
**EXPLORING THE IMPLEMENTATION OF TEACHER'S FEEDBACK ON
STUDENTS' SPEAKING SKILL**

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Abstract

The background of the paper relates to the role of the teacher in the teaching and learning process as well as students as the subjects of that process. The learning and teaching process is primarily teacher-centered. The students had little opportunity to participate actively in class because the teacher constantly explained. Students felt hesitant to express their ideas as a result. They preferred to communicate in Indonesian rather than English. Additionally, they had a tendency to speak incorrectly, mispronouncing words, creating grammatical errors, and making inappropriate remarks. There are several goals for this research. The first is to identify and describe various forms of feedback from teachers on students' speaking activities. The second goal, however, is to have students speak about the reasons for giving such feedback and to explain those reasons. This study used a descriptive qualitative methodology. The research strategy that should describe and explain the phenomenon is the descriptive method. The researches' primary tools were interviews and documentation. Interviews are conducted with both the students and the English teacher who is actively involved in the educational process. However, the lesson plan for an English teacher and a photograph of a teacher in the classroom are used by the researcher as evidence. The results of this study are outside simply describing the various forms of teacher feedback used when educating students in English in the classroom. The researcher then goes on to discuss the various types of feedback that teachers can provide for their students as well as the challenges they face in doing so. The researcher also discusses the issues that students encounter while learning and teaching in relation to teacher feedback.

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INTRODUCTION

One of the most common languages is English. It is necessary to speak the most widely spoken language on earth in order to keep up with global development. Indonesia has English in its school curricula in recognition of the language's enormous importance. In the elementary school, it is taught as local content, and in the junior and senior high schools, it is a

required subject. English instruction aims to help students communicate in spoken and written English to solve daily problems based on the competence standard and fundamental competence of junior high schools. (Silka Samarindo, 2018). In other words, junior high school students should be proficient in functional English. Thus, listening, speaking, reading, and writing are the four language skills

covered by the teaching-learning process for English. However, the majority of foreign language students in this world study English to improve their speaking abilities. (A Lumettu, 2017) There are two possibilities: they have difficulties speaking English or assume that mastering speaking is more important than mastering the other skills. In line with this, Muhsin (2016) states that speaking is a crucial part of learning a foreign language because the learners' ability to communicate in a foreign language will clearly and efficiently contribute to their success both at school and later phase of life.

Teachers should encourage their students to be effective speakers because speaking is important and speaking is one of the factors that contributes most to students' success (Ur, P., 1996). The students will experience difficulties in speaking by making mistakes and errors before speaking English fluently, as it is impossible to succeed without facing obstacles. Learners of English as a Foreign Language (EFL) frequently make mistakes and speak incorrectly. It is exactly the same as how a child would learn a second language (SLA). In an effort to become proficient, he attempts to produce a statement while making mistakes and errors that reflect his theories. Mistakes and errors are not only crucial for the students but also teachers. Mistakes and errors can be supportive Feedback because both teachers and students can understand the quantity and quality of mistakes and their speaking errors. Besides, mistakes and errors enable the students to test

their hypotheses and participate actively in their linguistic development. For the teachers, errors and mistakes will allow them to see the students' weaknesses and find a remedy to acquire the language.

By providing feedback on their speaking performance, the teachers can assist the students in resolving their mistakes and errors. As they learn and demonstrate their abilities, it can help students understand how well they are doing. In other words, students need feedback to enable them to speak with the fewest possible blunders and errors, as well as the greatest possible accuracy and clarity. As a result, the feedback will instruct the students on how to deliver better oral production. Many students still lament the difficulty of English, particularly speaking ability. The students resisted speaking in English. Only a few of them participated in the speaking exercises. The majority of them lacked the courage to attempt speaking English at all. They appeared to be wary of making mistakes.

Research was conducted in 2017. The title of the researcher is an analysis of factors influencing learning English speaking skills. This research was conducted by Lai Mei Leong and Seyedeh Masoumeh Ahmadi. The research also has been publishing in an international journal of research in English education. The findings of this research are teachers' Feedback, motivation, and praise that may help the student increase student confidence and help student error so students more fluency in speaking.

Students' self-feedback in improving students' speaking ability is the title of research conducted by Rizka Indahyanti and Mutmainah Mursidin. Indah and Mutmainah in 2019 are used quantitatively as the method of this research. However, the data had been taken through tests and questionnaires. Furthermore, the research finding shows that the use of Feedback is useful to improve students speaking.

Widia Siska, Mukhaiyar, and Ratmanida from the English language education program at the University of Padang conducted research. The research was completed in 2018. The research title is English teachers' strategies in giving oral corrective Feedback on students' speaking performance. Qualitative is used as the method with a video recorder and interview as the instrument of research. The result of this research shows kinds of Feedback used by the teacher in the teaching and learning process like explicit, correction, recast, clue, and others.

Ali Akbar Khomeijani Farahani and Soory Salajegheh in 2015 are made a journal. The journal-title effect different feedback types on L2 speaking skill: A comparison of Iranian EFL teachers' and learners' perceptions. In this research, the researchers are used experimental and spread questionnaires to collect the data. The researcher examined several feedbacks like implicit, explicit, reiteration, repetition, elicitation recast, and metalinguistic until no feedback. However, the kinds of Feedback which dominant used and useful are explicit and implicit Feedback.

The effectiveness of positive Feedback in teaching speaking skill is a title of research conducted in 2016. Muh conducts this researcher. Arief Muhsin. Qualitative is the method of this researcher. However, the data were taken by the researcher through a questionnaire. The finding of this research is about perception and response relating to several kinds of Feedback. The effective one is corrective Feedback; others like recast, clarification, implicit, and others are not effective.

A researcher had been researching in 2018. The method used is experimental, with tasks and questionnaires as the way to take the data. Keyu Zhai and Xing Gao conducted these researches. Then, the title of the research is the Effects of Corrective Feedback on EFL speaking task complexity in China's university classroom. In this research, the researcher finds that the teacher can use so much Feedback in the teaching and learning process. But, the most useful Feedback to help students increase speaking skill is corrective Feedback.

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Speaking is something essential. However, in the teaching and learning process of English lesson, students assume that speaking is difficult. It will affect daily communication among students. Students will feel not comfortable and not enjoy speaking in English. On the other side, students also will not enjoy using the English language in an English lesson. English is the second language in Indonesia, but when students allow to use the Indonesian language. Then, students will enjoy using it.

The problem appears concerning teacher ways to motivate and help students to develop students speaking by using Feedback. The teacher should know the best way to correct students' speaking and make them feel enjoy.

METHOD

The research is qualitative with case study method. The researcher also used three techniques for collecting data. There are

interview and documentation. The researchers observed the teacher concerning the feedback that the teacher used for speaking skill by using interview and take some notes. For document analysis, the researcher uses teachers' lesson plan and syllabus.

After conducting the series of method to collecting the data, the researcher processes it in order to interpret the data and get the result of the research. The researcher will analyze the data from interview. The result of interview section will be transcript into written form. The data that will takes by the researcher in the interviewing process is related to teacher feedback on students speaking skill. Then, the researcher also will interview the teacher about their way and reason or goals when implement the feedback in English language classroom.

The researcher also try to gain the lesson plan of teacher as document data to strengthen the teacher statement about what the teachers said in the interview section. For the last, the researcher will combine all the result of each instrument and make the final result of this research.

RESULTS AND DISCUSSIONS

A. Types Of Feedback

To find out the types of teacher's feedback in the speaking activities, the researcher analyzes the answer from students and teacher interview section which were documented by audio record. Then, the teacher's feedbacks were classified to find out, whether they were included into six types of teacher's corrective feedback in

speaking proposed by Lyster and Ranta (1997). The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition. However, there was not all the kind use by the teacher. The kind of feedback that used by teacher are.

1. Explicit Correction Feedback

One of the types of feedback that used by the teacher in Paripurna Junior high school is explicit correction feedback. On the interview section, the teacher explain that feedback is something important while do a class. Mrs. L as the first respondent explains that she loves to gives feedback to her students. She always does variant of feedback. For instance, while she gives a written task, she will give a motivation and correction on her task. Then, when she gives speaking task, the feedback, whether on motivation, comment, compliment or any other form will be giving orally.

2. Recast

The second type of feedback that use in Paripurna junior high school is recast. Mr. A as the respondent and also the English teacher at Paripurna junior high school says that recast is one of the kinds of feedback that used on his class. Mr. A asserts that it is effective to make speaking students be better. Mr. A proposes that disturb students directly is like giving another burden.

So, during Mr. A class's students allow to finish their task before accept the feedback. For example, when students receive task to speak in front of the class, students may to finish their talk. Mr. A will not disturb. Then, in the end of all students talk, Mr. A will give comment in compliment form and ask students to recall some word and ask students to repair the pronunciation.

3. Clarification Request

Mrs. L tells the researcher that to apply clarification request, teacher should know that the students are able to think about their selves. So, students will know where the mistake is or when they do the mistake. However, students in Paripurna junior high school are not like that. The students still have the elementary school character. So as teacher, Mrs. A prefer to follow her student's capability than pushed them using the kind of teaching that make students feel have a big burden.

4. Metalinguistics Feedback

Mr. A tells to the researcher that on Mr. A class giving motivation and compliment it something must. Motivation and compliment for students will make students happy and not insecure. So, Mr. A assumes that giving both of motivation and compliment beside correction will make students better than before, at least students

will have a willing to study harder than before.

B. Categories Of Teachers Feedback in Speaking

1. Pronunciation

Besides talking about the types of feedback that used by the teacher for students' speaking skill, the researcher also asks to the teachers on Paripurna junior high school relating to the aspect that repair or be the underline to give correction during the class. Then, both of Mr. A and Mrs. L as the respondent tell the same aspect for the first attention. The first attention gives by the teacher to students' pronunciation.

Mr. A tells the researcher that pronunciation indeed to be repairing. Yet, Mr. A's giving feedback to the students in the end of students talk. So, Mr. A does not tells students' entire mistake. For each student only several vocabularies that repair from their mistake. However, Mr. A said that students will learn from another comment that given to another students when Mr. A giving correction.

In the other section of interview, Mrs. L as the respondent and also the English teacher at Paripurna Junior high school also tells the researcher that pronunciation is something important. The first thing that achieves big attention from Mrs. L on students speaking is pronunciation. Mrs. L asserts that students will learn from their

mistake if teacher tell the mistake. Then, point out the mistake from students' pronunciation and repair it as soon as possible is something must. Mrs. L thinks that if only one or several students that repair from a mispronouncing on a word, it will make students confused. Students are not impossible to think that they are not doing something wrong, so they will bring the mistake to their future. Mrs. L does not want it happen. Although there are so many mistakes, that are not problem, Mrs. L will be repairs it as must.

2. Grammar

In the interview section, Mr. A also said to the researcher that not only pronunciation that corrected by him. Another aspect that corrects by Mr. A is grammar. However, Mr. A assert that grammar is too difficult for students in Paripurna junior high school. So, Mr. A only sometimes corrected students' grammar.

In another section of interview, Mrs. L also tells the same thing. Mrs. L asserts that students in Paripurna junior high school still need to guide for a step to another step. Repair students' grammar indeed is something need. Yet, Mrs. L said that for speaking, students' willingness to speak up is something enough.

3. Word Use

Another aspect that asks teachers attention for feedback on students' speaking is word use. Mrs. L said that students only know the meaning of word. Students cannot see how the word implemented in sentence. So, it is not a weird thing when students use a wrong word when arrange sentences. Mrs. L tells that, giving the right word directly to change the wrong word is her way to giving feedback for students on her class.

Mr. A in different time of interview with Mrs. L also said that students often make mistake on word use. Mr. A asserts that the wrong word use on students' task is a common thing. Mr. A gives an example while interview section with the researcher relating to students mistake on word use. Mr. A explains that usually students still confused how to use him or her on their sentence.

4. Content

The last aspect that becomes the point on the interview section between the researcher and respondent from Paripurna junior high school relating to feedback giving on students' speaking is content. Mrs. L tells the researcher that content is not very important on Mrs. L class. Mrs. L is not to think whether the content is good or poor. During students make the task based on theme that given by Mrs. L that was enough.

The researcher tried to analyze the data from interview section with the teacher and student at Paripurna junior high school. Besides, the aspects above the researcher interest to know whether content also are the aspect of getting feedback or not. Then, the data show that content is not too got teacher attention. During students still on the track or means follow the theme, whether simply or complex the content that not a matter.

C. Problems that Appear When Implement the Feedback

On the interview section with Mrs. L, the researcher asks Mrs. L about the feedback that she used on her class. The researcher talking about the effectively and also the effect to students from the teacher's feedback of their work. However, there is another thing that interest and appear during the interview section that is about problems.

The researcher believes that everything in this word certainly have benefit and lack. Feedback also has that. Then, from the interview section with Mrs. L, the researcher gets that there are problems from students' side. Mostly, the problem come because students' ability.

Problem is not a thing that only feels by a side. In the teaching and learning process, problems may appear not only from students but also from teacher. In the interview section, Mr. A tells the researcher that Mr. A as teacher also has problem about teaching students

Then, relating to giving feedback, Mr. A said that the problem is about numbers of students. A big class means lots of students. In line, Mr. A should know how is the student on the first meeting to know the student's improvement on the second meeting. It is continuing and not only implemented for a student but for the entire students which is not only a class for each grade. Because of that, Mr. A said that to give best feedback in first year meeting with new students is a difficult thing.

D. Purpose of Teachers' Feedback in Speaking Skill

Feedback is something must in Mrs. L class. During teaching and learning process, Mrs. L often give feedback to her students, whether in written or oral form, depend on the kind of task. Then, Mrs. L explain that giving feedback provide her some information, moreover about student's improvement.

Mrs. L gives some examples. For instance, if the task is in written form, Mrs. L usually writes down the correction. Then, in the next task, Mrs. L will see whether the students doing the same mistake or not. The same thing also happens when Mrs. L gives oral task. Usually, Mrs. L corrects students' mispronunciations. Mrs. L corrects it directly, so other students may know the right pronunciation. However, it does not mean that every student will not do the same mistake. Yet, Mrs. L believes that time by time, students will know and change.

The second purpose of giving feedback on students speaking skill is to giving advice for

students. In the interview section, Mrs. L explains that she often gives advice to students. Usually, Mrs. L will give advice when she found the same mistake on students' mispronunciation.

Mrs. L asserts that eras were change and students cannot avoid learning although they are at home. Mostly students have smartphone so they can install dictionary to help them practice the right pronunciation. Mrs. L said she always remind students about how they should do with technology, moreover about how they use technology for they learning activity.

In the teaching and learning process, Mr. A also often gives feedback to his students. Several kinds of feedback do by him to make students better than before. Besides that, Mr. A assert that, when gives feedback he always giving attention to the word that use by him. Sometimes he uses common word but sometimes he uses a word those students do not know. Mr. A explains that, by doing that student will curious and having good initiatives to open their dictionary and learn.

The researcher asks the teacher at Paripurna junior school relating to the purpose of giving feedback to students during the teaching and learning process. Mrs. L as in the interview section tells the researcher that by giving feedback, she as teacher may convey some comment and critics whether using positive way by giving motivation or negative way by advice. Yet, Mrs. L said that she often gives motivation but always started by giving compliment. Mrs. L asserts that students often

silent and listen to what she said when she gives motivational words

Similar with Mrs. L, Mr. A's also always giving motivation to the students. Yet, there is a different thing between Mrs. L and Mr. A. If in Mrs. L class sometimes students will hear word "wrong", "not suitable" or other words, Mr. A avoid all the kind of that words. Mr. A proposed that using negative words will make students unconfident. So, Mr. A always tries to avoid that and change by the better words.

DISCUSSION

A. Types of Feedback

The researcher asks the teacher about what thing that appears on their mind when they hear creativity or someone asks them about students' creativity definition. The use of imagination and doing something unique is one of the answers by them. They assert that when students have good imagination or students' doing something unique in the teaching and learning process it indicates that there is creativity. It is in line with Hresc in 2016 whose beliefs that the indicators of creativity are strong imagination and independence.

1. Explicit Corrective Feedback

The use of corrective feedback has lots of benefit. (Fawbush, 2020) Students know their mistake and able to repair the mistake as soon as possible. Students also able to make their performance better after gain the corrective feedback from the teacher. (Dabaghi, 2008)

In line with Fawbush and Dabaghi, Ajabshir also has the same though relating to

the effect of corrective feedback for students. Corrective feedback whether in explicit or implicit form are effective to make students' performance better. (Ajabshir, 2014) Those are equal with the statement that takes by the researcher from the students to strengthen the research about explicit feedback.

2. Recast

Recast is a kind of feedback that provides students to learn to repair their mistake by their thinking. (Bing-jie, 2016) Students may increase their knowledge by think deeply about the mistake and repair it. However, recast feedback may stimulate students' frustration. (Karimi & Esfandiari, 2016)

The statement from students which deliver to the researcher on the interview section is line with Karimi and Esfandiari (2016) which students easy to get stress when teacher using recast feedback. Indeed, recast feedback also has benefits for students learning. Emphasize students thinking and be independent person to know their mistake. (Banaruee, Khatin-Zadeh, & Ruegg, 2018)

Therefore, the researcher compares the theory and also the data in field that taken by the researcher. After analyzing the data, the researcher takes a premise. Recast as kind feedback that used by the teacher at Paripurna junior high school is good one. However, it should be implemented on the right place to avoid increasing students' stress during the teaching and learning process. So, students will get the objective of learning and also the

feedback from teacher to make their performance better than before.

3. Clarification Request

Clarification request is the kinds of feedback where teacher saying pardon or clarify to students about what teachers hears and indicate that teacher do not understand what the students said. Sometimes, this kind of feedback only use to make sure or emphasize the listener about what they hear. (Maizola, 2016) Clarification request is kind of feedback that provide a big benefit and very useful for learning activity. Clarification request assess very effective in eliminating possible error in learners' language and also train students to be more responsive. (Ghariblaki & Poorahmadi, 2017)

4. Metalinguistics Feedback

Metalinguistics feedback means teacher give feedback which is contains comments, information compliment or questions related to the well-form. (Tamayo & Cajas, 2017) In the interview section with teacher in Paripurna junior high school, whether Mrs. L or Mr. A tell that often use this kind of feedback. Then, the most often form is containing compliment.

B. Categories of Teachers Feedback in Speaking

1. Pronunciation

Students mispronouncing a word are not something weird. By make mistake students will learn and perform better. Teacher only should provide students with

the right way to fix the mistake. (Safitri, 2014) Based on the interview section with teacher and students of Paripurna junior high school, pronunciation indeed is the aspect of speaking that get big attention. However, that is a good thing, because students should learn the right one and bring it to the future.

2. Grammar

The researcher tries to analyze between the data from teachers and student's interview. Both of students and teacher explain that grammar rather hard to learn. In the interview section Mr. A also tells that, the important one for students speaking is not grammar, grammar will follow during the time. Grammar as one of language aspects indeed important for judges someone fluently in speaking English. However, the goal of conversation is to know or to understand what the speaker means not the grammar is well or not. (Koltai, 2017) So, the researcher sums up that grammar is important but for speaking English willingness is more important than grammar.

3. Word Use

Correcting students' error is not only important one aspect. All aspect of speaking is important to be corrected to improve students' performance. (Jing, Xiaodong, & Yu, 2016) Teachers of

Paripurna junior high school assert that word use also the aspect of speaking that corrected from students. In additional, students of Paripurna junior high school also confirm that what the teacher said it's true. In other word, the researcher can take line that corrected word use is also something important to include on feedback that will give by teacher to students.

C. Problems that Appear When Implement the Feedback

Mrs. L sometimes confused about students with less motivation character. However, Mrs. L said that as teacher she cannot leave her students. So as often as possible, she will give motivation and compliment to make the students feels better and want to learn again. Motivation indeed seems just like word, but motivation can be means a very precious thing for some person. (Koca, 2016) Teacher certainly knows that not all of students will be giving positive feedback for the feedback that given to them. The kind of students who refuse the feedback and believe that their ability only what they get, not more. Pessimistic, unconfident, insecure and other negative think are coming from students' subconscious. (Conville, 2017)

The researcher sums up that the way that takes by teacher at Paripurna junior high school is a good way. By giving motivation, students will feel that they are precious and willing to learn more because they feel have a good

relation with teacher and feels like the teacher give a good attention to students. (Denise, 2019) Besides, giving compliment also seems like a support for students to not give up whether students doing mistake and build a good relation.

Problem is not a thing that only feels by a side. In the teaching and learning process, problems may appear not only from students but also from teacher. In the interview section, Mr. A tells the researcher that Mr. A as teacher also has problem about teaching students. A big or large type of class teacher is easy to get stress. Difficult to identify students, identify the arising problems and also manage time. (Hatch, 2018) Sometimes, the large class judge not effective for learning. To be an effective, teachers should know that all students achieve the learning objective. (Teachers Toolkit, 2019)

D. Purpose Of Teachers' Feedback in Speaking Skill

Feedback is one of art in the world. Feedback may help the listener to improve their work based on what the speaker says. (ACTPS Performance Framework, 2016) In other words, on the teaching and learning process giving feedback is an ort which creates by the teacher. Teacher should know what thing that should be convey to students to improve students' performance. Teachers have to make sure that the feedback can be understood by the students and receive well.

Giving feedback is like a burden. Indeed, give feedback to students is one of teachers'

duties. Yet, not all teachers understand how to give feedback well to students. Because of those teachers should make sure that what teacher will convey as the form of feedback is contains something positive and deliver by a good way to make sure students may receive it well. (Reynolds, 2013)

Besides, feedback is not only providing information for the teacher. It will be easy for students to know their progress. So, students know their ability and students know what they should do to achieve the learning objectives. It is called by self-assessment process. (Al-Bashir, Kabir, & Rahman, 2016)

Giving advice can be helpful when students have little experience, knowledge or doing mistakes. Yet, giving feedback is different with giving advice. Giving advice is something subjective, can be valuable, particularly for novices. However, feedback unlike advice. Feedback is objective, specific and descriptive which through by observation. (Ritt, 2014)

In sum, the researcher has hypothesis that the way that takes by teacher for giving advice as feedback is not a kind of good feedback. Advice can work against self-efficacy and motivation to change. But feedback cannot be given if there is no observation. Teacher indeed have a vital role in increasing student's ability for understanding their achievement. Feedback from teacher can be said has a source of learning where students can evaluate their progress. So, providing information relation to student's language input is very useful to know

students' productivity in the future. (Al-Bashir, Kabir, & Rahman, 2016)

Motivation can play a vital part in teaching and learning process. Motivation is significant to help students to understand self-regulation where they often fail. (Al-Bashir, Kabir, & Rahman, 2016) In teaching and learning process, motivation is much recommended to improved students when a course has many low-stake assessment tasks. Giving positive feedback is not only will increase student's ability. It can provide students some useful information for improving their learning based on the teacher's feedback though the learning objective. Besides, it can be provided students with a better learning environment which makes students have a positive situation for learning. (Al-Bashir, Kabir, & Rahman, 2016)

At the time of providing feedback, it is very important to make sure that what will teacher said have a positive feeling. This is a consideration to motivate students or to make teacher motivation can receive well by students. Feedback is not should be discouraging the students at any cost. Obviously, it is vital to dram student's attention to the less successful parts of a coursework. However, teachers should be cautions in providing negative feedback. Thus, teachers can improve students' learning environment by presenting the feedback in positive way. (Al-Bashir, Kabir, & Rahman, 2016).

CONCLUSION

Feedback is something important in the teaching and learning process. During the teaching and learning process be held, teachers applied feedback in a various way. Then, the kind of feedback that found by the researcher are implemented in Paripurna junior high school is explicit corrective feedback, recast feedback, clarification request feedback, and the last is metalinguistic feedback.

While giving feedback in students' speaking, teacher is not giving feedback without preparation. Teacher was making list about what the teacher should correct from students' performance. Hence, the categories that get researcher attention are pronunciations, grammar, word use and content. However, it doesn't mean that the implementation of feedback is going on without any problems. Problems are something unavoidable in this world. Then, in the teaching and learning process, feedback also has their problem, whether from students or teachers' side.

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