

CHAPTER IV

RESEARCH FINDINGS

This chapter focuses on the presentation of the findings of the study based on the formulation of the research.

A. Research Findings

Based on result of doing observation in speaking class and conducting in depth interview with the English teacher and students, the following were presented the finding of the study related to the formulated of research questions.

1. Finding on the type of feedbacks employed in speaking class

Practically, feedback is employed when there is interaction or communication. In speaking class, the language must be used interactively. Interactive process done by the teacher with students or by students with other students enable the class members to use feedback. The followings were the finding on the feedback employed which were categorized as (a) Praise, (b) Suggestion, (c) Criticism and (d) Corrective.

a. Feedback employed by the teacher

Besides teaching, monitor students' progress and assess students' work, the roles of the teacher in the classroom also as feedback agent. The teacher handed over input or feedback to students in order to make them

did better. In speaking class teacher employed some type of feedback there are :

1) Praise

Praise is kind of positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. The practice of applying praise was shown below :

Datum 1.

Teacher Said, : “Well done Nia, Finally!!Okay. That’s one of evidence that it’s happen in social media, means advantage and disadvantage of social media usage.”

Utterance above was the kind of feedback praise was given by teacher. The teacher praised her students name Nia who had an argumentation about the negative effect of social media but she was not confidence to speak. The teacher said “well done”, it was meant the student’ argumentation was excellent. Formerly, she conveyed her argument to the teacher in Indonesian language. After that, the teacher supported the students to speak in English because the teacher assumed that the argument from Nia was quite nice. After she conveyed her argument, the teacher give praise feedback as appreciation for her bravely and her good opinion.

Another feedback of praise was also used by teacher to make her student felt motivated to convey their argument as the utterance from teacher bellow:

Datum 2.

When teacher conducted debate class, the debater from affirmative group confused to rebut the negative team argumentation. Weni as leader from affirmative group wanted to share her argumentation to support her team and teacher spoke to her. The teacher stated “continue Weni! Okay, take your time!”

The utterance above was kind feedback of Praise from teacher. In that situation, there was student who wanted to give her opinion about the topic that is the advantage used of social media usage. The teacher expressed admiration to Weni because she braved to deliver her argument by saying “Continue Weni!”. The student also was asked by teacher to enjoy the moment when she delivering her argumentation.

2) Suggestion

Teacher sometimes gave recommendation or suggestion to the students’ performance. It was used to inform what the students should do next.

Datum 3.

When the class practiced debate, the students explored her argument by reading. In this context, the teacher suggested the speaker not to read by saying “Excuse me, you may explain not read”

The teacher suggested her student to explain her argumentation directly not by reading. The teacher used the expression “may” because the teacher hoped the students just explained their argumentation without looking at the note. It also made the suggestion more polite. The teacher allowed her students to bring paper to write the main point. The feedback was also reminding the student in speaking class.

Another practice of suggestion from teacher was in the form of request.

Datum 4.

Teacher said, :“From the advantage group please explain more clearly”.

Finding that her students of affirmative group confuse and not directly told their argument about is “social media can decrease face to face communication”. Teacher interrupted debate class and explained to advantage group maybe “decrease face to face communication” become good thing but, in what case. Word “please explain” employed by the teacher to make the request more polite. Teacher requested the advantages group can give clear argumentation toward the opinion that social media can decrease face to face communication. It used to make the other can easy to understand with they mean.

Sometimes the suggestion from the teacher could be used as instruction or direction to students about what the students should do as it was presented in the excerpt below.

Datum 5.

When practiced debate, negative team delivered numerous argumentations. The moderator was suggested to take the main idea from negative team by teacher. Teacher said “Takes one point from disadvantage group and then offer to advantage group. They mention several points but take one then offer to advantage group”.

The moderator was suggested to mention the headline argumentation from negative team and then offered to affirmative team by the teacher. The aim was taken only one point of negative team ideas was to made debater from affirmative group confused what the point they should respond. So, the debater from affirmative group would focus with the point that they would rebut. Word “offer” was asking to the students to do the what the teacher request which was to take only one point of disadvantage group idea.

Suggestion from the teacher related with to the content of the speaking substance. Suggestion is a kind criticism but it has positive orientation for improving the content. It can be directed student what should they do to be better. In giving suggestion seemed there was problem with someone who received suggestion but, suggestion also always come with solution. Like, quotation below :

Datum 6.

After done debate class teacher give suggestion to her students. He said : “It is good for you have a lot of evidence and data for support your voice or argument. But unfortunately, some of you don’t mention the author. You should mention the author, the name of journal and then the year, when the journal published.

In teaching and learning speaking, teacher conducted debate as classroom activity. Debate trained students' critical thinking in viewing some topics or phenomena. Besides, debate also gave chance for students to deliver their opinion or argumentation. Practically, it was needed authentic data to support their argumentation. So, people believe that their argumentation is real not just claim. The students were suggested by the teacher to mention detail information about data source. Command "You Should" become the indicator that the sentence above was included in suggestion feedback. By mention the detail information, it could make data source was trusted. Besides that, it made the argument stronger.

3) Criticism

Criticism feedback is judgment about students' performance. Someone could give criticism because of measure the weakness and strength. Criticism also employed in speaking class. The example of case about criticism was presented as follows :

Datum 7.

I still see some people reading. I know actually you have everything in your mind, but it is about confident. Actually just throw away your papers then speak, you will connect to your confident. But if you have paper with you then you read it, you will insecure. Even, you know everything inside the book.

The teacher felt dissatisfied because saw some students read their note when they did debate. If students performed with manuscript, it looked like they were incompetence with their material. The teachers' statement was used word "still", it was the indicator that there was no

improvement with the students' performance. When the students brought some notes during speaking, they would tend to cheat and sometimes just read. Moreover, it will make students felt unconfidence to speak spontaneously. Even though, they had prepared everything in their mind for appropriate argumentation but, if the some note still in their hand, they were considered to read.

4) Corrective Feedback

In speaking class, teachers also employed corrective feedback to their students. They used some type in order to correct their students such as :

a) Clarification request

Clarification requests indicate to students either that their utterance has been misunderstood by the teacher so, repetition or a reformulation is required. The following were examples of clarification request occurred in speaking class.

Datum 8.

2 nd speaker affirmative	:	I will give opinion about decrease face to face communication <i>emm</i> I think it's true social media decreating face to face communication.
Teacher	:	decreating or decreasing?
2 nd speaker affirmative	:	Decreasing. But with social media we can make....

Second speaker from affirmative group not realize that she produced non English word which was "decreating". The teacher who

heard it, proposed a question related to incorrect word that student just mentioned. The teacher clarified to student' spoken by asking "decreasing or decreasing? The teacher used the word "or" to give choice between two words, which one was the correct word.

b) *Explicat Correction*

Recasts involved feedback agent reformulated of all part of a students' utterance. Excerpts below exemplify recasts used by the teacher and students:

Datum 9.

- | | | |
|--|---|--|
| 1 st speaker
affirmative | : | Global page, we can know that when we use social media when we publish our product or make advertisement /advertisement/. |
| Teacher | : | Advertisement /'æd.vɜː.taɪz.mənt/. |
| 1 st speaker
affirmative | : | Advertisement /'æd.vɜː.taɪz.mənt/. Sorry mom. Our advertisement will reach more wide location. |

The student pronounced /advertisement/ in the word advertisement which was incorrect. Here, the teacher only provided the correct form of students' words. She was rectified the students' pronunciation with mentioned /'æd.vɜː.taɪz.mənt/. After getting a correction, the students repeat the correct word as guided by the teacher. Student who made error also said sorry to teacher because she made an error.

c) Grammar Construction Correction

Lecturer gave the feedback of grammar construction correction in the end of course. This reason because the teacher wanted to give feedback with complete explanation. It was considered he did not want to break the flow of debate. In the error of the speaking class, teacher explained the error correction resulting students' debate.

Datum 10.

Teacher explained, : “and then, another if you have “to” must be followed by V1”

During students doing debate teacher actually made note to evaluate her students. Teacher gave correction above because there is students when spoke made error and forget grammar concept. From teacher correction shown that students had problem with the used verb + to infinitive. Teacher gave the correction above because she heard some students made incorrect sentence like “and the student more easy to cheating and plagiarism”. After “To” the students used Ving not V1.

Teacher explained grammatical error in the end of the class. The students made error because they used English language but using Indonesia Pattern. The teacher found incorrectness on students' grammar from students' spoken. The teacher gave grammar correction was presented as follows :

Datum 11.

There is common mistake “I ever heard” is it right? *Artinya apa sih? Ini verb ke berapa? maksud kalian apa ini? Saya pernah mendengar. Nah ini Indonesian pattern. “I ever heard” “saya pernah mendengar”. Bagaimana yang benar? “I heard”. Heard disini sudah lampau jadi “I heard” sudah mengandung pernah. “I knew” “I showed” bukannya “I ever knew” “I ever showed”.*

From teacher correction above, it shown teacher noted from students’ spoken had problem with English Grammatical. Teacher explained that word “heard” was past form which was involved meaning “ever”. Word “heard” was past form of “Hear”. So that, “i heard” indicated that the speaker experienced in the past. In addition, “ever” was not used to make statement.

Another example of the error correction because the used Indonesian pattern by students as follows:

Datum 12.

And then, the used of comparison. “More cleaner” and then “more deeper”. Deeper means more deep, there is no “more deeper”

Another error made by the students in speaking class was because language interference. Foreign language learner had deeper knowledge of at least one other language. In Indonesia language as the student’s mother tongue we used to say “more” to mention something higher. Students didn’t realize that the meaning of “deeper” was “more deep”.

Grammar construction error made because directly translated Indonesian sentence to English by the students.

Datum 13.

The use of “for example” the correct one is “ Ok I will exemplify”. Exemplify is the verb form of the example. “*saya akan memberikan example, contoh*” in English we cannot say “I will give you an example.”

Teacher explained the correct formulation on the grammatical errors that students made. The example above was evidence that the students could produce English language but it was produced by using Indonesian grammar. It’s happened because students translated Indonesia language “*saya akan memberi contoh*” into English became “I will give example”. It was not appropriate because example was not to give, the correct form was “I will exemplify. Teacher explained grammatical error at the end of the class.

b. Peers’ Feedback

In speaking class, students also involved in giving feedback to their friends. Researcher found some kind of feedback from peers :

1) Corrective Feedback

a) Repetition

In delivering the argumentation about social media, the 2nd speaker debater from negative produced incorrect pronunciation. Other students were invited to give correction to 2nd speaker debater.

Datum 14.

2nd speaker : You access internet, your parent
negative **know/know/** if...
Students : **Know /know/**
2nd speaker : **Know** /noʊ /., if you access internet around
negative them.

The case above was happened when 2nd speaker negative produced incorrect pronunciation in word “know” /know/. The students who in there acted as audience and also feedback agent, they repeated the error portion of their friends’ phrase. They raise intonation focus on the part of their friend error word. Raising intonation intended to make that their friend who speak made error realizes it. After getting feedback from peer, student pronounced word “know” /noʊ /.

b) Explicit correction

Peers’ students employed explicate correction feedback which they directly gave correct form without indicating that students’ utterance or pronunciation was incorrect.

Datum 15.

2nd speaker : In this problem I take example from Florencia
negative Who mock Yogyakarta **Society**/society/.
Students : **Society**/sə¹sai.ə.ti/
2nd speaker : She said Yogyakarta **Society**/sə¹sai.ə.ti/ is poor,
negative un-intellectual. They haven’t culture it made
Yogyakarta society angry because Florencia
hurtful their culture and their society.

The conversation above was kind of explicit correction from peers' students in debate class. The debater made error when they wanted to exemplify their argument about the negative effect of the used of social media. Here, the peers' students clearly gave correction in the word "sociaty /sə'saɪ.ə.ti/ " to debater who made error. Formerly, the debater pronounce incorrect word "society /sosiety/".

Datum 16.

1 st speaker negative	:	Okay. From my group negative team. Why i contra with social media because this our age, this young people it's social media make me our time to study is reduce .
Students 1 st speaker negative	:	Reduce . Reduce , sorry. Social media for young people it's not good for their study and other.

The example above was kind the form of a response from peers' student because the learner utterance containing a linguistic error. Peers' students initiated repair that is indicated that an error has been committed. The debater produced /reduc/ in word "reduce" which was incorrect. In the situation above, peers' student directly provisioned the correct target language form on reduce with pronounced /rɪ'dju:s /. After given feedback students who made error produced correct pronunciation.

The finding on the subjects feedback employed on speaking class are summarized in the table 4.1 below:

Table 4.1 The Summary of the Study on the Practice of Feedback in Speaking Class.

No	Type of Feedback	Teacher employed	Students employed
1	Praise	✓	
2	Suggestion	✓	
3	Criticism	✓	
4	Corrective		
	a. Clarification Request	✓	
	b. Repetition		✓
	c. Explicit Corrections	✓	✓
	d. Grammar correction	✓	

2. Finding on the contribution of the Employed Feedback in Speaking Class

Feedback employed by both teacher and students in speaking class were various. Those feedbacks had goal to support teaching and learning speaking. Feedback from teacher or peers might become reflection of students' speaking proficiency, especially in speaking. By getting Feedback, the students could get other insight opinion about their speaking proficiency. But, every student had his/ her own perception in receiving some kind of feedback. The researcher would like to present the data related to the contribution of feedback to students :

Firstly, by receiving praise feedback students felt motivated and happy because people appreciated their work. It was mean teacher satisfied with their effort. Getting Praise made them encourage enthusiasm and have commitment to learning more. It also can build their confidence to

speaking, made them work harder and performed better. Students who got praise feedback made it become standard minimum level for their next performance. So, they will seriously to learning. But, other student stated feedback of praise made them felt under pressure.

Getting suggestion students know their strength and how to eliminate the weakness of their work. Students stated suggestion from teacher helped them developed their speaking because it contained particular guidance from the teacher about what the students should do and how to improve their proficiency. From the suggestion the student knew that they had weakness. Most of suggestion related to the students performance, informing how they delivered their argumentation or opinion in front of audience. Students needed not only correction about grammar or pronunciation but, also about their behavior.

The students felt happy receiving because criticism came from there is something incorrect or inappropriate with their performance. Students stated that got criticism made them down sometimes, but constructive criticism assisted them to perform better.

Corrective feedback is useful enough to improve their ability in speaking and they feel better after getting corrected by both the teacher and peers' students, because they know their mistakes and how to correct it. Correction made them do better because after received correction for example, in pronunciation they directly could reform correct pronunciation. The students stated that they preferred simple feedback correction to make

them easily respond. According to teacher, they usually use electronic dictionary or employee peers corrective. Other students added they did not realized made mistake of grammar during speaking. Actually, they known grammar of structure but, they did not know why they lost their grammar concept in speaking. It can be because anxiety, nervous, or just focus to the point that they will deliver so, they ignored grammar. Corrective give them clear explanation about the error.

Table 4.2 The Summary of the Study on the Practice of Feedback in Speaking Class.

No	Type of Feedback	Contribution toward students' performance
1	Praise	Getting praise made the students felt motivated to learn, confidence and improve performance.
2	Suggestion	From suggestion students know their strength and how to eliminate the weakness of their work. It helped to develop their speaking because it contained particular guidance about what the students should do and how to improve their proficiency.
3	Criticism	It provided concrete information that could be helpful understanding students' weakness and as evaluation of students speaking ability
4	Corrective <ul style="list-style-type: none"> a. Clarification Request b. Repetition c. Explicit Corrections d. Grammar correction 	Corrective feedback is useful enough to improve the students' ability in speaking and they feel better after getting correction because they know their mistakes and how to correct it.