

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 analyzed 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

To describe something, we can use:

- a. It is like a ball.
- b. It is produces sounds.
- c. It can move/walk/run, etc.
- d. It is black in color.

After that, the teacher asked the students to work in pair and make conversation about asking and giving information. The teacher explained about the instruction to do this task and give them some pictures to be described, but some of the students did not listen seriously to the teacher's instruction. Finishing the task to make conversation, the students were asked by the teacher to practice it in pair.

In the second observation, the theme on this meeting is still shopping. But, the speaking task that the teacher gives is different from the previous meeting. In this meeting, the teacher asked the students to work in group. The teacher divided the students into 9 groups and every group consists of 4 up to 5 students. The teacher asked the groups to make information about some of shop in the pictures. Every student in groups was given 4 pictures and they had to give information what we can buy in those pictures, and then they have to make a conversation. Finishing the task to make a conversation, every group had to perform in front of class and practice it with their group.

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) On students 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 students

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 corrects 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?

2) Indirectly, in a full class

This way is used by the teacher when the students make grammatical error or used the words that they do not belong. When the students were making mistakes in their performance, the teacher wrote all of the students' mistakes, then the teacher discussed the mistakes in a full class in order to the other students know about the correct ways to speak English.

3) Directly, in a full class

This way is used by the teacher when the students practice the dialog with the teacher or the students and the other students. The teacher read the conversation and acted as one of the figure or character in the conversation and all of the students were act as the other figure. When the teacher heared something wrong and usually in pronunciation, the teacher directly corrected and repeated the words in a correct pronunciation.

This way is also used by the teacher when the teacher gave some question to the students about the material orally. When the students were making mistakes in grammar or in arranging the words, the teacher correct directly and said 'do you mean....... (Correct words or sentences)'.

4) Indirectly, to a single students

This way is used by the teacher when the teacher finds the mistakes during the group performance The teacher usually corrects the mistakes after their performance. The teacher give notice to the student about their mistakes and the students has to give attention to the teacher's information. The students also can practice directly the correct utterance and write down the correct sentences. After the task and performance from the students, the teacher asks the students to collect the conversation paper.

The researcher found that most of the students like and pay attention to the teacher when correcting their mistakes. The teacher corrects students' mistakes without a judgment that the students are wrong. The students also understand and feel confidence although they make mistakes because the teacher usually gives them smile when correcting students' mistakes.

Although the students make some mistakes during the performance, the teacher praises them and said 'ok, very good' after their performance to motivate them.

b. The result of interview the teacher

The researcher analyzed the result of teacher's interview about the teacher's ways to give oral feedback and how it can build students' confidence in speaking.

The result of the interview shows that the teacher always use evaluative feedback to motivate the students because most of the students think that English is a difficult subject, so the teacher has to motivate them. With oral evaluative feedback, the students are appreciated by the teacher, so the students can be motivated by oral evaluative feedback. Because of that, the teacher said, "I always praise them after they finish the task to change their opinion about English."42 The students think that English is a difficult subject, so the teacher must change their opinion using an approach. Based on the interview, it can be concluded that the English teacher agrees that oral feedback can make the students feel comfortable in speaking English.

The teacher also said, "Oral corrective feedback that I give do not judge the students that they are wrong. So, I never said "your sentence are wrong" or "you can not do it". It will be better to repeat student's mistake in a correct way or clarrify the students about their mistakes."43

c. The result of observation checklist

To know the improvement of students' confidence in speaking, observation checklist is used in every observation.

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

The mean of score of students' confidence and students' activities are increase in every observation. The table below shows the mean of score from each observation.

Table 4.3.

Result of Checklist Observation

Mean	First Observation		on Second Observation		Third Observation	
Of Score	Student's Confidence	Student's Activities	Student's Confidence	Student's Activities	Student's Confidence	Student's Activities
	2,62	3,5	3	3,62	3,37	3,87

From the table above, it can be seen that from the first observation to the third observation, the students' confidence always increase. The main score of students' confidence in the first observation is only 2,62 and the main score of students' activities is 3,5. In the second observation, the main score of the indicators increase up to 3 for students' confidence and 3,62 for students' activities. In the last observation, the mean of score also increase up to 3,37 for students' confidence and 3,87 for students' activities. This development implies that oral feedback help the teacher to build students' confidence in speaking during the class to improve students' speaking ability.

Based on the interview, the teacher says that the students are seldom given speaking tasks. The teacher usually gives the students speaking tasks only once a month. The teacher gives the speaking tasks in every meeting do to the research. Because of that, the teacher awares that the speaking tasks are very important to be given in every meeting to make the students speak English.

d. The result of Ouestionnaires

To know the students' confidence in speaking after getting oral feedback from the teacher, the researcher also distributes questionnaires. The researcher measures the students' responses after getting oral feedback. The result can be described in the table and the analysis below:

Table 4.4.

Result of Checklist Questionnaires

No	Number of Answer				
INU	SA	A	D	SD	
1	5	23	6	-	
2	2	21	11	_	
3	3	20	11	-	
4	5	24	5	-	
5	8	17	9	-	
6	15	18	-	1	

SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

For statement number 1, "I really like speaking in speaking class". The result is presented below:

Table 4.5.

Percentage of the First Statement

No	Percentage of Answer			
	SA	A	D	SD
1	14,7%	67,6%	17,6%	0,0%

There are 67,6% students agree and 14,7% students strongly agree that they very like speaking after getting oral feedback. Therefore, before they get oral feedback, the students which like speaking is only about 8,8% but after getting oral feedback, the number of the students that like speaking is improve up to 82,3%. Although, there are 17,6% students still do not like speaking after getting oral feedback.

For statement number 2, "I feel confidence to speak English in speaking class". The result is presented below:

Table 4.6.

Percentage of the Second Statement

No	Percentage of Answer			
	SA	A	D	SD
2	5,9%	61,8%	32,4%	0,0%

The result of students' answer above shows that there are 61,5% students feel confident to speak English in the class but there are 32,4% students still do not feel confidence to speak English in the class. Then, the other students answered that they are very feel confidence to speak English after getting oral feedback.

For statement number 3, "I do not feel afraid and ashamed anymore when making mistakes in speaking classs". The result is presented below:

Table 4.7.

Percentage of the Third Statement

No	Percentage of Answer			
	SA	A	D	SD
3	20,6%	44,1%	26,5%	8,8%

The result above shows that there are 58,8% agree that they do not feel afraid and ashamed anymore when making mistakes in speaking, but the number of students that still feel afraid and ashamed to make mistakes in speaking are 32,4%. There are 8,8% students answer that they are strongly agree that they do not feel afraid and ashamed to make mistakes in speaking after they get oral feedback from the teacher.

For statement number 4, "I am motivated and feel happy when the teacher praises me in speaking". The result is presented below:

Table 4.8.

Percentage of the Fourth Statement

No	Percentage of Answer			
	SA	Α	D	SD
4	14,7%	70,6%	14,7%	0,0%

Based on the students' answer above, it proves that more than half of the students or 70,6% of them state that they are agree with the statement that they feel happy and be motivated because of teacher's praise to them. Although, there are the same number of students answered that they are strongly agree and do not agree with the statement.

For statement number 5, "I am happy when the teacher corrects my mistakes directly". The result is presented below:

Table 4.9.

Percentage of the Fifth Statement

No	Percentage of Answer			
	SA	A	D	SD
5	47,1%	52,9%	0,0%	0,0%

The result above shows that more than half of the students or 52,9% of them agree that they feel happy and confidence when the teacher corrects their mistakes directly. Then, the other students or 47,1% of them strongly agree with the statement.

For statement number 6, "My speaking ability is better". The result is presented below:

Table 4.10.

Percentage of the Sixth Statement

No	Percentage of Answer		of Answer	
NO	SA	A	D	SD
6	44,1%	52,9%	0,0%	2,9%

The students' answer above prove that all of the students agree (52,9%) and strongly agree (44,1%) that their speaking ability is better after getting oral feedback from the teacher.

The checklist questionnaire from number 1 up to number 6 are used to measure the students' confidence in speaking after geeting oral feedback. Based on the result of questionnaires above, it can be conclude that the students' confidence in speaking is improve after getting oral feedback from the teacher. Most of the students agree that they are confidence to speak English after getting oral feedback. Most of the students also agree that they are motivated by the teacher when teacher praise their speaking. The students also stated that their speaking ability can improve because of the students' motivation. It proves that all of the students like oral

feedback as a teacher's approach. In brief, all of the result of questionnaires above prove that oral feedback can improve students' confidence in speaking.

3. Students' Opinion toward Oral Feedback

a. The result of questionnaires

Conducting the research, questionnaires were also used to collect the data. The researcher uses this technique to know the students' responses about oral feedback and to analyze the students' feeling after getting oral feedback from the teacher. Each student was given 21 questions which were divided into multiple choice questionnaires and checklist questionnaires (appendix 3). To know the students opinion toward oral feedback, the researcher only uses and analyzes the multiple choice questionnaires. There are three indicators measured in the questionnaires:

- 1) The students' opinion about English subject (1-3)
- 2) The students' opinion about speaking (4-6)
- 3) The students' opinion toward oral feedback (7-14)

By distributing questionnaires, the researcher got the data about the students' opinion in English class. The researcher classified the data using the following table:

Table 4.11.

Result of Multiple Choice Questionnaires

No		Number	of Answer	
140	A	В	С	D
1	1	20	9	4
2	-	8	26	-
3	7	15	9	3
4	-	10	23	1
5	4	18	12	-
6	2	3	25	4
7	16	16	2	-
8	3	30	1	-
9	13	17	-	4
10	7	27	-	-
11	7	22	5	-
12	9	11	-	4
13	15	16	1	-
14	16	17	1	-

The researcher counted the frequency of the accuracy of each opinion type to know the proportion or percentage of each opinion type.

After getting the percentage of the each opinion type, the researcher measured and elaborated them to each indicator.

a) The students' opinion about English subject

For question number 1, "Do you like English subject?" the result is presented below:

Table 4.12.

Percentage of the First Question

No		Percentage	of Answer	
No	A	В	С	D
1	2,9%	58,8%	26,5%	11,8%

The result above shows that more of half population of the students like English, they are about 58,8%. Percentage of the students which do not much like English are about 26,5%. There are 11,8% students answer that they do not like English. The students which answer like English very much is only about 2,9%.

For question number 2, "Is English easy for you?" The result is presented below:

Table 4.13.

Percentage of the Second Question

No	Percentage of Answer			
	A	В	С	D
2	0,0%	23,5%	76,5%	0,0%

The result above shows that many students feel English is a difficult subject. There are 76,5% students answer that English is difficult and only 23,5% answer that English is easy, but there are no students answer that English is very easy or very difficult.

For question number 3, "From the fourth of language aspect, which one do you like?". The result is presented below:

Table 4.14.

Percentage of the Third Question

No	Percentage of Answer			
NO	Α	В	С	D
3	20,6%	44,1%	26,5%	8,8%

The result of question number 3 shows that 44,1% students like writing. The students which like listening are 26,5% and reading is about 20,6% but only 8,8% students answer that they like speaking.

b) The students' opinion about speaking

The questionnaires those are classified in this indicator are the questions number 4 up to 6. These questions were used to measure the students' opinion toward speaking.

For question number 4, "How are your opinion about speaking English?". The result is presented below:

Table 4.15.

Percentage of the Fourth Question

No	Percentage of Answer			
No	Α	В	С	D
4	0,0%	29,4%	67,6%	2,9%

The result above shows that many students feel speaking English is difficult to do, they are about 67,7%. There are 29,4% students think that speaking is easy. The students that answer speaking is very difficult are about 2,9% but there are no students answer that speaking is very easy.

For question number number 5, "What is your difficulties when speaking English?". The result is presented below:

Table 4.16.

Percentage of the Fifth Question

No		Percentage	of Answer	
	Α	В	С	D
5	11,8%	52,9%	35,3%	0,0%

The result shows that there are 52,9% students feel afraid doing mistakes in speaking. There are 35,3% students do not understand what they have to say and there are 11,8% students feel ashamed when they

will speak English, but there are no students answer that they are lazy to speak or learn English.

For question number 6, "Do you speak English during English class?".

The result is presented below:

Table 4.17.

Percentage of the Sixth Question

No				
INO	A	В	С	D
6	5,9%	8,8%	73,5%	11,8%

There are large number of the students answered that they are seldom to use English during speaking class, they are 73,5%. There are 11,8% students answer that they never speak English. There are 8,9% students answer that they often speak English and only 5,7% students answer that they are always speak English during English class.

c) The students' opinion toward oral feedback

For question number 7, "Do oral feedback that the teacher gives can help you to solve your problem in speaking?". The result is presented below:

Table 4.18.

Percentage of the Seventh Question

No	Percentage of Answer			
No	A	В	. C	D
7	47,1%	47,1%	5,9%	0,0%

Based on the result above, there are the same number of the students (47,1%) who answered oral feedback is quietly useful and rather useful to solve their difficulties in speaking. On the other hand, there are 5,9% students answer that oral feedback is not useful to them.

For question number 8, "Do you like when the teacher praise your speaking ability?". The result is presented below:

Table 4.19.

Percentage of the Eighth Question

No		Percentage	of Answer	
INO	Α	В	С	D
8	8,8%	88,2%	2,9%	0,0%

Based on the students' answer, there are 88,2% students answer that they like and happy and there are 8,8% students very like and happy when the teacher gives a praise for their speaking ability. But, there are 2,9% students answer that they feel unhappy when the teacher gives them praise.

For question number 9, "What do you feel when the teacher corrects your speaking during the class?". The result is presented below:

Table 4.20.

Percentage of the Ninth Question

No	Percentage of Answer			
	A	В	С	D
9	38,2%	50,0%	0,0%	11,8%

The result above shows that half of the students (50,0%) feel happy when the teacher corrects their mistakes. There are 38,2% students feel very happy but there are 11,8% students feel shy when the teacher corrects their mistakes directly.

For question number 10, "How are your opinion toward oral feedback that the teacher gives?". The result is presented below:

Table 4.21.

Percentage of the Tenth Question

No	Percentage of Answer			
	A	В	С	D
10	20,6%	79,4%	0,0%	0,0%

Most of the students answer oral feedback that the teacher gives is good, they are about 79,4% and the other students answered that oral feedback is very good (20,6%).

For question number 11, "Based on your opinion, does oral feedback is effective to improve your speaking ability?". The result is presented below:

Table 4.22.

Percentage of the Eleventh Question

No	Percentage of Answer				
	A	В	С	D	
11	20,6%	64,7%	14,7%	0,0%	

The result above shows that 64,7% students answer that oral feedback is effective to improve their ability in speaking. The students answer that oral feedback is very effective is 20,6%. Then there are 14,7% students answer that oral feedback is not effective enough to improve their speaking ability. But, most of the students in the class answer that oral feedback is effective, it means that oral feedback is suitable to be used in teaching and learning process to correct students' mistakes.

For question number 12, "Based on your opinion, does the teacher correct your mistakes in speaking directly is important?". The result is presented below:

Table 4.23.

Percentage of the Twelveth Question

No	Percentage of Answer			
	A	В	С	D
12	26,5%	32,4%	0,0%	11,8%

The result above shows that 32,4% students answer that oral feedback is important to correct students' mistakes directly. Meanwhile, there are 26,5% students answer that it is very important. On the other hand, there are 11,8% students state that oral feedback is not important to be an approach to correct students' mistakes directly.

For question number 13, "What are the benefit that you feel from oral feedback?". The result is presented below:

Table 4.24.

Percentage of the Thirteenth Question

No	Percentage of Answer				
	A	В	С	D	
13	44,1%	47,1%	2,9%	0,0%	

Based on the result above, there are 47,1% students answer that oral feedback can improve their speaking ability. 44,1% students state that

oral feedback give them motivation to learning English. Meanwhile, there are 26,9% students answer that oral feedback is not useful and not give them some profit in speaking. Based on the result above, it means that oral feedback is very useful and gives the students some benefit such as give them motivation and improve their speaking ability.

For question number 14, "How does your speaking ability after the teacher corrects your mistakes directly?". The result is presented below:

Table 4.25.

Percentage of the Fourteenth Question

No	Percentage of Answer			
	A	В	С	D
14	47,1%	50,0%	2,9%	0,0%

Based on students' opinion above, half of the students (50,0%) state that their speaking ability is improve after getting oral feedback. There are 47,1% students answer that their speaking ability is far better than before getting oral feedback. On the other hand, there are 2,9% students state that their speaking ability is constant.

From the analysis of questionnaires above, it proves that majority of the students do not like speaking and they face any difficulties in speaking, such as feeling afraid to make mistakes and they do not confident to speak English. It is happened because they seldom speak English during the class. Moreover, based on the students' opinion, the teacher's approach to the students is very important to improve students' confidence to speak English. The students also state that oral feedback is important and useful in many situations, included in the speaking activities. Most of the students also feel happy because oral feedback that the teacher gives can motivate them to speak English in the class.

C. Discussion

In this research, the result shows that the types of oral feedback that most commonly used are oral evaluative and corrective feedback. In the first observation, oral corrective feedback is the most commonly used. It is happened because the teacher seldom gives the speaking tasks. So, the students are not ready to do the speaking task, and they do many mistakes when speaking. But, in the second and the third observation, evaluative feedback becomes the most common type of oral feedback used. This finding also support Tsui's claim that evaluative feedback dominates classroom interaction⁴⁴. Another finding shows that oral strategic feedback is not used very often by the teacher. Such oral feedback helps learners to develop skills which allow them to avoid errors in future by monitoring and checking their performance.

The type of oral corrective feedback that is most often used in this class in every meeting is recast although elicitation is also used quite often.

Based on the result of the interview, the teacher is often used these approaches

⁴⁴ A.B.M. Tsui, *Introducing Classroom Interaction*, London: Penguin, 1995, p.24.

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

teacher's most powerful tools because it can improve their attainment, motivation and also behavior⁴⁵.

Finally, the successful of using oral feedback to build students' confidence in speaking is also influenced by the situation and the student's condition. It is very important to know the students' characteristic before giving them oral feedback. Such, if the shy learner makes mistakes and the teacher corrects the mistakes in the whole class, it may made the learner be embarrassed and after that they became demotivated to participate. In this case, the teacher's approach might be not successful to build students' confidence. So, the teacher should give different approach based on the student's characteristic. However, the whole result in this research proves that oral feedback can build students' confidence in speaking and oral feedback can be a bridge to build the good interaction between teacher and students.

⁴⁵ T. Hedge, *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press, 2000, p. 289.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of this research based on the whole result that the researcher got and the suggestion.

A. Conclusion

Based on the observation and the analysis of the result in chapter IV, the researcher draws the conclusion below:

1. Oral evaluative feedback is most commonly used in the English classroom. Although, the number or percentage between evaluative and corrective feedback only have little differences. Oral evaluative feedback is used for 56 times or about 51%. Oral corrective feedback is used for 50 times or about 46%, while strategic feedback only used for 3 times and about 3%. The result of interviewing the teacher shows that the reasons why oral evaluative feedback is the most commonly used because the students always need motivation to build their confidence in speaking so that they will not be embarrassed and want to participate after the other students receive oral corrective feedback.

The type of oral corrective feedback or the approach to correct students' mistakes in speaking that most commonly used by the teacher is recast, although elicitation is also used quite often. Recast is used for 21 times or 43%. Elicitation is used for 11 times or 23%. Metalinguistic feedback is used

- 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.

B. Suggestion

The researcher wants to give some suggestions to the English teacher and the students of 7A in MTs Hasyim Asy'ari Tawangsari – Pasuruan that might be useful.

The suggestion to the English teacher and the students of 7A class are:

- The English teacher should give more speaking tasks in a different and fun way to practice students' speaking quite often to build students' interest in speaking skill and to improve students' ability in speaking.
- The English teacher should understand students' characteristic and has good interaction to the students when giving oral feedback to build students' confidence in speaking.
- 3. For the students, it is hoped that the students have more interest in English and speaking so that they can improve their ability to speak English. The students are also hoped can receive teacher's feedback very well to build their confidence in speaking.

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