

A STUDY OF TEACHERS' VERBAL INTERACTIONAL FEEDBACK STRATEGY IN TEACHING ENGLISH AT SECOND GRADE OF SMK NEGERI 2 BARRU

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ABSTRACT

The objective of this research were to find out the kinds of verbal feedback strategy and how the feedback strategies used by English teachers in providing interactional feedback at second grade of SMK Negeri 2 Barru. The researcher used descriptive-qualitative method. The subject of this research were two English teachers at SMK Negeri 2 Barru who had been teaching in second grade. The data were collected by observing 2 times for each teacher by using observation, interview and documentation. To gather the data, two English teachers and their students who were studying English as a foreign language were observed while they were in a teaching learning process. Their interactions in the classroom were recorded, transcribed, and then analyzed to find out the kinds of verbal feedback used by the teacher during the interaction. Then the data were analyzed by using qualitative method. The findings of this research indicated that the English teachers at SMK Negeri 2 Barru used both positive and negative feedback in the teaching and learning process. In terms of positive feedback, the teacher mostly used repetition, followed by praise and affirmation. In terms of negative feedback, the teacher also used a variety of ways which include repetition as the most common feedback provision, followed by clarification request, elicitation, explicit correction, and prompting.

Keywords: Teachers' Verbal, Interactional Feedback Strategy, EFL, Descriptive Qualitative

INTRODUCTION

Teacher was an important element to guide students to achieve their learning goals. The students could not be totally independent in learning, so they needed a teacher to give advice, evaluation, and feedback toward their performance. Therefore, teachers has important role in teaching and learning process. A teacher played crucial role in the classroom. According to Pollard (2008) there were some teacher's roles in teaching process. First of all, teachers as information provider. It means that the teacher should provide all information and must have good knowledge to inform the students what they did not know. The second point was teacher as a model. A teacher played this role because teacher was guide for the students. Good students depend on the teacher itself, and the last one was teacher as facilitator. It means that they should facilitate students in teaching learning process.

In teaching and learning process interactions between students and teacher were important. The teacher used teacher's talk to communicate with the students in teaching process in the classroom. Teacher talk was crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, used simpler vocabulary and grammar and the topics are sometimes repeated (Richards, 2002).

Feedback can be positive and negative, Sprouls (2011) states that positive feedback is used to indicate that an expected behavior or to reinforce successive steps toward a goal. Positive feedback is defined as verbal, nonverbal, or tangible feedback, which could include praise, behavior points, awards, and positive acknowledgement of a desired or appropriate behavior. Whereas, negative feedback indicates that a behavior or task is not perform correctly.

Reigel (2005) also summarized that positive feedback contains: (1) A paralinguistic component which includes such responses as uh huh or head nodding to convey agreement or that the message has been received and is understood. It also includes laughter and other nonverbal cues, (2) A linguistic component, including the "personal response" —a mechanism of interpersonal communication that includes a speaker and hearer; manifested by affirmation. (3) A metalinguistic component, taking the form of evaluative feedback, including praise markers such as "fine," "good," "excellent"

According to Chaudron (2008) there are six types of corrective feedback including: (1) Explicit correction in which teacher provides the correct form and clearly shows that what the student had said was incorrect, (2) Recasts is the teacher's reformulation of all or part of the student's utterance in a correct form. (3) Elicitation is when the teacher directly elicits a reformulation from students by asking questions such as "How do we say that in English?" or by having a pause to let students complete teacher's utterance, or by asking students to reformulate their utterance, (4) Metalinguistic clues is the feedback in the forms of comments, information, or questions related to the well-formed utterance of the students, (5) Clarification requests is when teacher uses phrases such as "Pardon?" and "I don't understand" to ask for a clarification from the students, (6) Repetition is when the teacher repeats the student's ill-formed utterance, adjusting intonation to highlight the error.

MATERIALS AND METHODS

This research will adapt qualitative method which attempted to investigate interactional verbal feedback strategy, both of positive and corrective feedback used by English teachers as SMKN 2 Barru.

The participants of this research were two English teachers and the second grade students of SMKN 2 Barru. The researcher took the second semesters

including two classes namely XI TKJ 1 and XI TKJ 2 every class consists of 35 students.

The data were collected through classroom observation in a natural interaction between the teacher and the students. The activity spent time one hour and fifteen minutes for each teacher was recorded using a special means designed especially for recording.

RESULTS

The result of in this research showed that the teachers used both verbal positive and negative (corrective) feedback. In relation to positive feedback, the teachers used 3 different types of feedback: (1) praise, (2) affirmation, and (3) repetition or echoing. In terms of corrective feedback, the teacher used 6 types of feedback: (1) repetition, (2) clarification request, (3) elicitation, (4) explicit correction and (5) prompting. The results of this research in general were shown below:

Teachers' Verbal Feedback in Teaching English

a. Positive Feedback

The result of the data analysis, positive feedback showed on the following table:

Table 1. Positive Feedback

Types of Feedback	Teachers Expressions	Frequency
Giving Prize	▪ Good	7 utterances
	▪ Perfect	
	▪ That's good, really good	
	▪ That's good, good, excellent	
	▪ Great idea	
	▪ Nice, very nice	
	▪ Absolutely, great idea	
Repetition (echoing)	▪ Story about animals	6 utterances
	▪ Green	
	▪ Because they have same color	
	▪ Went	
	▪ Changing	
	▪ State	
Affirmation	▪ Yes, that's right	3 utterances
	▪ OK	
	▪ Yes	

The table above showed that the teachers used a lot of prizing such as "good," "very good," "excellent," "fantastic", and "fine" dominates other teacher feedback used in this classroom seventh times. This three feedbacks

were more using because they can made the students more active, more motivated in learning and tried to talk more because they felt happy when the teacher said that their answer was correct.

b. Corrective Feedback

The result of the data analysis, positive feedback showed on the following table:

Table 2. Corrective Feedback

Types of Feedback	Teachers Expressions	Frequency
Explicit Correction	▪ No! Not object	1 utterance
Clarification Request	▪ Sorry?About? About what...??	1 utterance
Repetition (with rising intonation)	▪ Winni changed the color of the house? Winnie changed the color of Wildan.	1 utterance
Elicitation	▪ If we.. if we.. if we.. it means that.. it means that.....? we don't live.....? We don't have? We don'tlive in.....?	1 utterance
Prompting	▪ I give you the clue, O, start with O.	1 utterance

All of the corrective feedback above only happened once because the students were difficult to accept them. The students sometimes felt down because the teacher criticized their answer. But in this corrective feedback the teacher did not criticize students' appearance but students' contribution to stimulate them find the correct answer.

Teachers' Feedback Strategy in Providing Interactional Feedback

a. Positive Feedback

1. Prising

Table 3. Prising of Positive Feedback

Types of Feedback	Teachers' Feedback Strategy
Prising	<i>Teacher: Done? Focus on the story. Focus on the story and you think about. (the teacher was examining the students' work) ok, that's good, really good. Can you see your book? Student : Ini tentang percintaan Mam. Teacher : Good</i>

The table above showed that the teacher used prising as a strategy in improving interactional feedback in the classroom. The teacher was examining the students' work and then said "*that's good*" so the students felt that the teacher cared with them. The teacher always gave prising by saying "*good*", "*really good*" if the students gave a good respond.

2. Repetition (echoing)

Table 4. Repetition of Positive Feedback

Types of Feedback	Teachers' Feedback Strategy
Repetition (echoing)	Student : Story about animals Teacher: story about animals , yes, what else? What else you know about narrative?

The table above showed that the teachers' strategy in the classroom was repeated the students' answer which indicated that the answer was right. The teacher asked to the students and then the students gave true answer so the teacher repeated the true students' answer in order that the students knew that their answer was true.

3. Affirmation

Table 5. Affirmation of Positive Feedback

Types of Feedback	Teachers' Feedback Strategy
Affirmation	Student : past tense Teacher: yeah we use past tense, yes. Thank you, that's good. We use past tense in narrative, yes.

The table showed that the teacher affirmed the students' answer when the teacher asked about tenses and then the students' gave true answer. In this situation, the students felt more confidence because the teacher gave affirm to them.

b. Corrective Feedback

1. Explicit Correction

Table 6. Explicit Correction of Corrective Feedback

Types of Feedback	Teachers' Feedback Strategy
Explicit Correction	Student : object Teacher: sorry? No! Not object Student : observation Teacher : No

The table above showed that the teachers' feedback strategy made the students felt down because they think that their answer was not receiving by the teacher. The teacher gave correction for wrong students' answer.

2. Clarification Request

Table 7. Clarification Request of Corrective Feedback

Types of Feedback	Teachers' Feedback Strategy
Clarification Request	Student : pengalaman Teacher: sorry? About....? About what? Student : experience Teacher: about experience, yes, whose experience? Student : uhmm someone

The table above showed that the teacher gave clarification when the students answer in Bahasa but the teacher tried to make the students answered in English. So, the students tried to answer in English and got true answer.

3. Repetition (Rising Intonation)

Table 8. Repetition (rising intonation) of Corrective Feedback

Types of Feedback	Teachers' Feedback Strategy
Repetition with rising intonation	Student : Winni changed the color of the house Teacher: Winni changed the color of the house? Do you agree with that? Winni changed the color of Wildan.

The table above showed that the teachers' feedback strategy happened when the students answered the question but at the end of their statement was wrong, so the teacher asked again to the students and repeted the students' answer with rising intonation at the wrong statement in order that the students knew which statement was wrong.

4. Elicitation

Table 9. Elicitation of Corrective Feedback

Types of Feedback	Teachers' Feedback Strategy
Elicitation	Teacher :if we.... , What did he say? If we... .? If we.....? Students : mmm..... Teacher : If we live in two colors or three colors it means that..... , what he said, it means that.....? we don't live.....? we don't have? We don't live in.....?

Students : fun

The table above showed that which the teacher provided the part of the sentence with a pause to let students complete teacher's utterance, or by asking students to reformulate their utterance.

5. Prompting

Table 10. Prompting of Corrective Feedback

Types of Feedback	Teachers' Feedback Strategy
Prompting	Teacher:..... In narrative? I give you the clue, O, start with O Students : object Teacher: sorry? No..... Not object Students : observation

From the table above, feedback strategy showed when the students produced no answer or an incorrect answer, the teacher gave a clue to get students to work out the answer by themselves. The results showed that there were two kinds of feedback strategy used by the English teachers at SMKN 2 Barru. The first was positive feedback (praising, repetition/echoing, and affirmation). The second was corrective feedback (explicit correction, clarification request, elicitation, repetition with rising intonation, and prompting). Based on discussion above, it can be concluded that using verbal feedback (positive and negative feedback) can improve the students' motivation and interesting in learning English at the Second Grade students of SMK Negeri 2 Barru.

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