THE IMPLEMENTATION OF ORAL FEEDBACK STRATEGY IN TEACHING SPEAKING AT MAN 1 BANJARNEGARA

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.) Degree

by:

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STATEMENT OF ORIGINALITY

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declare that the thesis I wrote with the title, **"The Implementation of Oral Feedback Strategy in Teaching Speaking at MAN 1 Banjarnegara"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or instructions have been properly citied.

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I Who Declare,

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Assalamu'alaikum Wr.Wb.

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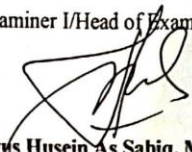www.uinsaizu.ac.id

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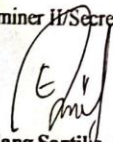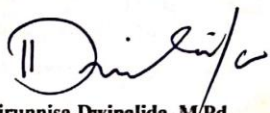
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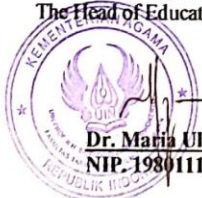**Agus Husein As Sabiq, M.Pd**
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ABSTRACT

THE IMPLEMENTATION OF ORAL FEEDBACK STRATEGY IN TEACHING SPEAKING AT MAN 1 BANJARNEGARA

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This study aims to analyze the implementation of oral feedback strategy in teaching speaking and identify the strengths and challenges using oral feedback strategy in teaching speaking at MAN 1 Banjarnegara. This research used qualitative research. The subject of this research was English teacher in class XI who used oral feedback strategy and students in class XI of MAN 1 Banjarnegara. The objects of this research were the implementation of oral feedback, strengths and challenges of oral feedback strategy in teaching speaking at MAN 1 Banjarnegara. The data were collected by observations, interviews, and documentations. The results of this research indicated that the teacher implemented four types of oral feedback, namely repetition, explicit correction, clarification request, and elicitation. There were three strengths in implementing oral feedback strategy; can improve students' knowledge and skills in speaking, have a positive impact for students such as increasing student's activeness and becoming more fluent in speaking skill, and student become more confident in speaking. In addition, there were two challenges that found; felt less appreciated because the speaking was often corrected and students becomes lazy in doing task because the teacher would give the right feedback.

Keywords: *feedback, oral feedback strategy, teaching speaking*

MOTTO

My goals may not be as big as yours, and maybe my dreams are small. But I'm

just as serious as you guys. Keep going on!

DEDICATION

I dedicate my thesis for: My beloved parents, Mr. Basri and Mrs. Narwen, who always motivate and pray for me for my successful.

My beloved sisters Siti Kholimah and Dwi Utami Ningsih and my brother Agus Setyo Abadi who always support and help me to finish my study.

All the people who have supported me and help me when I have a lot of problems and difficulties

PREFACE

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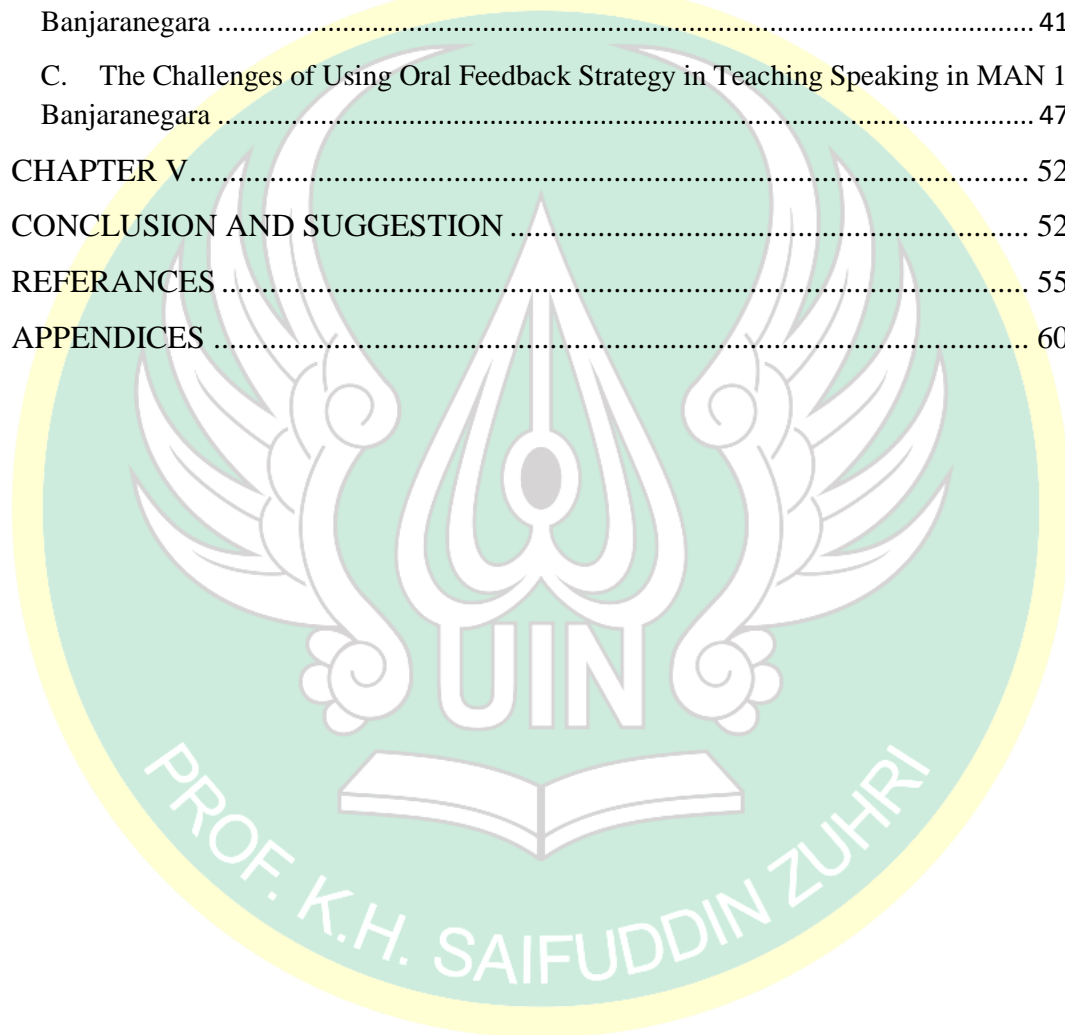
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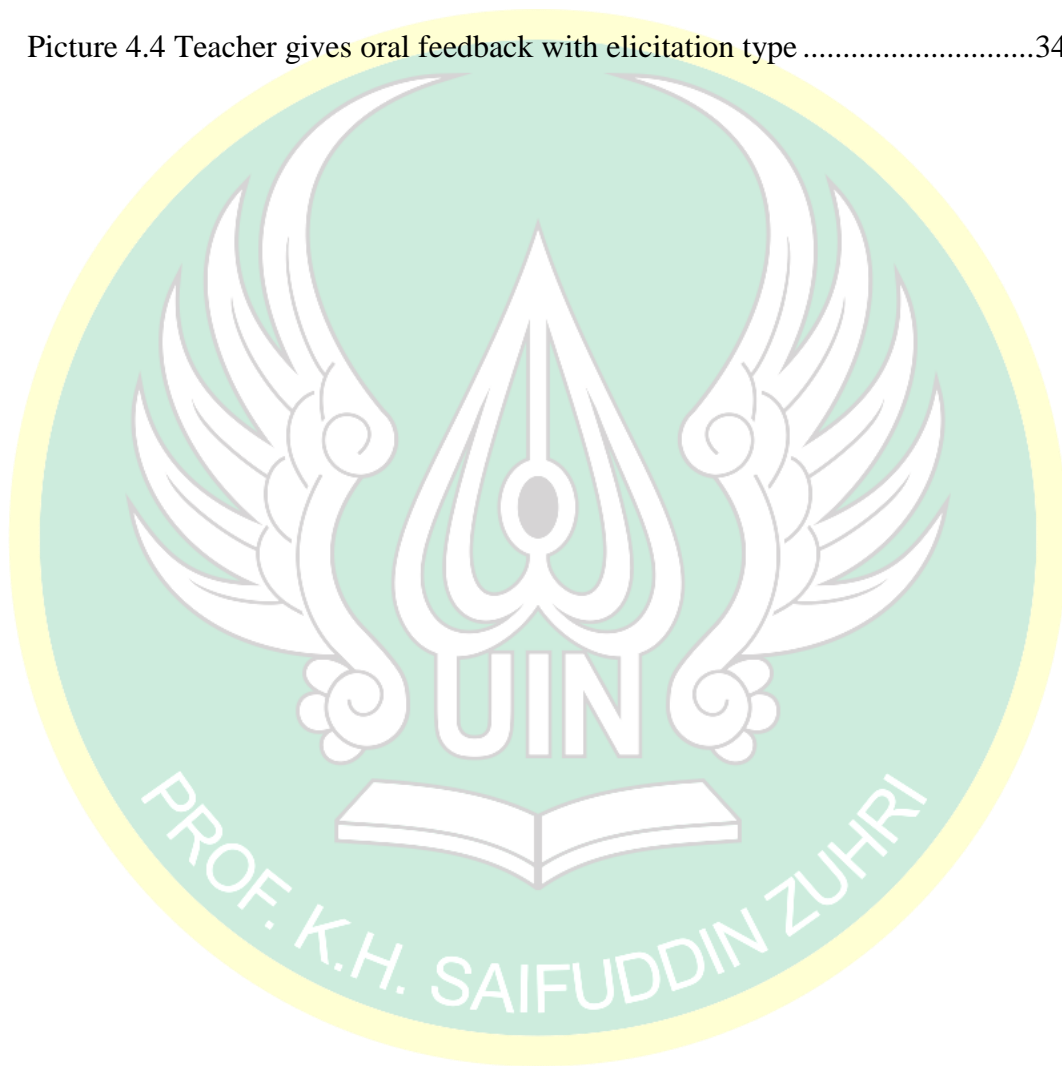
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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research question, aims and significances of the study, and organization of the paper.

A. Background of Study

Feedback is something that is given to students which are done by the teacher to highlight the errorneos pronounciation (Mulyani, 2022). It has the benefit of being able to review what students have done. Feedback is input received by student in relation to what has been done. From the feedback, students can know what has been said whether it is right or wrong based on the information gleaned from the feedback. According to Sumarno (2020) feedback in this study is the information being communicated for students to modify thought or behavior in order to be able to improve the quality of learning outcomes.

At this time, speaking is one of core in language learning and successfulness student in language learning by accomplishing acquisition in speaking (Dionar & Adnan, 2018). However, in Indonesia many students avoid talking about English. When students doing practice in the classroom, students were always felt lacking in speaking skills and have many difficulties to understand the content (Saleha, 2019). This makes students lazy when pronouncing words in English and become less interested in English. With this case, as a teacher must try to make students become more confident in pronouncing English, especially in speaking skills. One of the strategies which can improve speaking skills is oral feedback (Mulyani, 2022).

Therefore, the use of oral feedback techniques may be needed in teaching speaking. Oral feedback can help students in speaking better. According to Kartono *et. al* (2019) oral feedback is responding to student work or provide further information on the mistakes made by each student orally in completing the tasks given by the teacher so as to reduce the same mistakes on

the next assignment. According to Irawan & Salija (2017) using oral feedback in teaching speaking, students will not be confused about where the mistake is, because the teacher gives direct oral feedback and does not burden students. Using oral feedback is also more time-saving because it doesn't take a long time and goes straight to the point with direct errors. That way, students are more enthusiastic in correcting errors in the speaking. Providing feedback to students can improve their learning achievement by providing them with content to learn, guide them to improve their abilities performance, encouraging them to learn with the challenges they have from feedback.

Several studies (Mulyani *et. al*, 2022; Khairani *et. al*, 2020; Saleha, 2019; Kartono *et. al* 2019; Alkhammash *et. al*, 2019) have already discussed about oral feedback focused in classroom practices. Mulyani *et. al* (2022) on the other hand the oral feedback is highly recommended for the teacher to consider students preception in the use oral feedback and Khairani *et. al* (2020) concluded that finding about reason for teacher in giving oral feedback are oral feedback is needed in the class. Saleha (2019) and Kartono *et. al* (2019) conducted that oral feedback have benefits and positive effect to student. Alkhammash *et. al* (2019) conducted that the participants allocated higest preferences to the techniques of elicitation, repitition and recast and that they frequently use the in the classroom. However, the studies focus on the used of oral feedback and the analysis shows that oral feedback can give positive result in teaching speaking.

In the preliminary research, based on interviewed, it found that feedback orally can support good speaking produced by students. By applying oral feedback in teaching speaking, it is hoped that it can improve speaking skills and accuracy in speaking (Mulyani, 2022). Students often experience difficulties and do not know the correct result. At this school, students have difficulties in speaking. Students have difficulty in pronouncing words in English, thus hampering student speaking. Students have less knowledge in choosing words in English. Not only that the student always feels ashamed

when they make mistakes. When teacher uses oral feedback, students have improvement in speaking such as pronounciation and vocabulary.

Based on the description above, in this research conducting research using title "The Implementation of Oral Feedback Strategy in Teaching Speaking at MAN 1 Banjarnegara". This study will also discuss how to implement oral feedback and the strengths and challenges in using oral feedback as well.

B. Clarification of Key Terms

The clarification of key terms is containing important keyword terms to provide guidelines for the research to be carried out. In addition, related to this research, there are several terms to guide the implementation of this research. That is:

1. Oral Feedback Strategy

Feedback is the way of telling the students about the progress they are making and facilitating them in improvement. Feedback occurs when there is interaction between the teacher and student. Feedback is not only about the teacher's comments about student mistakes. It refers to teacher motivation for their students to do better in their performances. The teacher will give feedback in class whether in oral or in writing to the students during the teaching and learning process (Khairani, *et. al*, 2020). Teacher feedback is considered as an important key to improving students' skills at all levels, from the first grade of elementary school through high school. Oral feedback becomes very important in learning because students will become more active in class. Students can often ask questions to the teacher and teacher gives comments or oral feedback to students. Oral feedback will be useful if it is implemented properly and students can receive the feedback.

2. Teaching Speaking

Speaking is the process of selecting words, sentence structures, and discourse. Teaching speaking has many obstacles, problems and ways to

handle a word. In teaching speaking will be very complex because you have to pay attention to aspects such as pronunciation, fluency, and even grammar. The problem that often occurs in teaching speaking is that students feel less confident in pronouncing English and feel embarrassed. The reason students have less confidence is not having enough vocabulary and confused when constructing a sentence as well. In teaching speaking, we must use the right way so that it can run well.

C. **Research Questions**

Based on the background of the study above, the research questions are formulated as follows:

1. How does the implementation of oral feedback strategy in teaching speaking in MAN 1 Banjarnegara?
2. What are the strengths of using oral feedback strategy in teaching speaking at MAN 1 Banjarnegara?
3. What are the challenges of using oral feedback startegy in teaching speaking at MAN 1 Banjarnegara?

D. **Aims and Significances of the Study**

1. The aims of the study:
   a. To analyze the Implementation of oral feedback strategy in teaching speaking in MAN 1 Banjarnegara.
   b. To find out the strengths of using oral feedback strategy in teaching speaking at MAN 1 Banjarnegara.
   c. To find out the challenges of using oral feedback startegy in teaching speaking at MAN 1 Banjarnegara.
2. The significances of this study:
   These significances are divided into two aspects; they are theoritical and practical significances.
   a. Theoretical significances
      1) The resarcher expects this research can provide more strategy in teaching speaking English at school.

2) This research is expected to improve the quality of students in speaking skill.

3) The researcher expects this research can be used as a reference for the further research.

b. Practical siginficances

1) For teachers

The result of this study expectedly will be useful in teaching English to attract students to learn to speak.

2) For school

The result of this study hopefully will be beneficial as new insights of learning strategy.

3) For another researcher

It is expected that other researchers will get new insight and conduct next research about other teaching speaking strategy.

E. Organization of the Paper

The systematic research or structure of the research will explain as follow:

Chapter I contain an introduction which consists of background of study, clarification of key term, research questions, aim and significances of the study, and organization of the research.

Chapter II contains the theoretical framework. It discusses definition of speaking, types of teaching speaking, assessing speaking, error in speaking, definition of feedback strategy, kinds of feedback strategy, principle of giving feedback, definition of oral feedback strategy and types of oral feedback strategy. In addition, this chapter also explains about previous studies and conceptual framework.

Chapter III contains the methodology. This chapter contains of research design, subjects and objects of the study, techniques of data collection, and technique of data analysis.

Chapter IV are findings and discussion that explain about the implementation of oral feedback in teaching speaking in MAN 1 Banjarnegara, strengths and challenges of oral feedback in teaching speaking in MAN 1 Banjarnegara.

Chapter V presents the conclusion, limitation of the study, and suggestion which is the writer outlining these issues and providing information to the readers.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents theoretical framework, previous research, and conceptual framework related to the research.

A. Theoretical Framework

The theoretical framework in this chapter is teaching speaking, feedback strategy, and oral feedback strategy. The teaching speaking consists of definition of speaking, types of teaching speaking, assessing speaking, and errors in speaking. The feedback strategy consists of definition of feedback strategy, kinds of feedback strategy, and principle of giving feedback. Then, oral feedback strategy consists of definition of oral feedback strategy and types of oral feedback strategy.

1. Teaching Speaking
   a. Definition of Speaking

   According to Wahyuni (2016) speaking is the capibility to able to speak with fluently not only the features of language but information processing ability is good. Speaking is very important in daily because we use language since we are baby until adult. Harmer (2007) also states speaking is a spontaneously real time act. When people speak about something, the people other will reply and talk with immediately and when people are talking they will make some words at that time. We can conclude that speaking is a process of making some words to be understood and give a clear meaning.

   Nunan (1999) specifies that there are two types of spoken language as follows:

   1) Monolouge: a discourse by a single speaker such as speeches, lectures, and readings. For example, speaking in monologues namely; speeches, storytelling, presentations and others.

   2) Dialogue: conversation between two persons or groups.

In speaking we must to know whether our message is conveyed to the listener. It will be fatal if the listener interprets a different meaning because we were wrong in conveying the conversation earlier. According to Mufidah & Alpiyah (2019) in general speaking is a means of communication and the purposes are to communicate with each other. According to Sartika (2023) also stated that the purpose of speaking is to get the desired results. Speaking can also be formulated by giving a direct response to persuade to others in doing something, clarifying something that is not clear and expressing feelings. Pronunciation is a sound that we make while speaking and we need to be able to understand with each other about the material of speaking (Khasanah & As Sabiq)

According to Brown (2004) there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. First, imitative is a type of speaking by imitation, namely the ability of students to imitate or repeat what they hear such as words or sentences. Intensive speaking is a type of speaking that emphasizes students' linguistic abilities such as mastery of grammar, intonation, and rhythm. Responsive speaking is a type of speaking that emphasizes students' ability to speak spontaneously such as doing short questions and answers such as short conversations, congratulations, and comments. Interactive speaking is a type of speaking that is similar to responsive speaking, the difference is in the context and the number of participants involved. Like an example of a long conversation and more complex. Extensive speaking is a type of speaking that has limited interaction between the speaker and listener even not at all.

b. Types of Teaching Speaking

Type in teaching speaking in English is very important to encourage students to improve students' speaking skills. According to Ma'rufah (2018) in the ideal, the conditions of English teaching,

student engagement and participation can be the core to successful teaching that makes students more interactive and have more time to speak in class. Teachers must find what type is right for learning speaking. Inaccurate selection of types and use of teaching techniques can have adverse consequences and decrease student learning motivation. According Rokhayani (2015) Techniques that can be applied in English learning are as follows:

1. Ask and Answer: In practice, Student conducts Q&A. Students are free to ask anything and answer anything. Students are given the freedom to think and argue about this.

2. Describe: Students pair up with each other and the student describes the picture that has been held by the other student. They take turns explaining pictures using their own sentences.

3. Role play: Role play is a simulation of the behavior of the person played aims to train students to practice language intensively and can improve the ability to respect themselves and the feelings of others. (Joyce & Weil, 1972). Students practice a situation or drama and students are asked to use phrases or sentences that have been learned or use the help of cards.

4. Debate: Debate requires courage and requires a lot of vocabulary. Debate is not very suitable when used by young learners.

5. Guessing: Students guess by being given information by the teacher and students guess using English and the teacher asks questions also using English.

6. Remembering: Students close their eyes and remember pictures such as objects in the classroom or the location of places. This technique is effective for sharpening memory and minimizing forgetfulness of vocabulary.

7. Discussion: A topic is determined and students discuss the topic in groups. This technique is very suitable for intermediate and advance learners.

According Saimima (2016) a way or method used to teach speaking is conversation. In this case, conversation will emphasize things that exist in English itself, including ideas, vocabulary, listening, grammar, and practice.

c. Assessing Speaking

Assessment on speaking can be judgmental issue because tend to relate on native/nonnative speakers on pronunciation (Louma, 2004). Speaking requires partners in correcting errors in pronunciation. In addition, Nunan (1999) views that speaking requires someone who has good articulation, has sufficient vocabulary, and understands the grammatical structure in speaking. However, the function of speaking itself is so that people can understand the meaning of the word even though it does not meet the criteria above.

According to Nunan (1999) in assessing speaking must pay attention to several criteria. These criteria include:

1) Pronunciation
2) Fluency
3) Comprehension
4) Vocabulary
5) Grammar
6) Task

In speaking what needs to be considered is better fluency first accuracy later. This is because fluency speech in the training staff is difficult to carry out if the teacher is not tolerant of various mistakes made by students. With the criteria above, students can optimize in conducting test and pay attention to these aspects. The way to optimize and improve student speaking is with the help of teachers in guiding it. By using the oral feedback strategy, students are expected to improve speaking in the aspects mentioned above.

d. Errors in Speaking

According to Odden (2013) Pronunciation in a language belongs to the field of phonology. This means that it can be concluded that pronunciation is a process carried out for someone in pronouncing a language sound by involving a speech system that is owned and is closely related to the study of phonology. Many people make mistakes because of the lack of understanding of phonology theory itself. Errors in speaking are common things that have been experienced by many people. English learners at university, most of them make mistakes because of several factors that already exist in them and have become habits from previous school days. Moreover, another mistake is that they haven't learned how to pronounce vowel sounds correctly (Munadar *et. al*, 2021).

Error in speaking is an unintentional deviation from what is intended, either in the form it is said or how it is spelled. According to Aisy *et.al* (2021) Speech errors can be classified into 6 main types namely substitution, addition, omission, transformation, transposition, and metaphysis. Transformation refers to changing a word without changing its meaning. Transposition refers to when the words are out of order in a clause or sentence is rearranged into that order. Metathesis refers to when two adjacent sounds exchange places in a word or phrase without changing their meaning.

To reduce the occurrence of errors in speaking we can prepare topics well, be calm, focused, do not speak when not ready, and only use known vocabulary (Aisy, 2021). By paying attention to mistakes and ways to anticipate errors in speaking, speaking becomes better and reduces errors and does not fail in speaking.

2. Feedback Strategy

a. Definition of Feedback Strategy

Feedback is an action given by educators and in this case the teacher tries to help to understand learning by responding to the results

of a learning or work done until students master the material delivered by the teacher. Feedback is a neutral correction (Windarsih, 2016). Feedback emphasizes more on the solution given by a teacher to his students. Feedback is a reinforcement of students so as to produce more active and efficient learning. With the teacher giving a good response to students, it is hoped that students can further improve their results optimally. Feedback is not only about weaknesses or shortcomings but by providing feedback by the teacher, students can correct mistakes and students can get ideas in future learning.

According to Arikunto (2008), Feedback is all information both regarding output and transformation. Output is the student after going through the learning process, while transformation is the processor itself or in this case the learning. Feedback in learning activities is a matter that provides certainty to students whether learning activities have or have not achieved their goals. In addition, feedback is information that can be obtained from tests or other measuring tools to students to improve the achievement of learning outcomes. It can be concluded that feedback is a technique or strategy or way of returning work results or tests about students that are expected to provide motivation to students towards improving and increasing student learning prestige.

The benefits of feedback on students are that they can continue to encourage children to continue practicing, produce good grades and can improve abilities that cannot be seen and assessed by themselves. Not only that, feedback is also useful to assess which advantages and disadvantages so that children are more motivated and can correct the mistakes made, this can lead students to do more and be better than they have done. While the benefit of feedback for teachers is that it can be used to make decisions whether the subjects that have been implemented need to be improved or continued.

b. Kinds of Feedback Strategy

There are several types of feedback that we can apply in learning. Teachers also usually provide feedback in order to build learning motivation and process improvement or achievement of learning outcomes. To provide productive feedback, feedback needs to be accompanied by information that guides students in constructing knowledge because feedback will not simply change instantly or improve student responses in the learning process. According to Lathifah (2015) feedback can be in the form of reinforcement (positive and negative reinforcement). In positive feedback, students are expected to maintain and improve learning outcomes, while negative feedback is expected to be able to make children reduce and eliminate errors in learning outcomes. According to Damayanti (2017) feedback is divided into two, namely feedback classically and individually. Feedback is classically directed and discussed directly by teachers to students on the answers or results of the questions received, whether answered correctly or still incorrectly. While individual feedback is the teacher provides explanations or corrections to answers or errors by writing down some small comments in his own notebook individually. According to Haryoko (2011) feedback can give by teachers with verbally or nonverbally. Verbal feedback is a feedback that given by teachers in the form of language, speech, words or writing (oral feedback and written feedback). While nonverbal feedback is feedback with reactions in forms other than language or words, specifically using body movements or gestures.

Like previous sentences and theories, verbal feedback is oral and written feedback. Oral feedback is feedback delivered orally by teachers to students. Teachers can provide suggestions and corrections to the results of student work so that students can get improvements in the results of the work. Written feedback is feedback given by

teachers using written media or words. Written feedback can be useful in writing and revision activities such as punctuation, and word selection in writing.

c. Principle of Giving Feedback

Providing feedback is natural for teachers so that students can develop the results of their work, but not all teachers know what good and correct feedback looks like. In providing feedback, teachers must also understand how good principles in giving feedback to students. Teachers not only comment on student work only with subjective views, but teachers must use the right way to convey feedback. According to Haryoko (2011) in the opinion of Bloxham and Boyd (2007), the principle and key in feedback is that feedback will be useful when informing students about ways to improve student performance. Meaningful feedback can develop confidence and increase student creativity and motivation. In doing feedback must also be clear, specific, honest, and personal without linking with others.

In conclusion, the principle of providing quality feedback is that students first assess themselves. By doing so, students can understand the ignorant and lacking in themselves. They become more introspective and try to improve their abilities again; it is a motivation from them. The second is that the teacher gives praise before criticizing the student. Teachers should not emphasize only the mistakes made by students, but also appreciate the results they have achieved in doing the work. By doing praise first, students also feel valued for their work by the teacher and do not feel down.

Third, the teacher must limit what he wants to discuss. This makes students become more focused in thinking and solving these problems. In addition, students are also not confused and do not have to think anywhere. Fourth is to concentrate on what can be changed or improved. The teacher does not have to force students to correct all

the mistakes that exist in the work of their students, but the teacher must also know which things can be ignored or not. Understand the student's ability and not force it. And the last is to give students room to deal with fire. Students also have space in opinion, not only teachers. Let the student explain why he made the decision and as a teacher must listen and give advice if it is not in accordance with the existing procedures.

3. Oral Feedback Strategy
   a. Definition of oral feedback strategy

   Oral Feedback is information provided by the teacher to students about the results of the skills carried out both in learning and afterwards. In relation to learning, Irons *et. al* (2008) suggests that feedback is any information, processes or activities carried out to accelerate student learning are based on comments related to the results of student development assessments. From various kinds opinion above, it can be concluded that feedback is a form of information from the teacher who responds to further explanations in the form of types of action or input oral or written relating to student learning outcomes. Oral feedback is a response given by the communicant in the form of speech, such as comments, interruptions, questions, or grunts when the communicator is conveying a message. In this case, the speech as a teacher and the recipients of the information are students.

   According Kartono *et al* (2019) Oral feedback given by students must be clear and honest, therefore there is there are several things that need to be considered in providing quality feedback. Oral feedback becomes very much needed by students when students experience confusion in doing assignments.

   b. Types of Oral Feedback Strategy

   According to Lyster and Ranta (1997) in Lyster, Saito & Sato (2013) there are six types of oral feedback. They are classified into

two categories, reformulation and prompt. Reformulation include recast and explicit correction because both these moves supply learners with target reformulations of their non-target output. While the prompt includes a variety of signals other than reformulations that push learners to self-repair. Included in reformuliaton are recast and and beside that, prompt is included repetition, clarification request, elicitation, and paralinguistic signal.

Diagram 2.1 The Classification of Oral Feedback Strategy

```
                    ┌──────────────┐
                    │     Oral     │
                    │   Feedback   │
                    │   Strategy   │
                    └──────────────┘
              ┌────────────┴─────────────────────┐
     ┌────────────────┐                    ┌──────────┐
     │  Reformulation │                    │  Prompt  │
     └────────────────┘                    └──────────┘
       ┌──────┴───────┐          ┌──────────┬─────┴──────┬──────────────┐
  ┌────────┐ ┌───────────┐ ┌────────────┐ ┌──────────────┐ ┌───────────┐ ┌───────────────┐
  │ Recast │ │  Explicit │ │ Repetition │ │ Clarification│ │ Elicitation│ │ Paralinguistic│
  │        │ │ correction│ │            │ │   Request    │ │           │ │    Signal     │
  └────────┘ └───────────┘ └────────────┘ └──────────────┘ └───────────┘ └───────────────┘
```
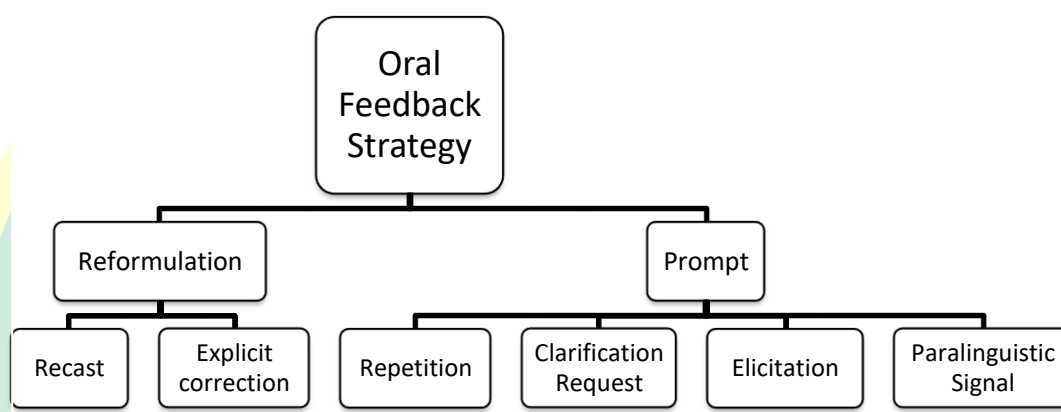
1) Recast

According Maizola (2016) recast Is the corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way. Recast is the feedback given by the teacher by directly correcting the student's faults by setting the right example without first telling that the students have uttered the mistake in their pronounciation (Sahara, 2019). Recast includes the teacher's reformulation of all or part of the student's utterances, minus errors.

For example:

Student: I went there two times.

Teacher: you''ve been. You''ve been there twice as a group?

2) Explicit Correction

Explicit correction means teacher explicit provision of the correct form. The corrector indicates an error has been committed, identifies the error and provides the correction. According to Sahara (2019) explicit correction refers to the teacher's provision of the correct form for the student' stterance is incorrect. Although having similarities in delivering the correct form in their input, explicit correction is different from recast in the side of explicitness. Recast looks more implicit than explicit correction.

For example:

Student: on May.

Teacher: not on May, in May. We say, „it will start in May"

3) Repetition

Repetition means teacher repetition, in isolation, from the student's erroneous utterances (Lyster & Ranta, 1997). Repetition refers to the teacher's utterance in repeating the error part of student's ill-formed into self repair. The student repeats the learner utterance highlighting the error by means of emphatic stress.

For example:

Student: I will showed you.

Teacher: I will SHOWED you.

Student: I will show you.

4) Clarification Requests

Clarification request mean the teacher uses phrases such as pardon me to ask for clarification from the student's speech. Clarification request mean the expression that the teacher produce to indicate that their utterances are either not understood or incorrect so the students need to repeat or reformulate their

utterances with clear and correct (Lyster & Ranta, 1997). The corrector indicates that he/she has not understood what the learner said.

For example:

Student: what do you spend with your wife?

Teacher: what?

5) Elicitation

Elicitation means the teacher's technique of arousing students' speech, for example, by 'strategically pausing to allow students' to fill in the blanks or by repeat student mistakes. Elicitaion occurs when students' attention is drawn to the teacher's feedback so that students will notice an error have been made and try to modify it. The teacher repeats part of the students utterance but not the erroneous part and uses rising intonation to signal the learner should complete it (Sahara, 2019)

For example:

Student: I"ll come if it will not rain.

Teacher: I will come if it .....?

6) Paralinguistic Signal

Paralinguistics refers to non-verbal elements of communication, such as tone, pitch, volume, and facial expression. The teacher use a gesture or facial expression to indicate that the student has made an error.

For example:

Student: yesterday I go cinema.

Teacher: "(gestures with right forefinger over left shoulder to indicate past)".

With the six types of oral feedback, it can be concluded that by using one or more types of oral feedback above, students can better understand the mistakes made and can correct them properly and correctly.

c. Strengths and Weakness of Oral Feedback Strategy

In learning at school, teachers use several methods or strategies that are appropriate in accordance with the existing material. This applies to all teachers from primary school to university level and to all types of learning. By using the right method or strategy, students can enjoy learning calmly and clearly. Conversely, if the teacher uses inappropriate methods or strategies in a lesson, students will find it difficult to capture a material or discussion. For example, the teacher is teaching students about the descriptive text, then the teacher provides a method of learning to memorize. This will make students difficult and feel burdened. In contrast, if the teacher uses a reading method or strategy, students will feel enjoy learning and can understand well. How important is the right method or strategy to teach in front of students.

One of the strategies discussed by researcher is oral feedback strategies for teaching speaking. It is undeniable that all strategies used by teachers must have strengths and challenges as well as oral feedback strategies. The oral feedback strategy also has the following strengths and weaknesses:

1) Strengths of Oral Feedback Strategy

According to Mulyani *et.al* (2022), there are three strengths in oral feedback strategy. The first is to increase in students' knowledge. In applying feedback to students will effectively increase student knowledge because it shares information about wrong speech. In a speaking lesson in the classroom, students must often make mistakes in pronunciation. The teacher gives feedback to students using appropriate corrections. Indirectly, these corrections can improve students' English skills, one of which is in learning speaking. Students will also become more active as they often speak in English.

The second strength is to improve students' speaking skills. With the oral feedback strategy applied by the teacher, students become informed about their mistakes and increase the knowledge they learn. In addition, by providing feedback to students, students will be aware of the mistakes they make. Like the statement above, students will be more active in classroom learning and students can prevent repeated mistakes in the future. Therefore, by providing oral feedback strategies gradually, students will improve speaking skills in the long run. The last benefit is that it can have a positive impact on students. Students feel that by the teacher giving corrections to students, students will feel cared for and feel valued by the teacher. With these advantages, students become more helped about the discussion and material delivered by the teacher and make students understands more about the mistakes made and how to correct them.

2) Challenges of Oral Feedback Strategy

When doing learning in class, teachers use the right methods or strategies to be applied to the way they teach. However, as perfect as the strategy is carried out, there must be some shortcomings that need to be considered by teachers. According to Mulyani *et.al* (2022) there are three disadvantages or challenges of using an oral feedback strategy. The first is to cause nervousness for students. Students feel that because students are afraid to make mistakes with the student's position in front of the class. Students become reluctant to speak because of the nervousness. Actually, students feel happy if they get correction from the teacher, but it can be detrimental to students if they do not consider the condition and time of students.

The second is to cause feelings that are not appreciated by the teacher. Often the feedback given by teachers is not liked by

students. An example is before students speak in front of the class, students must do the practice first. Students try to do their best when speaking. However, when speaking in front of the class, the teacher immediately corrects his mistakes in front of other students which make the student feel failed in learning. Learning a foreign language is very difficult and students have to remember vocabulary and how to pronounce it. This is a distinct deficiency felt by students. The third is to cause shame and traumatic feelings. Students feel uncomfortable when the teacher interferes with their speaking activities and the teacher corrects the student's mistakes in front of the class and witnessed by his peers. Students find it embarrassing and inadvertently other students laugh. This must also be considered by the teacher so that fun learning can be achieved with students being able to understand the material well.

B. Previous Studies

Based on several sources related to this research, the researcher presents several previous studies that have correlation to this research. Here are the results comparison between this research and the previous studies:

First is from Mulyani *et al* (2022) entitled *Students' Perceptions towards Oral Corrective Feedback in A Speaking Class*. The result of this study found three types of corrective feedback and benefits and drawbacks of oral corrective feedback. The similarity between this study and the research are both use same strategy and use speaking in the classroom. The difference of this study and the research is in this study use oral feedback strategy and explain about the types of oral feedback. The other difference is the researcher using teacher and student perceptions while in this study using student perceptions.

Second is from Khairani *et al* (2020) entitled *English Teachers' Oral Feedback in Teaching and Learning Process*. The result of this study is types of oral feedback given by the teachers were motivational feedback which is praise. The similarity between this study and the research is using same a

strategy namely oral feedback. The difference of this study and the research is in this study focus on increasing student motivation and more enthusiasm in learning while in the research focus on how to apply oral feedback from teacher to student.

Third is from Saleha (2019) entitled *Teachers' Oral Feedback in EFL Classroom Interaction*. The result of this study is types of teachers' oral feedback in EFL classroom interaction. The second one is a teacher's reasons for using oral feedback in EFL classroom interaction and the last one is the students 'perceptions about teacher's oral feedback in EFL Classroom interaction. The similarity between this study and the research is both used the same strategy, namely oral feedback. The differences between this study and the research is in this study use descriptive text for research and the subject of the research while in the research use grammar passive voice for research.

Fourth is from Kartono *et al* (2019) entitled *The Effect of Oral Feedback on the Achievement of Mathematical Problem-Solving Ability*. The result of this study is Oral feedback plays an important role in it to respond to student work or provide further information on mistakes made by students in problem-based learning, so that improve the attainment of problem-solving abilities with the aim of reducing errors the same for the next task. The similarity between this study and the research is oral feedback serves as providing further information to students so that work becomes better. The difference between this study and the research is in this study use variable mathematics problem solving while the research uses writing learning in English.

Fifth is from Alkhammash *et al* (2019) entitled *Oral Corrective Feedback Techniques: An Investigation of the EFL Teachers' Beliefs and Practices at Taif University*. The result of this study is focusing on one effective type of corrective feedback in different classroom. The similarity between this study and the research is use oral feedback in research. The differences between this study and the research are in this study focus on the most effective type of oral feedback in each class and its application while the research does not only focus

on one type. In this study use subject in Raid University while the research use subject in MAN 1 Banjarnegara.

CHAPTER III
METHODOLOGY

This chapter describes the process of research to be able to discover the answer of the research question as formerly stated in chapter one. It contains of type of the research, subject and object of the research, techniques of data collection, and technique of data analysis.

A. Research Design

This research used a case study that conducted at MAN 1 Banjarnegara. The research used descriptive qualitative resesarch and observation checklist. This research conducted the study using a qualitative approach to analyze the use of oral feedback strategy in teaching speaking in the class. The research used qualitative approach to place problems that require deeply the context of time and situation in question appropriate with the condition in the field through descriptive method. There would be one English teacher at MAN 1 Banjarnegara who would assist and participate in this research. This research collected the data by observation, interview, and documentation.

According to Soemantri (2005) qualitative research seeks to construct reality and understand its meaning. Thus, research qualitative research is usually very concerned with the process, events and authenticity. Indeed, in research qualitatively, the presence of the researcher's value is explicit in limited situations, involving a large number of subjects relatively few, thus a common thing in doing so he wells on thematic analysis. In qualitative method usually involved in interactions with the reality under study.

In qualitative research methods, it was attempted that the results of the research are described descriptively and written in the report, which is not listed as a number but rather a picture.

B. Research Site and Participants

MAN 1 Banjarnegara is a school that implements oral feedback strategy in teaching speaking, especially in grade 11th and shows positive response from students. Furthermore, teacher in grade 11 use oral feedback strategy to improve speaking in English lessons. MAN 1 Banjarnegara itself is located at Pucang Street No Km 3, Gemirit, Pucang, Bawang District, Banjarnegara Regency. By those reason, this school become the research site of this current study.

C. Subjects and Object the Research

1. Subjects of the research

    The subjects of this study were students of class XI at MAN 1 Banjarnegara and the English teacher in class XI. In this school, there were three English teachers that taught in class XI and only one teacher who uses oral feedback strategy. The research chose the teacher as a research subject because there is information related to the research topic. Another reason was the teacher use feedback on students in learning and often uses these strategies according to this study. The reason why choosing those students because the students got feedback from teacher and have good criteria and were recommended by English teacher there.

2. Object of the research

    The object of this research was the research topic that will be studied. There were two research objects; the first is the use of oral feedback strategy in teaching speaking for students in class XI MAN 1 Banjarnegara. Then the second were the strengths and challenges of using oral feedback in teaching speaking in class XI MAN 1 Banjarnegara. Researcher decided this topic as the object of research because in this school was use of oral feedback strategy in teaching speaking and it is an effective strategy that can be used to teach speaking. Not only that, by using this strategy can improve speaking for the better and understand where mistakes are made.

D. Data Collection Techniques

Observation, interviews, and documentation were become a technique of data collections. The data was taken from the process of teaching and learning activity in implementing oral feedback strategy in teaching speaking. This activity was intended to validate to the respondents whether it is relevant or not.

1. Observation

In this study, observation was used to obtain data about the implementation of oral feedback strategy in teaching speaking at MAN 1 Banjarnegara. Observations were made in four times, there were on August 14th 2023 in two classes when the material was taught, then on August 21st 2023 in two classes when student engage the conversation and speaking. This observation was made in MAN 1 Banjarnegara because teacher used oral feedback strategy and could help students in the speaking skill. Teacher taught English in offline learning activities. Observation checklist used to support observation, to mark oral feedbak used by teacher, and what mistakes do students when speaking.

2. Interview

Interview is an important data gathering technique involving verbal communication between researcher and the subject (Mathers *et.al*, 2002). List questions must be prepared first before conducting an interview. The subjects interviewed included teacher who used oral feedback strategy and 6 students who received feedback from the teacher when doing speaking practice. The interview was conducted offline in classroom XI on August 21th, 2023. This research used semi-structured interviews with English teacher and students' class XI at MAN 1 Banjarnegara. The aim was to find out the strengths or challenges when using oral feedback strategy in teaching speaking.

3. Documentation

According to Sugiyono (2015) documentation is a method of collecting research data that researchers would use by collecting records

of events that have passed, either in text, images, or monumental works of someone. In this study, the documents used were lesson plan and documentation.

E. Data Analysis Techniques

Based on Sugiyono (2015) data analysis is the process of systematically searching and compiling interview transcripts, field notes, and other materials collected so as to enable researchers to present what has been found to others. The data can be taken from the process of teaching and learning activities in implementing oral feedback strategies or others. Data analysis in qualitative research is the process by which researcher systematically search and organize their data to improve understanding of the data and enable the presentation of research results.

Data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. These are some techniques that researcher uses to analyze data based on Miles and Huberman (1984) model:

1. Data Reduction

Data reduction is needed to choose which data that appropriate to be used in research. To reduce the data, in this research collected the data, selected the appropriate data with focus of the research and removing unnecessary data. In collecting the data, in this research selected the entire data from the observation, documentation, and interview. This data reduction took place after the data collection has been completed, all observation checklist were read, understood and getting conclusion that contain a description of the results of the study. In this study, data reduction was done by reading all the results of interviews and observation checklists, and then selecting data that was in accordance with this study, then for data that was not in accordance with this study, it was not used to prevent unnecessary information.

2. Data Display

The purpose of data display is to give the description about the next plan that should be done by researcher. This research described all the data obtained from observation, interview, and documentation. To display the data, this research used narrative text to display the achievement of this research.

3. Drawing Conclusion or Verification

Verification is deciding the validity and accuracy of something. It is needed to be done in order to check whether the evidence that support the research is valid. However, the conclusion depended on the evidence that found in the field. This study used qualitative data analysis techniques.
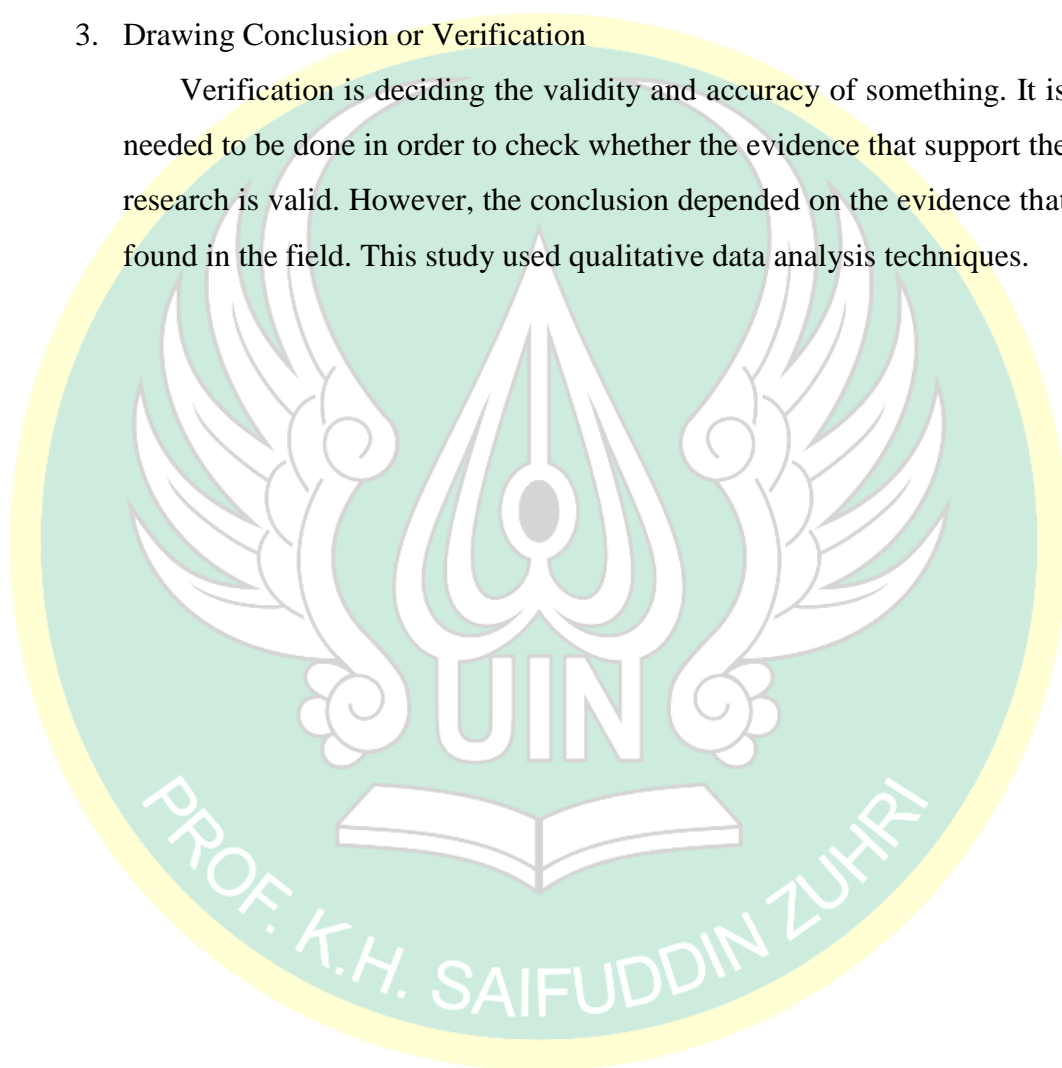
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data analysis and discussion to answer research questions which have been collected from the observation, interview, and documentation. The important points of this chapter are to know how is the implementation of oral feedback strategy in teaching speaking and what are the strengths and challenges of using oral feedback strategy in teaching speaking in MAN 1 Banjarnegara.

A. **The Implementation of Oral Feedback Strategy in Teaching Speaking in MAN 1 Banjaranegara**

One of the schools that often practices and implementing oral feedback in teaching speaking is MAN 1 Banjarnegara and not only that, teachers also provide feedback to their students. According to Nunan (1999) the type of speech is divided into two, namely monologue and dialogue. The data shows that monolog and dialog is used in this school. A monologue is the delivery of material or something spoken by a single speaker, namely as a speaker. In this case, learning at MAN 1 Banjarnegara sometimes uses the monologue method. For example, students are often tasked with reading in front of a lecture or presenting the results of a work, so that it fits the type of monologue speaking. The second is dialogue. Students often use this type to do practices such as having conversations and practicing assignments that are usually done in front of the class to convey information according to the theme given by the teacher. Based on observation, in practicing speaking, students create dialogues related to the theme of the material explained by the teacher.

> *"...The way of teaching English, especially in speaking, usually uses dialogues made by students themselves using themes related to learning"* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

It shows that teachers apply speaking learning using dialogue, sometimes using monologues such as reading text or reading the results of their work.

According to Lyster and Ranta (1997) in Lyster, Saito & Sato (2013) there are six types of oral feedback. The six types are recast, repetition, clarification request, explicit correction, elicitation, and paralinguistic signal. In this research conducted a study during four classroom meetings and found four types of oral feedback. The data shows that the teacher use four types of oral feedback namely repetition, clarification request, explicit correction, and elicitation. At the time of observation, the teacher gave oral feedback fourty times. The types of oral feedback applied by teacher for teaching speaking are explained as follow.

1. Repetition

The first type used by the teacher in teaching speaking is repetition. Repetition is repeating student' mistakes and adjusting intonation to attract student' attention to their error (Mulyani et al, 2022). The teacher repeats the student's words with the teacher changing the intonation to identify that the words spoken by the student are incorrect. Based on observations, the teacher uses the text of the dialogue that has been created by the students. In determining the theme when speaking is determined by the teacher. More precisely, the teacher adjusts to the material that has been elaborated, this speaking learning has a function so that students can pronounce and speak appropriately in accordance with the right pronunciation. However, it is undeniable that students must make mistakes in pronunciation. Based on observations that have been made in this research, teacher often use this type of oral feedback, because it is easier to understand pronunciation errors by students.

A teacher in MAN 1 Banjarnegara informed that in justifying speaking students use the repetition type.

> *".... as I did earlier, namely by repetition. Students repeat the correct pronunciation. Sometimes also when going to practice in speaking, I asked in advance the word that was difficult to say and I also told him the meaning."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

This shows that the repetition type is applied by teachers to do feedback in their speaking. In addition, students repeat the correct pronunciation. Based on observations, the teacher also added that the most commonly used types of oral feedback are repetition and explicit correction

A teacher in MAN 1 Banjarnegara corrected student pronunciation when students spoke in front of the class. For the example:

> *…… S : Yo're welcome, /yore welkəm/ eat slowly and fill up your energy*
> *T : Yo're welcome, /yore welkəm/ eat slowly and fill up your energy?*
> *S : You're welcome, /jʊə(r) welkəm/ eat slowly and fill up your energy*
> *T : Good job* (Student Speaking Dialogue in Front of Class on August 21st, 2023)

In the example above, the student made a mistake and mispronounced the word "You're Welcome". Teacher repetitions the wrong pronunciation and students immediately understand and correct the pronunciation.

Another example when teachers make corrections and feedback using repetition type:

> *S : I thing /ɵɪŋ/ forget to bring my money*
> *T : I thing /ɵɪŋ/ forget to bring my money?*
> *S : oh sorry miss, I think /ɵɪŋk/ forget to bring money*
> *T : It's okay"* (Student Speaking Dialogue in Front of Class on August 21st, 2023)

This also shows that teachers use repetition in giving feedback to students. Students make mistakes in pronouncing "THINK". The teacher directly provides feedback by repeating the words back so that students can understand their mistakes.

Picture 4.1 Teacher gives oral feedback with repetition type

Based on the picture above, the teacher gives oral feedback directly by repeating the wrong pronunciation and corrected by the teacher. Students have a dialogue and after a dialogue, the teacher immediately gives their oral feedback.

When students practice speaking, the teacher gives repetition type 20 times. The use of repetition type by teachers is to correct errors in student pronunciation. The use of repetition is also to make students understand the wrong pronounciation so that students do not make mistakes again. The use of repetition is intended for students who have a background in low English learning. So, the most suitable feedback to use for these students is to use the repetition type.

> *"The use of repetition and explicit correction are used for students who have a low English learning background"* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

When the teacher gives repetition feedback to students, students find it helpful and students find it easier to follow how the correct pronunciation is done by the teacher. Student can understand and can reduce errors in their speaking. However, the weakness caused by this feedback is that students only wait for the teacher to give the right feedback.

Based on findings above, types are used by teachers to provide feedback to students in the classroom. Repetition type is also applied by

teacher to give feedback and make students understand better. Students understand better if teacher uses this type and teacher also use repetition type more often in doing feedback. This is in accordance with the findings of Tsang (2004) in his study it was found that feedback repetition is the most important type of feedback used by teachers and the type of feedback that ends up highest in the number of uptake movements. Another finding is also echoed by Dabaghi (2010) that repetition can produce more correct and appropriate answers because it is practiced directly by the teacher and students follow the teacher's speech. By using the repetition type, teachers make a greater contribution to the benefits obtained by students. Based on the opinion of some expert above that, the use of repetition in learning is most often used and can produce more precise and correct answers because it is directed by the teacher. The student imitates the right speech and will not make any more mistakes.

2. Clarification Request

The second type of oral feedback is clarification request. According to Sahyoni (2018), clarification request is a type of oral feedback that requires questions that show that the student's speech is misunderstood and the teacher must do the necessary repetition and requires a request for clarification. So it can be concluded that the teacher clarifies or asks students about what has been said so that students will think back to what has been said so that students know the problem. The teacher does not provide any information to the student regarding the type or location of validity. The teacher shows that the teacher has not understood what the student is saying. Based on observation, the teacher performs clarification requests by asking again about what is said by students. During observation, this research also found that when teachers use this type of oral feedback, students feel confused. In this case, the teacher understands that the pronunciation thrown by the student is wrong, so the teacher clarifies so that the student looks for the mispronunciation. Sometimes the teacher gave the correct from directly.

A teacher in MAN 1 Banjarnegara informed that in justifying speaking students use the clarification request.

> *"....Other types such as clarification request and elicitation are sometimes used."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

This shows that the clarification request type is applied by teachers to do feedback in their speaking. Students repeat the correct pronunciation. With the teacher giving a code or apology request so that students repeat the word that has been said and change to the correct pronunciation.

In addition, a teacher in MAN 1 Banjarnegara corrected student pronunciation when students spoke in front of the class using clarification request. For the example:

> *S : I well /wel/ buy a noodle, chips, and yogurt. How about you?*
> *T : Sorry?*
> *S : I will /wɪl/ buy a noodle, chips, and yogurt. How about you?*
> *T : Okey.* (Student Speaking Dialogue in Front of Class on August 21ˢᵗ, 2023)

In the example above, the student made a mistake in the pronunciation of "Will" and the student pronounced "Well". In this case the teacher corrects the feedback in the form of clarification request by asking the speaking and the student corrects the speaking.

Picture 4.2 Teacher provides oral feedback with clarification request

Based on the picture above, the teacher gives oral feeedback using clarification request and the teacher has time to check the student's book and see the writing of the dialogue text, whether it is correct or there is an error.

Feedback clarification request made by the teacher to students 5 times. Clarification request is used by teacher to reconfirm whether the student's pronunciation is correct or not by giving a statement "sorry" to repeat the pronunciation. The use of feedback is intended for students who experience errors in pronouncing words. This feedback is used and addressed to students who have more proficiency in English.

> *"The use of this feedback is used for students who have a good English learning background''* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

The teacher feels that the student knows the pronunciation of the wrong word, but the student forgets so the teacher reminds by providing clarification to the student so that the student remembers again and can pronounce the word correctly. Based on observation, it is proven that students who have a good background study in English, the feedback that given by the teacher can be used well by the students. When the teacher has given feedback, students are greatly helped and students can remember the correct pronunciation of what kind of pronunciation if they get clarification from the teacher. At first students feel confused, but with the oral feedback clarification request students become helped.

Based on the findings, that teacher sometimes uses this type although not very often compared to repetition. This is in accordance with the findings of Rahmi (2017) which states that the use of clarification request is only used in some cases and does not always use this type. As in finding above, the use of repetition and clarification request also experience a very far difference. The use in this type is more aimed at students who quickly understand their mistakes and have more proficiency in English. According to Rahmi (2017) also states that clarification request requires explanation and negotiation with students and does not

immediately give the right answer. That way the time needed will be longer. This is also in accordance with the above finding found in this research. With use this oral feedback takes longer. However according to Ghariblaki &; Poorahmadi (2017), the use of clarification request feedback can make students become more interactive and active in communication. Students become more active in thinking and asking questions because they have to find their own fixes. But based on observations, in this research found that if students make mistakes and teacher use clarification feedback, teachers usually tell students not to take a lot of time because of time constraints. This is in accordance with the above opinion.

3. Explicit Correction

The next type is explicit correction. According to Anasthasia &; Mardijono (2014), explicit correction refers to giving the correct form or speech explicitly by the teacher clearly because the student made a mistake in pronunciation and the student has made the wrong form. According to AH Umam (2019) this type describes that the teacher gave the correct version of the error. An example would be " You should have said..." to show students' mistakes clearly and not convolutedly. This feedback is also often referred to as open and clear feedback because it immediately focuses on the core of the problem and how to fix it. The teacher gives honest feedback clearly both positive and negative feedback. Based on classroom observations, in this research found that teacher uses this oral feedback to make it easy for students to understand. Using this feedback immediately makes students understand their mistakes. The teacher makes clear and repeated corrections.

A teacher in MAN 1 Banjarnegara informed that in justifying speaking students use the explicit correction.

> *"....It can be concluded that I tend to use repetition and explicit correction most often."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

In the statement above, it can be proven that teachers use explicit correction in correcting speaking in class to students. Teachers often use

explicit correction in doing feedback not only that, teachers also often uses repetition type in correcting errors in speaking. Based on observations, teachers use explicit correction in providing feedback to students to be more easily understood by these students.

In addition, the teacher in MAN 1 Banjarnegara corrected student pronunciation when students spoke in front of the class using explicit correction. For the example:

> *S : Sulfa, what will you buuy /buy/ in Cafeteria?*
> *T : Not buuy /buy/, but buy /baɪ/. What will you buy /baɪ/ in Cafeteria?*
> *S : Okey miss. What will you buy in Cafeteria?* (Student Speaking Dialogue in Front of Class on August 21ˢᵗ, 2023)

In the conversation above, the student made a mistake in mentioning the word "BUY". Students pronounce it as "BUUY". Finally, the teacher does explicit or direct feedback. Then the student immediately corrects the wrong words. This is one example given by teachers during observations.

Picture 4.3 Teacher provides oral feedback with explicit correction

Based on the picture above, the teacher provides oral feedback by directly giving appropriate and direct feedback. The feedback is done explicitly. Teachers when using explicit correction feedback were carried out 11 times. Teachers often use explicit correction because it is easier to understand by students who have less knowledge in English.

"The use of repetition and explicit correction are used for students who have a low English learning background" (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Explicit correction is used by teachers to make it easier for students to correct their wrong words. This feedback is aimed at students who have less proficiency in English. This function is the same as the use of repetition feedback, because this feedback is the easiest for students to understand. Students who receive this feedback are very happy because they do not confuse students. The used of this feedback was proven that when students found the same words, the students experienced an improvement in their pronounciation after being given feedback by the teacher. However, the weakness caused by this feedback fund is that students become lazy in thinking and only wait for correction from the teacher. Students put less effort into finding what the correct pronunciation looks like.

Based on finding that found in this research, the use of explicit correction is a feedback that is widely used by teacher in addition to repetition. This is in accordance with research according to Yu (2022) it is proven that explicit feedback is more widely used and more effective in improving students' ability to learn the truth and become more confident and motivated in the learning process. Teachers use explicit feedback because it's more useful, doesn't waste time, and students pay more attention. This is in accordance with the findings of Ellis *et al* (2006) that students who get explicit feedback will provide greater benefits. In this research found, the use of explicit correction is also used more than the use of oral feedback elicitation and clarification request types.

4. Elicitation

The last type is Elicitation. According to Laeli & Setiawan (2019), elicitation is repeating the correct part of the teacher's sentence and asking students to continue their speech by asking students to make self-corrections. Elicitation can also be called a technique that encourages students to be independent in justifying. According to Sahyoni (2018)

there are three elements in feedback elicitation, namely reformulating mistakes, asking open questions, and applying strategic pauses. Based on observation the teacher does repetition in sentences but does not make corrections. The teacher repeats parts of sentences and uses different or elevated intonations to cue students to complete them. In conclusion, elicitation encourages correct formulation and teachers perform elicitation by highlighting intonation and word emphasis.

A teacher in MAN 1 Banjarnegara informed that in justifying speaking students use the elicitation.

> *"...Other types such as clarification request and elicitation are sometimes used by me."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, teachers use elicitation types and apply them in learning. The teacher uses this type and provides a code to distinguish the intonation in the conversation and hopes that students continue the dialogue and correct their mistakes individually without the help of the teacher. The teacher only provokes by distinguishing these intonations.

In addition, the teacher in MAN 1 Banjarnegara corrected student pronunciation when students spoke in front of the class using elicitation. For the example:

> *S : What are you <u>loking for?</u>/loking/*
> *T : What are you….? (Rising intonation)*
> *S : What are you <u>looking for?</u> /lʊkɪŋ/*
> *T : Okay good.* (Student Speaking Dialogue in Front of Class on August 21st, 2023)

Based on the Elicitation example above, the teacher provides feedback by raising the intonation so that students can continue their dialogue and the teacher indirectly gives the wrong picture by giving a different intonation. in the example above, the student made a mistake in pronouncing "LOKING FOR" and what should have been "LOOKING FOR". The teacher realized it and immediately gave feedback elicitation.

Picture 4.4 Teacher gives oral feedback with elicitation type

Based on the picture above, the teacher provides oral feedback by elevating the intonation so that students can correct previous incorrect speech.

The teacher gave this feedback only 4 times. This is because the use of repetition and explicit correction is more beneficial and students are faster at receiving correct speech. The use of elicitation takes a long time because the teacher has to wait for proper reflection from the students themselves. The use of elicitation is used if students are smart in learning English and already know a lot about how to pronounce each word.

"The use of this feedback is used for students who have a good English learning background" (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023

Based on interview, the use of elicitation in providing feedback to students is very helpful for students who have a good study background in English. This is the same as using clarification request feedback. However, with this feedback, students will become even more enthusiastic in learning because the corrections obtained are not instant from the teacher, but the rest who look for it themselves. This applies to students who have a good background in English learning.

Based on the last finding found the teachers use this type of oral feedback by distinguishing intonation from student speech. Teachers rarely use this feedback. This is in accordance with research put forward by Laeli & Setiawan (2019) that elicitation is rarely used by teachers. Teachers prefer to use repetition and explicit correction in providing feedback to students. This is more in line with the student's state and the condition of the class. This is also supported by the discovery of Ellis (2006) that the use of explicit correction is most often used rather than elicitation.

In addition, the use of oral feedback used by teachers is very helpful for students' development in English. Students become more active in the classroom. Not only that, the use of oral feedback increases students' knowledge and abilities, especially in pronunciation, vocabulary, and vocabulary selection as well. In conclusion, students get four types of oral feedback and apply them in speaking. Students can make corrections because the teacher provides feedback using the oral feedback above. Oral feedback consists of repetition, clarification request, explicit correction and elicitation. The most effective use of oral feedback and the most frequently used by teachers are repetition and explicit correction. Based on interviews conducted in this research, students felt helped by the oral feedback given by the teacher.

B. The Strengths of Using Oral Feedback Strategy in Teaching Speaking in MAN 1 Banjaranegara

In conducting oral feedback based on observations, this research found three strengths when using oral feedback strategies in the classroom. The three strengths are as follows:

1. Increase in knowledge and skill in speaking

The first strength found in this research is the increase in knowledge and skills in speaking. Students can find out mistakes in their speaking because the teacher gives feedback. Based on observation, feedback provided by teacher helps students develop students' knowledge and skills in speaking. In addition, the intended knowledge is known how to

pronounce, adding vocabulary, and how to correct intonation when pronouncing words in English in speaking.

A teacher at MAN 1 Banjarnegara informed that one of the benefits of using oral feedback is to increase students' knowledge and skills in speaking.

> *"The advantage is that students can immediately know their problems in speaking and students can improve their knowledge and ability or skill in English"* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, the benefits or strengths in doing oral feedback carried out by teachers aim to enable students to improve their ability to speak English, especially in terms of student knowledge and skills. Based on the above understanding, students can also find out the location of the error and become more aware.

Based on the above statements related to the above observations, teacher also sometimes introduce and add vocabulary in the classroom. The addition of vocabulary is flexible. Teachers provide additional vocabulary at the beginning or middle of learning because it can make students familiar with the word and can increase student knowledge as well.

The teacher informed that the pronunciation done would be better if adding the vocabulary in the class.

> *"I use vocabulary for quizzes at the beginning of learning. This is the initial picture for remembering and how to pronounce correctly for students."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, the teacher provides vocabulary in class and is usually used as a quiz at the beginning of learning. This gives an initial picture of pronouncing sentences in English more correctly because it becomes familiar in the minds of students.

It can be concluded that the use of oral feedback carried out by teachers provides knowledge and skills for students. Students become imitating good things and learn more about English. Not only that, by

knowing how to read or pronounce words in English, students can learn two things, namely increasing their knowledge and skills in listening and pronouncing in English.

2. Have a positive impact on students

The second advantage that has an impact on students is that it has a positive impact both on students inside and outside the classroom. The teacher informed that the use of oral feedback has a positive impact in the classroom, especially in learning to speak.

> *"This has a positive impact on students and increases their self-confidence in my opinion."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, the use of oral feedback can have a positive impact on students. Not only that, students becomes more confident in the classroom.

Based on observations, teacher observe that the use of oral feedback can increase student activeness and become more fluent in English even though there are still many errors in grammar and pronunciation. However, this has a very positive impact on learning to speak, because students must be required to speak frequently in class. Another positive thing is that students become more active in talking to teachers or other students, by discussing how to pronounce this sentence correctly. And these students indirectly improve their ability and knowledge in learning English.

The teacher informed that the use of oral feedback makes students become more active in learning to speak

> *"Students are told to practice frequently in speaking English. Not only that, students also often told to do permit or other things using English. This method is one so that students are more active in class."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, teachers often speak and make students become more active. In this case, teachers can correct oral feedback to students when speaking or doing permits.

Based on observations, teachers state that the use of oral feedback is very important because if students make mistakes in their spaking and there is no correction for these errors, students will continue to say repeatedly and do not know that the pronunciation is wrong. Students assume that the pronunciation they do is the right thing.

The teacher informed that the use of oral feedback is very important in speaking classes.

> *"I have to correct the wrong pronunciation made by the student If it is not corrected it will be a structured error, Students think that such pronunciation is the right pronunciation when it is wrong, so I always give correct feedback to students so that students become more improved in their knowledge and speaking."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, the use of oral feedback is very important because if the pronunciation error is not corrected, it will become a structured error and students feel that the pronunciation is correct, but it is still wrong and must be corrected. This is one of the positive impacts when using oral feedback in the speaking class.

Based on observations in class, students gave statements that students were greatly helped by the feedback given by the teacher. With students helping with feedback, it can be concluded that feedback has a very good positive impact in the classroom. One of the students informed that giving feedback was very helpful in learning to speak

> *"It was very helpful, I became more aware of the pronunciation, at first I didn't know and finally got it wrong, but with the correction by the teacher, I became very helpful."* (Interview with student MAN 1 Banjarnegara on August 21st, 2023)

Based on the above statement, students find it very helpful and students argue that they become more concerned with their English pronunciation.

It can be concluded that the use of oral feedback used by teachers is very useful and has a lot of positive impact on students. This is evidenced

by students becoming more active in speaking English in class; students become more helped by the oral feedback given.

3. Students are more confident in speaking

The last advantage or strength is that students become more confident in speaking. Based on observation, teachers give oral feedback when students make mistakes. When students make mistakes, students become shy and insecure even more so that other students pay attention and listen in class. This is a pressure for students who do speaking. In addition students sometimes still do not fluence in speaking and lack vocabulary and it becomes a burden for these students. With oral feedback from the teacher, students become more confident in saying sentences or vocabulary that knows.

The teacher informed that students become more confident when teachers provide corrections through oral feedback.

> *"This has a positive impact on students and increases their self-confidence in my opinion."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, oral feedback gives student confidence in speaking in the class. Self-confidence is important when speaking. Based on an interview with one of the students at MAN 1 Banjarnegara, the student informed that the use of oral feedback can increase their confidence.

> *"I became more understanding when the teacher corrected me. I will become more confident also when I know how to read it."* (Interview with student MAN 1 Banjarnegara on August 21st, 2023)

From the statement above, students find it helpful if the teacher provides correction or oral feedback to them. Students become more confident when teachers pay attention and give correct oral feedback. Giving oral feedback to students who are less able to speak greetings will be very beneficial for them because they gain their confidence. In the state of students speaking in front of the class, students become more depressed and become imperfect in their speech because of nervousness.

It can be concluded that the use of oral feedback by teachers can increase students' confidence when speaking in front of the class. They feel less afraid if they make mistakes because the teacher will give the right correction to their students.

Based on the finding found in this research, the research found three strengths or advantages in using oral feedback. The first is to improve students' knowledge and skills, the second is to have a positive impact on students, and the last is that students become more confident when speaking. The first is that students get knowledge and skills from the feedback given by the teacher. This discovery is in accordance with Mulyani *et.al* (2022) opinion that the advantage or strength she found is that it can increase students' knowledge. Students indirectly learn from mistakes and gain valuable corrective knowledge from teachers. The knowledge gained in the form of pronunciation in speaking improves and can know how to pronounce correctly. The second advantage stated by Mulyani *et.al* (2017) is able to improve the ability of students. So not only students' knowledge increases but students' speaking skills also increase. Students become trained to use English when speaking because they repeat the right things given by the teacher.

Based on finding above, another advantage is to have a positive impact on students. This is also in accordance with the findings of Mulyani *et, al* (2017), which is to have a positive impact on students in the learning process. Students become more motivated and students feel given more attention. The positive thing that can be obtained is that by using oral feedback students become more proficient in using English in the future. Since the student uses the correction given by the teacher, the student will not repeat his mistake again in the future. Based on the finding above, the last advantage is that students feel more confident in speaking. They become more courageous when speaking in class. This is in accordance with the findings of Irawan & Salija (2017) that the use of oral feedback can provide more courage and confidence for students. Students become less afraid to answer questions or have dialogue in the

classroom. Indirectly, the use of oral feedback instills confidence and courage in speaking.

In addition, the advantages of oral feedback above can be positive for students. The increase in students' knowledge and skills makes students become more familiar in English and feel proud of it. This has a positive impact on students and can be beneficial for their future. The use of oral feedback can also give students confidence. This can be shown in speaking in front of the class and students become brave and enjoy speaking.

C. The Challenges of Using Oral Feedback Strategy in Teaching Speaking in MAN 1 Banjaranegara

In conducting oral feedback based on observations, the research found two challenges when using oral feedback strategy in the classroom. The two challenges or disadvantage as follow:

1. Students become less appreciated in their speaking.

In speaking in front of the class, students have prepared their work, which is about dialogue related to asking and giving opinions. In making the dialogue, students have done their best work and hope to give the best performance in speaking. However, there are obstacles that make them feel failed in doing their work because the teacher seems to provide a lot of corrections in their speaking. Students feel that the use of oral feedback given by the teacher makes students less appreciated for their work and impressed that the results of their work are not good. Based on observations, when teacher give feedback, some students are happy and more confident in speaking. However, some students also felt disappointed with the results of their work. This can be seen from the results of corrections given by teachers to their students. If there is a lot of oral feedback given by the teacher, there are many errors in speaking between wrong pronounciation or using the wrong word. This makes students feel less appreciated for their students' work.

The teacher informed that the use of oral feedback can make students less appreciated for their work.

"For obstacles for students, maybe they become less appreciated because I always correct from the speaker, I seem not to appreciate the results." (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, teacher also feels what students feel, namely students are less appreciated from their own work. This is because teachers always provide corrections if they make mistakes.

Based on observation, some students also feel that excessive use of oral feedback can make students' work useless and feel unappreciated by the teacher. One of the students in the class shared his feelings when given oral feedback by the teacher.

"I feel a bit disappointed with myself, but it's still learning so it's okey if we make mistakes so it can be learning again." (Interview with student MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, student feel disappointed with the results of their work in making dialogue and how to speak in front of the class, but it still makes student more enthusiastic and continue to learn so as not to make mistakes again in the next practice.

However, this challenge can be overcome by using mental reinforcement and encouragement from teacher to student. By providing encouragement and support to do it even better, students become confident again and make students will study harder, especially in speaking. Based on observations, when students have finished their dialogue and speaking, the teacher always provides encouragement so that students continue to improve their speaking. After that the teacher always gives applause after the students speak in front of the class. It can give encouragement back to students. The other students also always give a round of applause to every student who speaks in front of the class.

The teacher informed that the solution used for students who feel less appreciated by themselves in speaking

"The solution to the obstacles experienced by students is that they are not appreciated; maybe I will give encouragement after I correct mistakes so that it will reduce disappointment in

students." (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, the teacher encourages students and continues to support so that these students can continue to develop in their speaking. The teacher hopes that encouragement can reduce disappointment and lack of appreciation by the teacher himself.

It can be concluded that excessive use of oral feedback can make students feel less appreciated by the teacher himself. One solution that can be used to reduce students' feelings of disappointment is to encourage and give a clapping at the end of their speaking so that students feel excited again and feel cared for again

2. Students become lazy in doing assignments

The second challenge is that students become lazy in doing assignments because teacher still correct their students' mistakes so that students do not do or are less optimal in doing so. Based on observations, there are some students who do their assignments but not optimally because the teacher will definitely correct the mistakes. Students play more alone and joke with their friends and pay less attention to their work and assignments. In the end, when students speak in front of the class, students who feel this become less optimal and rely on feedback from the teacher alone. The student makes no effort in finding the right speaking. With the teacher giving this feedback, students become lazy to find the right answer and only rely on help from the teacher.

The teacher informed that the use of feedback made the rest lazy to work on their assignment

. *"Then there are some times when students even take advantage of feedback from the teacher and the student does not want to do the assignment because the student assumes that the teacher will definitely helpthe student"* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, the teacher feels that, there are some students who use feedback and students become lazy in doing their work.

Students think that the teacher will definitely help them and make students only rely on the teacher.

Based on observations when students are lazy and only expect help from the teacher, the teacher just keeps quiet and students will continue to think and try to find their own answers to their mistakes. After the student feels regretful and finishes in doing his dialogue and speaking in front of the class, the teacher finally gives feedback and gives relief to the student so as not to repeat it again. The teacher informed that one solution to reduce students' laziness in doing assignments is to be quiet and give time for the students to find their own answers from their mistakes.

> *"For the solution of the second problem is that the teacher is not too helpful in providing feedback. So the teacher just listens and waits for the student to justify himself in order to get a deterrent nature and not do it again."* (Interview with teacher MAN 1 Banjarnegara on August 21st, 2023)

Based on the statement above, teacher gets a solution so that students do not become lazy in carrying out their duties, namely by quieting down and giving time to students so that they are aware and students can look for their own problems. It can be concluded that students can be lazy in doing their duties or just wait for the teacher to give feedback if the teacher often provides assistance in the form of feedback to students. Students become lazy and expect help from teachers

Based on the finding above, the challenges in doing oral feedback found in this research are that students feel less appreciated from the results and students become lazy in doing tasks. This is in accordance with the finding of Mulyani (2017), which causes feelings of disrespect. Feedback is often disliked because it can make students feel unappreciated in speaking. The limited ability of students in learning English, especially in speaking makes students have to strengthen themselves and require extra concentration. Moreover, pronunciation is difficult and having to pronounce vocabulary with the correct rules is very burdensome for students. However, from all the hard work, if students make mistakes in speaking, the teacher immediately corrects the

mistakes and seems not to appreciate the hard work of the students. Based on the finding above is also in accordance with Mahmoud's (2018) opinion that the use of oral feedback is influential in terms of student motivation. The use of oral feedback makes students motivation decrease or not.

Based on the above finding related to students being lazy in doing their duties because they expect teachers to justify it, this is in accordance with the finding of Irawan & Salija (2017) that the use of oral feedback makes students lazy to study and do the task. In their findings, they argue that the use of oral feedback can have a negative effect on students if done frequently. Students become lazy in doing assignments and lazy to study. Students do not want to learn and students become lazy to do things given by the teacher, such as assignments and others. Students consider this to be a common thing in learning. However, with such minded students, students do not develop in gaining knowledge and experience.

In conclusion, the challenges in doing oral feedback are in the form of lack of appreciation of student work in speaking by the teacher and students become lazy in doing task and study. Teacher does not see appreciating the results work by students and sometimes students only rely on feedback from teachers without students making efforts to correct their mistakes. However, with oral feedback students know, and if students are not given correction, students will always say and do wrong things. The solution used to overcome this is to provide mental support and encourage students who get oral feedback from the teacher to reduce the disappointment. And the right solution so that students can reduce laziness in doing tasks is that teacher must be firm and give time for students to think and look for mistakes and correct them, so that students get a deterrent nature towards themselves.

CHAPTER V
CONCLUSION AND SUGGESTION

There are three sectionsin this chapter: conclusion, limitation of study, and suggestion. Firstly, the section contains the conclusion by the researcher based on the data gathered. Secondly, the section presents limitations of study. Lastly, the section is the researcher's suggestions for the teacher, students, and future researcher.

A. **Conclusion**

The aims of this research were to identify the implementation of oral feedback strategy in teaching speaking and to find out the strengths and challenges of using oral feedback startegy in teaching speaking in MAN 1 Banjarnegara. After the researcher analyzed the data, the conclusions are explained as follows:

Firstly, the research question investigated the implementation of oral feedback strategy in teaching speaking. According the results, it was found that the implementation of oral feedback uses four types of oral feedback that are implemented in the classroom. The first type is repetition. Repetition is repeating students' mistakes and adjusting intonation in speaking. Based on the results, this type was the most frequently used oral feedback in speaking learning. The second is explicit correction. Explicit correction is correcting the student's pronunciation directly. Based on the results, this type is the second most oral feedback used by teacher. The third is clarification request. Clarification request is to ask question to students to show that there is an error in their pronunciation. The last is elicitaion. Elicitation is repeating the student's speech by changing the intonation that indicates that there is an error. According the result, both types were rarely used by teacher.

Secondly, the research question to find out the strengths of using oral feedback strategy in teaching speaking. The results of the research found three strengths when using oral feedback strategy in teaching speaking. The first is

to improve students' knowledge and skill in speaking, the second is have a positive impact on students, and the last is that students become more confident in speaking. Third, the research question to find out the challenges of using oral feedback strategy in teaching speaking. The result of the research found one challenges when using oral feedback strategy in teaching speaking. The challenges are that students become less appreciated in their speaking because the teacher immediately justifies so that students feel less appreciated for their work by the teacher and student become lazy in doing task or assignment.

B. Limitations of the Study

This research has limitation despite being carried out as throughly as possible:

1. In the observations process, the time spent to find challenges in conducting oral feedback strategies is less and only finds two challenges.
2. During the interview, the students' answers are closely similar so that sometimes it hampers the process of working on the thesis.

C. Suggestions

After conducting research on the implementation of oral feedback strategy, strengths and challenges when using oral feedback strategy, here are some suggestions related to the results of this study. The advice given is as follows:

1. For the teacher

    Oral feedback can be applied by teachers to help students improve students' knowledge and skills in speaking. It can also help the teacher to assess their students speaking proficiency in the classroom. The results of this study can be used as a guide when choosing the more effective speaking learning strategies for student. Hopefully, teachers can implement more creative and better strategies to improve student learning, especially in speaking.

2. For the student

Oral feedback strategies carried out by teachers have many advantages for students. Students can follow the speaking learning process well. In addition, to further improve their speaking skills, students can find and add more effective methods or strategies. Students can add strategies to continue to develop students' speaking skills outside the classroom.

3. For the next researcher

For future researchers who are interested in conducting research on oral feedabck strategies in teaching speaking can expand on this and learn. In addition, it is also important to maintain the other three skills of writing, listening, and reading, not just speaking. When future researchers want to use the same subject, they may be able to use it as an outline to present useful research.
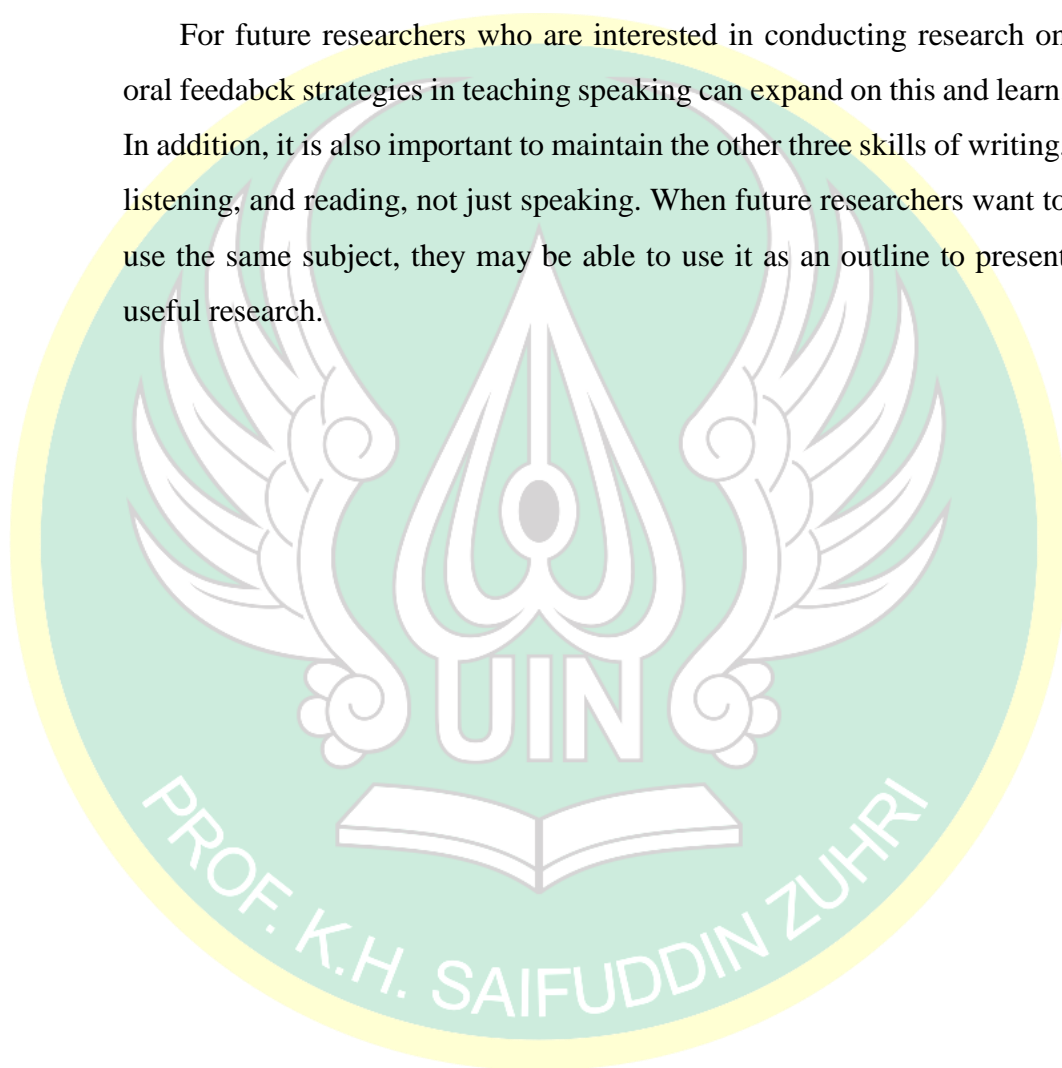
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APPENDICES
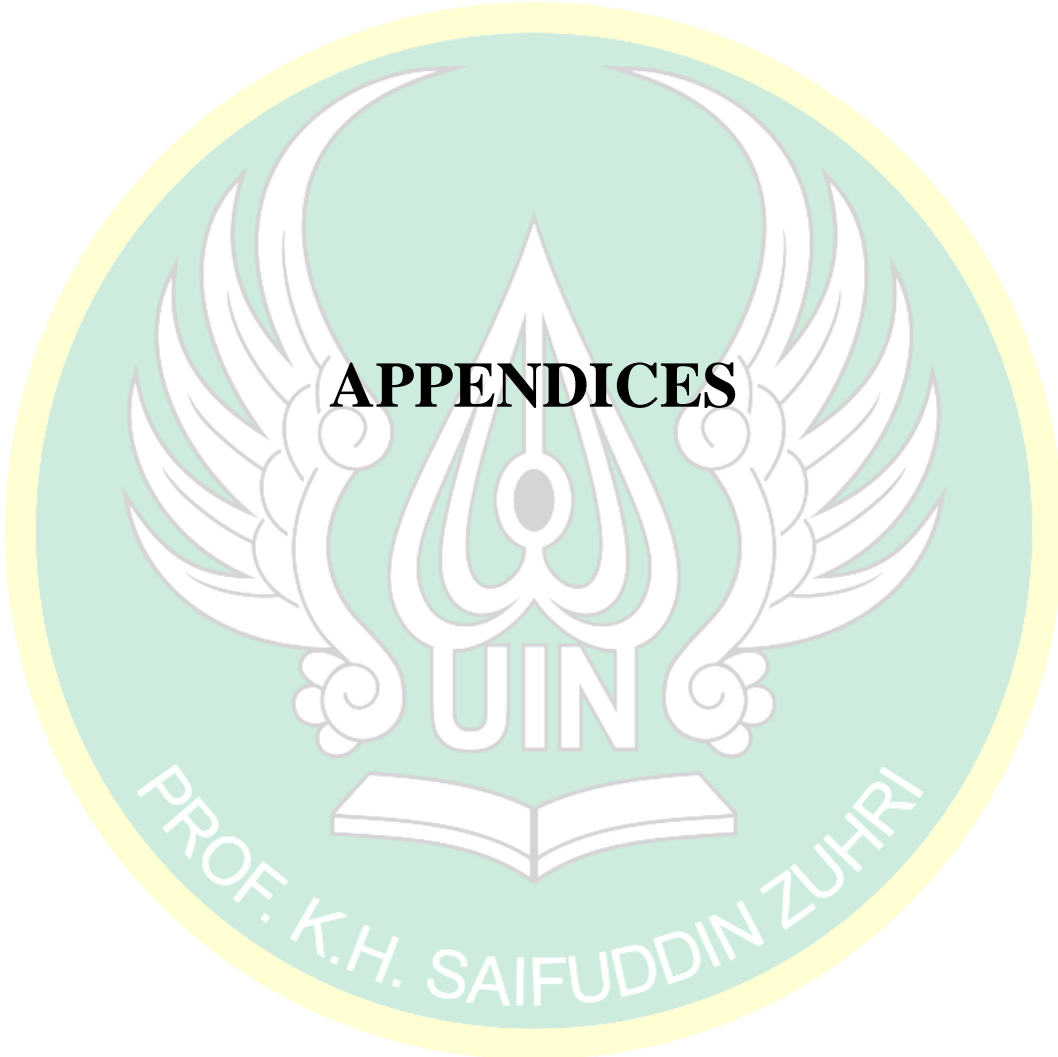
Appendix 1

<div align="center">

INSTRUMEN WAWANCARA UNTUK GURU

MAN 1 BANJARNEGARA

</div>

A. Data Guru MAN 1 Banjarnegara

   Nama   :

   Tanggal :

   Waktu   :

   Tempat : MAN 1 Banjarnegara

   Objek   : Teaching speaking, oral feedback, strengths and challenges

B. Daftar Pertanyaan

1. Bagaimana cara mengajar siswa tentang pembelajaran speaking di kelas? Tolong jelaskan!

2. Apa media yang digunakan untuk mendukung aktivitas speaking di kelas ini?

3. Apakah siswa sering melakukan speaking di dalam kelas? Apakah sering melakukan kesalahan? Seperti apakah contohnya?

4. Apakah anda memberikan feedback saat setiap kali siswa melakukan kesalahan?

5. Apa jenis feedback yang sering digunakan dalam mengajar speaking? Tolong jelaskan!

6. Bagaimana implementasi strategi oral feedback di kelas ini? .

7. Apakah siswa dapat meningkatkan speaking dengan menggunakan oral feedback dari guru?

8. Apa kelebihan oral feedback dalam pembelajaran speaking saat melakukan kegiatan belajar? Jelaskan

9. Apakah ada hambatan atau kekurangan dalam melakukan oral feedback? Apa solusi yang tepat untuk hal tersebut?

Appendix 2

TRANSCRIPT INTERVIEW GUIDELINE FOR TEACHER IN
MAN 1 BANJARNEGARA

Peneliti   : Tri Agustiningsih (P)

Narasumber : Bu Andreana Jevicka (N)

Hari/tanggal : Senin, 21 Agustus 2023

Waktu   : 10.00 WIB

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang Bu

N   : Selamat siang juga mba

P   : Bagaimana cara ibu mengajar siswa di kelas ini tentang pembelajaran speaking, bisa dijelaskan bu?

N   : Cara mengajar dalam pembelajaran bahasa inggris khususnya speaking biasanya saya menggunkan dialog dalam bahasa inggris atau siswa disuruh untuk sering melakukan praktik dalam berbicara bahasa inggris. Tidak hanya itu, siswa juga sering saya suruh untuk melakukan perijinan atau hal lain menggunakan bahasa inggris. Contoh ketika ingin pergi ke kamar mandi, berarti saya menyuruh siswa tersebut untuk melakukan izin menggunakan bahasa inggris, itu merupakan salah satu contoh agar siswa dapat melakukan speaking di kelas.

P   : Apa media yang digunakan ibu untuk mendukung aktivitas speaking di kelas ini?

N   : Media yang digunakan oleh saya terkadang menggunakan situasional card. Untuk memudahkan ya sejenis menentukan tema terkait dengan pembelajaran. Setelah itu siswa membuat dialog. Dalam pembelajaran offering something contohnya saya mengatakan "Your friend is hungry"

kemudian saya menyuruh siswa untuk menanggapi offering yang tepat seperti apa, seperti itu.

P   : Berarti seperti ibu menentukan tema terlebih dahulu kemudian siswa membuat dialog sesuai dengan tema ya bu?

N   : Iya, seperti itu mba

P   : Apakah siswa sering melakukan speaking di dalam kelas bu?

N   : Seperti yang sudah saya katakan di atas mba, sebisa mungkin di kelas saya siswa harus sering melakukan praktik dalam berbahasa inggris, tetapi memang tidak selalu melakukan praktik berbicara bahasa inggris, tergantung dengan materinya mba. Apakah materi tersebut cocok atau tidak apabila diaplikasikan dengan teknik belajar speaking, seperti itu mba

P   : Iya bu, kemudian apakah siswa sering melakukan kesalahan dalam melakukan speaking? Seperti apakah contohnya?

N   : Iya sering mba, apalagi kalau kita melihat background knowledge dari siswa tersebut dan masih minim dalam kosakata. Siswa juga kurang tau bagaimana cara mengucapkanya. Tidak hanya itu siswa jadi kurang merasa percaya diri ketika melakukan pengucapan dalam speaking di kelas, akibatnya suara mereka menjadi lebih pelan dan kadang malah saya tidak bisa mendengar apa yang diucapkan oleh siswa tersebut. Contoh dari praktik tadi ya kata "need" dibaca "ned". Seperti itu mba

P   : Apakah ibu selalu memberikan feedback saat setiap kali siswa melakukan kesalahan?

N   : Iya mba, saya selalu memberikan feedback dan pembetulan apabila siswa melakukan kesalahan dalam speakingnya. Apabila kalau tidak dibetulkan akan menjadi kesalahan terstruktur, Siswa mengira bahwa pengucapan seperti itu merupakan pengucapan yang tepat padahal salah, jadi saya selalu memberikan feedback yang benar terhadap siswa agar siswa menjadi lebih meningkat di dalam pengetahuan dan speakingnya.

P   : Apa jenis feedback yang sering digunakan ibu dalam mengajar speaking? Bisa dijelaskan bu?

N   : Untuk feedback yang sering saya gunakan adalah menggunakan feedback secara langsung, agar siswa langsung tau dengan apa kesalahanya. Untuk menyampaikan pembetulan dari kesalahan dalam speaking adalah siswa disuruh saya untuk mengulang pengucapan yang tepat agar tau letak kesalahanya. Saya juga biasa menggunakan pembetulan secara explicit kepada siswa agar langsung paham dengan maksud saya.

P   : Bagaimana implementasi strategi oral feedback di kelas ini?

N   : Seperti yang sudah saya lakukan tadi mba, yaitu dengan repetition. Siswa melakukan pengulangan terhadap pengucapan yang betul. Terkadang juga ketika akan melakukan praktik dalam speaking, saya menanyakan terlebih dahulu kata yang sulit untuk diucapkan dan saya juga memberitahu artinya. Dapat disimpulkan bahwa saya condong menggunaan repetition dan explicit correction yang paling sering. Untuk tipe yang lain seperti clarification request dan elicitation kadang juga digunakan.

P   : Berarti ada juga penambahan vocabulary ya bu?

N   : Iya ada mba, jadi sekalian belajar cara membacanya dan pengenalan artinya kepada murid-murid. Biasanya saya gunakan vocabulary untuk kuis di awal pembelajaran. Ini menjadi gambaran awal untuk mengingat dan bagaimana cara pengucapan yang benar untuk murid.

P   : Apakah siswa dapat meningkatkan speaking dengan menggunakan oral feedback dari guru?

N   : Menurut saya bisa apabila siswa dapat mengimplmentasikan dengan baik. Siswa pasti juga merasa percaya diri juga ketika sudah diberi tahu pengucapan yang tepat oleh guru. Yang terpenting siswa jangan lupa pembetulan speaking yang sudah saya berikan.

P   : Iya bu betul sekali. Apa kelebihan oral feedback dalam pembelajaran speaking dalam kegiatan belajar? Bisa dijelaskan bu?

N   : Kelebihanya adalah siswa dapat langsung tau kesalalahanya dalam melakukan speaking dan siswa dapat meningkatkan pengetahuan dan kemampuan dalam berbahasa inggris. Hal ini memberikan dampak yang positif bagi siswa dan meningkatkan rasa percaya dirinya menurut saya.

Sebagai tambahan apabila feedback disampaikan di akhir pembelajaran, siswa malah lupa. Agar siswa lebih menangkap feedback yang diberikan oleh saya, biasanya saya tuliskan bagaimana pengucapanya agar lebih jelas lagi.

P : Apakah ada hambatan atau kekurangan dalam melakukan oral feedback?

N : Untuk hambatannya bagi siswa mungkin mereka menjadi kurang di apresiasi karena selalu saya betulkan dari pengucapanya, saya terkesan tidak menghargai hasilnya. Ada bebrapa siswa yang merasa seperti itu, akan tetapi beberapa siswa malah merasa seangan kalau dibetulkan ucapanya. Jadi tergantung siswanya mba. Kemudian ada beberapa waktu siswa malah memanfaatkan feedback dari guru dan siswa tersebut tidak mau mengerjakan tugas karena siswa tersebut berasumsi bahwa guru pasti akan membantunya.

P : Apa solusi yang tepat untuk hal tersebut bu?

N : Solusi untuk hambatan yang dialami siswa yaitu kurang diapresiasi mungkin saya akan memberikanya dorongan semangat setelah saya membetulkan kesalahan sehingga akan mengurangi rasa kecewa pada siswa. Terkadang agar suasan kelas tidak tegang, saya selalu memberikan apresiasi berupa tepuk tangan agar siswa tidak terlalu memikirkan kesalahan dalam pengucapanya waktu di depan kelas. Untuk solusi dari masalah kedua adalah guru tidak terlalu banyak membantu dalam memberikan feedback. Jadi guru hanya mendengarkan dan menunggu siswa tersebut membenarkan sendiri agar mendapatkan sifat jera dan tidak melakukanya lagi.

P : Alhamdulillah bu, saya rasa sudah cukup. Terimakasih sudah meluangkan waktunya bu. Wasalamualaikum warhmatullahi wabarakatuh

N : Iya mba sama-sama, semoga jawaban saya bisa membantu untuk penelitian mba. Waalaikumsalam warahmatullahi wabarakatuh.

<div align="center">

INSTRUMEN WAWANCARA UNTUK SISWA
MAN 1 BANJARNEGARA

</div>

A. Data siswa MAN 1 Banjarnegara

Nama :

Tanggal :

Waktu :

Tempat : MAN 1 Banjarnegara

Objek : Teaching speaking and Oral feedback strategy

B. Daftar Pertanyaan

1. Apakah pada saat pembelajaran speaking kalian mengalami kesulitan? Kesulitan apa saja yang kalian alami? Jelaskan

2. Pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Jelaskan

3. Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Jelaskan

4. Bagaimana guru memberikan feedback kepadamu? Jelaskan

5. Apabila guru memberikan feedback, bagaimana contoh feedback yang diberikan guru kepadamu?

6. Apakah kamu merasa terbantu ketika guru memberikan feedback? Jelaskan

7. Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Jelaskan

8. Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

9. Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

Appendix 4

TRANSCRIPT INTERVIEW GUIDELINE FOR STUDENTS IN MAN 1 BANJARNEGARA

Student 1

Peneliti   : Tri Agustiningsih (P)

Narasumber   : Raffi Assidiq (N)

Hari/tanggal : Senin, 21 Agustus 2023

Waktu   : 10.30

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang

N   : Selamat siang juga mba

P   : Sebelumnya saya sudah memperkenalkan diri, nama saya Tri Agustiningsih dari UIN Saizu Purwokerto. Saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa inggris terutama dalam speaking. Langsung saja ya, apakah pada saat pembelajaran speaking kamu mengalami kesulitan? Kesulitannya apa saja yang kamu alami? Bisa dijelaskan?

N   : Ya, saya terkadang mengalami kesulitan. Untuk kesulitan yang saya alami adalah dari segi pengucapan, pendengaran, dan terkadang kurang jelas dalam mendengarkan seseorang saat melakukan speaking. Mungkin karena mereka tidak terlalu tahu dalam mengucapkan pronounciation, jadi saya kurang bisa menangkap maknanya dengan jelas. Untuk kesulitan yang saya alami juga dalam pengucapan dari segi aksen, karena kita kan sebagai siswa pasti mengucapkanya masih belum bisa, jadi menggunakan aksen jawa.

P   : Pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Bisa dijelaskan?

N   : Cara mengatasi hal tersebut saya bealajar pengucapan terlebih dahulu, kemudian saya menambah vocabulary juga beserta pengucapanya juga.

P   : Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Jelaskan

N   : Iya, guru selalu memberikan feedback kepada saya, kemudian saya menuliskanya di buku agar selalu ingat cara membacanya.

P   : Bagaimana guru memberikan feedback kepadamu? Jelaskan

N   : Guru memberikan feedback secara langsung mba, jadi kalau ada kesalahan guru langsung memberi tau kesalahanya dan memeberikan praktik yang betul dengan cara mengulang pengucapan yang tepat. Apabila masih kurang tepat dalam mengucapkan, guru langsung menuliskan di papan tulis cara mengucapkanya sperti apa, seperti itu mba.

P   : Berarti sudah jelas ya bahwa guru selalu memberikan feedback kepadamu ya. Selanjutnya bagaimana contoh feedback yang diberikan guru kepadamu?

N   : Contohnya ketika saya melakukan salah dalam pengucapan seperti nearby menjadi nerbai, guru langsung membetulkan dan memebrikan contoh yang tepat dalam pengucapanya dan di ucapkan bersama oleh murid-murid di dalam kalas, sekaligus ditulis di papan tulis kalau masih salah dalam berucap.

P   : Apakah kamu merasa terbantu ketika guru memberikan feedback? Jelaskan

N   : Sangat terbantu mba, saya menjadi lebih tau dengan cara pengucapanya, awalanya saya tidak tahu dan akhirnya salah, akan tetapi dengan adanya pembetulan tersebut oleh guru, saya menjadi terbantu sekali.

P   : Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Jelaskan

N   : Perasaan saya senang mba, saya jadi lebih tau, apalagi saya memang interest dalam bahasa inggris jadi lebih excited lagi.

P   : Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

N   : Tentunya iya mba, saya menjadi lebih percaya diri dan menjadi tambahan wawasan buat saya karena lebih menegerti bagaimana dalam mengucapkan kalimat-kalimat yang sulit tersebut.

P   : Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

N   : Banyak latihan aja si mba, bisanya saya sering mendengarkan lagu inggris dan menonton film barat, walaupun sering pakai subtitle

P   : Oke dek, mungkin itu saja interviewnya ya, terimakasih sudah meluangkan waktunya yaa

N   : Iya mba, sama-sama
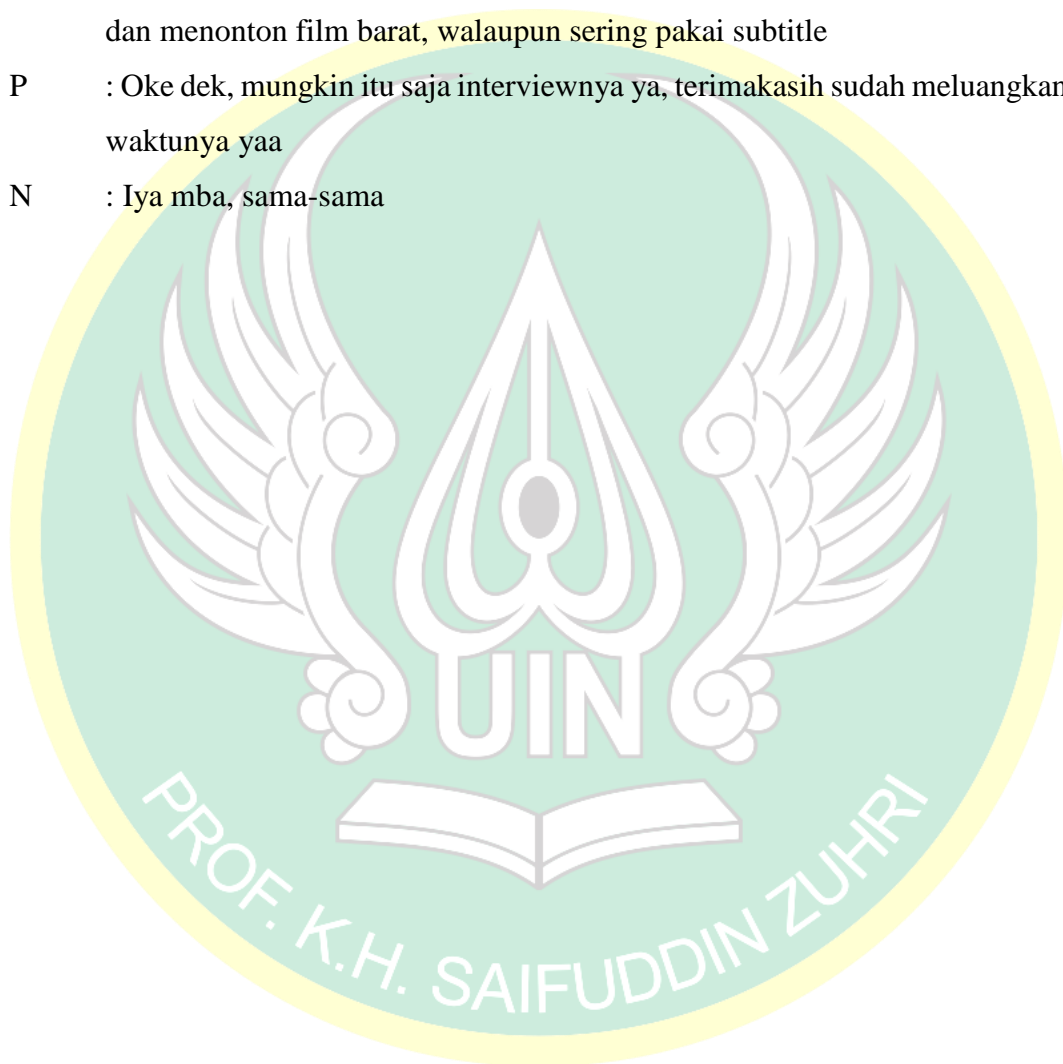
Appendix 5

TRANSCRIPT INTERVIEW GUIDELINE FOR STUDENTS IN
MAN 1 BANJARNEGARA

Student 2

Peneliti   : Tri Agustiningsih (P)

Narasumber   : Afra Nisrina (N)

Hari/tanggal   : Senin, 21 Agustus 2023

Waktu   : 10.40

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang

N   : Selamat siang juga mba

P   : Sebelumnya saya sudah memperkenalkan diri, nama saya Tri Agustiningsih dari UIN Saizu Purwokerto. Saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa inggris terutama dalam speaking. Langsung saja ya, apakah pada saat pembelajaran speaking kamu mengalami kesulitan? Kesulitannya apa saja yang kamu alami? Bisa dijelaskan?

N   : Iya, saya mengalami kesulitan. Terutama kesulitan dalam mengucapakan kata bahasa inggris, apalagi tulisan bahasa inggris dan pengucapan beda jauh ka, jadi saya memang kesulitan saat melakukan praktik speaking. Saya juga kadang kurang mempelajari. Saat melakukan speaking di depan saya juga grogi ka, apalagi dilihat banyak orang dan teman-teman, kan jadi tambah pressure.

P   : Pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Bisa dijelaskan?

N   : Karena saya sering kesultan ketika mengucapkan kata atau kalimat bahasa inggris, cara mengatasinya saya sering melakukan latihan ka, belajar dulu sebelum mempraktikan, agar saya menjadi lebih percaya diri. Saya juga

sering tanya kepada teman yang bisa cara membaca kata atau kalimat tersebut.

P : Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Bisa dijelaskan?

N : Iya ka, guru selalu memberikan feedback apabila kita melakukan kesalahan.

P : Bagaimana guru memberikan feedback kepadamu? Bisa dijelaskan?

N : Saya disuruh untuk mengulang kata yang betul yang sudah disampaikan oleh guru ka

P : Apakah kamu merasa terbantu ketika guru memberikan feedback? Bisa dijelaskan?

N : Iya, saya merasa terbantu. Saya menjadi lebih paham ketika guru memberika pembetulan terhadap saya. Saya kan jadi lebih percaya diri juga ketika sudah tau cara membacanya.

P : Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Bisa dijelaskan?

N : Saya seneng kaa, kaya "ooh gitu cara membacanya, saya kira seperti ini lohhh". Akhirnya saya jadi lebih tau kann

P : Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

N : Iya ka saya jadi lebih percaya diri, soalnya saya kalau berbicara bahasa inggris tuh belibet dan kurang tau lah cara bacanya. Dengan adanya pembetulan kan saya jadi percaya diri.

P : Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

N : Strateginya lebih ke enjoy kaa, jangan terlalu dibuat kaku dan terlalu dipikir, jalani saja. Saya biasanya mencari partner yang bisa saya ajak bicara dalam bahasa inggris. Apalagi kalau lawan bicaranya lebih pintar dalam bahasa inggris, saya jadi lebih enjoy lagi.

P : Oke dekk, Mungkin itu saja interviewnya ya, terimakasih sudah meluangkan waktunya yaa

TRANSCRIPT INTERVIEW GUIDELINE FOR STUDENTS IN
MAN 1 BANJARNEGARA

Student 3

Peneliti   : Tri Agustiningsih (P)

Narasumber   : Harum Azzaghra Inayah Wulandari (N)

Hari/tanggal   : Senin, 21 Agustus 2023

Waktu   : 10.50

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang

N   : Selamat siang juga mba

P   : Sebelumnya saya sudah memperkenalkan diri, nama saya Tri Agustiningsih dari UIN Saizu Purwokerto. Saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa inggris terutama dalam speaking. Langsung saja ya, apakah pada saat pembelajaran speaking kamu mengalami kesulitan? Kesulitannya apa saja yang kamu alami? Bisa dijelaskan?

N   : Kesulitan yang saya alami ketika mengucapkan kata dalam bahasa inggris mba, tetapi saya suka bahasa inggris. Jadi saya merasa malu ketika berbicara bahasa inggris di depan kelas. Dikarenakan bukan bahasa ibu jadinya saya kurang pede dalam mengucapkanya.

P   : Ohh, udah bagus itu, setidaknya kamu suka terlebih dahulu, untuk lancarnya dalam mengucapkan bisa menyusul kan. Kemudian pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Bisa dijelaskan?

N   : Saya sering melakukan latihan speaking mba. Saya biasanya belajar melalui internet

P   : Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Bisa dijelaskan?

N   : Iya mba, bu guru memberikan feedback dan pembetulan yang tepat.

P   : Bagaimana guru memberikan feedback kepadamu? Bisa dijelaskan?

N   : Dalam pembelajaran hari ini, saya tidak mendapatkan feedback karena pengucapan saya sudah tepat semua mba. Tetapi ketika murid lain mengucapkan dengan salah maka ibu guru langsung membetulkan setelah percakapan.

P   : Contohnya seperti apa ya, bisa dijelaskan?

N   : Contohnya dalam percakapan yang ada di kelas tadi, ada yang bilang "cook" menjadi "cok".

P   : Apakah kamu merasa terbantu ketika guru memberikan feedback? Bisa dijelaskan?

N   : Terbantu mba, saya jadi tahu bagaimana pembetulan yang tepat seperti apa, yang tadinya saya tidak tahu menjadi tahu. Kalau salah ibu guru langsung membetulkan. Insyaallah saya jadi ingat apa perkataan bu guru

P   : Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Bisa dijelaskan?

N   : Saya merasa dipedulikan oleh guru karena memberikan arahan dan bimbimgan yang benar sehingga saya merasa senang mba.

P   : Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

N   : Iya, saya menjadi lebih percaya diri dan tidak terlalu takut ketika melakukan speaking di depan kelas.

P   : Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

N   : Saya sering mendengarkan lagu dan mengikuti pengucapan per kata dalam bahasa inggris. Saya juga sering menonton film luar, apabila ada subtitle saya menggunakannya tetapi kalau tidak ada saya tetap menonton walaupun hanya mengerti sedikit-sedikit saja. Saya juga mengikuti les diluar, jadi saya mempunyai waktu lebih dalam belajar bahasa inggris.

P   : Baguslah kalau begitu, mungkin itu saja dek yang saya tanyakan, mohon maaf ya kalau ada perkataan yang menyinggung. Terimakasih

N   : Sama-sama ka

Appendix 7

<h1 style="text-align:center">TRANSCRIPT INTERVIEW GUIDELINE FOR STUDENTS IN
MAN 1 BANJARNEGARA</h1>

Student 4

Peneliti   : Tri Agustiningsih (P)

Narasumber   : Rifki Rafsanjani Widodo (N)

Hari/tanggal   : Senin, 21 Agustus 2023

Waktu   : 13.00

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang

N   : Selamat siang juga mba

P   : Sebelumnya saya sudah memperkenalkan diri, nama saya Tri Agustiningsih dari UIN Saizu Purwokerto. Saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa inggris terutama dalam speaking. Langsung saja ya, apakah pada saat pembelajaran speaking kamu mengalami kesulitan? Kesulitannya apa saja yang kamu alami? Bisa dijelaskan?

N   : Ada kaa, saya mengalami kesulitan dalam menerjemahkan, pengucapanya masih susah, dan terkadang masih grogi ketika melakukan speaking apalagi di depan teman-teman dan guru di kelas.

P   : Kemudian pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Bisa dijelaskan?

N   : Saya melakukan pembiasaan dan sering practice dalam pengucapan inggris. Untuk pembiasaan juga saya sering mendengarkan lagu bahasa inggris dan mencari arti per kata dari lirik tersebut. kebetulan saya suka mendengarkan lagu bahasa inngris ka.

P   : Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Bisa dijelaskan?

N   : Iya, saya mendapatkan feedback dari guru.

P   : Bagaimana guru memberikan feedback kepadamu? Bisa dijelaskan contohnya?

N   : Tadi saya sudah melakukan percakapan di depan kelas dan saya mendapatkan feedback karena melakukan kesalahan yaitu dalam pengucapan kata "come" menjadi "kom", sehingga masih kurang tepat ka. Guru memberikan pembetulan secara langsung dan saya disuruh untuk mengulang pembetulan yang tepat.

P   : Apakah kamu merasa terbantu ketika guru memberikan feedback? Bisa dijelaskan?

N   : Iya, saya merasa terbantu, karean saya menjadi tahu letak keslahanya ada dimana dan saya menjadi tahu cara memperbaikinya seperti apa ka.

P   : Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Bisa dijelaskan?

N   : Yang saya rasakan senang si ka, karena alasan dibetulkan oleh guru agar kita paham

P   : Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

N   : Lumayan ka, tapi belum bisa 100% pede sii, soalnya takut salah lagi hihi

P   : Kan kalau salah juga nanti diberikan feedback lagi oleh guru, jadi paham kan kesalahanya dimana, jadi tidak usah takut yaa

N   : Iya ka terimakasih

P   : Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

N   : Banyak-banyak latihan ngomong bahasa inggris si ka, kemudian cari tahu kosakata dan artinya dulu agar bisa melakukan speaking dengan lebih lancar. Saya juga sering belajar lewat lagu. Paling itu saja ka.

P   : Baguslah kalau begitu, mungkin itu saja dek yang saya tanyakan, mohon maaf ya kalau ada perkataan yang menyinggung. Terimakasih

N   : Sama-sama ka

Appendix 8

TRANSCRIPT INTERVIEW GUIDELINE FOR STUDENTS IN MAN 1 BANJARNEGARA

Student 5

Peneliti   : Tri Agustiningsih (P)

Narasumber : Jeni Elsa Pridani (N)

Hari/tanggal : Senin, 21 Agustus 2023

Waktu   : 13.10

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang

N   : Selamat siang juga mba

P   : Sebelumnya saya sudah memperkenalkan diri, nama saya Tri Agustiningsih dari UIN Saizu Purwokerto. Saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa inggris terutama dalam speaking. Langsung saja ya, apakah pada saat pembelajaran speaking kamu mengalami kesulitan? Kesulitannya apa saja yang kamu alami? Bisa dijelaskan?

N   : Sebenarnya saya belum maju ka, tapi saya mersa kesulitan dalam mengucapkan bahasa inggrisnya, kemudian kurang mengerti arti dari kosakata atau kalimat tersebut

P   : Ada kesulitan lagi tidak?

N   : Hmm kurang pembiasaan dalam mengucapkan bahasa inngris ka, makanya jadi susah dan merasa kesulitan

P   : Kemudian pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Bisa dijelaskan?

N   : Cara mengatasinya dengan menambah kosakata dan artinya ka, kemudian sering melakukan latihan pengucapan. Untuk latihan pengucapanya lewat google atau aplikasi ka

P : Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Bisa dijelaskan?

N : Ya, guru memberikan pembetulan secara langsung menggunakan lisan ka

P : Bagaimana guru memberikan feedback kepadamu? Bisa dijelaskan contohnya?

N : Biasanya guru melakukan pembetulan secara langsung, kadang juga ditulis kalau masih kurang tepat dalam mengucapkanya. Setelah itu murid-murid yang lain juga ikut mengucapkan pembetulan yang tepat ka. Seperti itu.

P : Apakah kamu merasa terbantu ketika guru memberikan feedback? Bisa dijelaskan?

N : Jujur saya terbantu ka, itu menjadi suatu informasi dan tambahan ilmu buat saya, yant tadinya belum tahu sekarang menjadi tahu.

P : Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Bisa dijelaskan?

N : Saya merasa agak kecewa dengan diri saya sendiri, tapi kan namanya juga masih belajar jadi tidak apa kalau kita melakukan kesalahan agar bisa jadi sebuah pembelajaran. Disatu sisi juga seneng ka, karena guru memeberi tahu letak kesalahnya, jadi kita bisa belajar dari kesalahan tersebut.

P : Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

N : Iya ka, lumayan percaya diri si

P : Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

N : Strateginya si lebih ke sedikit-sedikit melakukan speaking dalam bahasa inggris. Saya mencari partner yang bisa bahasa inggris dan yang bisa membetulkan. Saya juga suka lagu inggris, dibaca dulu liriknya kemudian ikut mengucapkan sambil nyanyi dalam lagu tersebut. Paling itu saja ka.

P : Baguslah kalau begitu, mungkin itu saja dek yang saya tanyakan, mohon maaf ya kalau ada perkataan yang menyinggung. Terimakasih

**TRANSCRIPT INTERVIEW GUIDELINE FOR STUDENTS IN
MAN 1 BANJARNEGARA**

Student 6

Peneliti   : Tri Agustiningsih (P)

Narasumber   : Varelita Revaliano Ramadhani (N)

Hari/tanggal : Senin, 21 Agustus 2023

Waktu   : 13.20

P   : Assalamualaikum warahmatullahi wabarakatuh

N   : Waalaikumsalam warahmatulahi wabarakatuh

P   : Selamat siang

N   : Selamat siang juga mba

P   : Sebelumnya saya sudah memperkenalkan diri, nama saya Tri Agustiningsih dari UIN Saizu Purwokerto. Saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa inggris terutama dalam speaking. Langsung saja ya, apakah pada saat pembelajaran speaking kamu mengalami kesulitan? Kesulitannya apa saja yang kamu alami? Bisa dijelaskan?

N   : Ya saya mengalami kesulitan dalam pengucapan kata maupun kalimatnya. Paling itu saja kesulitanya

P   : Kemudian pada saat kamu mengalami kesulitan dalam speaking, bagaimana cara mengatasi hal tersebut? Bisa dijelaskan?

N   : Sering latihan aja ka, tapi karena kadang males ya jadi masih kurang latihan. Saya sebenrnya tidak teralu suka pelajaran bahasa inggris ka

P   : Kenapa nggk suka?

N   : Hmm nggk suka saja, lebih minat ke pembelajaran lain sperti matematika, fisika gitu

P   : Apabila kamu melakukan kesalahan dalam speaking, apakah guru memberikan feedback? Bisa dijelaskan?

N : Iya, guru memberikan feedback untuk pengucapan yang salah.

P : Bagaimana guru memberikan feedback kepadamu? Bisa dijelaskan contohnya?

N : Guru memberikan feedback secara langsung ka, tadi saya juga melakukan keslahan dalam mengucapkan "will" menjadi "well". Jadi itu salah, kemudian guru langsung membetulkan secara lisan dan saya disuruh langsung mempraktikan yang betul seperti apa.

P : Apakah kamu merasa terbantu ketika guru memberikan feedback? Bisa dijelaskan?

N : Saya merasa terbantu ka

P : Bagaimana perasaanmu ketika guru memberikan feedback kepadamu? Bisa dijelaskan?

N : Perasaanya seneng ka, soalnya sudah dibantu oleh bu guru. Tapi saya juga deg-degan takut nanti ada kesalahan yang lain karena saya kadang belum tau cara pengucapanya bagaimana.

P : Apakah kamu menjadi lebih percaya diri ketika melakukan speaking pada saat guru memberikan feedback?

N : Saya menjadi lebih percaya diri lagi si ka, soalnya saya suka berbicara di depan kelas

P : Bagus dong kalau begitu dek, berarti dengan adanya feedback dari guru memberikan dampak positif ya terhadap kalian semua?

N : Iya ka, jelas memberikan dampak yang baik untuk saya dan buat temen-temen di kelas juga.

P : Apa strategi kamu untuk meningkatkan kemampuan speaking terutama dalam berbicara?

N : Saya menggunakan bantuan hp ka buat meningkatkan speaking, contohnya belajar melalui film, untuk penggunaan aplikasi bahasa inggris saya tidak menggunakan. Saya ingin latihan speaking dengan berdialog, tapi saya tidak mempunyai partner untuk melakukan speaking, jadi saya lebih memilih menggunakan media film dan lagu saja

P   : Baguslah kalau begitu, mungkin itu saja dek yang saya tanyakan, mohon maaf ya kalau ada perkataan yang menyinggung. Terimakasih

N   : Sama-sama kaa

Appendix 10

Tabel Penggunaan Oral Feedback Guru

| No	Types of oral feedback	The words that wrong	Student dialogue
1.	Repetition	Accompany (akompani), just (just), help (selp), would (woold), its good idea (idea), thirsty (tristi), think (thing), here's your coffee (his), your welcome (yore), nearby (nearbi), appreciate (appreciat), hungry (hengri) , cook (kok), want (went), weather (weta), pale (pil), tired (tir<u>ed</u>), bored (bor<u>ed</u>), worksheet (workset), chocolate (coklat)	• Accompany: A: I will accompany you B: No, thanks • Just: A: From here just/just/ go straight B: Ok, thanks • Help: A: Excuse me, may I ask questions? B: Yes, how can we help/selp/ you? • Would: A: Would/would/ you like a bowl of soup? B: No, thanks • It's good idea: A: Oh really? Its good idea/idea/! B: I'm very smart • Thirsty: A: I'm sorry, I'm very thirsty/tristi/ B: I will make a coffee • Think: A: I think/thing/ I forget to bring my money? B: Really? • Here's your coffee:

| | | | | A: Thank you |
| | | | | B: Here's/his/ your coffee/ |

- You're welcome:

  A: Okey, thank you

  B: You're/yore/ welcome

- Nearby:

  A: Is another hotel nearby/nearbi/

  B: I will look for in this city

- Appreciate:

  A: You're very

  appreciate/appreciate/ me

  B: So so

- Hungry:

  A: Aren't you hungry/hengri/?

  B: Just a little

- Cook:

  A: I want to cook/cok/ in this

  kitchen

  B: I will help you

- Want:

  A: I want/went/ to cook in this

  kitchen

  B: I will help you

- Weather:

  A: The weather/weta/ is very good

  to fishing

  B: Yes, of course

- Pale:

  A: Why you look so pale/pil/?

  B: I think I get sick

			• Tired: A: it's so tired/tired/ for me B: Me too • Bored: A: This activity very suck and bored/bored/ B: I think it's very fun • Worksheet: A: Can I look your worksheet/workset/? B: Of course • Chocolate: A: I am making a hot chocolate/coklat/ B: It's very good in this weather
2.	Clarification request	Will (well), stomach (stomac), need (ned), how come (how com), then (den)	• Will: A: Where will/well/ you go? B: Excuse me? • Stomach: A: My stomach/stomach/ is very bad B: Pardon me? • Need: A: You have got what you need/ned/? B: Sorry? • How come: A: How come/com/ you can read? B: Sorry? • Then: A: Then/den/ I pour the sugar

			B: Excuse me?
3.	Explicit correction	Fiveteen (faiftin), serious (serius), bread (brid), okey (okai), here (her), about (abot), that good idea (ide), can I have (can I heu), you (you), would (wul), tired (tired), buy (buuy)	• Fiveteen: A: I have five teen/faifteen/ dollars B: Not five teen/faiftin/, but five teen/fiftin/ • Serious: A: I'm serious/serius/ B: not serious/serius/, but /sirious/ • Bread: A: You very like ginger bread/brid/ B: Not bread/brid/, but bread/bread/ • Here: A: Here's/her/ your coffee B: not here/her/, but here's/hirs/ • About: A: What about/abot/ your homework B: Not about/abot/, but about/about/ • Buy: A: Sulfa, what will you buy /buy/ in Cafeteria? B: Not buy/buy/, but buy /bai/
4.	Elicitation	The (de), thoughtfulness (totfulnes), know (knou), listening (listening), looking for (loking for)	• The: A: Thanks for the/de/ hamburger B: Thanks for…? • Thoughtfulness: A: I was always touched by the thoughtfulness B: By the…? • Know: A: I know/knou/ your choice

			B: I … your choice?
			• Listening:
			A: My hobby is listening/listening/ to music
			B: My hobby is …?
			• Looking for:
			A: What are you <u>loking</u> for?
			B: I think I forget to bring a money
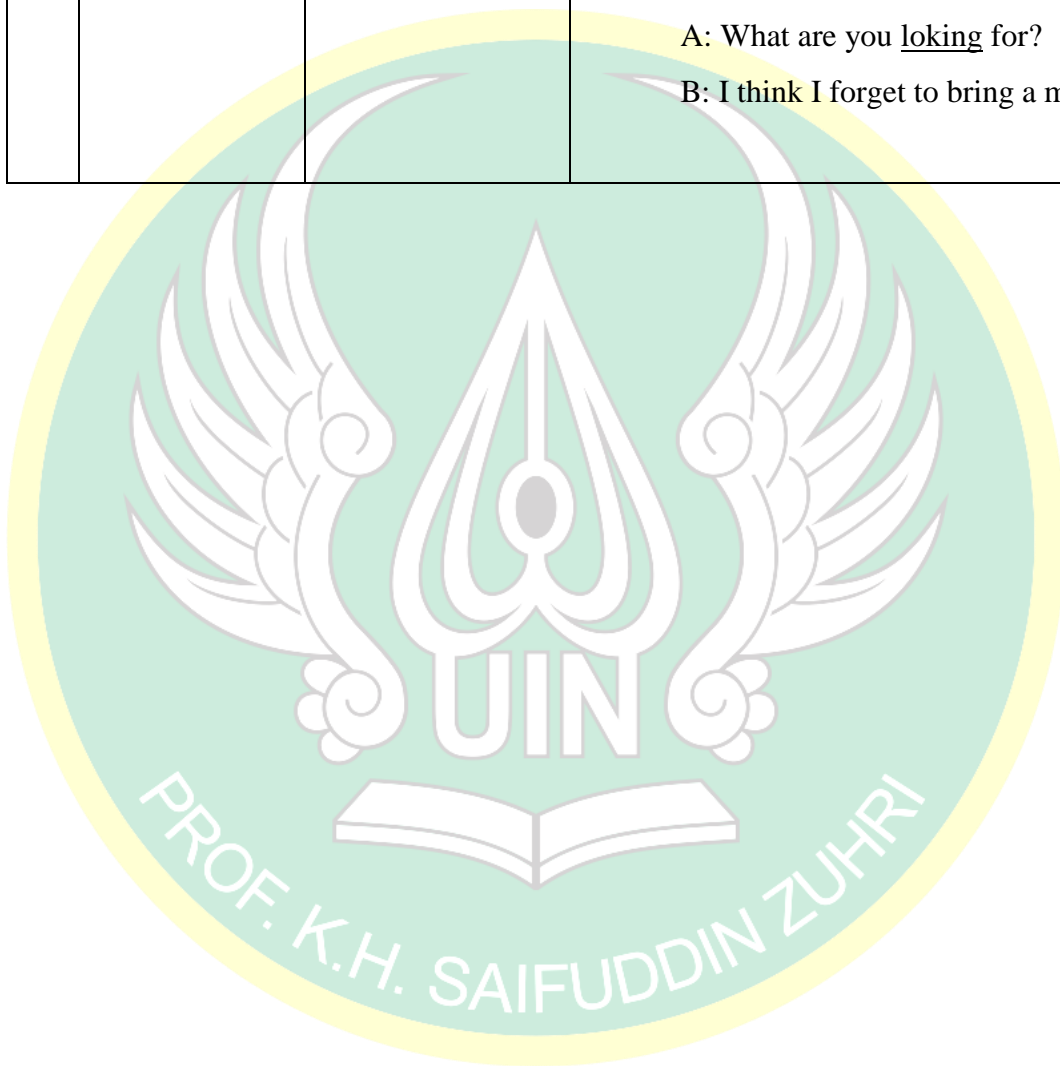
Appendix 11

MODUL AJAR
MATA PELAJARAN BAHASA INGGRIS FASE E
MADRASAH ALIYAH NEGERI 1 BANJARNEGARA
Jl. Raya Pucang Km 03-Kec. Bawang, Kab. Banjarnegara

I.   INFORMASI UMUM

A.   Identitas Modul

1. Nama Penyusun   :   Andreana Jevicka Viola Loudy, S.Pd
2. Nama Institusi   :   MAN 1 Banjarnegara
3. Tahun Pelajaran   :   2023/ 2024
4. Jenjang   :   MA
5. Fase/ Kelas   :   E/ XI
6. Alokasi waktu   :   2 JP

7.   Capaian Pembelajaran

Elemen: Menyimak – berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

B. Kompetensi Awal

Kata Kunci	:	*Asking and Giving Opinion*
Pengetahuan dasar	:	*Expressions of Asking and Giving Opinion*
Dimensi P5	:	1. Dimensi Beriman, Bertakwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia

Melalui pembentukan karakter pada dimensi ini, para peserta didik diharapkan mampu memahami ajaran atau kepercayaannya masing-masing dan menerapkannya pada kehidupan sehari-hari.

2.   Berkebhinekaan Global

Pada dimensi ini, peserta didik diarahkan untuk peserta didik diharapkan bisa bersikap objektif saat memperoleh informasi baik itu kualitatif maupun kuantitatif.

Diharapkan para peserta didik dapat memahami keterkaitan antar informasi, menganalisisnya sekaligus mengevaluasi dan menyimpulkannya

Dimensi RA   :   1. Berkeadaban (ta'addub), yaitu menjunjung tinggi akhlak mulia, karakter, identitas, dan integritas sebagai khairu ummah dalam kehidupan kemanusiaan dan peradaban. Dalam berkomunikasi sehari-hari menggunakan Bahasa Inggris (Daily expressions) dengan sesama Peserta didik, dengan guru, dengan orang tua, Peserta didik harus menerapkan prinsip-prinsip berkeadaban.

C. Sarana dan Prasarana
1. Fasilitas
   a. Sarana : HP dan Internet
   b. Prasarana : Buku Bahasa Inggris, link video pembelajaran, situational card
2. Lingkungan belajar
   Ruang kelas, halaman sekolah dan bagian sekolah yang lain.

D. Target Peserta Didik
1. Seluruh peserta didik kelas XI
2. Ketersediaan bahan belajar: lengkap

E. Model Pembelajaran
1. Model Pembelajaran: Pendekatan Pembelajaran Genre-Based Approach digabung PBL
2. Metode: Question and Answer, Interactive lecturing, discussion, project

II. Komponen Inti

A. Tujuan Pembelajaran
Pada akhir pembelajaran, peserta didik dapat:
1. memahami dan mengidentifikasi ungkapan *asking and giving opinion.*
2. melengkapi dialog rumpang yang menggunakan ungkapan *asking and giving opinion.*

3. membuat dialog tentang ungkapan *asking and giving opinion* secara berpasangan.
4. mempraktekkan dialog yang telah dibuat di depan kelas

B. Pemahaman Bermakna

Peserta didik dapat memahami, menganalisa, dan merespon ungkapan *asking and giving opinion*.

C. Pertanyaan Pemantik
1. *What do you think about the video?*
2. *Can you find the expressions of asking and giving opinion used in the video?*
3. *What are they (the expressions)?*

D. Kegiatan Pembelajaran

1. First Meeting

Tahapan/ Sintak	
PBL	GBA
a. Mengorientasikan peserta didik kepada masalah	BKOF – MOT
b. Mengorganisasikan Peserta didik	JCOT
c. Membimbing penyelidikan individu dan kelompok	
d. Mengembangkan dan menyajikan hasil karya	ICOT
e. Menganalisa dan mengevaluasi proses pemecahan masalah	

a. Pendahuluan (5 menit)

1) Membuka pembelajaran dengan salam pembuka dan menyampaikan kegiatan pembelajaran dilanjutkan dengan berdoa
2) Mengecek kehadiran peserta didik
3) Menyiapkan kondisi peserta didik baik secara fisik ataupun psikis dalam mengawali kegiatan pembelajaran dengan menanyakan kabar peserta didik.

b. Kegiatan Inti (Elemen menyimak- berbicara) – 75 menit

1) BKOF
   a) Peserta didik menyimak sebuah sample video percakapan tentang ungkapan *asking and giving opinion*
   b) Peserta didik bekerja secara berpasangan untuk mengamati dan mengidentifikasi ungkapan *asking and giving opinion* yang digunakan dalam video tersebut

2) MoT
   a) Peserta didik bersama dengan guru menyebutkan ungkapan *asking and giving opinion* yang lain
   b) Guru menuliskan ungkapan *asking and giving opinion* di papan tulis
   c) Guru membacakan ungkapan *asking and giving opinion* yang dituliskan, kemudian diikuti oleh peserta didik

3) JCOT
   a) Peserta didik secara berpasangan melengkapi dialog rumpang tentang *asking and giving opinion* berdasarkan audio yang didengarkan
   b) Peserta didik secara berpasangan membuat dialog *asking and giving opinion* berdasarkan situational card yang diberikan

4) ICOT
   a) Peserta didik secara berpasangan mempraktekkan dialog yang sudah dibuat di depan kelas

c. **Penutup (10 menit)**

1) Meminta peserta didik untuk menyimpulkan pembelajaran pada hari itu dengan pertanyaan, "*So, what did you learn with me, today*?"
2) Meminta peserta didik memberikan refleksi terkait kegiatan belajar mengajar pada hari itu dengan pertanyaan, "*Do you think you understand more about report texts?"; "What is the difference between a descriptive text and a report text?" "Are there any parts of todays' lesson that you haven't understood?"; "So, how do you feel about today's lesson*?"
3) Memberikan penugasan kepada peserta didik untuk mencari video-video lain tentang *natural and social phenomena*.
4) Menutup kegiatan belajar mengajar dengan ucapan "*alhamdu lillaah*" dan "*See you next time – wassalaamu 'alaikum wr.wb.*"

E. **Asesmen**
   1. **Asesmen diagnostic:**
      a. *Do you know how to ask and give opinion English?*
      b. *What will you say to ask someone's opinion?*
      c. *What will you say to ask someone's opinion?*

      Kriteria:

      Jika kira-kira 50% Peserta didik bisa menjawab pertanyaan-pertanyaan di atas, pelajaran bisa langsung dilanjutkan dengan menampilkan video-video berisi contoh percakapan dengan topik di atas. Jika tidak (terlalu sedikit Peserta didik yang bisa menjawab dengan benar), guru harus memberi pengetahuan pendahuluan (Building knowledge of the field) tentang kalimat-kalimat yang digunakan untuk percakapan dengan topik di atas.

   2. **Asesmen formatif:**
      Tes tertulis berbentuk isian singkat dan essay

   3. **Asesmen sumatif:**
      Tes tertulis berbentuk pilihan ganda, true/ false, dan essay.

F. **Pengayaan dan Remedial**
   1. Pengayaan
      Pengayaan adalah kegiatan pembelajaran yang diberikan pada

peserta didik dengan capaian tinggi agar mereka dapat mengembangkan potensinya secara optimal.

2. Remedi

Remedial diberikan kepada peserta didik yang membutuhkan bimbingan untuk memahami materi atau pembelajaran mengulang.

G. Refleksi Peserta didik

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Mengetahui	Banjarnegara, Agustus 2023
Kepala Madrasah	Guru Mapel
Drs. H. Muslimin Winoto, M.Pd.I	Andreana Jevicka Viola L, S.Pd
NIP. 19670928 199403 1 004	NIP. -

Lampiran 1

Lembar Kerja Peserta Didik

Activity 1.

Work in pair!

Make a dialog about asking and giving opinion based on one of the situational cards below!

1. Smoking is dangerous.
2. Learning English is important.
3. Time is money
4. Bali is the most beautiful island
5. Visiting Yogyakarta is a must

Activity 2.

Perform your dialog in front of the class!

Lampiran 2

Buku dan Media Pembelajaran

1. Daftar buku yang digunakan:
   a. Pusbuk – BSKAP, 2022. Bahasa Inggris – Work in Progress SMA/ SMK/ MA Kelas XI. Jakarta: Kemdikbudristek.
   b. Widiastuti Yuni, Wahyuni Tri, Ghani A, 2023. Go English. Banyumas: Media Mandiri.

2. Link video YouTube:
   https://www.liveworksheets.com/w/en/english-language/2136231

Lampiran 3
Instrumen Asesmen Diagnostik

a. *Do you know how to ask and give opinion English?*
b. *What will you say to ask someone's opinion?*
c. *What will you say to ask someone's opinion?*

Bagaimana cara menyimpulkan hasil tes diagnostic ini?

Jika kira-kira 50% Peserta didik bisa menjawab pertanyaan-pertanyaan di atas, pelajaran bisa langsung dilanjutkan dengan menampilkan video-video berisi contoh percakapan dengan topik di atas. Jika tidak (terlalu sedikit Peserta didik yang bisa menjawab dengan benar), guru harus memberi pengetahuan pendahuluan (Building knowledge of the field) tentang kalimat-kalimat yang digunakan untuk percakapan dengan topik di atas.

Lampiran 4

Instrumen Asesmen Formatif

Unjuk karya

Documentation

Dialog 1

Dialog 2

Dialog 3

Dialog 4

Dialog 5

Dialog 6

Interview with teacher about implementation oral feedback strategy

Interview with teacher about strengths and challenges oral feedback strategy

Interview with student 2

Interview with student 1

Interview with student 3

Interview with student 4

Interview with student 5

Interview with student 6

Student Dialogue

Dialogue 1

DIALOG

Adena : Suifa, what will you buy in cafetaria

Suifa : I will buy a noodle, chips and yogurt, how about you?

Adena : I want to buy milk and candy

Suifa : you have got what you need?

Adena : Yes, oke lets pay

Suifa : Oke

Adena : oh no, suifa

Suifa : what is the matter Adena?

Adena : I forgot to brought my money

Suifa : Oh, do you wants to borrow my money?

Adena : really?

Suifa : yes no problem

Adena : okai, thank you

Suifa : ur wellcome

Dialogue 2

Topic : Your friend forgets to bring his money

A : " What are you looking for?"

B : " I think, I forget to bring my money

A : " Really?"

B : " Yeah, please trust me, you can check on my bag. And it's nothing."

A : " Okay, I believe. So what can I do for you?"

B : " Can you lend me a money?"

A : " Yeah, how much?"

B : " I think one hundred thousand rupiah."

A : " Are you seriously? you are like a robber."

B : " No. I'm just kidding, ten thousand rupiah is enough."

A : " Okay, don't forget to return it bro."

B : " Of course don't worry about it, btw thank you bro."

A : " Anytime."

Dialogue 3

- Don't worry I can do it my self

- I don't need help

Lani : Would you like drink a cup of tea?
(Maukah kamu minum secangkir teh?)

Lutfia : I am sorry, but I am just drinking
(Maaf, tapi aku sudah minum)

Lani : Well, how about eating?
(Baiklah, bagaimana dengan makan?)

Lutfia : I have to go now, actually
(namun aku harus pergi sekarang)

Lani : Where will you go?
(Kemana kamu akan pergi?)

Lutfia : I will go to our school to give a letter
(aku akan pergi ke sekolah kita untuk memberikan sebuah surat)

Lani : All right, please be careful
(Baiklah, berhati-hatilah)

Lutfia : Thank you
(Terimakasih)

Dialogue 4

x : Excuse me, may I ask a question?

y : yes, how can we help you?

x : Do you guys know the way to the town square?

z : yes, we do

x : is it very far?

y : no, its very close

z : only about 500 meters from here.

y : from here just go straight, the turn left

z : the location of the town square right in front of the mosque

x : OK, thank you

y-z : yes, your welcome

Top-left image:

1. A. Do you need help?
   b. Yes, of course I need your help, please cut the long some
2. a. I need help chopping the vegetable and onion?
   b. No, thanks it's almost done cutting it
3. a. Can I help stir the rice?
   b. Yes, of course thanks

A. Match the following sentences to their correct response box!

1. B: Would you like a bowl of soup?
2. B: No thanks. I'll do it my self
3. B: I suggest you to give her a bucket of flowers
4. A. You ought to go to sikunir hi
5. B. Do you want to go to the clinic

B.
1. Let's go to the library
2. You must have breakfast
3. Why don't you take a picture?
4. Would you like some coffe?
5. Do you need hel?

(100)

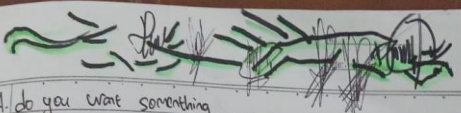**Top-right image:**

- No, thanks
- No, thanks I'm full.
- No, thanks I can do it my self.
- It's ok.
- Don't worry.
- I don't need help

Fery : Aren't you hungry?
Al : I am little hungry
Fery : What do you want for lunch.
Al : Can you make me fride rice?
Fery : Yes I can. Fried rice will be ready for 15 minutes.
Al : Thank you.

Bottom-left image:

A. do you want something
B. Yes, I'm hungry. How about we eat Soto in the square
A. Yes, good idea
B. Alright let's go there
A. Soto here tastes good, how come you still full hungry
B. I'm full you pay then we go home.

1. B: Would you like a bowl of soup?
2. B: No, thanks, I'll do it my self.
3. B: I suggest you to give her a bucket of flowers.
4. B: You ought to go to Sikunir hill.
5. B: Do you want to go to the clinic

1. Let's going to library. Let's go to library
2. You must have breakfast

Bottom-right image:

Anita : "I have two burgers, would you like one?"
Hikmah : "Yes I want, because I haven't had breakfast since earlier."
Anita : "I have two types of burgers, a chicken burger and a garden burger whichever you want"
Hikmah : "If you don't mind I'd like a garden burger"
Anita : "What a coincidence I don't like vegetables, are you on a diet?"
Hikmah : "Not really. I really like vegetables, thanks for the hamburger"
Anita : "Yo're welcome, eat slowly and fill up your energy

Appendix 13

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANJARNEGARA
MADRASAH ALIYAH NEGERI 1 BANJARNEGARA
Jalan Raya Pucang Kilometer 03 Banjarnegara 53471
Telepon/Faximili (0286) 5985268 Email : manbanjarnegara@kemenag.go.id

SURAT KETERANGAN
Nomor   : 1932 /Ma.11.08/PP.00.6/10/2023

Dasar   : Surat Permohonan Ijin Observasi dari Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Fakultas Tarbiyah dan Ilmu Keguruan, Nomor : B.m.3847/Un.19/D.FTIK/PP.05.3/08/2023, tanggal 01 Agustus 2023

Yang bertanda tangan di bawah ini   :

Nama   : Drs. H. Muslimin Winoto, M.Pd.I
NIP   : 19670928 199403 1 004
Pangkat, Gol/Ruang   : Pembina Tk. I -IV/b
Jabatan   : Kepala MAN 1 Banjarnegara

Dengan ini menerangkan bahwa :

Nama   : Tri Agustiningsih
NIM   : 1917404003
Semester   : 8 (Delapan)
Jurusan Prodi   : Tadris Bahasa Inggris

Yang bersangkutan telah melaksanakan Riset di MAN 1 Banjarnegara dengan Judul Skripsi "The Implementation of Oral Feedback in Teaching Speaking in Man 1 Banjarnegara". Yang dilaksanakan mulai tanggal 02 Agustus s/d 02 Oktober 2023.

Demikian Surat Keterangan ini di buat untuk dapat digunakan sebagaimana mestinya.

23 Oktober 2023

Kepala,

Muslimin Winoto

BIOGRAPHY

A. Personal Detail

1. Name : Tri Agustiningsih
2. Student Number : 1917404003
3. Place, Date of Birth : Banjarnegara, 16 August 2001
4. Address : Somawangi 01/02, District of Mandiraja, Banjarnegara Regency
5. Name of Father : Basri
6. Name of Mother : Narwen

B. Educational Background

1. Formal Education
   a. SD/MI graduation year : SDN 1 Somawangi, 2013
   b. SMP/MTs graduation year : MTs Ma'arif Mandiraja, 2016
   c. SMA/MA graduation year : MAN 1 Banjarnegara, 2019
   d. S1, entry year : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2019
2. Non-formal Education
   Pondok Pesantren Darul Abror Purwokerto

Purwokerto, December 7th, 2023

Tri Agustiningsih