

TEACHERS' FEEDBACK USED IN LEARNING ENGLISH PROCESS AT SMAN 1 SUNGAI TARAB

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Abstract

The use of feedback in learning English process is interesting to be analyzed. Although it does not add much to the proportional explaining and giving instruction, but it still has much contribution to learning English process. This paper explores the teachers' feedback (content and corrective feedbacks) in learning English process at SMAN 1 Sungai Tarab. Data were collected through observation and audio recording which involved 5 English teachers. All lessons were recorded and transcribed. The analysis of the transcripts revealed that almost all the types of content feedback were utilized by the teachers. And there were two types of corrective feedback neglected by the teachers. It is recommended that stakeholder of education or government should conduct some seminars related to the use of content and corrective feedbacks.

Key words: Teacher Talk, Teachers' Feedback, Learning Process.

INTRODUCTION

There are some components that support learning process in the classroom. They are materials, students, media, and teachers. They must correlate and unify each other. Materials designed must be supported by the teacher in delivering the lessons. Then, media designed must be carried out and demonstrated by the teacher to gain the students' understanding. In addition, students as a target education must be involved and participated in learning process. However, materials and media will be meaningless if they are not supported by teacher's performance in the learning process.

How well the materials designed to help the students in understanding the lessons will not be effective and successful if the teacher does not teach, explain and deliver the lesson in a good way. In line with that, well-designed media might not be used efficiently and fruitfully if the teacher does not carry it out appropriately. Thus teacher has an important influence on teaching. In other word, how well the classroom managed, the lessons understood by the students, and media used, will depend on teacher's performances in the classroom. Moreover, teacher can help and guide the students to understand the lesson. Besides, the teacher can also motivate and attract the students' interest in learning.

According to Richard and Lockhart (2007), even in situations where teachers have main responsibility for how they teach, they may assume very different roles within their own classrooms. They also say that one factor of teachers' role: they involve different kinds of relationships and different patterns of interaction and communication. Therefore interaction and communication in learning process are teacher's responsibility. One of ways to guide interaction and communication in learning English process is teacher talk.

Teacher talk is considered as the main central to begin and end the learning process. Teachers talk not only influences interaction and communication between teacher and students, but also students and students. Students as the target of English language learning suggested academically depends on teacher talk. Good teacher talk will guide the students to communicate and understand the lessons. Ellis (1994) describes teacher talk as the process through which teachers address classroom language learners differently from the way they address other kinds of classroom learners. They make adjustments to both language form and language function in order to facilitate communication. Teacher provides language form and language function through appropriate questions, students' response and reaction to the students' errors.

Furthermore, teacher talk is considered as important part in learning process in the classroom, not only to organize and manage of

the classroom but also to process of language achievement. As stated by Nunan (1991), teacher talk is a crucial importance, not only for organization and management of the classroom but also for the processes of acquisition. It means the goal of teacher talk is to guide the target language acquisition.

There are many advantages of teacher talk, such as: to help the students in understanding the lesson, to make them catch the idea of the lesson easily. Next is that to manage and organize the classroom interaction. Then, it helps students to build up self confidence in learning English, and also gives contribution for students how to learn English in real communication in order to help the students to overcome of making mistake.

One part of teacher talk that is recommended educationally in learning process is feedback. Feedback gives much contribution to gain the students to understand toward a target language or a task. Ur (1996) states that 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. It means feedback is information that is delivered by the teacher to respond students' performance toward a lesson or a task

SMAN 1 Sungai Tarab is one of government senior high schools that offers English subject for all grades. It is started from tenth grade up to twelfth grade. English is one of compulsory subject that is taught two meetings in a week for each grade. Even though English is a compulsory subject at senior high school but it does not guarantee that the ability of the students in English will improve.

However, based on preliminary observation, it was identified that several problems regarding teacher talk. First, the teacher came directly to the topic to the student without paying attention to the opening class, such as greeting, or giving referential questions. Second, when the students found some difficult words, the teacher did not explain the words appropriately. Third, when the students responded incorrect answers as their responds to the teacher's question, the teacher did not correct them as well as their feedback to the students. Then, when the teacher found incorrect students' answer, the teacher did not give responds of it. Meanwhile, when the teacher found correct answer of students, the teacher responded directly. Thus, it could be failure in recognizing,

correcting, the students' errors, in learning English process. It also could be failure in encouraging and improving student performance of target learning.

1. Teacher Talk

In learning English process, classroom is the main place where a teacher uses a particular language to gain students to the target language. The kind of language used by the teacher for instruction, explaining in the classroom is known as teacher talk. For this term, there are many experts have formulated the definitions of teacher talk. Ellis (1985) and Ur (2000) state that teacher talk is the special language that teachers use when addressing L2 learners in the classroom. It can be said that teacher talk is a particular language used by the teachers to gain a communicative activity. Its goal is to communicate with students and expand students' language ability.

Beside the definition and role, teacher talk also has several features that have been classified by some experts. According to Thornbury as summarized by Cullen (1998), there are a number of features of teacher talk, some of these are:

- 1) The use of 'referential' questions, where the teacher asks the students questions or something to which he or she does not know the answer yet, and which it has a real communicative purpose (e.g. 'where did you go last week? have you had breakfast? how did you come to school this morning?' and etc). This is different with typical 'display' questions (e.g. comprehension questions on a reading text) to which the teacher already has known the answer, and only asks thus the students can express their understanding or knowledge.
- 2) Content feedback by the teacher, where the teacher's response to student's involvement focuses on the content of what the student has said rather than on the form (e.g. the correctness of the grammar or pronunciation).

3) The function of speech modifications, hesitations, and rephrasing in the teacher's own talk, when he/she is explaining, asking questions, giving instructions, etc.

4) Try to negotiate meaning with the students through demands for clarification and repetition, and giving chances for the

students to disturb the teacher and the teacher does too.

2. Feedback

In learning English process, feedback suggested academically is one of factors to be concerned of target language. For this term, there are many experts have devised the definitions of feedback. Ur (1996) states that 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. It means feedback is information that is delivered by the teacher to respond students' performance toward a lesson. In line with Ur, Hattie and Timperley (2007) explain, feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. Then not much different with Ur, Hattie and Timperley, Cook (2008) explains, feedback is teacher's evaluation of the student's response. This point of view supports what has been discussed previously that feedback is a set of information that is given by the teacher in order to know how well students' performances in their learning tasks.

In learning English process feedback is important because it can help and motivate learners to understand lessons. According to Richards and Lockhart (2007), there are two kinds of feedback; feedback on content and feedback on form. In content feedback, they divide into seven. They can be seen as follows:

1. Acknowledging a correct answer. The teacher accepts a correct student's answer by saying, for example, "good," "yes, that's right," or "fine."
2. Indicating an incorrect answer. The teacher points out that a student's answer is not correct by saying, for example, "No, that is not quite right," or "Mmm"
3. Praising. The teacher flatter a student for an accurate answer by saying "yes, an excellent answer."
4. Expanding or modifying a student's answer. The teacher responds to nebulous or incomplete answer by providing more information, or rephrasing the answer.
5. Repeating. The teacher says again of what the student has been answered or responded.

6. Summarizing. The teacher summarizes of what a student or group of students has been said.

7. Criticizing. The teacher criticizes of a student or a group of students have been responded towards a teacher's question.

While feedback on form, Richards and Lockhart also explain that in language classrooms, feedback of form is often pointed toward the accuracy of what a student says. It means that feedback on form focus on errors of what students have said. Meanwhile, according to Chaudron (1988), feedback on form consists of the correctness of the grammar or pronunciation. It can be said that feedback on form: not only focus on of what students say, but also focus on structure and utterance of what students produce.

Furthermore, Nunan (1991) divides two types of feedback: positive and negative. Positive feedback has two principal functions: to let students know that they have performed correctly, and to increase motivation through praise. Positive feedback consists of short interjections of 'good' 'okay' and 'all right'. While negative feedback consists of the teacher repeating the student's response with a raising intonation.

In line with Nunan, Ellis (2009) divides two kinds of feedback. They are positive and negative. Positives feedback refers to a correct response from the learner. While negative feedback refers to the learner's utterance veracity or is linguistically deviant. He also explains that negative feedback refers to corrective feedback. It takes the form of a response to a learner utterance containing a linguistic error. There are six kinds of corrective feedback. They can be seen as follows:

1. Recast. The teacher incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical). Example:
 S: I went there two times.
 T: You've been. You've been there twice as a group?
2. Repetition. The teacher repeats the learner utterance highlighting the error by means of emphatic stress. Example:
 S: I will showed you.
 T: I will SHOWED you. S: I'll show you.

3. Clarification request. The teacher indicates that he/she has not understood what the learner said. Example:
 S: What do you spend with your friend?
 T: What?
4. Explicit correction. The teacher indicates an error has been committed, identifies the error and provides the correction. Example:
 S: On May.
 T: Not on May, In May. We say, "It will start in May."
5. Elicitation. The teacher repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. Example:
 S: I'll come if it will not rain.
 T: I'll come if it?
6. Paralinguistic signal. The teacher uses a gesture or facial expression to indicate that the learner has made an error. Example:
 S: Yesterday I go cinema.
 T: (gestures with right forefinger over left shoulder to indicate past)

3. Learning Process

There are many experts have formulated the definition of learning. Chance (1985:17) reveals learning is a relatively stable and unspecified change with an organism that makes change in behavior that is due to experience and that cannot be accounted in terms of reflexes, instincts, or the influences, of fatigue, injury, disease or drug. Next, Encyclopedia Educational Research (1985: 2975) learning is defined as a process of gaining knowledge or skill. Dealing with the experts above, learning is a process in getting knowledge through memorizing, practicing, and changing in behavior. Furthermore, Mulyasa (2004: 183) defines that the learning process is educative interaction between students and school. This indicates that school has autonomy to choose strategy, methods, and techniques of learning process based on students' and teachers' characteristics. Next according to Djamarah and Zain (2006: 29) learning process refers to an aspect of school environment that has been organized. It means learning process is a systematic process that should be followed by the stakeholder of school. Referring with the explanations above, learning process is a process in getting knowledge through interaction between students and school.

METHOD OF THE RESEARCH

This research was designed as descriptive research. The data were collected by using observation and recording that were transcribed. This research was focused on content and corrective feedback that used by the teachers in learning English process at SMAN 1 Sungai Tarab. The sources of data were the all English teachers at SMAN 1 Sungai Tarab. There were 5 English teachers at SMAN 1 Sungai Tarab who taught different classes and different topics. Teacher A taught "procedure text" in class X.5, teacher B taught "giving instruction" in class X.1, teacher C taught "expression of pain, relief, and pleasure", teacher D taught "discussion text", and teacher E taught "expression of preventing, regretting, planning, and speculating.

FINDING AND DISCUSSION

1. Types of content and corrective feedback used by the teachers.

The result of observation and recording proved that the teachers utilized 6 types among 7 of content feedback. Acknowledging a correct answer, expanding or modifying a student's answer, and repeating were utilized by all teachers. Then, praising and summarizing were almost used by the all teachers. Next, indicating an incorrect answer was utilized by one teacher. Among of these types of content feedback, repeating was the commonly used by the teachers. Thus, it was quite ideal in learning English process, because almost all types of content feedback were used by the teachers. The data got can be seen as table follows:

Table 1.
The Frequency of the Types of Content Feedback used by the Teachers

No	Types of Content Feedback	Total	%
1.	Acknowledging a correct answer	109	32.25%
2.	Indicating an incorrect answer	1	0.29 %
3.	Praising	20	5.92%
4.	Expanding or modifying a student's answer	56	16.57%
5.	Repeating	139	41.12%
6.	Summarizing	13	3.85%
7.	Criticizing	-	-
Total		338	100%

Although it was quite ideal but still it was different from words choice in giving content feedback to the students' responds. Acknowledges a correct answers for example, the teachers acknowledged a correct answer by saying "Ya," and after "Ya," "Ok," repeat the students' words. It was totally different what has been proposed by Richards and Lockhart (2007: 189); they suggest some words in giving acknowledges a student answer by saying "Good," "Yes," "That's right," and "Fine." And then, praising for example, the teachers complimented the students' answer by saying, "Ok, very good," "Ya, you good." It can be understood that the words choosing by the teachers at SMAN 1 Sungai Tarab were influenced by teachers' mother tongue.

The finding showed that there were four types of corrective feedback occurred during learning English process. The teacher neglected two types of corrective feedback. Regarding to recordings, there were three teachers only had two types of corrective feedback. And there were two teachers only had three types of corrective feedback. It was quite far from the expected condition or ideal condition because the teachers did not much pay attention toward corrective feedback. According to Ur (1996), in cognitive code learning; mistakes are regrettable, but an unavoidable part of learning, they should be corrected whenever they occur to prevent them occurring again. In the second recording, it was found that, the teacher did not give feedback to the incorrect answers from the students; the teacher just ignored incorrect answers and only gave feedback to correct answers.

The finding also showed that elicitation and paralinguistic Signal were not employed by the teachers. In learning English process, the teachers can use elicitation and paralinguistic signal that indicate the students have committed the errors. The variations and the selection of appropriate types are needed in giving corrective feedback toward students' error in learning English process. As stated by Miler and Konold (2004) suggest that, although there are various types of feedback available to help facilitate students in learning, equally important lies in the selection of appropriate type based on students' need and the instructional activities.

2. The ways of content and corrective feedback used by the teachers

The occurrence of content and corrective feedback used by the teachers of SMAN 1 Sungai Tarab was observed through video and audio recordings. Based on the recordings that have been analyzed related to types of content and corrective feedback, it can be stated that the occurrence due to some ways. First, the teachers started asking a question related to the topic, then a student or students responded it, after that the teacher gave feedback based on the student's response or students' responses. This finding is related to the structural pattern of the exchanges of I-R-F (initial-respond-feedback) interactional pattern. It is supported by Karen Johnson in Rymes (2008: 166), he found I-R-F pattern in the classroom discussion. It is also accordance with Noorizah Mohd. N, et al. (2010), they found I-R-F interactional pattern in a Malaysian ESL Classroom Discourse Analysis. From the data got, it can be seen that the teacher initiated to ask a question at first, and then the some students responded it, after that the teacher gave feedback towards students' responses. Thus, in order to get students involved in giving responses, the teacher gives a question to students, after that the teacher gives feedback towards students' responses.

Second, the teachers asked one of students or a group of students to perform in front of class, after performing the teacher gave praising based on what students had been performed. This finding is similar to Nunan (1991). He says that praising provides information to students about their competence or the value of their accomplishments. It clearly can be said that, praising comes after a student or a group performance of the lesson is being discussed.

Third, the teacher stimulated the student's response by explaining the topic, and then gave a question, then student responded it, and after that the teacher repeated the student's response. It means that, when the students do not have ideas about the topic, the teacher can explain the topic again then while the teacher explains, the teacher is able to give questions in order to guide students understand about the topic that being discussed. This finding is similar to Rosenshine and Stevents (1986). They say that combine the demonstration with questions in order to maintain student's attention and to check for students understanding.

CONCLUSION

The research is intended to describe the teachers' feedback used by the English teachers at SMAN 1 Sungai Tarab. Based on the result of the findings which has been explained in the previous chapter, it can be concluded that:

1. There are six types of content feedback utilized by the teachers; they were acknowledging a correct answer, indicating incorrect answer, praising, repeating, expanding or modifying a student's answer, and summarizing. Meanwhile, in corrective feedback there are four types that utilized by the teachers; they were recast, repetition, clarification request, and explicit correction.
2. During in learning English process, type of content feedback commonly used by the teachers is repeating which occurs 139 times (41.12%) in learning English process. Meanwhile, in corrective feedback, explicit correction is the commonly used by the teachers which occurs 16 times (41.03%).
3. In learning English process, content and corrective feedback occur because some ways. First, The teacher asks a question related to the picture, after that the students responds it, and then the teacher accepts the students' responses then repeats the word that students have said before. Second, the teacher and students discuss a particular topic together, when they are discussing the topic, students give responds, after that the teacher give feedback towards students' responses. Third, feedback also occurs because the teachers stimulate the students through explaining the lesson again in order to get students' responses of what is being discussed.

SUGGESTION

Based on the research findings and conclusion, the researcher would like to propose some suggestions:

1. The English teachers are suggested to enrich their knowledge on the feedback which is possibly done through attending seminar, read a lot of book related to feedback, so that, they can apply more variations of using appropriate feedback in their learning English process which further will be beneficial in improving their ability in guiding students to the target language.
2. Despite its important role in learning English process, feedback is rarely introduced to the

teachers. Therefore, it is suggested for the official or government of education to conduct seminar or to have training related to feedback. Thus the teachers have some knowledge related to feedback.

3. To use the content and corrective feedback appropriately, the teachers should give feedback not only for individual student but also for a group of students. Therefore, the use of content and corrective feedback in learning English process can assist students to overcome their difficulties in learning English.
4. It is also suggested that they should give feedback not only for the correct answers but also for incorrect answers. Therefore, the students who make mistakes can realize their mistakes and they can overcome their mistakes through feedback given by the teachers.
5. For other researchers, it is recommended to do other research concerning the use of feedback, such as finding out the problem of the teachers in using it and also in investigating some feedbacks which are interfered by the teachers' first language.

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