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The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience

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Abstract

In a teaching-learning process, a teacher interacts with his/her students. This interaction may be manifested among others by giving affective feedback to the students' correct utterances, as well as being focused on what needs improvement and by giving them informational feedback by making note of their errors. Receiving informational or affective feedback will become one of the experiences for students in learning a foreign language. This study investigated the effect of teacher's feedback in speaking class on students' learning experience in local context. This study involves sixty eight participants from three classes in the eleventh grade of a Senior High School in Yogyakarta. Observational study and survey are the methods utilized to gain the data. Supported by qualitative data, this study attempts to figure out the effect of teacher's feedback in speaking class on students' learning experience.

From the study, it was understood (1) that two types of teacher's feedback namely affective feedback and informational feedback occur in speaking class, and (2) that teacher's feedback contributes beneficial effects to students' learning experience. Teacher's feedback motivates the students and informs them about their speaking ability. The result of the study also indicates that students expected their teacher to give them affective feedback even though when they made erroneous utterances. This expectation was viewed as a means to give the students the feeling of self worth. It was also seen as reinforcement for students to stimulate their motivation to learn. Giving informational feedback too much was regarded as having possibility to cause embarrassment and other negative learning experience.

Keywords: Feedback, Affective Feedback, Informational Feedback and Experience.

Introduction

In learning a new language, a student may produce correct utterances or ill-formed utterances. If a student produces correct utterance, then the teacher usually gives them praise or any kind of reinforcement to give the student a sense of success. Concerning ill-formed utterances or error utterances that may contain one or more than one error, a teacher should give the student feedback, if not, then there is topic continuation. If feedback is provided by the teacher, then it is followed by the learners' response to the feedback they receive from teachers on their own efforts to communicate. Therefore, seeing that students must be helped in their independency of learning leading to the fluency and accuracy development in learning the target language, the teachers are to help their students by giving them what the so-called feedback to reinforce their students. This study concentrates on

the following questions: (1) What kinds of feedback occur in speaking class? (2) How do the students view the practice of teacher's feedback in speaking class? How do they perceive its patterns and influences?

Communicative Language Teaching

The Communicative Language Teaching starts from the theory of language as communication (Richard and Rodgers, 1986: 69). This theory of language implies that in order to be able to use English effectively, the learners are supposed to use the language in communication. The learners are supposed to speak or communicate in the target language regardless of the errors they may make while they are speaking. At the level of language theory, Richard and Rodgers (1986: 71) define some characteristics of communicative view of language:

a. Language is a system for the expression of meaning.
b. The primary function is for communication and interaction.
c. The structure of language reflects its functional and communicative use.
d. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Communicative Language Teaching emphasizes the process of communication rather than the mastery on language forms. This emphasis leads to learner centered teaching activities. The learners are the subjects of the teaching and not the object. Breen and Candlin (1980) as cited by Richard and Rodgers, (1986: 166) describe the learner's role within CLT in the following terms:

The role of learner as negotiator- between the self, the learning process and the object of learning- emerges from and interacts with the role of join negotiator within the group and within the classroom procedures and activities that the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

The quotation above expresses that the CLT recommends the use of cooperative interaction between the learners in teaching and learning activities. It is important for learners to learn that failed communication is a joint responsibility and not the fault of speaker and listener. In communicative language teaching, the teacher has a responsibility to create a natural environment in a classroom. This approach also requires the teacher to be more creative in varying the activities in the teaching learning process, so that it can be more natural as in a real situation. Littlewood (1981) as cited by Larsen and Freeman (2000, 128) says that the teacher facilitates communication in the classroom. There are several roles of teachers according to Breen and Candlin as cited by Richard and Rodgers (1986: 77). The definitions of teacher's role in CLT are as facilitator, participant, researcher and learner, needs analyst, counselor, and group process manager. When a teacher gives comments on students' performance and correction to students' error in speaking class, the teacher plays his role as a facilitator since he has to facilitate the teaching learning process by acting as an organizer of resources and as a resource himself. Furthermore, he also plays

his roles as a counselor in which he gives feedback on students' errors in order to maximize the meshing of speaking intention and hearer interpretation.

Errors

Brown (1987: 170) says that a mistake refers to a performance error that is either a random guess or a 'slip'. In that, it is a failure to utilize a known system correctly. All people make mistake in both native and second language situation. Native speakers are normally capable of recognizing and correcting such mistakes, which are not the result of a deficiency of the competence but the result of some sort of breakdown of imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in the native speaker production also occur in second language speech. Brown's opinion about mistake is in line with the term of error defined in *A Dictionary of Linguistics and Phonetics* (Crystal, 1983: 112), that errors refer to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain. They are most noticeable in the phenomenon labeled as 'slips of the tongue', and in the false stars, pauses and other non- fluencies of everyday speech. This definition of errors is confirmed by Chomsky as cited in Dulay et al. (1982: 139) which he called performance errors that caused by factors such as fatigue and inattention. Corder as cited by Dulay et al (1982: 139) defines errors is systematic deviations due to learners' still developing knowledge of the second language rule system. The definition of errors above is what Chomsky (1965) as cited by Dulay et al (1982: 139) called competence errors due to the lack of knowledge of the rules of the language.

Feedback

According to Gagne (1961) feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available. Furthermore, Kauchack (1989: 85) defines feedback as any information about current behavior that can be used to improve the future performance of the students. In addition to the definitions mentioned above, Ellis (1988: 274) provides further definition of feedback that as the identification and the correction of learners' errors and the positive reinforcement of correct utterances. Feedback is one of the most important concepts in learning. Feedback involves providing learners with information about their responses that affects the tendency to make a specific response again. Feedback can be affective or informational. Some of the purposes of feedback are motivational and some have to do with providing students information.

The followings are the significance of feedback according to Maryn (2002: 3):

1) Feedback is way teachers specify the learners' language.
2) Feedback consists of hints the students can use to improve their language skills.
3) Feedback informs the student about their current language skills.

4) Feedback can be a beneficial stimulus to the students. It can arouse the students' motivation better than giving mark or grades.

5) Feedback can guide students to students' independency of learning. It aims to guide students to find their own mistakes.

According to Stone and Nielsen (1982: 112) there are two types of feedback namely:

1) Affective feedback

Teacher's praise, the most common form of positive reinforcement, appears on the surface to be a simple concept since a correct answer deserves some types of acknowledgment and recognition. In addition to his explanation of effective feedback, Kauchack (1989: 87) also recommends of effective praise namely:

a) Praise genuinely

As with every aspect of teaching and living being genuine is an important and valued characteristic. Insincerity is likely to be perceived as such because our nonverbal behavior "gives it away" and as a result, the teacher's praise lacks credibility. This simply suggests that if the teacher gives praise, he or she should mean it.

b) Praise the effort as well as the answer

This strategy teaches the students that an important aspect of learning is not just the answer but also the effort that goes into getting the answer (e.g. "You worked hard on that problem" and "Good job!").

c) Praise specifically

Praise that depends on and specifies the praise worthy behavior provides more information than does a general response such as "Very Good", "Excellent answer" or a similar response. Not only do the students providing the answer benefit emotionally, but the rest of the class benefits academically from the added information in the teacher's response.

2) Informational feedback

This term refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students. Nelson Brooks as cited by Hendrickson (1981: 1) considered errors to have a relationship to learning resembling that of sin to virtue. He says, "Like sin, error is to be avoided and its influence overcome, but is presence is to be expected". Error in this way is the part of language learning and it is understandable that when the students are learning English in communication, they produce errors. Errors in language learning should be avoided. It means that errors cannot be tolerated to happen over and over. That is why correction in language teaching is needed. However, errors in language learning are expected to happen because by its presence, the students are able to recognize their own error and therefore they will try to improve themselves. Corrections can be defined as 'feedback on errors' (Brown, 1987: 261). It is needed to evaluate students' performance. When students made errors, it is important for them to be corrected. They need to know about their weaknesses as well as their strength in order to provide feedback for them and to increase their self- confidence.

Experience

When a student has experiences, he is stimulated and reacts. Experiences must result in satisfying emotional responses. It must touch the feelings. As a result, it will fix the emotional response for a long period, even for life. Therefore, it is necessary to make positive action which will fix a positive response. In this way, experience will influence learning efficiency and effectiveness. So, it can be said that effective learning happens where there are satisfying experiences on the part of the students. Risk (1947: 33) points out that learning will be most effective when the learning experiences are satisfying and the learner feels he is accomplishing some desired or worthwhile goal. Stated less formally, people tend to engage in those activities which are satisfying and to avoid those which are annoying. One example of experience in learning situation is receiving corrections from teachers.

Furthermore, Risk proposes other conditions that will also affect learning efficiency. He states that learning will be most effective:

a. when the learner gains confidence in his ability and also requires favorable attitudes and good work habits;
b. when the environment contributes positively to the learning situation;
c. when the situations are adapted to the needs, capacities, and interests of students;
d. when the students feel the need for the experiences and outcomes;
e. when the students are free from emotional tensions;
f. if the learning experiences are adapted to the normal growth of the learners; and
g. in situations that provide satisfactorily for students' participation in planning and learning.

As mentioned in the preceding section, learning efficiency is affected among others by the environment. The environment deals with atmosphere. It is necessary for teachers to create an enjoyable, relaxed, and cheerful atmosphere in which the students can learn optimally. This statement is supported by Finocchiaro (1958: 90): "We are all cognizant of the fact that a systematic methodology in lesson development is of paramount importance. Equal value, however, is the creation of a class climate in which learning is encouraged and in which the methodology can be applied." She says further that the acquisition of knowledge in a pleasant and colorful classroom in which the teacher and students interact cooperatively will be better and faster and that all teachers should strive for such situation which is very conducive to learning.

In order to do so, several steps are provided. First, it can be done primarily through a sympathetic appreciation on the part of the teacher. Next, a teacher should give students a sense of success and achievement and like them as individuals. Furthermore, a teacher must make the individual students as the focus of educational efforts. It means that a teacher should give attention to each student in order to make them eager to follow the lesson. If a teacher is able to make a good approach to each of them, the students will enjoy his class. Consequently, there will be no fear and tenseness.

Methods

This study employed a qualitative research. The reason for using this method was that the students' perceptions on teacher's in speaking class could be understood by descriptive data. Ary et al. (1990: 25) say that "qualitative research studies are designed to gain an understanding of some group or some phenomenon in its natural setting". Qualitative approach was used because this research attempted to describe particular phenomenon occurring in reality from which qualitative data could be derived. The phenomenon of this research was teacher's feedback given in speaking class. The researcher also employed survey research. It was intended to describe the characteristic of all the participants (Fraenkel and Wallen, 1993: 344). Furthermore, survey research involved asking the same questions presented in the form of written questionnaire (Fraenkel and Wallen, 1993: 10). In this way the researcher tried to figure out how feedback given in speaking class influenced students' experience in learning English based on students' view points.

Participants

The participants of this study were 68 students of speaking class in the eleventh grade of *MAN* Tempel, Yogyakarta. They were chosen from all students of three different classes who studied in speaking class in the eleventh grade of *MAN* Tempel, Yogyakarta, to know the characteristic of all participants.

Instruments

As previously mentioned, the data were obtained through observation and questionnaire. The following part will describe each of the instruments used in this research.

a. Observation Checklist

The observation checklist was used to help the researcher to gather data to answer research question number 1 that needed observation. The main data to consider was the types of feedback in speaking class. Observation checklist was used to record the activity in speaking class in which the research was conducted. This was also intended to help the researcher identify what types of feedback occurred in speaking class. To record whole class interaction as well as teacher's interaction with individuals and small groups, sheets of observation checklist were used by the researcher to identify the types of error the students made and the types of feedback given by the teacher.

b. Questionnaire

Since this research was to investigate learners' point of view, all the questionnaire items provided were aimed to answer the research question number two that was to know participants' perceptions on teacher's feedback in speaking class and its effect on their experience in learning English. There were nine items of questionnaire used in this research and all those nine items were related to students' perception on feedback in speaking class.

Findings and Discussion
Feedback Occurring in Speaking Class

It is found that the total events of teacher's feedback was 52 events. From those events, 12 events (23%) of which were affective feedback consisting of praise and the other 40 events (77%) were informational feedback. The informational feedback focused on linguistic forms, with the description that the feedback on grammar errors which was 8 events. There were sixteen events of feedback on vocabulary errors, while feedback on pronunciation had the same number as grammar feedback. From the observation, the researcher discovered the details of each type of feedback given by the teacher. The teacher's strategies in delivering feedback were also revealed. Interestingly, in delivering affective feedback and informational feedback on grammar, vocabulary and pronunciation the teacher treated the students' performance differently.

1. Affective Feedback

Affective feedback refers to the praise the teacher gave to the students' effort in speaking. From the observation, the occurrence of the positive reinforcement to the correct response given by the students was delivered by the teacher in the form of giving praise. The teacher gave the praise to keep the students' performance and to strengthen positive emotional reaction on the classroom. It is found that the teacher gave praise to the students' effort. The example of the occurrence of affective feedback is shown feedback event below:

Student: Last holiday, I went to my grand mother's house.
Teacher: oh! Excellent!
(Observation checklist: meeting 1)

The teacher gave praise, the most common form of positive reinforcement, to the students in different situation. However, as the researcher noticed, the teacher mostly gave affective feedback to the students who seemed to have high motivation to speak and it is directed more to the individuals rather than to the whole class. This is so because affective feedback will give more positive effect when it is intended to individuals. It is in line with Stone and Nielsen's statement (1982: 112) that "the human touch appraisal builds on the affective, so that delivering feedback to individuals gives them a sense of self-worth". It was also revealed from the observation that the teacher gave praise the effort as well as the answer. This strategy taught the students that an important aspect of learning was not just the answer but also the effort in getting the answer.

2. Informational Feedback

It has been mentioned that the teacher treated differently in delivering feedback. The explanations of informational feedback on grammar, vocabulary and pronunciation are explained as follows:

a. Informational Feedback on Grammar

In giving feedback on grammar mistakes, the teacher often used "recast strategy" that involved the teacher's oral repetition of all part of the a student's utterance, minus the error. Another strategy the teacher used to give informational feedback to the students was to give another way of saying something. After listening to the conversation, the teacher used to write the less appropriate word on the whiteboard, explained it, then she provided the example for it.

For example, in one event of teacher's informational feedback on student's grammar error:

Student: ..., our friend's brother opened the door for we [error on grammar]

(At the end of the monolog, the teacher explained and gave example of object pronoun)

(Observation checklist: meeting 2)

Student: I was very embarrassing. [error on grammar]

Teacher: Oh... yes, you are very embarrassing (while smiling). How to say *malu*? What about *memalukan*?

At the end, the teacher explained the difference of present participle and past participle, e.g. boring vs. bored, exciting vs. excited, etc.

(Observation checklist: meeting 5)

The teacher used recast strategy because she wanted to give the correct form to the student without having to correct him or her by directly showing the erroneous form. The teacher's repetition with the correct form was hoped to give positive experience to the students.

b. Informational Feedback on Vocabulary

In giving informational feedback on the vocabulary errors, the teacher often waited until the student finished speaking, and then she explained the correct form right after it. The teacher avoided informing errors and giving feedback during the conversation because she wanted the students to focus on the flow of the conversation. In addition to this feedback, oral explanation was most preferred by the teacher.

c. Informational Feedback on Pronunciation

Concerning this type of error, the teacher did not directly inform the student of his/her errors while conversation because she did not want students to be disturbed with the feedback. Instead, the teacher highlighted and listed the erroneous pronunciation and explained after the conversation.

Student: What do you think of our new teacher? [error on pronunciation]

Student: I think she is good, but the problem he is new for us.

Teacher: Very good, Riza!

At the end of the dialog the teacher explained the pronunciation of "think" and also gave examples.

(Observation checklist: meeting 4)

Interestingly, that the teacher gave the information on the error based on its intelligibility was also revealed. When a student's pronunciation could still be understood, the teacher just let it be and gave the correct pronunciation at the end. On the other hand, when a student's pronunciation was hardly intelligible, or could not be understood, the teacher usually asked what the student meant to say and directly gave the correct pronunciation. From the research findings, it is seen that in the strategies of giving informational feedback, the teacher usually used teacher corrections because they think that it was the appropriate strategy to be implemented for beginner students. The students of beginner class still have limited knowledge of the target language. The implementation of peer corrections and student's self-corrections were not used in the observed classes because usually students were not able to correct their own

errors.

Regarding the time of giving informational feedback in the form of corrections to students, the teacher sometimes corrected the students' errors right after the errors appeared and sometimes they corrected students' errors after the students finished speaking. In addition to that, to elicit the negative effect of informational feedback on the part of the students, the teacher usually directed the feedback to the class rather than to the person. The informational feedback directed to the class would be beneficial for the students. Students would not feel hopeless because the feedback was not addressed to a person; instead they were given to all of the students in class.

Students' Viewpoints on Teacher's Feedback in Speaking Class

From the results of the questionnaire, the writer hoped to see the real situation in terms of the students' perceptions, their likes and dislikes, and also problems which they encountered during the teaching-learning process in speaking classes. Before discussing the findings, the writer will explain the methods of treating the results of the questionnaire. Each of the students' answers was given one point and the number of points was presented in percentage.

1. The Analysis of the Questionnaire

Table 1. Students' Reactions on Teacher's Feedback in Speaking Class	%
Teacher's feedback was effective to give information to the students	64
Teacher's feedback was needed to measure students' speaking ability	26
Teacher's should be avoided	0
Teacher's feedback should be focused only on the students' error	10

From the result, it is believed that teacher's feedback was an effective way of both motivating the students and eliminating their errors. The praise and appreciation functioned as feedback to either good utterances or affection to their effort even though on their erroneous utterances. On the other hand, corrections functioned as feedback on students' performance as well as information that students still had weaknesses. In teaching learning process, teacher as the source of knowledge had the responsibility of giving feedback whenever his students produced utterances. It can be either affective feedback or informational feedback. It depends on the situation. Nevertheless, the students themselves actually had different things to expect from the teacher in relation to the teacher's feedback in the speaking class.

Table 2. Students' Expectation from the Teacher	%
The teacher should always pay attention to the students' utterances	63
The teacher paid attention to the students' utterances without having to focus on them	20
The teacher looked indifferent	0
The teacher paid attention to the students' utterances and corrected all their	17

erroneous utterances	

There were forty two (63%) of the respondents who said that they expected the teacher to pay attention to them when they were speaking English. They fully expected that the teacher always paid attention so that their speaking progress could be monitored. On the other hand, there were fourteen students that actually needed attention but they felt uncomfortable if the teacher kept looking at them. These students said that they would become nervous and unconfident if they were being looked at or being observed. None of the students said that the teacher should have fully ignored them when they were speaking in the class. It can also be found from the data in Table 2 that there were 17% or twelve of the respondents that the preferred the teacher to focus merely on the errors they made. From the discussion, it is seen that almost all of the students needed attention and somebody who cared about them even though they preferred in different ways.

Table 3. The kinds of encouragement the students expected	%
The teacher gives praise like "good", "excellent" etc	50
The teacher simply nods his/her head	22
The teacher just ignores	0
The teacher should encourage the students more by giving more new challenges	26

Thirty four students or 50% of the respondents expected their teacher to give them praise or affective feedback when they were doing well in speaking. Fourteen students (22%) expected their teacher to merely nod her head in order to avoid distraction. In this case, affective feedback served as an appreciation from the teacher for the students' effort. None of the students said that teacher should just ignore them after they made such an achievement. Meanwhile, 18 students expected their teacher to give them more new challenges so that they could rapidly improve. Having looked at the students' answer, it is found out that reinforcement is important for students to encourage them to learn. It shows that positive reinforcement can be found when the teacher gives feedback and identification to the students' utterances.

Table 4. The Influence of Teacher's Affective Feedback	%
The students felt happy and motivated to increase their speaking ability.	79
The students felt that the praise received was useless and made them conceited.	5
The students felt okay	2
T he students felt that the praise received became a burden for them.	14

There were only four students who said that they were unhappy when the teacher gave them praise when they were doing well in speaking class. They thought that the praise given was useless and would only make them feel too proud of themselves. Most of the students said

that by receiving praise from their teacher their motivation to improve their speaking ability increased. Only two students said that the teacher's praise was sometimes useful and sometimes useless and they did not pay attention to it. They just felt okay towards teacher's praise. On the other hand, ten students said that receiving praise was a burden for them because the praise indirectly forced them to do better in their study. It is so because the praise indirectly told the students that they should perform well when they were given an opportunity to speak in front of the class. The students never attributed their success to accidental events. Instead, they attributed their success to ability, knowledge, and effort.

Besides giving praise which functioned as reward in speaking class, teacher sometimes gave informational feedback which functioned as the correction on incorrect responses produced by students. The informational feedback of course also affected students' motivation on improving their speaking ability.

Table 5. Teacher's Treatment on the Students' Error	%
Points and corrects the error	90
Points at the errors without giving any correction	4
Ignore the errors	0
Points at the error and ask the other students to correct it	6

From the findings, it is seen that the teacher tended to correct students' errors whenever they appeared. They did this because as a teacher she was supposed to play her role as a facilitator and as a counselor. Teacher's role as facilitator demanded him or her to facilitate the communication among all participants in the classroom and also act as an organizer of recourses and as a resource him or herself. Teacher's role as a counselor demanded them to provide feedback to their students.

Table 6. Students' Expectation from the Teacher When Making Errors	%
Points at and corrects the error at once	34
Points at the errors and asks other students to correct the errors	6
Points at the error and give the students guidance to correct their own error	56
Students expect the teacher to ask everybody involved in teaching learning process to correct their errors	4

The findings in Table 6 show that error corrections or informational feedback given in speaking class were considered effective. It is so because by trying to correct the errors together, not only will the students who made the errors be aware of the error, but also everybody involved in teaching learning process. Hopefully, when they were given opportunity to speak in class, the students did not make the same mistake again. In addition to that, most of the students wanted to play their role as negotiators. They did not expect their teacher to facilitate them with everything they need including the

feedback on their errors. Rather, they wanted to be independent. It is in line with what Breen and Candlin propose (1980: 110) that the role of learner as negotiator between the self, the learning process and the object of learning is found from the interaction within the classroom procedures and activities. Students expected the activity in the classroom become a learner-centered teaching activity in which the learner was in the subject of teaching and not the object.

Table 7. The Influence of Teacher's Informational Feedback on the Students' Speaking Ability	%
The students felt happy and motivated to improve their speaking ability.	92
The students felt that teacher's informational feedback received was useless and would become an inhibiting factor.	0
The students felt that teacher's informational feedback was sometime useful and sometime useless.	0
The students felt that the correction received sometimes discourages if not followed with appreciation.	8

It can be concluded from the data that almost the entire students felt that teacher's informational feedback was useful. Feedback serves as an ongoing form of assessment which provided information about individual progress. By informational feedback the students could also measure their strengths and weaknesses. However, concerning that individuals were different and were also built on affective aspect, the teacher usually paid attention to the students that might have felt down-hearted if they received comment or informational feedback, like the case of the kinds of the few students in Table 8.

Table 8. Students' Reactions on the Teacher's Correction	%
The students felt challenged to improve their speaking ability.	70
The students felt embarrassed and desperate.	24
The students felt annoyed because they lost their concentration.	6

Most of the students (70%) of the respondents said that they felt happy and challenged to improve their speaking ability when they received informational feedback from the teacher. On the other hand, there were only 24% of the students who said that they felt embarrassed when they received informational feedback from teacher, and the informational feedback discouraged them to improve their speaking ability because they felt down hearted. Those students tended to explain their failure to themselves. They often made internal interpretation to the teacher's correction. Six percent of the students felt annoyed because they lost their concentration. The students made mistake repeatedly because they misunderstood the direction, lacked the knowledge, or simply did not study hard enough. They realized that their failures were due to lack of effort or insufficient knowledge in the target language. Those few students who said that informational feedback made him or her felt embarrassed and desperate thought that teacher's correction given in speaking class would result in their unwillingness to improve their speaking ability.

Considering the teacher's correction, most of the students were quite pleased. They stated that they were still interested and motivated in learning English. It should be noticed, however, that there were some of them who were no longer highly motivated as they used to be, and even had developed a feeling of hopelessness, helplessness and unworthiness within themselves. This fact was probably due to the frequency of occurrence of the received corrections and the manners or attitudes by which the teacher delivered the corrections and also the personality of the learners themselves which could be categorized as "sensitive."

They might have received corrections more often, and this fact had induced the feeling that they had not achieved something in their learning The manners or attitudes of the teacher also mattered. If the teacher delivered the corrections in a way that put them down and/or they delivered the corrections by using the language or the tone of voice that made them feel incapable, disrespected, and so forth, then, the corrections would be 'harmful' for them. Slow but sure, they felt hopeless, they thought they had always been the losers who made errors all the time and had no ability. This situation, of course, was not good although it was noticed that the majority of the respondents were just the opposite. It would become a potential problem for the learners themselves. They might not study English all out and their course of learning would be hindered or obstructed by such negative feelings. The motivation would decrease. While as a matter of fact, this psychological factor called motivation was very important in learning The learning toward the intended goal would be facilitated and the students who were motivated would make progress in their learning The teacher are possibly not aware of this situation. Their intention is undoubtedly good. They want to develop the students' ability of speaking English and they want to encourage them all. However, good and sincere intention and attention are not enough. What is seen from outside, how these two mental factors are realized or manifested are more important It has been understood that students are 'sensitive' and therefore, anything done in the teaching-leaning process that has something to do with them must be managed carefully. Teachers require careful attention and patience.

Furthermore, they must be able to understand the behavior of his students and be patient with himself and his students. He realizes that students are imperfect as he is and he never laughs at his students. He tries to create an enjoyable classroom by using humor sparingly and sufficiently so as to avoid tension and boredom. However, he does not use it more than required because it will make the students think that the teacher is easy and permissive. Even though the error corrections gave deep effect on the part of the students and they easily remembered the corrections in their mind, the informational feedback did not make students cut out their learning. They were still motivated to improve their English speaking ability regardless of the informational feedback they received from teacher.

Table 9. Students' preferences about the strategies in teacher's giving informational feedback	%
Immediate correction	39
Delayed correction	58
Written correction	3

It can be inferred, then, that delayed corrections were highly favored. It was not a fixed result, though, because once again students are unique and differ from one another. Other students in other population, if asked the same question, would be likely to have different preferences. The underlying reason might be concerned with the experience of learning and the atmosphere in class. The students might have felt the experiences ratifying and they were happy with them. They felt that the teacher seemed to demonstrate more respect for them as human beings. So, they responded positively to the implementation of this strategy. In addition to it, the atmosphere in the classroom was supporting- It meant to say that the environment contributed positively and satisfactorily to the learning situation in class, the situation enabled the teacher and the students to interact cooperatively, the students were free from emotional tensions, such as possible humiliation, fear, tenseness and threat of 'punishment', and they gained confidence in their ability.

In addition, delayed corrections were believed to be able to encourage authentic language activity in which the students felt safe in venturing their own contributions in teaching-learning interaction. Such strategy might enable the students to feel enough at ease to struggle through a situation to find the words to express themselves. In other words, the students' attitude of innovation and experimentation with the English language were developed and encouraged. Concerning the types of reinforcement preferred by the students, the students' opinion on the reinforcement usually delivered in speaking class and how they influenced students' motivation in improving their speaking ability is shown in Table 10.

Table 10. The Reinforcement the Student Expected to Improve Their Speaking Ability	%
Affective feedback from teacher when students spoke English well	4
Affective feedback from teacher even though the students made error	24
Affective feedback from teacher when students spoke English well and informational feedback when they made errors	50
Attention from teacher	22

Having looked at the students' answer, it is seen that reinforcements were important for students to stimulate their motivation to learn. Besides that, the students expected the teacher to provide informational feedback they made, they also expected the teacher to give them attention and affective feedback to their language performance.

Table 11. The Influence of Teacher's Feedback on the Students' Speaking Learning Experience	%
The students felt motivated because they know their speaking capacity	67
The students felt motivated because there is someone who cares about their speaking progress	30
The students felt annoyed	0

From the result, it is found out that all students actually needed teacher's feedback, even though it is undeniable that students had different attribute towards it. Some may have attributed teacher's feedback to their internal motivation, and some other may have attributed it to their external motivation in getting through the learning process. Students who were internally motivated would interpret teacher's feedback as the result of their effort which was fed back to them and it functioned as the information and identification of their language performance. They would then internalize the feedback as the source of positive reinforcement of the correct utterances which made the learning result.

Closing

It was found out that in speaking class, there were two kinds of feedback given, namely affective feedback and informational feedback. Affective feedback was given in speaking class as a means to reinforce students' motivation to improve their speaking ability. It was found that informational feedback occurred more often. The teacher focused more on giving informational feedback which concerned about grammar, vocabulary, and pronunciation. In giving informational feedback to each type of error, the teacher gave different treatment. The teacher usually wrote the feedback on grammar and vocabulary error on the white board before explaining it, while for feedback on pronunciation error, the teacher only gave it orally. In addition to that, the teacher directed affective feedback to individuals rather than to the whole class, but delivered informational feedback to the whole class rather than to individuals.

This study also revealed that students' opinions on teacher's feedback were different, but basically their responses to all of the types of feedback were positive. The students said teacher's feedback led them to move forward. Most of the students were happy when the teacher praised them after they performed well in speaking class. It meant that praise or affective feedback was an effective reinforcement that can be used to improve students' English speaking ability. In addition, even though informational feedback was useful to remind students of their weaknesses when they always make the same mistake over and over, students preferred the teacher to also give praise to appreciate their effort after he gives correction or any forms of informational feedback. Both the reinforcements were given for students' positive learning experience that led them to improve their speaking ability.[]

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The Effect of Technology to Gender's Conversation

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Abstract

There are many aspects, which influenced the language in society use such as; gender, technology, social status, education background, and etc. Now days, gender and the development of technology affect to language use. Techno-logy in this sense includes technical methods, skills, proces-ses, techniques, tools and raw materials (for example, in such uses as computer technology, construction technology, or medical technology). Investigation of perceptual differen-ces between female and male voice. Investigate the effects of stereotyping on speech evaluation.

Keywords: Technology, Gender and Conversation

Introduction

Sociolinguistics is the study analysis of language in relation to its speaker as members of given society, the social aspects of speech, especially the speech variation available in the language related to social factors affecting speech. As Milroy (1987: 85) describes sociolinguistics is a study of language in society. It is concerned with investigating the relationship between aspects of language and society and how language function in communities. In the community, speech is crucial in a number of social activities, including socialization. As Ferdinand Desaussauree (1959: 19) claims that speech was totally individual in that it depend only on the will of the speaker and conversely that language was entirely social, being identical from one member of community to another.

One of the important parts of sociolinguistics is language choice. Language choice is a condition where bilingual or multilingual communities choose the language in communication. But language choice can be defined the way of someone in expressing thought with the language use. There are many aspects, which influenced the language in society use such as; gender, technology, social status, education background, and etc. Nowday, gender and the development of technology affect to language use. Technology in this sense includes technical methods, skills, processes, techniques, tools and raw materials (for example, in such uses as computer technology, construction technology, or medical technology). As Titze (1989) describes an investigation of perceptual differences between female and male voice. And Stucky & Hopper (1990) investigate the effects of stereotyping on speech evaluation. Therefore, this paper will discuss about the the effect technology to gender's conversation.

Theoretical Framework
Language and Culture

Lakeoff's (1975) suggestion that the adoption of sex roles may be important in language differentiation has lead to the hypothesis that males