

The Importance of Teacher's Oral Feedback in the Class Participation of 7th Grade Students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta

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1. Abstract

This study aimed to identify the types of oral feedback used by English teachers of seventh grade students of SMP Taman Dewasa Ibu Pawiyatan Yogyakarta and identify the impact of oral feedback used by teachers on students' participation in English classes. This study was descriptive-qualitative and was conducted at this private junior high school. The English teacher and seventh grade of junior high school were selected as the subjects of the study.

It was found out that the English teachers used six types of oral feedback. The oral feedbacks included explicit corrections, and clarification requests from Lyster's and Ranta's classification, as well as rewarding, approving, punishing and constructing the way forward-mutual critical appraisal from the classification of Tunstall and Gips. This oral feedback had an impact on students' participation. From the results of observations, the students' participation in learning English are categorized into active participation, selective participation, minimal participation, and passive participation.

The effect of oral feedback on student participation were that the feedback increased students' learning motivation, so the students would actively participated continuously, as a way or media to realize and increase student participation. The feedback itself built students' self-confidence in participation in English Learning. From these findings it is concluded that English teachers must be able to provide appropriate oral feedback so that students participate more actively and the class become more effective and communicative.

Keywords: *feedback, participation*

2. Introduction

English subject has become one of the subjects that must be taught starting from the level of Kindergarten, Elementary School, and Junior High School to Senior High School. Unfortunately, even though it is a compulsory subject, there are not a few junior high school students who do not like English. Most of them think that learning English is very difficult and unpleasant. The difficulties experienced by these students inevitably make them lazy and lack enthusiasm when learning English is done in class. Because of the assumptions that English is a difficult subject, student participation in class becomes a problem that is quite frequent and even occurs in learning English. According to research conducted by Rezeki and Sagala (2021), it was found that there is an indication that students have low understanding in learning English. They are bad at mastering parts of speech in English. Another finding was that out of 30 students, only about 10 students actively participated in the class. Of course, this is a pretty serious problem for a class. Because class participation determines the success of the learning provided by the teacher. Shrivastava and Ramasamy (2014) in Ani (2019) stated that providing feedback can be one of the most significant methods to improve students' learning outcomes. This means that student participation in class should be very important for the success of learning.

The same problem regarding the lack of student participation in English classes, also occurred at 7th grade of this private junior high school in Yogyakarta. When the teacher starts learning English, they would be noisy, did not listen to the teacher's explanation and some would just stay silent. When learning took place, what should happen is that there is good reciprocity between teachers and students. In fact, what happened was the opposite. These problems arise usually caused by teachers who do not provide an appropriate feedback to their students. Sometimes, the teacher only gives questions without giving good feedback to the students or the teacher

only focused on reminding the group of students who are often noisy. This problem actually can be overcome by providing direct oral feedback, providing a score point system for students who actively answer, or provide written feedback to students. According to Clynes & Raffery (2008) in Entika (2019), through feedback, it helps student's learning growth, provides direction and helps to boost student's confidence in learning as it also increases their motivation and self-esteem. In line with that, according to Abdullah (2013) immediate constructive feedback improves and exchanges student's communication skills and learning outcomes because it happens in a "reduced distance, enhance closeness, reflect liking and affect, and increase sensory simulations between communicators." It means that it is very important for teachers to provide constructive and also immediate feedback, so that students become more enthusiastic, confident and interested in learning English.

Based on the issue, this research was conducted to examine the importance effect of the oral feedback on students' participation for 7th grade students at this private junior high school in Yogyakarta.

3. Methods

3.1. Participants and context

The focus of this research subject is the English teacher and 28 students of seventh grade. The place of this research was chosen by the researcher because this school is a good school and this school is a school that is under the auspices of the Tamansiswa Foundation which is the same as the university where the researcher is studying, so the researcher conducted the research at this school with the hope that the researcher could contribute to Tamansiswa by presenting a research which is expected to have an impact on giving oral feedback by the teacher, which is then accompanied by increasing student

participation in learning English at the school. Then on several occasions, the researcher noticed that the class atmosphere was sometimes calm, sometimes noisy with the chatter of the students which was then used by the teacher to attract the students' attention, or made the teacher who looked very patient have to remind the students several times. This made the researcher interested in examining participation which was influenced by the feedback given by the English teacher at this school and the context of the research conducted.

3.2. Material

To collect research data, the researcher used several research instruments which include:

1. Observations note

As a supporting instrument, the researcher also made field notes. Burns in Saleha (2019) states that writing notes is more than just recording data, writing acts as the first provider of analysis where research fields can be further refined. The researcher also decided to use the field note instrument because this instrument is one of the instruments that is often used and is an instrument that is very helpful in descriptive research. The researcher wrote down all the things that could be highlighted in English learning, both the feedback given by teacher and also students' participation in class. Field notes were made to describe the learning process in class, which would then focus on the type of oral feedback given by the teacher, student participation and the effect of oral feedback on student participation itself. Then it was enhanced with the video recording that had also been made.

2. Interview

Since the data collection technique was carried out by interview, the researcher used guideline questions as a reference for conducting interviews. Because the researcher used semi-structured interviews, there could be additional questions along the way. After conducting the interviews, the researcher also transcribed the results of the interviews, as attached in the attachment.

3. Video Recording

Richard and Lockhart in Saleha (2019) state that the benefits of audio or video recordings are that recorded data can be repeated and analyzed repeatedly and can describe many details of learning that cannot be captured from other instruments. It was also done by researcher, when making direct observations in class, the researcher also documented the process of English learning with video recordings. Preparing this video recording was one of the important things that researcher could do so that researcher could get a lot of data to be analyzed. With video recording, researcher could play it over and over again and saw more closely the learning process as well as providing feedback by the teacher and also the effect it had on student participation in the class.

3.3. Data Collection and analysis

Data collection techniques are ways to obtain the data needed in research. In this study, data were collected through:

1. Observation

Hatch in Saleha (2019) stated that the observation method is a technique used to obtain information about human behavior, without direct contact, by watching and recording. This

means that the researcher only acts as an observer, not as a teacher to see and find out about the real things around him. This technique makes it easier for researchers to get a real description of what happened in the class that is the subject of the research. In the observations made, the researcher used video recordings to record the process of learning English in seventh grade at SMP Taman Dewasa IP Yogyakarta which later became a research instrument.

2. Interview

Creswell (2012) stated that "qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers." (p.217). According to Creswell (2012) there are some advantages of interview, such as providing information when researcher can not observe directly, allow the participant to provide more detailed information as well as the researcher who can ask more spesific questions to obtain the information needed. There are three common types of interviews include; structured, semi-structured and unstructured interviews.

a. Structured interviews

According to Stuckey in Adhabi and Anozia (2017) structured interviews have a set of guidelines which must be clearly observed by the researcher. It means that in structured interviews, the interviewer should prepare and used questions guidelines for doing the interviews.

b. Semi-structured interviews

According to Stuckey in Adhabi and Anozia (2017), just like structured interviews, this type of interview is also an outline of topics and questions prepared by the researcher, but

in semi structured interviews the questions can be developed to gain more and specific information.

c. Un-structured interviews

Jamshed in Adhabi and Anozia (2017) stated that unstructured interviews are controlled conversations that bend towards the interests of the researcher. As explored further, there are different sub-types of the unstructured interviews. It means that in this un-structured interviews the researchers are not fixated on questions that prepared in advance.

Based on the theory above, researcher used semi-structured interviews. This means that at the time of conducting the interview there may be additional questions or questions that are not predictable and not in the question guideline to obtain more detailed information. The researcher also used semi-structural interviews because by using this type of interview it will be easy for researchers to develop questions in order to obtain more detailed information, and can develop questions and gather information from the perspectives of interviewers and informants. Besides that, the atmosphere of the interview will feel more flexible and relaxed with this type of interview.

3.4. Ethical Considerations

In information to the participants, the researchers made efforts to be transparent with the aim and procedure of the research, and what it could potentially achieve. We informed the participants that they could contact us, and choose to opt out of the study, at any time, would they find this necessary. To ensure the anonymity of the participating students and lecturers, pseudonyms have been used. To further cater for individual participants' integrity in terms of gender, the pronouns 'they' and 'their' have been used. These practices are in

accordance with recommendations for good research practice published by the Swedish Research Council (Swedish Research Council, 2017).

3.5. Limitations to the Study

This research only observed teacher and 7th grade students of SMP Taman Dewasa IP Yogyakarta. The research focused on the importance of giving oral feedback to improve students' participation in English class. Due to the age of 7th grade students, those who are transitioning from elementary school to junior high school, they need direct support from the teacher to increase their sensory simulation and be more enthusiastic about learning English. Maziha et al., in Abdullah, et al., (2012) state that "traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal behavior, giving smiles and nodded for admitting the answers that are given by students". Its means that the students' happiness obtained from direct oral feedback given by the teacher will increase students' motivation to be more active in participation, so that the learning atmosphere will be more fun, active and comfortable to achieve English learning goals.

4. Results and Discussion

There were several findings that were found in this research. The details of the findings are as follows.

4.1.Types of Oral Feedback Used by the Teacher

Based on the observations made as well as interviews with English teachers at this private junior high school in Yogyakarta, the researcher found the types of oral feedback used by English teachers in seventh grade. The researcher found six types of feedback

given by the English teacher to seventh grade students. These feedbacks are explicit correction, and clarification request from Lyster and Ranta's Classification, then rewarding, approving, punishing, and constructing the way forward-mutual critical appraisal from Tunstall and Gips's Classification. Bellow the detailed oral feedback Phrases that used by the teacher in each types of the oral feedback according to the findings of this research:

The Types of Oral Feedback	Phrases or Action
Explicit Correction	... if the question is do, then the answer is not Yes I am. But yes... it depends based on the questions, meaning based on the question. If you use to be, it means the answer is <i>tobe</i> , if you use auxiliary, it means the answer is auxiliary...
Clarification Request	Ha? Yes? What? What's that?
Rewarding	<ul style="list-style-type: none">- Applause for student 21- Oke (brings pens), which one do you like?
Approving	<ul style="list-style-type: none">- Yes! Meminta... smart- Memberi, yes right. Mashaallah smart
Punishing	Come on, come on, since you've been put your head on the table, try to mention the example of asking and giving, please.

Constructive the way forward- mutual critical appraisal	<ul style="list-style-type: none">- Went to the students' desk- Looked the students' notes- Stroked the students' shoulders
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4.2. The effect of Teacher's Oral Feedback on the Class Participation

From the data collected, it can be found that seventh grade students at this private junior high school are identified in several participation categories. According to Mustapha & Rahman in Putra (2017), student participation can be divided into several categories such as active participation, selective participation, minimal participation which is divided into two, namely participation with minimal oral responses, and participation only with non-verbal responses; and then there is passive participation which is divided into two, namely positively passive and negatively passive. Out of a total of twenty-four students, there were seven students who were included in the active participation category, six students in selective participation, seven students in the minimal participation category, and four students in passive participation. The results of research, show that the teacher gave six types of oral feedback to their students. The six types of oral feedback were explicit correction, clarification request, rewarding, approving, punishing and constructive the way forward-mutual critical appraisal. Each effect of the six feedbacks on students' participation is presented in the following table:

The types of oral feedback	Effect on Students' Participation
Explicit correction	Students known what mistakes they had to correct without feeling discouraged. This feedback also motivated students to

	participate again because they wanted to correct mistakes that were previously made.
Clarification request	This feedback helped students and teachers connect with each other. When students experienced language problems, or the teacher did not understand what the students were saying, this feedback was used. After using this feedback, there would be better communication between teachers and students so that students could still understand learning and can participate in learning.
Rewarding	This feedback was the feedback most often given by the teacher because this feedback was the most positive feedback. After being given this feedback, students would immediately answer questions from the teacher because they wanted the prizes offered. Then, students who were just silent also had a desire to participate in learning. This feedback is the most effective feedback for increasing self-confidence in students and increasing student learning motivation.
Approving	Students felt appreciated by giving this type of feedback. When their answers or comments were received, they would feel that it was not a waste to participate in learning so that they would continue to be active in learning.
Punishing	This feedback was used by the teacher when some students were not focused on learning, when some students were in their own world.

	When the teacher provided this feedback, students would reduce their activities and begin to focus on learning so that they did not just participate passive negatively.
Constructive the way forward-mutual critical appraisal	This feedback was effectively used for students who were passive in class participation. When the teacher tried to be a good partner for students, they would feel that they were also being cared for, seen and considered. For example, when a teacher came to a student's desk, they will automatically show their notes or ask what is confusing them. Even though they did not actively participate, this feedback was a way to build communication and confidence in students who were shy and ignorant during learning.

From the findings, it can be concluded that the oral feedback given by the teacher had some very visible effects. First, feedback increases student learning motivation so they will actively participate continuously, which will also improve student learning outcomes. Second, feedback is a way or media to realize and increase student participation. Third, feedback builds students' self-confidence in participation in English Learning

5. Conclusion

In the previous result and discussion, the researcher drew the following conclusions. The types of oral feedback used by the English teacher at this private junior high school in Yogyakarta are explicit corrections, and clarification requests from Lyster's and Ranta's classification, as well as rewarding, approving, punishing and constructing the way forward-

mutual critical appraisal from the classification of Tunstall and Gips.

From the research it was found that the students' participation is influenced by the oral feedback given by their English teacher. The oral feedback given by the teacher had some very visible effects. First, feedback increases student learning motivation so they will actively participate continuously, which will also improve student learning outcomes. Second, feedback is a way or media to realize and increase student participation. Third, feedback builds students' self-confidence in participation in English Learning.

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