

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings using related theories to clarify the findings. The discussion focusing on the salient findings of each of the formulated researcher question.

A. Discussion

Based on the finding of the study, it's identified that both teacher and students employed various kind on Feedback. According to Sadler (2010), feedback in learning process helps students in many ways. First, to appreciate students work, second, to acknowledge students for their work, and the last, as the tactic or strategic in giving appreciate and acknowledge them. And also stated in Sadler book, there are two basic functions of feedback in learning process. First, The function of feedback is as explanatory, and second, the function of feedback is to inform students how successful they have been in addressing the assessment task.

From the type of feedback employed by both teacher and students, there are various type feedbacks in speaking class employed by both teacher and students. The first type is praise can mediated positive influence of praise on students' motivation to learn, confidence and improve performance. Receiving praise can build the mindset of students about their own intelligence that is suitable with O'Leary & O'Leary (1977) stated studies in

the behavioral tradition have shown that praise can be a successful technique for influencing a broad range of students' classroom behaviors. That suitable with Burnett theory (2012) the power of praise in changing the student's behavior is that both indicates teacher approval and informal the students about how the praised academic performance or behavior conform to teacher expectation.

In other hand, feedback of praise made the students felt under pressure. The students is fearful in the next performance they cannot reach the same achievement. It is in line with R. Hitz and A. Driscoll (1994 : 2) noted literature that suggested that praise led to low expectation of success, discourage children from judging for themselves, created anxiety, invited dependency, evoked defensiveness, and was delivered in the context of power relationship.

Second type of feedback is suggestion. From suggestion students know their strength and how to eliminate the weakness of their work. Suggestion also contain the way to solve or to avoid students' problem. It is in a line with with Limberg & Lochren (2012 : 70) stated the close relationship between advising and problem solving has been discussed in a number of study and advice is often seen as a part of the problem solving even.

Suggestion contain particular guidance about what students do and how to develop their proficiency. Suggestion helps the students understand approximately their current performance and which part they should improve

immediately. It is in line with Frey and Fisher (2011 : 72) feedback is specific, students understand what they should do and what they focus in the future and they find opportunities to improve their performance. Whereas, If feedback is superficial, the learner do not understand what they are going to do and they do not relate between how they do the assignment and what they need to do well in the future.

Third type is criticism Feedback, it provides concrete information that could be helpful understanding students' weakness and as evaluation of students speaking ability. It is in line with Weisinger (1999 : 6) state that criticism is through evaluative information that we formulate what decisions to make, what actions to take.

The last, type of feedback employed by both teacher and students are corrective feedback. Corrective feedback makes the students recognize the correct form of their error. Pronunciation and grammatical error becomes focus on corrective feedback. Feedback agent reformulates the correct grammar or pronunciation to makes students realize the correctness. It is in line with Ellis, & Erlam, (2006) the majority of both teachers and learners declare grammatical and pronunciation errors as the ones which seem to be the most crucial as far as error correction is concerned. The target-like reformulation and can take two forms, i.e. explicit correction and metalinguistic feedback. Long adds argumentation (1996 :451) corrective feedback provides direct and indirect information about the grammaticality of the utterances as well as

additional positive evidence which may otherwise be absent in the input. He argues that “negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the Native speaker or more competent interlocutor” ease the process of language learning since it “connects input, internal learner capacities, particularly selective attention, and output in productive ways” .