

## THE ANALYSIS OF TEACHERS' VERBAL FEEDBACK ON STUDENTS' SPEAKING PERFORMANCE

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### ABSTRAK

Giving feedback is very important to increase students' ability in speaking performance. Therefore, Black & William (1998) stated that teachers still have less reflective action to their ways of assessment. Mostly, teachers only give another homework or assignment, or only giving applause to the students to reflect their performance and go to the next activity without giving any feedback. Classroom discourse analysis modeled by Sinclair and Coulthard (1975) level of *exchange* was used to analyse the data that taken by observation and interview with the use of audio-recording in two teachers of senior high school 2 Indramayu. The findings showed that teacher A mostly used evaluative feedback. Teacher A mentioned evaluative feedback 8 times, ,

corrective feedback 4 times, and descriptive feedback 4 times. While, teacher B used evaluative feedback 15 times, corrective feedback 6 times, and descriptive feedback 19 times, which is the highest number of the other feedback types. The teachers gave various ways of giving feedback. It was all purposed to give the students corrective information so they are able to correct and improve their ability in learning English. Teacher said that the reason of using verbal feedback was easier to be understood for either teacher and students, and teacher B' said it is an effective way of giving feedback

**Keywords:** *Discourse analysis, Speaking performance, Verbal feedback*

### INTRODUCTION

In the last few decades, speaking in foreign language has attracted the attention of researchers. Research has shown that speaking as the most anxiety skill among the four main English language skills. Younes & Albalawi (2016), Melouah (2013), Mahmoodzadeh (2012) stated that speaking English in front of an audience can be a very difficult task for some students as they may experience anxiety, which hinders them from giving a successful oral performance.

Moreover, Harmer (2001) stated that Speaking involves many factors. While Richard and Renandya (2002: 223) says that the indicator of speaking as follow: accent, grammar, vocabulary, fluency, and pronunciation. Furthermore, Öztürk and Gürbüz (2014) says that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety.

Furthermore, research into language anxiety in second and foreign languages in

general has been done by some scholars, the first study conducted by Kayaoğlu and Sağlamel (2013) study in Turkey, who investigated students' perceptions of language anxiety in speaking classes. The result indicated that linguistic difficulties occupy a substantial place in the reasons for language anxiety. The second study organized by Öztürk and Gürbüz (2014) study in Turkey, who investigated speaking anxiety among Turkish EFL learners: The case at a state university, find out that the quantitative data revealed that students experienced a low level of EFL speaking anxiety, the quantitative data demonstrated that most of the students perceive speaking skill as an anxiety provoking factor. It was also found that pronunciation, immediate questions, fears of making mistakes and negative evaluation are the major causes of EFL speaking anxiety. The third study conducted by Anandari (2015), who investigated causes speech production related foreign language anxiety among Indonesia students majoring in English Language Education. The result show three the causes of foreign language anxiety: fear, shyness, and discomfort.

Regarding the problem above, the researchers can conclude that the students' anxiety seems to give a lot of negative effect of their speaking ability and influence to achieve their informational level. These are the reason why the researchers want to

investigate the factors of students' anxiety and strategies that can be used to cope the students' anxiety in speaking based on the students' and teachers' perception.

## LITERATURE REVIEW

### 1. Definition of Speaking

As the productive skill speaking involves many aspect. Learners are expected to be able to consider the appropriate words, the pronunciation, and the grammar for different occasions. They have to speak fluently while thinking the correct grammar to make sure that the ideas conveyed completely. According Louma (2004) "speaking is done in real-time learner's abilities to plan, process and produce the foreign language are taxed greatly". On the other hand, Nunan (2003) defined "speaking is the productive aural/ oral skill. It consists of producing systematic verbal utterance to convey meaning".

### 2. The Aspect of Speaking Ability

In teaching speaking, there are some aspect which considered by teacher. Brown (2001) proposes four aspect of speaking ability. There are fluency, accuracy, pronunciation, and vocabulary.

The first is fluency. Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches, etc. (Nunan, 2003). Then, Accuracy

Nunan (2003) states that accuracy happens when student speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. The third, pronunciation is a production of speech sound. The last is vocabulary. It becomes a very important part of language learning which can use to determine whether students speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery.

### **3. Definition of Perception**

Consider to in Rakhmat (2005) defines perception as an experience about an object, event, or relationship that gained by concluding information and interpreting messages. Thus, before one can learn anything, perception must take place. One has to become aware of it through one of the senses. In essence then, perception means interpretation. Of course, lack of experience may cause a person to misinterpret what he has seen or heard. In other words, perception represent our apprehension of a present situation in terms of our past experiences. In addition James (2008) also explained that “Perception is the consciousness of particular things presented to senses, our senses are

described as the gateways of knowledge or windows of the mind or soul.”.

### **4. Definition of Anxiety**

Generally, anxiety is defined as someone’s fearness in facing something that can be a serious problem for him/ her. Horwitz, and Cope (1986:125) explained that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Their opinion is the same with the other expert who stated that the point of view of anxiety is as a feeling apprehension or fear. Anxiety is generally a response to perceptions of a present or future threat depression is often as reaction to negative outcomes that have already occurred. Over anxiety influences on cognitive, affective and behavior functioning, thus it has been proven to be one of the most highly examine variables in all of psychology and education (Horwitz, 2010).

### **5. The Factor of Anxiety (Horwitz, 1986)**

- a. Communication apprehension (CA). Communication apprehension is quiet relevant to the conceptualization of foreign language anxiety. Learners who exhibit communication apprehension do not feel comfortable communicating in the target language (TL) in front of others, due to

their limited knowledge of the language, especially in relation to speaking skills.

- b. Test anxiety. Horwitz et al. (1986) explain test anxiety as a type of performance anxiety stemming from a fear of failure.
- c. Fear of negative evaluation. Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability.

### **6. Strategies to Reduce Students' Anxiety**

There are five strategies used to reduce students' anxiety, Kondo and Ying-Ling (2004). Those are preparation, relaxation, positive thinking, peer seeking and resignation. Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. Whereas, relaxation is characterized by its affective quality in that aims at alleviating bodily tension associate with emotional arousal. Then, positive thinking refers attempts to suppress or alter problematic thought processes related to the language learning. Next, peer seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/ or controlling their anxiety. The last, resignation is characterized by students' reluctance to do anything to alleviate their language anxiety.

### **FORMULATION OF PROBLEM**

Relate to the problems above, the formulation of the problems are:

1. What are students and teachers' perception on the factors of speaking anxiety?
2. What are the strategies used by the students to cope speaking anxiety?

### **METHOD**

This research aimed to investigate students and teachers' perception on the factors and strategies to cope students speaking anxiety. Referring to this purpose, the study belonged to descriptive case study. According Nunan & Bailey (2009:162) stated that case study is one of method that has purpose to explore and describe the context as an essential part of the phenomenon. Those explanation is in line with the purpose of researchers who want to identify, describe, explain, and understand about students' speaking anxiety. The instruments used in this study are questionnaire and interview. Then, after the data has been collected, it will be analyzed qualitatively.

### **FINDINGS AND DISCUSSION**

After, knowing the result from interview and questionnaire related to the students score in speaking, it can be concluded that the students who have high score still have anxiety. In communication apprehension, it was found that the average of

percentage of communication apprehension on the whole statement is 71% of the students who have problem in communicative apprehension. In this case, they are getting worry for misunderstanding when communicate with their teacher. The students also often experience nervous and confused when they do conversation with native speaker and speak in front of English class. They also do not have self-confident when practice speaking in English class. It is in line with Horwitz (1986) who stated that learners who exhibit communication apprehension do not feel comfortable communicating in the target language (TL) in front of others, due to their limited knowledge of the language, especially in relation to speaking skills.

Based on the anxiety test, the average of the whole of the statement of test anxiety copes 36%. In this case, the students feel worry to make mistakes in language. They are worry if they fail in taking language test. In addition, they are also keeping worry although they are well prepared. In Fear of negative evaluation, based on the questionnaire, there are about 61% of the students who get anxiety which is caused by fear of negative evaluation. According Horwitz et al., (1986) Fear of negative evaluation is the learners feeling about how other teachers or classmates may negatively evaluate their language ability Due to factor

of fear of negative evaluation, the students get anxiety because they are not ready to accept other people's evaluation when they are practicing speaking in the class. It is line with Melouah (2012) who stated that the students fear are brought on by the possibility that their peers would laugh at them and ridicule them if their performance is poor.

In linguistic factors both teacher and students believe that linguistics are the factor of anxiety. In this case, students are poor in grammar, lack of vocabulary and pronunciation. While Richards (2008) claims that there are some typical learner's problems in speaking. Those problems are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation. Furthermore, inability to express the idea because of lack of confidence is one of another causes of anxiety in oral English classroom. The lack of confidence usually occurs when the students realize that his/ her partner do not understand while they are having a conversation. Regarding to this, Han (2010) who stated that the students' lack of self-confidence in speaking English will influence their speaking ability and aural comprehension. So it can be concluded that self-confidence influence them in speaking ability. In fear of making mistake, students feel afraid of making mistakes when they are speaking English. In addition, this is also much influenced by the students' fear of being laughed at by other students or being

criticized by the teacher. This statement in line with Kurtus (2001) who stated that the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them.

Then, economic parents' background can be one of the factor in speaking anxiety. The 1<sup>st</sup> teacher think that the students feel that they are only from the poor family. Then, it makes them lack of confidence to speak English. This statement is supported by Khattak Z. et al. (2011), who stated that the ESL/EFL learners' poor educational as well as poor economic background is one among the major sources of speech anxiety. The last, factor is mother tongue use. It occurs when all or a number of learners share the same mother-tongue. They tend to use mother tongue because it is easier for them; it feels unnatural to speak to one another in foreign language; and they feel less exposed if they are speaking their mother tongue.

Then, from the students' perception and teacher it can be concluded there are five strategies to cope students speaking anxiety: Preparation, relaxation, positive thinking, peer seeking, and the role of language teacher, and peer group work. As the student 17th, he explained that to cope his speaking anxiety. He tries to prepare the material and strategy before. He tries to prepare himself a day before to make him confidence to speak in

English at the class. Beside preparation, the students also applied relaxation strategy. This statements supported by Wei (2013) that coping strategies with classroom anxiety as preparation, seeking for help, relaxation. In overcoming students' anxiety in speaking, the students try to be calm and take deep breath. It was clear when students were speak invited to speak English in classroom, they starting to speak by taking a deep breath.

The next that the researcher called on students' strategy in overcoming anxiety is positive thinking strategy. Positive thinking was the third strategy that the students used in overcoming their anxiety in speaking English after preparation strategy. The students think positively that they are able to speak English. The students try to be confident when the students speak English, and the students imagine that they can give a great performance when the students speak English in the classroom. As students' answer on the interview that thinking positive could minimize their anxiety. Then, peer seeking strategy also strategy that students applied to overcome their anxiety in speaking English. In this research, the student looking for another friend that could help her to prepared the material. This student may find a suitable learning partner to talk to support group with others who experience the same thing. This strategy is a good situation especially if the

student can share their experience and strategies with their learning partner.

Humor as the strategy that students and teacher applied to overcome students' anxiety in speaking English. This statement supported by Young (1992) that the teacher personality are another important factor which help reduce students speaking anxiety. Some humorous techniques that can be utilized in a language classroom. The students wanted teachers who can teach with fun ways to make him more comfortable to speak. They thought that the teachers who can engage jokes or ice breaking activities are able to reduce the feeling of anxiety when he was asked to perform speaking in front of the classroom participants. Beside, humor and preparation, the students applied also peer group work strategy to coping the students speaking anxiety. In peer group, they share views and exchange ideas with each other and do activities in groups. This statements supported by Oxford (1990) that peer group developing student's self-confidence. So it is means, students will feel more comfortable when they learn in groups than work individually.

## CONCLUSION

The research was conducted by giving questionnaires for students to collect data. The questionnaire was consisted of statement of students' anxiety in

speaking English. The questionnaire was adapted from Horwitz, and Cope (1986). After analyzing the data, the result showed that most of the students admitted that they were getting anxious in speaking English. The percentage of students' response was also categorized into three type of anxiety. 36% of the students experienced the anxiety of test, 71% of the students feel anxious in communicative apprehension, and 61% of them were getting anxious in fear of negative evaluation. Based on the result of questionnaire and interview, there are some factors influence the anxiety in speaking. Those are linguistic, lack self-confidence, fear of making mistake, economic, and mother tongue use. Then, from the students' perception it can be concluded that there are five strategies to cope students speaking anxiety. Those are preparation, relaxation, positive thinking, peer seeking, and the role of language teacher. While, the teachers' perception about the strategies used by students to cope speaking anxiety, such as: Preparation, humor, and peer group work.

## SUGGESTION

Based on the result, it is implied that most of the students experienced anxious in every type of anxiety. They get anxious in facing language test, feeling nervous and confused in communicating with their teachers, and worrying about negative

evaluation. Thus, the factor of the anxiety that the students respond in the questionnaire influenced their performance in speaking class. To overcome the students' anxiety, the teacher should apply the interesting method teach speaking skill for students. The interesting method will stimulate students' to enhance their anxiety in produce idea in speaking. In addition, the teacher should create the comfortable situation of speaking class. It is because the comfortable situation can make the students reduce their anxiety in speaking. Hence, they will become relax in learning speaking skill in English. This study is limited in term of students and teacher' perception on the factors and strategies to cope speaking anxiety. The future study is expected to investigate deeper factor and strategies in terms of students' anxiety. Thus, there are must be many things can be found and discussed as consideration for educational development particularly in English language teaching.

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