



## An Analysis of Oral and Written Feedback Given by English Teachers at SMP N 1 Enam Lingkung

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### Abstract

*Feedback is the teacher's comments on the results of student work. The feedback can be written on the work or oral feedback, directly to the student concerned. There are many types of oral and written feedback and each type has a different function. This research aims to analyze the types of oral and written feedback of the English teachers in the teaching and learning process in SMP N 1 Enam Lingkung. This research is descriptive research. The subjects of this research were 3 teachers selected by using the total sampling technique. The technique of data collection were classroom observation-video recording and written students' assignments. The findings of this research are the most type of feedback used by the teachers in the teaching and learning process in SMP N 1 Enam Lingkung is evaluative feedback, with 82 feedback (53,94% of the total feedback). The second finding about the most type of written feedback used by teacher in student' written assignment is direct feedback, with 80% of total feedback.*

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## INTRODUCTION

Making mistakes is a common thing in the learning process. When students make mistakes, teachers are there to provide them with guidance so that they will be able to produce the correct target form. Furthermore, when students do some activities in the classroom instructed by the teacher, it must be an error or mistake made during or after the works. It is the teacher's work to give a correction for the students' problems in the study. According to Harmer (2001: 99), the feedback includes not just correcting students but also providing them with an assessment of how they performed,

whether during a drill or a longer language production activity. Feedback is a tool of the teacher to help students who have problems in the study by giving respond such as encouragement, suggestion, correction to the result of students' work in order to make the students understand more about the materials. Lewis (2002) states feedback is the way of telling the students about the progress they are making and facilitating them in improvement. The Feedback can be powerful if done well, and effective feedback gives students the information that they need so that they can understand where they are in their learning and what to do next (Brookhart, 2008:2).

According to Harmer (2007), there are two forms of giving feedback, oral and written form. Teachers need to provide feedback on students' oral and written performances to enhance their target language skills. Oral feedback is information given by teacher communicated verbally to students regarding their task or performance in the classroom, and written feedback is a kind of feedback which given by teachers in a written form.

There are some types of teachers' oral feedback based on the experts. Each type of oral feedback can be found and applied in the teaching and learning process in the classroom. Evaluative feedback regards the form of judgment on students' performance or work (Tunstall & Gipps, 1996). Lyster & Ranta (1997) investigated corrective feedback into recast, explicit correction, elicitation, metalinguistic feedback, and repetition. Besides, Hargreaves, McCallum & Gipps (2000), descriptive feedback is the specific information about students' strength and weakness and improvement strategies. Then, Cullen (2002) categorized interactional feedback into reformulation, elaboration, comment, and repetition. motivational feedback from Mackiewicz & Thompson (2013), aims to encourage students in learning. Then, Mackiewicz & Thompson (2013) described five ways of motivational feedback into praise, statements of encouragement or optimism, demonstrations of concern for students, expressions of sympathy and empathy, and reinforcement of students' feeling of ownership and control.

Written feedback (WF) refers to the correction of errors and weaknesses in content, organization, and language through writing. Furthermore, Harmer (2007) pointed out two ways of giving written feedback in writing class; responding and correcting. Responding means the feedback is given by providing comments. While correcting means the correction is done by marking the error part in writing without providing any comments. In written feedback, the teacher makes use of direct and indirect correction, coded and uncoded feedback, and marginal and comments, in the forms of corrections, questions, imperatives, praise, and suggestions. Depending on the level of explicitness, teachers might provide written feedback in two ways, direct and indirect feedback.

The studies about teachers' feedback have been done by many writers. Some previous studies are relevant to this research. First, Sofi (2011) This study was to explore the ways teachers gave feedback to the class of writing. The method, which the teacher used when giving feedback to students' writing, indicated a balance in utilizing both indirect and direct feedback.

Another previous study was conducted by Seden & Svaricek (2018) they explore EFL teachers' perception of effective feedback practices in relation to student learning. Few teachers perceived the formative nature of feedback as important and

effective, most teachers' perceptions of effective feedback are out-dated, and those perceptions significantly differed from the literature.

Some researchers only focus on oral feedback. Irawan & Salija (2017) this research identify types and students' perceptions for using oral feedback and of oral feedback used by teachers in EFL classroom interaction. Mostly, students perceived positively to teachers' oral feedback based on its function and effect to them. Pinto & Santos (2008) viewed that the way in which teachers' oral feedback appears differs. Many different types of oral feedback are utilized in various contexts and in various ways. Because of the unpredictability of feedback providing, teachers' motivations for using oral feedback are uncertain. Ikeda (2010) argued, it is not easy for teachers to deliver it while keeping students' feelings in mind. Despite, the fact that oral feedback is necessary for learning.

Most of these researchers did research on the students' perception, the effectiveness on feedback and the ways teacher gave feedback to the class of writing. The present study tries to analyze the types of both oral and written feedback toward the teaching and learning process given by English teachers of SMP N 1 Enam Lingkungan. Findings in this study are valuable to be considered by teachers in providing effective oral and written feedback.

However, studies on the types of feedback proposed by teachers in EFL junior high school classes have not been explored. Therefore, it encourages researchers to research to find out the types of oral and written feedback used by teachers in EFL classes given by English teachers of SMP N 1 Enam Lingkungan.

## METHOD

This methodology uses descriptive research to see what types of feedback are used in classrooms activity. The major data was collected from a video recording of the teacher and students' written assignments. The data are transcriptions of teachers' talk including the feedback used by the teacher during the learning process and written feedback in students' assignments.

The population of this research is English teachers from SMP N Enam Lingkungan. The population also the sample of this study are all English teachers from SMPN 1 Enam Lingkungan Padang Pariaman. The researcher use the total sampling technique to choose them. 3 English teachers will be the sample in this research. They are the teacher who teaches grades VII, VIII, and IX.

The data in the form of transcriptions were analyzed. The transcriptions of interactions that happen in the class at SMP N 1 Enam Lingkungan, which could be in English and Indonesia, and students' written assignments. All feedback, which was collected, was classified based on oral and written based on theories.

Furthermore, the researcher will find the percentage of the types of feedback used by teachers in a classroom activity in SMPN 1 Enam Lingkungan. Oral and written feedback are calculated based on the following formula to help to present the data in forms of numbers as mentioned in Sudjana & Ibrahim (2001: 129):

$$P = \frac{n}{N} \times 100\%$$

Notes:

P: Percentage

n: Number of feedback based on the types

N: The total number

## RESULT AND DISCUSSION

### *Research Finding*

In this research, the observations focused on teacher-student communication in the classroom, concentrating on teachers' feedback. Feedback data will collect through class observation in order to establish the types of feedback that teachers provide. The researcher conducts a video recorder to record the process of observation so, video recording came as a tool. The instruments employed in this study are observation using video recording and student assignments. The data about feedback instances uttered by teachers during class collected by using video recording then will be transcribed by the researcher.

3 teachers of all grades participated in this research, so there was 1 teacher for each grade VII, VIII & IX. From all teachers, 152 oral feedback had been collected. From the total oral feedback, it was found that 82 oral feedback was evaluative feedback.

The type of feedback was in the evaluative feedback category, which 53,94% found as the feedbacks mostly used by teachers in the classroom. While descriptive feedback was 1,31%, interactional feedback was 5,62% and motivational feedback 4,60% were found as the feedback rarely used in the classroom interaction. Then, there was 34,86% for the corrective feedback type. The data percentages can be seen in the table below:

**Table 1.** *The Percentage of Types of oral feedback given by teachers*

No.	Oral Feedback Types	Percentage(%)
1.	Evaluative Feedback	53,94%
2	Corrective Feedback	34,86%
3.	Descriptive Feedback	1,31%
4.	Interactional Feedback	5,26%
5.	Motivational Feedback	4,60%

Furthermore, the researcher classified all students' assignments that have been given feedback from the teachers. Based on teachers' written feedback on students' assignments, it was found that the commonly written feedback was direct about 80%. Then, there was only 20% of praise was used. While indirect, focused, unfocused, criticism and suggestion were found as the written feedback never used by the teachers with 0%.

**Table 2** *The Percentages of Types of written feedback given by teachers*

No.	Types of Written Feedback	Percentage (%)
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1	direct	80%
2	Indirect	0%
3	Focused	0%
4	unfocused	0%
5	Praise	20%
6	Criticism	0%
7	Suggestion	0%

### ***Discussion***

The finding was most teachers used oral feedback that was already collected from 3 teachers are 152 feedback. From all feedback, it was found that the common types of oral feedback used by the teachers in the classroom activity was evaluative feedback with number 82 feedbacks of 152 total feedbacks. Then, the feedback that was rarely used by teachers in the classroom activity is descriptive feedback with number 2 feedbacks of 152 feedbacks, interactional feedback with number 8 of 152 feedbacks, and motivational feedback with number 7 of 152 feedbacks. So, it means that 53,94% of the total feedback in evaluative feedback, which is found as the feedbacks commonly used by the teachers in classroom activities.

Furthermore, the written feedback was already collected from 3 students' assignments. The researcher classified all student's assignments that have been given feedback from the teachers. Based on teachers' written feedback on student's assignments, it was found that the commonly written feedback was direct about 80%. Then, there was only 20% of praise was used. While indirect, focused, unfocused, criticism and suggestion were found as the written feedback never used by the teachers with 0%.

### **CONCLUSION**

Based on the findings and discussion above, it found The type of oral feedback that were already collected from 3 teachers are 152 feedback. From all feedback, it was found that the common types of oral feedback used by the teachers in the classroom activity is evaluative feedback with number 82 feedbacks of 152 the total feedbacks. Then, the feedback that were rarely used by teachers in the classroom activity are descriptive feedback with number 2 feedbacks of 152 feedbacks, interactional feedback with number 8 of 152 feedbacks and motivational feedback with number 7 of 152 feedbacks. So, it means that 53,94% of the total feedback in evaluative feedback, which is found as the feedbacks commonly used by the teachers in the classroom activities.

Next, based on teachers written feedback on student's assignment, it was found that the common written feedback was direct about 80%. Then, there was only 20% praise was used. While indirect, focused, unfocused, criticism and suggestion were found as the written feedback never used by the teachers with 0%. So, it means direct feedback was 80% commonly used by the teacher in written feedback.

Based on the findings and the conclusion of the research, there are some suggestions offered. First, a suggestion for English teachers in all classrooms. Feedback is very needed for both student and teacher to make the teaching and learning process more communicative. How the teacher apply the feedback in this research can

be some references for other language teacher to make the class more active, especially for foreign language learning. Second, This research might be considered a preliminary study of classroom interaction. Other researchers might do research and development in order to gain additional exposure from a larger number of lessons, including language classes. The outcome of this research might be the basic result, for example, guidance in developing fresh other research.

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