

## Using oral feedback to help students in learn English

Eka Priminatha Nurasid  
Universitas Muhammadiyah Malang, Jawa Timur, Indonesia  
Malang  
E-mail: [Eka@yahoo.com](mailto:Eka@yahoo.com)

Received: January 10 2019

Accepted: January 17 2019

Published: February 9, 2019

Doi : <http://dx.doi.org/10.30587/jetlal.v3i1.2438>

### Abstract

English is an international language, so its must for us to learning english. Feedback is a part in teaching process, most of teacher use feedback in teaching process, in the process of feedback, teacher can know how the students grow, respond to stress and challenge, and etc. There are 2 kinds of feedback. Written feedback and oral feedback. In this context the writer focus on oral feedback to help students learn english. There is the benefit of oral feedback based on findings which can help student learn english that positive feedback, however, can increase the likelihood that students will return to or persist in activity and self-report and higher interest in the activity. It have similiar thing with the third point, when you give a positive feedback the student will return and addiction with your feedback. And make the students more active in the class.

**Key words:** learn english, feedback, oral feedback

### Introduction

English is an internatinal language, so it important for us to learn english. There are many ways to help learner learn english. Teaching is a process learner learn some knowledge. In the process of teaching, teacher need to evaluate the student. Akkuzzu (2014) state that teaching performance evaluation is a continuous process of learning, goal achievement, communication and assessment, as well as a means of becoming a professional learner. William (2013) note that assessment is perhaps the central process in effective instruction. If our students learned what we taught, we would never to assess. Meaning that assessment needed when we looks the students confused the material which teacher teach. Assessment is the act of evaluating students learning Suskie (2010). Mean that assessment is a way from the teacher to evaluate the students learning.

There are 2 kind of assessment: self assessment and peer assessment. According spiller (2012) *Self-assessment* is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise. it means that self assessment have similiar think with autonomous learning. The students identify the strengts and weakness by themself and try to solve it.

Peer assessment is process that students watch and evaluate feedback process that have been done before and from that students learn. Spiller (2012) notes that peer assessment processes can help students learn how to receive and give feedback which is an important part of most work contexts.

Assessment for students is how students express frustation and anxiety or understanding the knowledge, and for teacher, how the teacher express satisfied and disapointed. Feedback is the act and to evaluate the assessment is corect or incorect. Spiller (2009) notes that feedback is an important part of learning cycle, but both students and teacher frequently express disappointment and frustation in relation to the conduct of the feedback process. Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralising. From that statement we can conclude that feedback is a part of assessment.

Murray and Astrom (2009) note that the process of feedback governs how we grow, respond to stress and challenge, and regulate factors such as body temperature, blood pressure and cholesterol level. From that statement we can conclude to education that with feedback we can know how our students grow, how our students get knowledge, how our students get anxiety and solve itself.



Voerman, Meijer, Korthagen, and Simons (2012) state that feedback is generally seen as an important tool to enhance learning. And fishbach, Eyal, Finkelstein (2010) described feedback is essential for goal pursuit. From that statement we can conclude that feedback is one tool to help teacher to teach students efficiency for the goal of learning.

Brookhart (2008) notes that your feedback is good if it gets the following results:

- Your students do learn-their work does improve.
- Your students become more motivated-they believe they can learn, they want to learn, and they take more control over their own learning.
- Your classroom becomes a place where feedback, including constructive criticism, is valued and viewed as productive.

Those are some point about how feedback is successful.

Phil races notes that giving oral feedback to a whole class after having marked their assignments, before or after returning their actual work to them. Alternatively, you can give face-to-face feedback to the whole group about the task immediately after collecting their work from them, but before you've marked it, so that they get at least some feedback on the task as soon as possible, while the task is still fresh in their minds. Its mean that face to face feedback is a part of oral feedback. And there are some advantages and disadvantages of face to face feedback

the advantages: You can give a lot of feedback to a lot of students in a relatively short time, Feedback is strengthened by tone of voice, facial expression, body language, emphasis, and so on. Students can compare reactions to your feedback, especially when you use some discussion in the process. You can support (and partially evidence) giving feedback to the whole group by issuing a handout summarising the main points you include.

Voerman and meijjar (2012) notes that the issue of feedback and its effectiveness seems to warrant increased attention from teacher educators. It means that feedback can make students more attention like showing reaction and so on.

Disadvantages: Feedback is less individual, personal and intimate to students. You can only concentrate on principal feedback matters, and can't cover less-common feedback issues. Students' records or memories of your feedback may be inaccurate and sketchy, and they may not remember the detail when later they look back over their assessed work. Students may be so busy thinking about one particular aspect of your feedback, which they know will apply to their particular work, that they miss other elements as you talk.

Face-to-face feedback to individual students This can include one-to-one appointments with students, individual discussions out of class or in practical settings, and so on.

Advantages: Feedback is likely to be found to be personal, intimate and authoritative. You can address each individual student's needs, strengths and weaknesses. It is often much quicker to talk rather than write or type. It is an important feedback mechanism to be able to justify to external reviewers (but of course you'll need evidence to support your claims for it - for example, feedback from students *about* your face-to-face feedback with them).

Fishbach (2010) notes that feedback's main function is motivating goal pursuit and remaining question is whether people seek feedback strategically to motivate themselves. That statement have similiar thing with the second point in the advantages of face to face to induvidual students.in the second point we found students need word it similiar thing with students goal.

Hattie and timperley (2007) note that positive feedback, however, can increase the likelihood that students will return to or persist in activity and self-report and higher interest in the activity. It have similiar thing with the third point, when you give a positive feedback the student will return and addiction with your feedback. And make the students more active in the class.

In the fourth point, it discuss important feedback mechanism to be able to justify to external reviewers ( but of course you you'll need evidence to support your claim for it-example,feedback from your students about your face to face feedback with them. Hattie and timperley (2007) state that if feedback is directed in the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learned. Means that students feedback is important for the teacher what kind of difficult think, and teacher will give information more intend and the student get knowledge and it could be a success teaching.

Disadvantages: One-to-one face-to-face feedback can be extremely threatening when critical. Students may become defensive when receiving critical feedback, and you may feel tempted to go in harder to justify the feedback. Students can be embarrassed when receiving positive feedback, and this can cause them not to fully benefit from praise. It takes a great deal of time to organise individual appointments with each member of large classes. There can be even more time wasted between appointments, and with students who don't turn up. Students often tend to remember only *some* of a feedback interview with an important person like you, often the most critical element, and this may undermine confidence unduly. It becomes impossible to remember exactly what you said to whom, when class sizes are large. Face-to-face feedback to small groups of students

Such feedback is often timetabled into tutorial sessions, or in group work where students are working on projects or practical tasks. Some of the advantages of face-to-face feedback can be further exploited, and some of the disadvantages of feeding back to individuals are reduced.

Advantages: It can be less threatening to students than one-to-one feedback, especially when critical. Individuals' needs can be addressed, while still retaining some degree of relative anonymity within the group. Students can learn from the detail of feedback to others in the group, avoid the problems which others have encountered, and put their own work into context. You can enter into detailed discussion if the students in the group wish, so that matters arising are followed up in as much - often more - depth than would have happened with individual one-to-one appointments.

Disadvantages: Students may not take quite as much notice of feedback to them as members of a group than they would have done to one-to-one feedback. It can be hard to remember to include all the feedback matters which are needed by the group as a whole. Discussions may get out of perspective, and result in only part of the intended overall feedback agenda being covered by the group session. There are 2 type of feedback according to Brookhart (2008) there are: a.) oral feedback, and b.) written feedback. This paper focus on oral feedback, talking about oral feedback is talking about oral, oral have a similar thing with teaching speaking.

Brookhart (2008) states that oral feedback is often given informally during observations of students doing their work or of work in progress. Meaning that oral feedback give information to the teacher how students do their work and how they finish their work by oral feedback.

Speaking is one of four skill that is important to be mastered. One of the purpose to learn english is to be able to speaking English. Speaking is the hardest one than the others. Nunan state that many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. In speaking skill the students can't revise what they speak. When teacher give oral feedback to the student's automatically the teacher waiting the students response. Because it happen immediatly the teacher can evaluate the student. Which students understand and didn't understand, and which materials that hard to students to understand it.

There are some problems to show up the students performance. If the teacher not force students to show up, it will be the students won't to show up. Feedback can force student performance, their understanding, etc. From feedback teacher can evaluate the students anxiety. So in this paper the writer want to know that using oral feedback can be help students learning english, and to find out the positive and negative impact of using oral feedback in learning english.

## Discussion

Hattie and Timperley notes that feedback the answer to these question enhance learning when there is discrepancy between what is understood and what is aim to be understood. It can increase effort, motivation, or engagment to reduce this discrepancy, and it can increase cue searching task processes that lead to understanding. it means all effect if we use feed up, feedback, and feed forward. It can make increase students effort and motivation.

This some point of view that will be guide for teacher to use a feedback in learning process according to Hattie and Timperley (2008), described that effective feedback must answer three major questions asked by teacher and/or by a student's: where am i going? (What are the goals), how am I going? (What progress is being made towards goals?), where to next? (what activities need to be undertaken to make a better progress) these question correspond to notions of feed up, feedback, and feed forward. That is a step to using feedback in learning process.

An EIC Guide state that theoretical perspectives on feedback and learning suggest that we need to regard feedback (whether it is in written, oral or any other form) as a two-way (and sometimes multi-way) process. Simple sender/receiver models are generally inadequate even when giving corrective feedback. To the extent that it is possible we need to engage in dialogue with students about their performance and get them to see feedback as part of their learning (i.e. to understand its formative role). Both parties need to 'listen' as well as 'talk'. In many instances, we need to steer students away from notions of 'right' and 'wrong'. We need to be sensitive to both relationship and context, and be aware of the potential pitfalls in giving (and receiving) both constructive and corrective feedback. We can perhaps take comfort in the fact that sometimes small inputs are all that are required. The rest of this guidance looks at what this might mean in practice. From that statement we can conclude that to use feedback especially in oral feedback first we must give knowledge to the students and test it by orally to know the students receive knowledge clearly or not. When the students still have something mistake and error the teacher should use corrective feedback.

## Conclusion



Feedback is an important tool in learning process. We must carefully use feedback. Because There are many type of feedback. But when we use feedback in the right level. Feedback it could be is the awesome tool to enhance students skill.

### References

Brookhart, M. (2008). How to give effective feedback to your student. Virginia USA.

Fiscbach, ayelet., Eyal2, tal., & Finkelstein, R. (2010). How positive and negative feedback motivate goal pursuit. Journal compilation, 4/8, 517-530.

Astrom, johan., & Murray, M. (2009). An introduction for scientists and engineers. Princenton University Press: Princenton and Oxford.

William, dylan. (2013). Assessment: The bridge between teaching and learning. The national council of teacher of English.

Suskie, linda. (2010). Assessing students learning a common sense guide second edition. San Fransisco: Jossey-Bass

Hattie, john., & Timperley, helen. (2007). The power of feedback. Review of educational research, 77, 81-112.

Akuzzu, nallan (2014). The Role of Different Types of Feedback in the Reciprocal Interaction of Teaching Performance and Self-efficacy Belief. Australian journal of teacher education, 39, 37-65.

Dorothy, spiller (2009). Assessment: feedback to promote student learning. The university of WAKAITO.

Dorothy, spiller (2012). Assessment Matters: Self-Assessment and Peer Assessment. The university of WAKAITO.

