TEACHER'S FEEDBACK ON GRAMMAR CONSTRUCTION RELATED TO THE STUDENTS' SPEAKING SKILL

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Abstrak

Mengajar bahasa inggris terutama untuk siswa SMP merupakan hal yang tidak mudah, karena pada tahapan ini guru berperan besar dalam menjadi kan siswa lebih aktif dan mempunyai pondasi berbahasa yang baik. Grammar merupakan aspek utama dalam pembuatan pondasi berbahasa yang baik, namun permasalahan yang sering dihadapi oleh para pengajar yakni motivasi siswa untuk lebih aktif dengan grammar lebih baik. Metode pengajaran grammar yang kuno akan menjadikan siswa lebih malas sebab pada hakikatnya banyak siswa yang menjadikan grammar sebagai momok dalam proses belajar bahasa Inggris. Oleh karena itu siswa sering kurang aktif dalam proses pembelajaran. Peneliti menekankan metode pemberikan feedback yang sangat berpengaruh terhadap motivasi belajar siswa khususnya dalam hal pembelajaran mengenai grammar.

Dalam penelitian ini peneliti beranggapan jika motivasi siswa untuk lebih aktif akan bertambah ketika pemberian feedback diberikan secara maksimal. Beberapa jenis feedback akan di berikan pengajar secara tepat dan akurat sesuai porsinya. Penelitian ini mengenaipenerapan feedback guna meningkatkan motivasi siswa dan siswi untuk lebih aktif berbicara dengan grammar yang baik.

Penelitian ini menggunakan deskripstif qualitative. Guna mendapatkan data yang sesuai dengan yang dibutuhkan. Penelitian ini berlangsung dengan menggunakan fiednote dan interview selamadua kali pertemuan. Data yang dikumpulkan oleh peneliti dian alisis secara kulitatif. Hasilnya menunjukan bahwa murid mengalami perkembangan dalam hal keberanian untuk lebih aktif dalam proses pembelajaran khususnya berbicara dengan ketepatan grammar yang lebih akurat. Peneliti menyarankan kepada para pengajar lain atau penelitilain untuk menggunakan media ini dalam meningkatkan keberanian siswa untuk berbicara dengan ketepatan grammarnya.

Kata kunci: Umpanbalik guru, konstruksi grammar, skill berbicara.

Abstract

Teaching English especially for Junior High School is not easy, because in this phase the teacher has a big role to make students become more active and have a good basic language. Grammar is an important aspect in making good basic language, but the teacher is often facing the problem of less motivation of the students. Grammar teaching method which is not interesting will not be able to make students become active in teaching and learning process. The researchers emphasize feedback for students have good impact to increase students' motivation especially in grammar.

In this study the researcher found that students' motivation for being active increased by giving feedback maximally. Some kinds of feedback have been given by the teacher well. This study shows that the researcher want to know the influence of feedback in increasing students' motivation.

This study used descriptive qualitative. For collecting the data this study used field note and interview. It was analyzed by qualitative process. The result showed that student's experienced in developing their activeness in learning process especially speaking correctly. It will be useful for other teacher to apply this method to make the students become active and speak correctly.

Keywords: Teacher's feedback, grammar construction, speaking skill.

INTRODUCTION

Language is a means of communication that is intended to deliver information, ideas, and feelings from one person to other. It is used to communicate both in written and spoken forms. Language is a means of communications that represent ideas emotions and desires (Edward Sapir, 1921), while Bloch and Trager (1942) proposed that a language is a means for social groups to cooperate. Based on those statements the researcher is sure that how important it is a language in life and considering of its importance, Indonesian government has drawn up English as a foreign language that should be mastered by the learners. This is so because people know that English is a language that is used all over the world to communicate between people. It means that English is an international language which is very useful and required to be learned by everyone. Many things must be learned so that the learners are fluent in English conversation. Fluency is very important part in speaking and conversation. However if the conversation dominated by grammatical errors, your ideas will not get across so easily. So grammar is one of important structure in English.

The grammar of language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Michael Swan (2005:xix) states that grammar is the rules that show words are combined, arranged or changed to show certain kinds of meaning. Greenbaum and Leech (1982:2) strengthen that reference to the mechanism according to which language works when it is used to communicate with other people. From the statement above the researcher can say that grammar is a set of implicit rules that govern the formation of sentences.

Richards, Platt and Platt (1992) defines grammar as a description of the structure of a language and the way in which linguistic units as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall of the language. It may or may not include the description of the sounds of a language. From the statement above the researcher can say that grammar is important to everyone who learn English, people cannot master the language, being studied without mastering its grammar. Therefore when the students memorize the pattern of it, it will be easier to practice it well. The students can apply this kind of skills, by becoming their English teacher. So this is very important and useful for English teachers to master grammar, because when English teacher meets the students in the class in low English grammar mastery, absolutely student will get low enthusiasm to learn, such as the explanation from Locke & Latham (1990) proposed that feedback allows them to set reasonable goals and to track their performance in relation to their goals so that adjustments in effort, direction, and even strategy can be made as needed. In contrary to that situation when student are taught in good English grammar, automatically the students also want to be able to speak English correctly.

Studying grammar rules will certainly help the students to speak more accurately, that will also inform the students of what other things are important to develop accuracy in speaking English. Greenbaum (1996) stated that in terms of concrete sense of the word grammar, a grammar is a book of one or more volumes. The researcher also uses grammar for the contents of the book. When the researcher compares grammars for their coverage and accuracy, the researcher are referring to the contents of the book, a grammar is a book on grammar, just as a history is a book on history. That term statement shows that grammar is a kind of basic foundation in a language, so having a perfect grammar is very principal. Moreover many students are often too confused about grammar and sentence structures. Imagine that a student wants to make a conversation in class with his/her friends and he/she does not know the basic of grammar. He or she could be hard-working, bright, enthusiastic but completely unable to make a good sentence for that quality conversation. Because his grammar mastery is low. Therefore grammar mastery is a central to make a good conversation.

English teachers are all familiar with grammatical concepts, categories and structures, and have been teaching these to their students to improve their speaking skills. However, the teacher also knows that even though teacher has taught the student's about different types of sentences that they speak the correct, use of pronouns and articles, active and passive voice and so on, the teacher still finds many errors in student's conversation. Somehow the grammatical concepts that the teacher teaches are not applicable in students' sentence construction doing conversation. One reason for this may be that students do not get enough practice in the *process* of speaking. This requires careful attention to grammar, style and choice of words. Grauberg (1997: 201) stated that for many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy because conditions in the classroom are very different from those in real life. Speaking normally occurs in a domestic, social or occupational environment, except for the fairly infrequent occasions of a talk or a lecture, only small groups of people, typically two, who are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but the most frequent case is that one person has a reason to address the other, to request information or services, share experience, suggest action. The other replies and a dialogue happen. From that on the impact of practice speaking to help the students minimizing their grammatical error is an important matter.

If the students' still keep on making errors during their conversation session, the researcher would expected that teacher's feedbacks also contributes

positively to solve it. In giving feedback to the students, the teacher may use different kinds of correction techniques, but to identify proper feedback for speaking skills, the teacher can apply oral explanation. Edge (1997) states that correction should mean helping people to become more accurate, not insisting completely Standard English usage. By the existence of the corrections, it is expected that the students become more accurate in using English. As English teacher at school, they need to provide the students' with the information dealing with students' language learning development or by giving help to correct the error of students' language composition.

According to ideas presented by the researcher, the students can master well the English language if they understand the rules of grammar of its language. When they make error or mistakes, teacher should overcome this problem by giving proper feedback in the form of error correction. Many errors and mistakes that students make and factors that cause this problem, should be given an am ant of attention. This study is trying to suggest teacher's feedback to help students to speak better. To make a clear focus on the problems and to systemize the discussion, it needs to arise some questions that will act as starting points of the analysis. The formulation of the research questions are as follows:

1. What kinds of teacher feedback given to the students' grammar in terms of speaking skill?
2. How does teacher feedback influence students' grammar in terms of speaking skill?

METHODS

1. **The Analysis of Teacher's Feedback on Grammar Construction Related to Students' Speaking Skill**.

The observation was held in 2 meetings, each meeting consists of 90 minutes. First meeting the researcher just take a field note and try to adaption towards class condition, and then for the second meetings the researcher was began to getting the data with analysis the grammatical error of the students' towards their speaking skills without giving feedback from the teacher. Then in last chance the researcher interviewing the students' towards the function of the feedback and its meaning. Based on the on this observation, it was proved that in implementing teacher's feedback, the teacher did marking and provide the sign for the students' mistakes in form of their grammatical construction of their speaking skills. This steps in feedback provision was in line with the procedures finished by Purnawarman(2011), Bitchener and Knoch (2008).

The observation turns in to a week for implementing teacher's feedback towards students' composition as taking note, revising, and concluding the result. In details, firstly the teacher explained about the materials, then she give a homework for the students' to study more about the materials and try to make it at home. For the next meeting the teacher wants to ask the students' to make example of the materials and performing in front of the class based on then the teacher topic, so the students' have to understood well about the materials, hence the teacher correcting the students' performance especially in their grammatical construction. This was aimed to improving students understanding about the materials and their bravery to speak up in front of the class, this was the way of the teacher to increase students' responsibility.

In first meeting on 28 Mei 2014 the teacher explain about the details of the "Narrative Text" such as the meaning, the aim, part of the text, and its grammar. The teacher chooses several students randomly to answering the questions such as kind of narrative text that they know, example of narrative text in their surroundings. Afterwards the teacher showed an example of "Narrative Text" which explain about Malin kundang story and the history of Surabaya city. After that the teacher analyzing which broke down the point in form of "Narrative Text" in example of Malin Kundang, and the history of Surabaya to make the students' easy to understand gathered their ideas before composing their own narrative text by using mind-mapping. Then the teacher also explained about the grammatical construction, such as the use of past tense in a sentence in form of attributive *was/were, has/have/, v2/ed* . This way in teaching writing skills was aimed to remembering students' understanding about the use English grammar in writing skills. When time was over the teacher was instructed to the students' to study about the materials today's at home and try to make narrative text based on the teacher explanation before.

In the second meeting, on 29 Mei 2014, the teacher did teaching activity in the similar steps to the previous meeting but the teacher activity was done on 30 minutes, it's because the teacher just reviewing the previous materials, then she ask to the student to prepare in making example of "Narrative Text" in front of the class which the teacher topic. The teacher randomly chooses one of the students' to make "Narrative Text" in front of the class. The topic for the first student is fable, then the teacher choose one of the students' in class and firstly the teacher reviewing about the feature, grammar and the aim of "Narrative Text" to remembering the students' understanding in last week. Hence the teacher asks about kind of fable that the student know, and the student choose "Kancil Nyolong Timun" as the story. This is the student's work and written by the researcher who takes from the video documentation;

Once upon a time, there is a mouse deer in the field. She was so hungry at that time. Suddenly she found a lot of cucumbers in the farmer's field. It was so attract her to eat it. Slowly, she took it one by one and tried to bring it away from the field. But unfortunately, the farmer is coming. He knew the mouse deer was stealing his cucumbers. Mouse deer tried to run away from the

field, but it was not her lucky day. The farmer successes to catch her and brought her to his home. He put the mouse deer in the cage.

The next day, there was a dog across the farmer's home. He see a mouse deer trapp in the cage. He asked "hey, what are you doing there?"Oh, did you know that the farmer will invite me to his party? He will give me a lot of food." She replied."Really? I want it". "Yes, of course. If you want it, just come in. you can be my representative". She said happily. The dog was tricked by mouse deer. Mouse deer asked the dog to open the cage and asked him to represent her to come to the cage. Mouse deer was free and dog was trapped in the cage. "Congratulation, dog. You will be a farmer's dinner" she mocked and run away left the dog alone.

In process of making example of "Narrative Text" the first student look like nervous, less vocabulary, and grammatical mistakes but the teacher still help the student to complete the text well, give a words that he need, in this part the teacher give kind of *explanatory feedback*, example in line 1,5,9,10, and 17, the teacher give explanation about the incorrect verb that student chooses, the teacher explain again that the students should be used v2 in making narrative text here. Give support for the students which instructed other student to give applause, this is kind of *Motivational feedback,* the teacher encourages, support and gives lots of motivation to make students to feel good about themselves during presentation.

After the teacher was done in revising the first speaker, the teacher asked to another student to make a "Narrative Text" in front of the class with the same topic, and the teacher hope it will better than the first speakers.

Furthermore, the second speaker was done with her story, and this is student's work written by the researcher;

One open a time there was a lion that was trapped in the net. He cannot move. Suddenly, the mouse was knew the lion and help him to be free from the net. Lion said thanks to the mouse. Several days later, mouse was chase by hunter. Mouse run away from the hunter. But hunter run faster than him. Lion try to help the mouse by biting the hunter's feet. Hunter feel so ill and stop run. The mouse was free. Mouse said thank you to the lion. Finally they became friend forever.

The second speaker is better than the first, she can minimizing the grammatical error, full of expression, the aim of the story was connected to the listeners. That is because of the teacher give instruction clearly and gives some of *explanatory* and *motivational feedback* after the student finished their job. But for the second speaker the teacher also give kind of *Diagnostic Feedback*, the teacher explains about the source of the incorrect response by comparing common mistakes, means that the teacher comparing between the first and

second speaker, it can make the students proud of their work.

Other feedback that the teacher gives for the second speaker here is *Evaluative Feedback,* the teacher summarizes the students' achievement and measure it with score or grade based on the students',it shows with the teacher said "kalau dinilai bu nuril bisa nilai 80 luar biasa yaa" this sentence is show kind of *Evaluative Feedback,* and also the teacher give *Motivational Feedback* again for the second speakers to make all of the students in class are more motivate because, after the first section was done, the teacher ask to the student to study again on 30 minutes, such as discuss the material, and practice their understanding with their friends, because the teacher asked to the students to come forward to practice their understanding about "Narrative Text" again, it is to show the teacher's feedback influence to their understanding about the material and their motivation to speak better. The teacher hopes that the students' upgrading their performance after them looking into their friends' in first section.

After 30 minutes the teacher confirmed to the students to come forward and practice their "Narrative text" again in front of the class, and the result is shown by students' work here;

Wolf and Goat
Thirsty wolf arrived in the edge of a lake. When about to drink he saw a goat was drinking too in that place. Butunlike the other goats that will blurred when the sas onegoats. This remains calm carry on drinking. To his surprise, thewolf approached goat. "Hello goat! How are youdoing? "She said" Oh, good news wolves. How with you?"Said the goat. "Well well," replied the wolf. "By the waywhy you are not afraid to see me?"said the goat. Why did you notice I'm fine and remember you must know meWolves tried to remember where he had met with goat thisone. Then at that time he remember, "oh yes Iremember! Did not you ever save me?"Wolfrecall at time that he was busy prey when eating beef suddenly heard the sound of a gun blast and screams goats.Apparently goats butting the hunter so wolf shot missed and survived. "I'm sorry my friend," said the wolf. That was i almost did not recognize you. Thank youfor saving me! "" You're welcome friend! "Said the goat.Then the goat and took his leave. In goat liver grateful notto be eaten by wolves.

Mount Bathok Legend
Along time ago, there lived a beautiful woman namely Roro Anteng. She was a known for her beauty and had attracted the woman the attention of an evil giant. Roro Anteng dared not reject the giant's answer when he proposed to her. Roro thought of a plan to get away from the marriage without offending the giant. In order to get her and marriage, the giants had to fulfill

her wishes. Roro Anteng then concoled a difficult request in hopes that the giant does not have the power to fulfill it. She had asked him to make her a sandy desert in place of two mountains for the night one and before the break of dawn.Unfortunately for he, the giant magically and swiftly begin to work his powers and was nearly completing her wishes. The fast thinking of Roro Anteng quickly thought of an idea to disrupt the completion, she made the rooster began to crow bringing dawn in. On hearing of roaster calls, which signaled the break of dawn, the giants was shocked that he failed of he work, frustrated, he threw the coconut shell that ground in the mount side of mountain Bromo, forming has it known as mount Bathok, and the sandy plain was form the tengger caldera.

The Legend of Surabaya

Once upon the time long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was acrocodile. They lived in a sea. One the day Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat, this is my lunch," said Baya. "No way! This is my lunch. You aregreedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they stay away in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One the day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy

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To show the influence of teacher's feedback for the students the researcher analyzes the students work transcript. Then finally the students error are happened just on the use of adverb and adverbial phrase, it is because they are less understanding about it, and there is no much error on grammatical construction such as the used simple past and conjunction like before without getting teacher's feedback.

In the last section of the lesson, the researcher replacement the teacher positions, the researcher will interviewing the student about their feedback understanding. In interviewing the students', the researcher used group interview to minimizing the time, because only 45 minutes to finish the interview. Firstly the researcher explained about what feedback is, kind of feedback, then the class was divided into 4 groups, group 1, 2, and 3 consists of 10 students and group 4 consists of 7 students. And the questions of interview for each group are same, such as;

1. Sudah pernah mendapatkan feedback apa belum?
2. Dalam bentuk apa? Oral atau written?
3. Apakah feedback itu penting bagi kalian?

4. Apakah pengaruh feedback yang kalian rasakan setelah mendapatkannya?

Those activity were well done in 45 minutes, and the researcher will analyze the data which processing the students' responses.

2. Students' Responses.

Student responses towards the implementation of teacher's feedback in grammar construction related to their speaking skill, was distributed by interviewing on second meeting Mei, 29th 2014 to the 37 students' were stayed in the classroom who divided into 4 group. The questions of interview consists of 4 questions that were answered by the students through connecting what they felt after the researcher was explain about feedback first, and the students' was getting from the teacher before.

The form of questions in interviewing the students towards their responses about feedback was describes the students' feeling about the use of feedback for their speaking, and the difficulties on their grammatical construction. The interview stated that almost the students' are ever to get oral feedback, and it is useful for their next performance, but some of the students' revealed that they never getting oral feedback in their study. In form of written feedback, almost the student stated that rarely get it. So that the students' argue that feedback was not happened in form of written. The habitual of the students' who never checking their work to revising their mistakes is the reasons of mostly students' who think that they are never getting kind of written feedback. However, the other 3 students' argued that they are ever in getting written feedback in their work, they like to check their work after the teacher was returned, they want to interrogate their mistakes and try to make a better work after it. The 3 students' stated that they need teacher's feedback in order to increase their skills and improve their carefulness.

The interview was done after the researcher think that the data was quiet enough, such as the students' response toward the use of feedback, kind of feedback that they ever getting in their study before, the important of feedback for their skills, and the influence of feedback to improving their speaking skills and increase their grammatical construction. Most of the students' felt that it is difficult to mastering English since they are lack of motivation and understanding about grammatical. They felt that building courage is difficult because they do not master the English grammar, so in here the teacher needs to give feedback to solve it.

3. The Analysis of Students' Compositions.

The data observe such as in teaching "Narrative Text" the teacher asked to the students turn to make for one times as drafting. So that, it is important to write the example of "Narrative Text" to figure out kind of

mistakes that they made and about their quality after they are given feedback by the teacher.

4. The Grammar Mistakes of Students' Compositions.

Based on the observation of the research on Mei 28th-29th 2014, it is found that all of the students can speech confidently and fluently when practicing narrative text in front of the class, but they are still do some errors in grammar. Based on the documentation of the research, the researcher analysis then find some mistakes on grammar at the students' skills. These are some mistakes from student who got duties as mention on the table.1

Table. 1

NO	COMMON STUDENTS' MISTAKES ON PRACTICING NARRATIVE TEXT
1	Do you ever heard?
2	Because she hungry
3	They hope
4	Once upon the time, there is a dog
5	They she dog
6	The dog jump in the river
7	The dog run to the forest
8	Who will answer it? Different dog different answer
9	In the night the dog was know
10	The dog help . . .

5. The Analysis of Students' Work Based on Grammar Mistakes Category.

Based on interview with the teacher, Mrs Nuril on Mei 28th 2014, she explains to the researcher that all of the student here are less understanding about grammar, hence the researcher conclude that category of the students' mistakes for narrative text here such as;

6. Past Tense.

The basic of narrative text is about fiction and surely it is happened in the past, so that the tenses is "Past Tense" but sometimes the students' did not used it whereas a narrative text is easy to follow in the past tense. If the student were to convey even in the present tense, the result would be a dramatic immediately that might confused the reader. The process of sorting verbs is important here, because the students are ever too confused on using $v2$.

The student did some mistakes in using Past tense when he spoke in front of the class. Perhaps the student did not feel that he/she made some mistakes in using past tense because he/she spoke fast. His/her mistakes like under:

Data: No.1 *"once upon a time, there is a mouse deer in the field"*

No.2 *"the farmer is coming"*
No.3 *"he see a mouse deer trap in the cage"*
No.4 *"she mocked and run away left the dog alone"*
No.5 *"the mouse was knew the lion and help him to be free . . . "*
No.6 *"mouse was chase by hunter"*
No.7 *"mouse run away from the hunter"*
No 8 *"but hunter run faster than him."*
No.9 *"Lion try to help the mouse . . ."*
No.10 *"Hunter feel so ill and stop run"*

The characteristic of past tense is the used of $v2$ to show the situation is happened in the past, but in this way the students 'still using present tense/$v1$ such as the underline words. That must be change into $v2$ like (is > was), (see > saw), (trap > trapped), (run > ran), (help > helped), (chase > chased), (try > tried), (feel > felt), (stop > stopped)

The students make mistake above because they less understanding and did not care about their grammar on making kind of text.

7. Conjunction.

Conjunction is important in every text, they used to connect words, phrases, or clauses and show the relation of a noun or pronoun to other words in a sentence. In narrative text are ever founded coordinate and subordinate conjunctions such as *and, but, before, after, then* are placed next the words and ideas they connect. But the students' are ever getting the difficulties in placement of this, here are the examples:
Data:

No.1

"Once upon a time, there is a mouse deer in the field, and then she was so hungry at that time. Then suddenly she found a lot of cucumbers in the farmer's field. It was so attract her to eat it. Then slowly, she took it one by one and . . . "

No. 2

"The dog was tricked by mouse deer. After mouse deer asked the dog to open the cage and asked him to represent her to come to the cage".

No.3

"*Finally congratulation, dog. You will be a farmer's dinner*" she mocked and run away left the dog alone".

No.4

"*Then after that lion said thanks to the mouse*"

No.5

"*Mouse run away from the hunter. And hunters run faster than him*"

The use of conjunction is for connecting between two words to make a good sentence, but if the conjunction placement is wrong, it can make the reader feel confuse to understand about the story. The aim and meaning sense of the story are also does not delivered to the reader. In this way the data of number 1 is actually right, but the selection of conjunction less varied and it will make the reader feel bored, would be better if the word *"then"* change to the other conjunction like hence, furthermore, after that, etc.

In the data of number 2 is better in adding *"that"* after the word *"after"*, to make the sentence easier to understand the meaning. The data of number 3 is wrong in placement of the word *"finally"*, it is better if the sentence without *"finally"*. For the data of number 4 is too much conjunction that would be better to chose one of them. The data of number 5 is wrong on choosing conjunction, the word *"and"* have to change into *"but"*, it shows the relation between the first and the second sentences.

8. Adverb and Adverbial Phrase.

An adverbial phrase is simply two or more words that act as an adverb, it can modify a verb, adverb, or adjective and can tell "how", "where", "why", or"when". The important of adverb and adverbial phrase in narrative text are ever to show the location of the story happened, and the situation of the story began or the conclusion when the story ended. The problem of the students' here is on placement and arrangement the adverbial phrase to make a better sentence, such as:

Data:

No.1

"*In the forest one open a time there was a lion that was trapped in the net*"

No.2

"*Happily ever after they became friend forever*".

In these kinds of category, the student mistakes are happen on taking adverbial phrase to show the location and condition of the story in the past. For the data of number 1, that is disorganized sentence because the placement of *"in the forest"* is wrong, and would be right if changed into *"one upon the time in the forest . . . "* . Students' mistake on data of number 2 is almost same with the first, which is the placement of the adverbial phrase. It will right if the place of *"happily ever after"* moved to the last sentence become "*they became friend forever and happily ever after*", this sentence shows the situation and condition about the end of the story.

DISCUSSION

Based on the results showed before, it can be concluded that the teacher has implemented kind of oral feedback in teaching speaking, well since the teacher followed the process proposed by the previous researchers. This was in line to what proposed by Kulhavy (1977) as the feedback is combined with more a correctional review, the feedback and instruction become intertwined until the so called process itself, will take on the forms of new instruction, rather than informing the student solely about correctness.

The process will be held in two meetings, first meeting the teacher explain the topic of the lesson in generally. It was purposed to remains the student knowledge after they got long holiday such as asking about their holiday experience. Afterwards, the teacher explained the mainly points of narrative text that they were going to study, such as the generic structure and the language features. To ensure that the students understood about the explanation, the teacher asked some of questions about the previous explanation. Since students showed that they had understood about it, the teacher continued the activity by asked some question to the students in class about the purpose of narrative text in their understanding, hence the teacher give oral feedback to the student that answered the question. This way is to motivate the student during the lesson, proposed by Brookhart (1998) motivational feedback types, the teacher encourages, support and gives lots of motivation to make students to feel good about themselves during presentation.

The teacher continues the material, then she confirm to the student about how many structure in narrative text. Almost student answered it well and the others have different answer. In this way the teacher have to explain clearly to make the student understood well about their different opinion. This type proposed by Crane (2006) Diagnostic, the teacher explains about the source of the incorrect response by comparing common mistakes.

After the teacher gives explanation about the structure of narrative text, she explains about the language feature and the grammar of the text. The teacher has the same ways, when explain about the material she confirm to the students about the next material that she explained. It can make the student brave to conveying their answer, comment, interrupts,

this step proposed by Long (1996), verbal feedback, presented in types of spoken or capable of being spoken not only phrases used but also the tone of voice. Hence the material is done and the class finished. The teacher checks the attendant list while the students write down the explanation in board. For the next meeting the teacher asked to the student to study about the material today, because for next meeting she chose one of the students to make narrative text in front of the class based on the topic from her.

In the second meeting the teacher remains the materials a week ago, and she asked for all the students to preparing their understanding about it. After several minutes the teacher chose one of the students to come forward and practices their skill in front of the class. The teacher gives a topic and the students do their job, furthermore in process of it the student is ever get mistakes especially in grammatical features such as their simple past, conjunction, and adverb. In this situation the implementation of teacher's feedback to improving students' grammar frequently uses recasts to give feedback. Proposed by Oliver (2000), he found that younger learners preferred recasts, while older learners preferred clarification requests and explicit feedback.

After the student was finished their job the teacher gives oral feedback, it can make student's moods vary because there is much more to face-to-face feedback than words that are one of advantages by oral feedback proposed by Race & Brown (2005). After the teacher gives oral feedback to solve students' difficulties, she asked the students to study again on 30 minutes, such as discuss the material, and practice their understanding with their friends, because the teacher asked to the students to come forward to practice their understanding about "Narrative Text" again, it is to show the teacher's feedback influence to their understanding about the material and their motivation to speak better. The teacher hopes that the students' upgrading their performance after them looking into their friends' in first section.

In last minutes on second meeting the researcher doing interview to the student, in this case the researcher tries to get information about students' braveness in practicing narrative text especially in their grammatical construction. The result is some of students are never getting feedback in their process of study, and the others always getting feedback in kinds of oral and written in their study. The differentiate between the student who never getting feedback and always getting feedback is in the form of their braveness and spirit to do the exercise, such as practice their skills.

CONCLUSIONS & SUGGESTIONS

The research was finished to explain the teacher's feedback in grammar construction related to students' speaking skill to the eighth graders of SMP Muhammadiyah 6 Krian. In the result the researcher shows that the teacher took in two meetings when teaching about narrative text. In the first meeting was done by the teacher teach the students' about the generally of the material while the researcher just observe the class condition by using camera to identify the situation. The second meetings, the teacher asked to the students to practice their understanding about the materials a week ago. Hence the researcher doing observe at that time, the second meetings was done by the researcher doing interview. This analyzing process proposed by Maxwell in Ary, et al (2010) was used as first, reading or listening, second, coding, third, connecting, and finally, reporting.

In the other hand when process of teaching and learning, the researcher is also distributed by give a set of question in form of interview to the students. The student's question during the interview revealed that most of the students were basically feel difficulties to speaking English moreover in a correct grammatical construction. They assume that the difficulty that they face is in building the spirits, and their braveness to speak up. The students' were afraid to speak a lot since they did not master in grammar, hence the researcher look this situation as big problem.

During the observation the researcher tries to give kind of feedback to solve this problem. So far the researcher found it easier, it can influence students' grammar in terms of their speaking skill. Hence it was helped to remembering the students' error, so they will be able to avoid in making the same mistakes.

Furthermore, to figure out students' ability after the implementation of feedback in their grammatical in terms of speaking skills, the researcher analyzed the students' compositions. Hence the researcher found one of the students' in class that he never get feedback, and he never get the impact of it. This is may be related to the passion of the students' in speaking English, while the result is the impact of oral and written feedback given to the students' grammar in terms of their speaking skill, and it can influence the students' grammar in terms it.

Based on the beneficial of feedback in teaching speaking skills in form of narrative text, it is suggested to the others researcher to increase this study by exploring this kind of feedback on the other subject, topics and step of speaking to get more beneficial. For other researcher this research can also explore their study by combining kinds of oral and written feedback, to make it more effective and useful.

Hence, considering the different levels of students' ability, it is must to English teacher to be more thinkable during the process of teaching speaking skills. One of the ways to teach is by using media, such as newspaper, magazine, book story and so on, it can makes the students' will be more enthusiastic when following the lesson. Then in form of analyzing students' draft, the teacher needed to provide the suitable and appropriate feedback since the teacher and students' will actively connect in the learning process through students error. That will make the provision of feedback on students'

compositions can be developed, hence the latter will be beneficial for the result of teaching and learning process to stimulate students' to speak better.

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