A STUDY OF ENGLISH TEACHERS' VERBAL INTERACTIONAL FEEDBACK STRATEGY IN TEACHING ENGLISH AT SMAN 5 KOTA BENGKULU

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Abstract

Teachers' verbal interactional feedback is very important aspect in teaching and learning English in the classroom, because it aims to increase students' motivation and let the students know their performance, and to motivate the students to talk more active. The objective of this study was to find out the strategy and its proportion used by English teachers' in providing interactional feedback in teaching English at SMAN 5 kota Bengkulu. This research was a descriptive research that mixed quantitative and qualitative method. The subject of this research was three English teachers at SMAN 5 Kota Bengkulu who had been teaching in first year and second year. The data were collected by using observation checklist, and audio recorder. The results of this study show that the English teachers at SMAN 5 Kota Bengkulu applied all strategies in providing interactional feedback with different proportion. It was illustrated by some feedbacks that they frequently applied such as acknowledging an answer was the most dominant strategy used with 38.29%, then followed by praising with 19.32%, repeating students answer with 13.55%, expanding or modifying students' answer with 11.55%, criticizing students answer with 8.96%, summarizing students answer with 7.17%, and indicating an incorrect answer with 5.58%. In brief, the teachers applied all strategies in giving verbal interactional feedback in teaching process with different proportion for each strategy

Keyword: Teacher' verbal, interactional feedback, English language teaching.

Introduction

Teacher is an important element to guide students to achieve their learning goals. The students cannot be totally independent in learning, therefore they need a teacher to give advice, evaluation, and feedback toward their performance. Teachers have important role in teaching and learning process. A teacher plays crucial role in the classroom. According to Pollard (2008), there are 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 do not know. The second point is teacher as a model. A teacher plays this role because teacher is guide for the students. Good students depend on the teacher itself, and the last one is teacher as facilitator. It means that they should facilitate students in teaching learning process.

In teaching and learning process interactions between students and teacher are important. The teacher uses teacher's talk to communicate with the students in teaching process in the classroom. Nunan and Lamb (1996) argue that, teacher talk is the important point to convey the information to the students as well as to control student's behaviors. Teacher and students use talk to communicate in the class or in the real life. The success of students outcomes depend on language that is used by the teachers. If the teacher less to expose them in English language in the classroom, it is difficult to make the students success in speaking English.

There are several kinds of teacher's talk. Nassaji and Wells (2000) divides the teacher's talk into four types, such as teachers' explanation, teachers' commend, teachers' error correction, teachers' question, and teachers' feedback. There are two kinds of teacher's feedback; verbal feedback and written feedback. The verbal feedback is a feedback that is given by the teacher orally. For example, 'Good job, 'well done', 'pretty good'. Whereas, written feedback is a feedback that is given by the teacher with written expression. Miller (2002) claims, the purpose of teacher verbal feedback is to increase students' motivation and let the students know their performance. The benefit of teacher verbal feedback for students is to keep students interest and motivation in learning. Therefore, the students know their performance that given by the teachers. The teachers can say short expressions of compliment such as "Great!" or "Good job!". Those expressions can be used to praise students toward their performance, rather than tell students directly they are incorrect, it is better to ask them to try again or reconsider their answers. The goal of verbal feedback is to elicit the correct answer from the class and students should not be afraid of being wrong, and keep teacher reactions positive.

In giving feedback, there is an interactional verbal feedback that focuses on students' content that has contribution in learning without expecting students' answer is true or false. Therefore, the teacher keeps discussing ongoing without rejecting students' grammatical, and students' ideas. In interactional feedback, teacher tries to motivate students to talk more, active, and more motivated. Based on the explanation above, verbal feedback is very important aspect in teaching and learning process.

There are three previous studies that had been conducted by researchers that related to teacher verbal feedback. Firstly, Yakapri (2012) conducted a research entitle English Teacher Giving Corrective Feedback In Writing Classes. The result of the research showed that the teachers giving corrective feedback by direct and indirect corrective. Direct corrective feedback is more frequently used by English teachers to correcting students' error.

The second, Agustina (2004) conducted a research entitle A Study of Teachers' Instruction In The Classroom. The result of the research showed there are two form of instruction verbal and non verbal

instruction. The most dominant form used by English teachers is verbal instruction because verbal instruction makes the students easy to understand, it is start from short form, simple vocabulary, and sentence structure.

The last, Hadinata (2009) conducted a research entitle English Teacher Giving Positive Oral Feedback to the Students. His research showed that the dominant oral feed backs used by English teacher are praise, support, advice, and direction to the students. He concludes through positive oral feedback the students feel happy, interests in learning, more motivated, and active in the classroom.

Based on the previous studies, it found that there was a gap in which there is no a study conducted as authors' study to investigate other language behavior that used by English teachers in teaching English at Senior High School. In addition, this study focused on investigating teachers' strategy in providing interactional verbal feedback used by English teachers at SMAN 5 Kota Bengkulu in teaching and learning process. To address the issue, the followings were the research questions used in this study:
1. What are the strategy used by English teachers in providing interactional verbal feedback?
2. How are the proportion of strategies that is used by English teachers in providing interactional feedback?

Research Methodology

The design of this study was descriptive that mixes qualitative and quantitative method. The subject of this research was all English teachers at SMAN 5 Kota Bengkulu who had been teaching in first year class and second year class that consisted of three English teachers. The reason of choosing this school because because SMAN 5 Kota Bengkulu is one of the favorite schools in Kota Bengkulu which has good quality from students who have graduated from favorite junior high schools and also the teachers that has good ability in teaching.

This study used two instruments, namely observation checklists and audio recorder.

The observation checklist consists of seven strategies in providing interactional feedback adapted from Richards and Lockhart's (1996) theory. The researcher observed teacher's activities when they were teaching English by using observation tally sheet. Meanwhile, the audio recorder was used to record teachers' utterance in giving interactional verbal feedback during the teaching and learning process. It aimed at making the data more accurate and avoiding losing data.

The data of this study in terms of observation check list and recording were analyzed by using theory of Gay (2000:240). They are data managing, memoing, describing, classifying, and interpreting. In addition, in classifying and interpreting the data, the researcher followed the theory of Richards and Lockhart's (1996). Richards and Lockhart categorized seven strategies in providing interactional feedback. For example, 1) acknowledging an answer (e.g., Good, Yes, That's right, you're right, Ok, Nice, Excellent, all right, that's it, or Fine). 2) Indicating an incorrect answer (e.g., No, that's not quite right, or mmm). 3) Praising (e.g., yes, an excellent answer, pretty good, nice try, very good). 3) Expanding or modifying students' answer. The teacher can modifying students answer by giving some more information or paraphrase students' answer with teacher's own word. 5) Repeating, in this strategy the teacher repeat students' answer. 6. Summarizing, the teacher give the summary for each student or group. And 7) Criticizing, the teacher criticizes students' answer and gives some more information or tries to make a clarification about students' answer.

To know the proportion of each strategy used by the teachers, the percentage formula was used in this study by following theory of Arikunto (2006). First, the researcher counted the number of each tally in each item in observation sheet. Then, the researcher counted the number of percentage of each item. This formula used to analyze the data from the observer and co-observer.

The following is the formula use in this study;

$$P = \frac{f}{n} \text{x } 100\%$$

Where:

P = percentage of interactional verbal feedback

f = the frequency of teachers' giving interactional verbal feedback.

n = total number of item.

To avoid the subjectivity in collecting the data, an independent co-observer was involved in this study. He was a senior English teacher in Bengkulu. Before observing, he was trained two weeks to get understanding about the interactional feed back based on theory of Richards and Lockhart (1996). To know the reliability of the observation from researcher and co-observer, the researcher determined the correlation coefficient by using the formula for the correlation co-efficient called Pearson Product Moment Correlation using raw score data. The result of correlation was 0.96. It means that the data was valid.

Results and Discussion

There were seven strategies in giving verbal interactional feedback found in this study that the teachers used in teaching and learning process in the classroom. Those strategies can be seen on the table below;

Table 1. The Verbal Interactional Feed Back Strategy and Its Proportion

No	Type of Verbal Interactional Feed back Strategy	Frequency	Percentage
1.	Acknowledging an answer	206	38.29%
2	incorrect answer	28	5.585%
3	Praising	97	19.32%
4	Expanding or modifying students' answer	58	11.55%
5	Repeating	68	13.55%
6	Summarizing	36	7.17%
7	Criticizing	45	8.96%
	Total	538	100%

As shown in table 1, the teachers applied all strategies in providing verbal interactional feedback with different proportion. Acknowledging an answer was the most dominant strategy used with 38.29%. The second was praising with 19.32%. The third strategy was repeating students answer with 13.55%. The fourth strategy was expanding or modifying students' answer with 11.55%. The fifth strategy used by teachers was criticizing students answer with 8.96%. The sixth strategy was summarizing students answer with 7.17%. The last dominant strategy was indicating an incorrect answer with 5.58%. The followings are the example of verbal interactional feedback based on the strategies found;

Extract 1

T : Did you remember our lesson last meeting about passive voice?

Ss : Yes, mam

T : Could you make a sentence about passive voice?

S : The motorcycle bought by andi.

T : Yes, that's right.

As shown in Extract 1, it is an example of acknowledging answer strategy. The dialogue above, the teacher asked the students to recall the previous lesson last meeting with a question about passive voice, and then a student answered the teachers' question correctly. The answer was correct and the teacher gave a feedback "that's right". In this situation the teacher actually knew the answer but it was only for testing students' knowledge about passive voice. If students' answer was correct the teacher should acknowledge students' answer. The acknowledge answer was used by the teachers to create a positive affective climate in the classroom.

Extract 2

T : your friend said cucumber useful for our health. Rani, could you mention the benefit of cucumber for our health?

S : Cucumber can make our body fresh, skin, and can decrease blood pressure sir.

T : Yes, very good Rani.

The extract 2 shows that it is praising strategy. The teacher asked the students about the benefit of cucumber for health. The teacher pointed a student to answer the question. Then, the student answered the question correctly. Therefore, the teacher gave praise to student "very good". The teacher gave praise only for the students who had effort and good performance in the learning process. However, when the students' answer was incorrect the teacher criticized students' answer and said "That's not quite right"

Extract 3

T :Dalam memberikan ucapan selamat, ucapan selamat apa yang kalian ucapkan?
S :congratulation on your birthday bu
T :Congratulation on your birthday?hmmm Any ideas?
Ss : Happy birthday bu,
T: Ya, Happy birthday

As shown in extract 3, teacher used repeating students' answer strategy. The teacher responded student's answer with repeating student's answer. Repeating students' answer used to make sure what they had said. It indicated that students' answer was correct or incorrect.

Extract 4

T :Does anyone know the capital of the united states?
S : Washington
T : Yes, Washington, D.C. that is located on the east coast.

The extract 4 shows that the strategy used in the dialogue was expanding or modifying students' answer. In this strategy the teachers tried to respond students' incomplete answer by providing more information or paraphrasing the answer with teacher's own word as can be found from following dialogue. In addition, the statement above, the teacher completed student's answer in detail because student's answer was vague. As can be seen when the students' answer was incorrect, the teacher gave more information about capital of United States. In expanding or modifying

students' answer, the students knew more information in
their contribution.

Extract 5

T : Make a conditional sentence type 2!
S : If I have a car, I will take selfi home.
T : Are you sure it's type 2? Remember, kalau type 2 itu harus past tenses atau lampau pada verb-nya.

As shown in extract 5, the strategy was used by teacher was criticizing students answer. In this strategy the teacher gave feedback to criticize students when the answer was incorrect. The teacher was not sure about student's answer. Therefore, the teacher asked him to check his answer in the paragraph. The critiques supposed to make sure the student's answer was correct.

Extract 6

T : Do you know the function of compliment and congratulation?
S : Yes, mam. Complimenting we use to compliment someone and congratulating we use to congratulate someone in such situation.
T :Ya, congratulation we use in some social occasions people celebrate special events such as birthday party, and complimenting we use to compliment someone, for example "what a beautiful dress do you have".

As shown in extract 6, the sixth strategy was used by the teacher was summarizing students' answer. This strategy was used by the teachers to make students' answer shortest and help the students in delivering the idea when their had contribution as can be found from following dialogue. The summarizing was used by the teacher to make student's answer more clear and easy to understand. As the student's answer, teacher question it was not quite clear. Therefore, the teacher summarized and gave complete answer with teacher's own words.

Extract 7

T : Did you remember about conditional sentence?
S : Yes, sir.

T :Ada berapa tipe kalau kalian masih ingat?
S : Three type, sir.
T :Oke, I have one sentence "if I have a lot of money, I will but a new car". Which type this sentence is?
Ss : Type 2 sir.
T : "mmm" no.

As shown in extract 7, the last strategy was used by teacher was criticizing strategy. In the dialogue above this strategy used by the teacher to indicate student's answer was incorrect. Therefore, the teacher gave some respond as can be seen in the following statement.

Verbal interactional feedback is useful for the teachers in teaching process because interactional feedback made the classroom more interactive. Feedback that is given by the teacher also useful to the students in learning. The aims of verbal interaction feedback in the classroom are to let students know how well they have performed, and to increase students' interests and motivation to talk far more (Rahmat & Munir, 2018). In this study, there are seven strategies that was used by the teacher in providing interactional feedback with different proportion. The higher proportion strategy used by English teachers was acknowledging students' answer and the least proportion strategy used was indicating an incorrect answer. It indicates that the teachers at SMAN 5 Bengkulu had shown their positive attitudes as teacher in teaching to their students.

Acknowledge students' answer was the higher proportion strategy that used by the teacher because acknowledge students' answer used by the teacher to accept students' answer. The purpose of this strategy was to admit students' answers correct therefore the teacher saying that words. Based on researcher experience in teaching practice, the students felt happy and more confident when they got a feedback from their teacher. This finding is similar to Oberli (2003) in which acknowledge

students' answer can help teachers to create positive affective climate in the classroom, in the other hand student's feel encouraged when participating in the classroom. This strategy can help the teacher try to make the discussion between teacher and students work. Then, the teacher tried to participate in discussion.

During the observation period, the observer and co-observer found the students who received feedback from the teachers felt comfortable, happy, interest in learning, active, and enthusiasm learning. The result of this research was similar to Hadinata (2009) found where positive oral feedback such as praise, support, advice, and direction to the students can make students' feel happy, interests in learning, more motivated, and active in the classroom. As Miller in Konold (2002) says that teacher's verbal feedback is one of the important roles in teaching because feedback is crucial aspect of every school and plays a crucial role in teaching and learning process. The primary purposes in providing feedback were to reinforcement students' behavior and let the students know how they were doing and extant learning opportunities. On the other hand, the teacher should consider what function verbal feedback is appropriate for each student. Therefore, it can impact positively or negatively. When the students made mistakes, it became negative feedback because the teachers provided them feedback. Teachers should consider how to provide feedback. In correcting students' mistake, the teacher should pay attention with voice intonation.

The second higher proportion feedback used by the teachers was praising. Students who answered the question from the teacher should be given praising in order to motivate them. Mulyadi and Puspita (2009) stated that, praising as one of the activities that provide reinforcement in the teaching process especially to make the students involved actively.

In addition, based on the observation, the reasons the teachers used praising in

providing feedback because it made students enthusiastic, more motivate in learning. Furthermore, the finding supported the theory of Winne and Butler (1994) the effective praise helps to develop positive relationship between teacher and students. On the other hand, the use of positive reinforcement had effective, high-impact in improving students' behaviors. Reinforcement made students feel safety, comfortable, and welcome. As Diedrich in Conroy (2009) says creating a positive and engaging classroom atmosphere is one of the most powerful tools that are used by the teacher to encourage children's learning.

The third strategy was repeating students' answer used by the teachers in providing feedback. It made students feel good because it confirmed their answers were correct. Teachers repeated students' answer to share the answer to each student in the classroom therefore they heard the clear information. Besides, repeating students' answer could be the way to stimulate other students participating in discussion to identify the answer was correct or not, therefore the teachers repeated student's answer in order to make other students hear.

The fourth strategy was expanding or modifying students' answer. In this strategy the teachers tried to respond students' unclear answered by providing more information or paraphrasing the answer with teacher's own word. In this strategy the teachers tried to give a feedback and involved in discussion. The teachers found unclear information from the students. They gave the information completely to the students. The purpose of this strategy was to give the students more information about their contribution.

The fifth strategy used by teachers was criticism. Criticism was difficult to accept for some people. In this strategy the teacher did not criticize students' appearance but students' contribution to stimulate them find the correct answer. In this strategy, the teacher criticized students' answer and gave some more clues or tried to make a

clarification about students' answer. By giving the direction or clues from the teacher, the students corrected the answer and found the correct one. The students became enthusiasm in participating because they were not afraid being wrong.

The sixth strategy was summarizing students answer. Summarize used by the teachers to made students answer clear and to make students' answer shortest. In addition Richards (2002) states the purpose of summarize to help other students understand with short explanation. The teacher used students' answer and modifying with teacher own words.

The last, the researcher found indicating an incorrect answer was the least proportion strategy used by English teachers in providing interactional feedback. The teacher used this strategy to indicate students' answer was incorrect by saying some words such as "No", "That's not quite right", or "mmm". It was the least dominant strategy that was used by the teacher in providing interactional feedback. Most students' answers were correct when the teacher asked them. Besides, the teachers tended to criticize students' answer if they found the students' incorrect answer. The teachers criticized students' answer to make sure students' answer was correct and find the correct answer. Besides, the teachers also gave them directions or clues to make them found the correct answer.

In addition, the teachers sometime respond students' answer in Bahasa Indonesia. As English teacher, the teachers should stimulate the students in speaking English because it is an opportunity for them to communicate with English. The teachers used English in giving feedback to make them familiar with different ways in giving feedback. They can hear the teachers giving feedback in English. Besides, they know kind of feedback in English.

Conclusion

As fore mentioned in the previous section, it can be concluded that the teachers

applied all strategies in giving verbal interactional feedback in teaching process with different proportion for each strategy. Even though the teachers used all strategies in providing feedback the result shows the proportion for each strategy was not balanced. The researcher can draw the higher proportion was acknowledging an answer, the second was praising, the third strategy was repeating students answer, the fourth strategy was expanding or modifying students' answer, the fifth strategy used by teachers was criticizing students answer, the sixth strategy was summarizing students answer, and the last strategy was indicating an incorrect answer with the least proportion.

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