

**TEACHER'S CORRECTIVE FEEDBACK IN SPEAKING ACTIVITY  
AT THE ELEVENTH GRADE  
OF SMA WAHID HASYIM MODEL LAMONGAN  
ACADEMIC YEAR 2017-2018**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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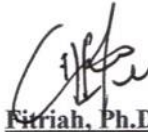
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## ABSTRACT

Nisfuroh, Ainun. (2018). *Teacher's Corrective Feedback in Speaking Activity at the Eleventh Grades of SMA Wahid Hasyim Model Lamongan Academic Year 2017-2018*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel, Surabaya.  
Advisors : Dr. Siti Asmiyah, M. TESOL and Fitriah, Ph.D

Key Words : *Classroom Interaction, Corrective Feedback*.

Making errors is something common for students during their phases of foreign language acquisition. In this case, the teacher has important roles to correct students' errors in learning process. Corrective feedback has been of great importance in foreign language acquisition since it helps improving students' oral production. The objectives of this research are to describe the types of students' error that teacher correct in speaking activity, to know how the teacher provides corrective feedback toward students' oral error during speaking activity, and to describes students' preference toward teacher's corrective feedback. Using qualitative method by utilizing classroom observation, field note, interview and questionnaire, this research took the data from eleventh grade of SMA Wahid Hasyim Model Lamongan in 2017-2018 academic years, and takes both teacher and students as the research subject. The findings show that the teacher uses corrective feedback to correct students' errors in grammatical rules, pronunciation and lexical, however, there is a tendency of the teacher to correct students' grammatical error the most frequent. The teacher applied explicit correction mostly compared to another five types of corrective feedback. However, the students prefer to be corrected using metalinguistic feedback, in other word, the students' prefer to be given time to think to correct their error by themselves first. In conclusion, among six types of corrective feedback, the teacher applies only four types among them, those are explicit correction, metalinguistic feedback, recast, and elicitation. Furthermore, there is discrepancy between teacher's practice in giving corrective feedback in learning process and students' expectation about the way teacher provide corrective feedback. It is interesting to do the further research about the effects of giving certain types of corrective feedback as well as whether there is a corrective feedback types that is more effective than others.

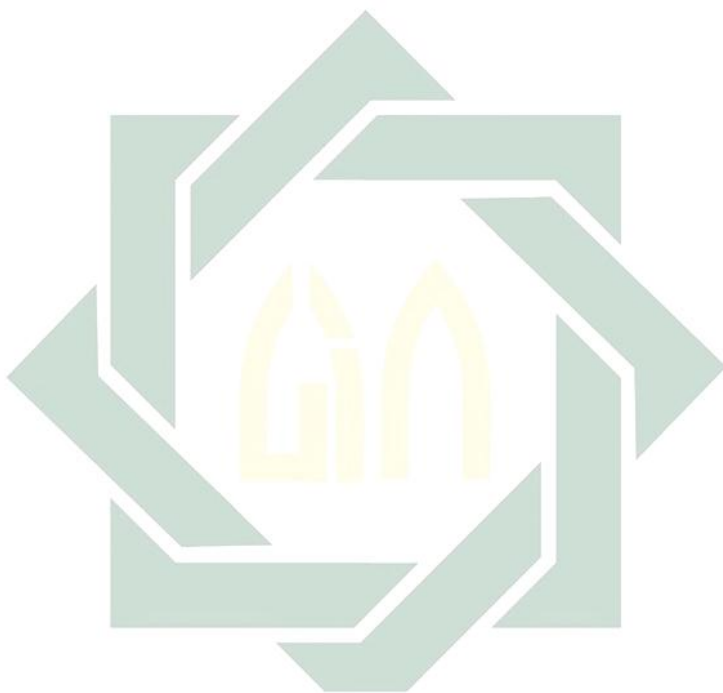
## ABSTRAK

Nisfuroh, Ainun. (2018). *Teacher's Corrective Feedback in Speaking Activities At Eleventh Grades of SMA Wahid Hasyim Model Lamongan Academic Year 2017-2018*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya.  
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Kata Kunci : *Classroom Interaction, Corrective Feedback*.

Melakukan kesalahan merupakan hal yang biasa dilakukan oleh siswa dalam tahap akuisisi bahasa asing, dalam hal ini, guru memiliki peranan yang penting untuk mengoreksi kesalahan siswa selama proses belajar. *corrective feedback* begitu penting dalam proses akuisisi bahasa asing karena dia membantu meningkatkan kemampuan berucap siswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis kesalahan berucap siswa yang dikoreksi oleh guru dalam aktifitas *speaking*, untuk mengetahui bagaimana guru memberikan *Corrective feedback* terhadap kesalahan berbicara siswa selama aktifitas *speaking*, dan untuk mendeskripsikan kesukaan siswa terhadap *corrective feedback* guru. Dengan metode kualitatif yang menggunakan observasi kelas, catatan lapangan, interview dan kuesioner penelitian ini mengambil data dari kelas sebelas di SMA Wahid Hasyim Model Lamongan tahun akademik 2017-2018, dan menggunakan baik guru maupun siswa sebagai obyek penelitian. Hasil menunjukkan bahwa guru menggunakan *Corrective feedback* untuk mengoreksi kesalahan siswa dalam aturan grammar, pelafalan dan lexical, namun ada kecenderungan guru lebih banyak mengoreksi pada kesalahan grammar siswa. Guru menggunakan *Explicit correction* lebih sering dibandingkan lima jenis *corrective feedback* yang lain. Akan tetapi siswa lebih suka dikoreksi menggunakan *metalinguistic feedback*, dengan kata lain, siswa lebih suka diberikan waktu terlebih dahulu untuk berfikir untuk membenarkan kesalahan mereka sendiri. Kesimpulannya, diantara enam tipe *Corrective feedback*, guru menerapkan hanya empat tipe diantaranya adalah *explicit correction*, *metalinguistic feedback*, *recast* dan *elicitation*. Selanjutnya, ada ketidaksesuaian antara antara praktek guru dalam memberikan *Corrective feedback* dalam proses belajar dan harapan siswa tentang cara guru memberikan *Corrective feedback*. Adalah menarik untuk melakukan penelitian lebih lanjut tentang efek dari memberikan

*Corrective feedback* tertentu maupun apakah ada jenis *Corrective feedback* yang lebih efektif dari yang lainnya.





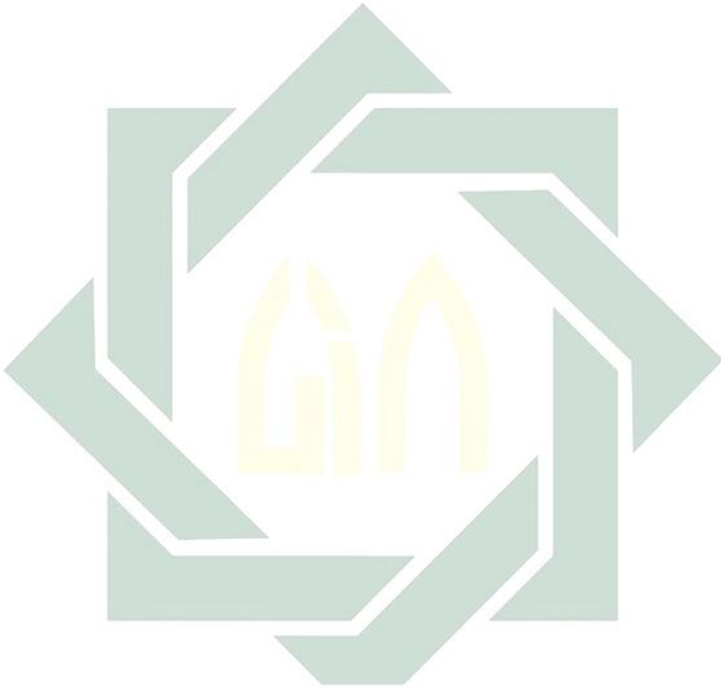
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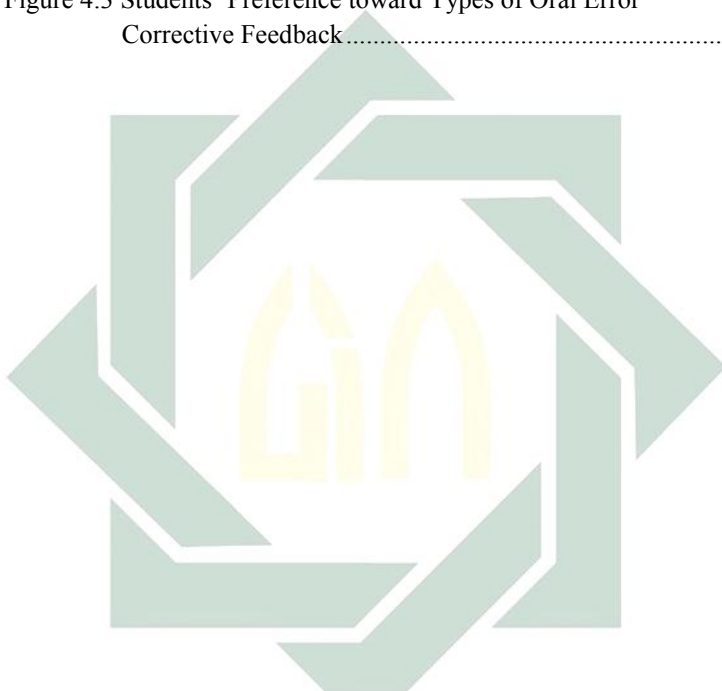
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# CHAPTER I

## INTRODUCTION

This chapter presents some points related to the background of the study, research question, objectives of the study, significance of the study, scope, and limitation of the study and the definition of the key term.

### A. Background of Study

In the process of teaching and learning a foreign language such as English, interaction plays a primary role. It is because doing interaction enables students to reach their linguistic resources. Thapa and Lin argue that interaction in the classroom becomes the central factor to enhance the students' linguistic resources.<sup>1</sup> So, through the process of interaction in the classroom, students will have many opportunities to practice their English in an authentic way.

Furthermore, practicing English in an authentic way is very important especially in teaching speaking. Talley and Hui-ling state that curriculum for teaching speaking skill should endeavor to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the lesson.<sup>2</sup> All can be gained from classroom interaction in speaking activities.

Promoting classroom speaking activities that allow an interaction between students-students or teacher-students is very essential for a language teacher. It has been known that the need for effective activities and effective strategies to reinforce students' speaking ability has become the main concern in teaching speaking. Therefore, the teacher needs to use different strategies and activities to achieve the goals of teaching speaking. Consequently, the

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<sup>1</sup> Chura B. Thapa & Angel M. Y. Lin, "Interaction in English language classrooms to enhance students' language learning". *ELT Choutari*, (<http://eltchoutari.com/2013/08/>, Accessed on March 19, 2018)

<sup>2</sup> Paul C. Talley & Tu Hui Liung, "Implicit and Explicit Teaching of English in the EFL Classroom". *International Journal of Humanities and Social Science* Vol.4 No.6, April 2014.

students are used to communicate using English properly and correctly. Thus, they have a good communication skill.

According to Naimat, the communication skill, then, will be acquired through speaking activities, such as debates, discussions, presentation and about desired topics among students.<sup>3</sup> Such speaking activities can support students to become active participants during the learning process because they can promote the nature of classroom interaction. Moreover, nowadays, students are required to be actively involved in their own learning process, particularly in speaking activity.

During classroom speaking activity, it cannot be denied that students will produce errors in delivering their utterance. Making an error is something common among the students during their phases of foreign language acquisition. A study conducted by Hasyim shows that making errors among students further signifies the process of the development and internalization of rules language.<sup>4</sup> It means that error produced by students is a reflection of students' stage of language development and an indicator of natural progression in their learning.

In students' foreign language learning, the teacher has important roles. She/he does not only deliver the materials but also give corrective feedback to their students' errors. So, the teacher will help the students to correct their errors and repair them to avoid worse errors in the future. Therefore, students will be able to improve their English proficiencies by learning from teacher's corrective feedback.

According to Harmer and Naghizadeh, corrective feedback helps students to clarify their understanding of the meaning and construction of language. It is a vital part of the teacher's role.<sup>5</sup> Several reasons that the teacher needs to correct students' error utterance is stated by Calsiyao. She argues that giving correction allows the students to comprehend their improvement during learning. Furthermore, when the students get a correction, they will

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<sup>3</sup> Ghazi Kh. Naimat, "Influence of Teacher-Students Interaction on EFL Reading Comprehension". *European Journal of Social Science* Vol.23 No.4, 2011.672.

<sup>4</sup> Sunardi Hasyim, "Error Analysis in the teaching of English". *Journal of kata*, Vol.4 No.1, June 2002.45.

<sup>5</sup> Jeremy Harmer. *The Practice of English Language Teaching 3<sup>rd</sup> Ed* (Edinburgh:Longman,2003).63.

get a better understanding of how the language works. Students' confidence is also strengthened by the teacher's correction because the students can rely on the teacher to correct their utterance.<sup>6</sup> Students need to be corrected in order that they are not used to make errors.

Khunaivi and Hartono state that teacher's corrective feedback can be regarded as an input for students to improve their learning English.<sup>7</sup> It means through corrective feedback, students have learned the correct rules of language and at the same time teacher can discover what needs to be learned by the students. Consequently, their errors will be reduced. Students can understand the rules of language better because of teacher's correction of their error.

Related to error correction given by the teacher in the classroom setting, there is a term corrective feedback needs to be identified. According to Ellis, Loewen, and Erlam corrective feedback is a response to learner's utterances containing an error.<sup>8</sup> Lyster and Ranta also state that corrective feedback is the provision of negative evidence or positive evidence upon erroneous utterances, which encourages learner's repair for not only comprehensibility but also accuracy and precision.<sup>9</sup> It means that corrective feedback is a type of teacher's correction that identifies error parts commonly produced by the students and at the same time discover what needs to be repaired. Corrective feedback will help students clarify their understanding of the meaning and their arrangement of the language. This signifies that corrective feedback is important to be applied by the teacher to achieve the target language they are teaching to the students.

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<sup>6</sup> Irene S. Calsiyao, "Corrective feedback in Classroom oral errors among Kaling -Apayao state college student". *International Journal of Social Science and Humanities Research*. Vol.3 No.1, January-March 2015.394.

<sup>7</sup> Herman Khunaivi & Rudi Hartono, "Teacher's Students Perception of Corrective Feedback In Teaching Speaking". *English Journal Education*. Vol.5 No.2, 2015.16.

<sup>8</sup> Rod Ellis, Shawn Loewen & Rosemary Erlam, "Implicit and Explicit corrective Feedback and the acquisition of L2 Grammar Studies in second Language acquisition". *Cambridge University Press*. SSLA 28. 2006. 340.

<sup>9</sup> Roy Lyster & Leila Ranta, "Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classroom. Studies in second language acquisition". *Cambridge University Press*. Vol.19 No.1, March 1997. 41.



Several researches related to the issue of corrective feedback in speaking setting have been conducted by some researchers. The first research was conducted by Reiko Yoshida<sup>10</sup> who investigated teachers' choice and students' preference of corrective feedback types. The result showed that recast is the most frequently used of corrective feedback types by the teacher, while, the students prefer in given the time to think about the correct answer. It means the students prefer to be given other types of corrective feedback, rather than one given by the teacher.

Other researches in term of corrective feedback in speaking were done by Parvin Safari<sup>11</sup> and Jabbari and Fazilatfar.<sup>12</sup> Both studies focus on corrective feedback practice done by the teacher towards university students, both researches show that recast is the type of corrective feedback mostly preferred by the teachers, in spite of their complete ineffectiveness at eliciting students' generated repair.

These previous studies showed that teacher in majority used recast as their corrective feedback technique toward students' oral errors. It is surprising though that the studies also show that recast is neither a preferred way of correcting error (See: Yoshida, Safari, Jabbari and Fazilatfar) nor is it effective to lead students' repair (See: Safari, Jabbari and Fazilatfar). These previous studies take the context of EFL (Safari, Jabbari and Fazilatfar) in Iran and JFL (Yoshida) in Australia. Further research needs to be conducted to better explore if recast remains the popular technique to give feedback among teachers. This study takes up this issue by taking the context of feedback in Indonesia EFL classroom. While the result of previous studies shows that students' preference is different from teacher's preference. A study on students' preference for feedback in Indonesia country is also worth doing.

An Indonesian school worth researching is SMA Wahid Hasyim Model Lamongan. It is the school in which during the

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<sup>10</sup> Reiko. Yoshida. "Teacher's Choice and Learner's Preference of Corrective feedback types". *Language awareness* Vol. 17 issue 1 2010, 78-93.

<sup>11</sup> Parvin, Safari. "A Descriptive Study on Corrective Feedback and Learners' Uptake during Interactions in a Communicative EFL Class". *Theory and Practice in Language Studies*, Vol. 3, No. 7, 2013. 1165-1175

<sup>12</sup> Jabbari,A.,Fazilatfar,A.M. "The Role of Error Types and Feedback in Iranian EFL Classrooms" *International Journal of English Linguistics* Vol.2, No.1, 135-148.

learning process in English subject the teacher always gives priority to classroom interaction instead of teacher centered. Moreover, during the learning process in English subject both teacher and students are required to always use English (English area). Even when the teacher explains the lessons, the teacher never uses Bahasa. It makes the students try hard to speak English as they can as possible in the classroom. It cannot be denied that students will definitely make errors in their utterance. Therefore, it is necessary to conduct a study about adolescence in EFL students on teacher's corrective feedback in classroom speaking activity entitled "Teacher's Corrective Feedback in Speaking Activity at the Eleventh Grade of SMA Wahid Hasyim Model Lamongan Academic Year 2017-2018".

This research tries to investigate teacher's corrective feedback towards students' error utterances and student's perception in terms of preference toward the teacher's corrective feedback, this research also describes students' common errors in the utterance corrected by teacher.

## **B. Research Question**

Based on the facts and problems raised in the background, this research intends to answer these following questions:

1. What are the types of students' error corrected by the teacher in speaking activity?
2. How does the teacher provide oral corrective feedback during speaking activity?
3. What are students' preferences toward teacher's corrective feedback in speaking activity?

## **C. Objectives of the Study**

Based on the research questions above, this research covered these objectives:

1. To describe the types of students' error corrected by the teacher in speaking activity.
2. To know how the teacher provides the corrective feedback toward students' oral errors during speaking activity.

3. To describe students' preference toward teacher's corrective feedback in speaking activity.

#### **D. Significance of the Study**

This study is expected to contribute to English Language Teaching either theoretically or practically.

##### **1. Theoretical Significance:**

This research provides an explanation about types of corrective feedback can be applied in the classroom, how corrective feedback can repair students' misunderstanding about rules of language and how is students' perception toward corrective feedback.

##### **2. Practical Significance:**

###### **a. Significance for the teachers**

- 1) The results of the research can be used as the data in understanding students' ability and common errors in oral practice in the classroom.
- 2) The teachers become aware of the importance of giving corrective feedback in repairing students' speaking skill.
- 3) The teachers know students' preference toward types of corrective feedback.
- 4) The teachers can determine the most appropriate and the most effective corrective feedback regarding students' condition in improving their speaking skills.

###### **b. Significance for other researchers**

The result of the study can be used as references in doing research with the similar topic about corrective feedback in speaking ability in adolescence EFL students with medium level of proficiency.

## **E. Scope and Limitation**

This research focuses on teacher's corrective feedback in classroom speaking. The teacher's other variables such as personality, behavior and mode are excluded. Besides, this research also focuses on students' perception in form of preference toward types of teacher's corrective feedback. This research uses Lyster and Ranta's theory in categorizing types of corrective feedback. This research focuses on types of corrective feedback commonly used by the teacher in correcting students' oral error and students' preference about the way teacher in giving correction.

This research is limited to the eleventh grade of SMA Wahid Hasyim Model Lamongan in academic year 2017-2018. The research takes one class, that is 11<sup>th</sup> Grade MIA 1 Unggulan.

## **F. Definition of Key Term**

To avoid misinterpretation or misunderstanding, it is essential to give the definition of the key terms.

### **1. Classroom Interaction**

Classroom interaction is patterns of reciprocal action between teacher-students and students-students during a lesson which provides opportunities for students to observe the way utterances are constructed in the process of building discourse and manipulate chunks of language in the expression of meaning content.<sup>13</sup> In this research, classroom interaction is an interaction between teacher-students or students-teacher during classroom speaking activity done by 11<sup>th</sup> Grade MIA 1 Unggulan of SMA Wahid Hasyim Model Lamongan.

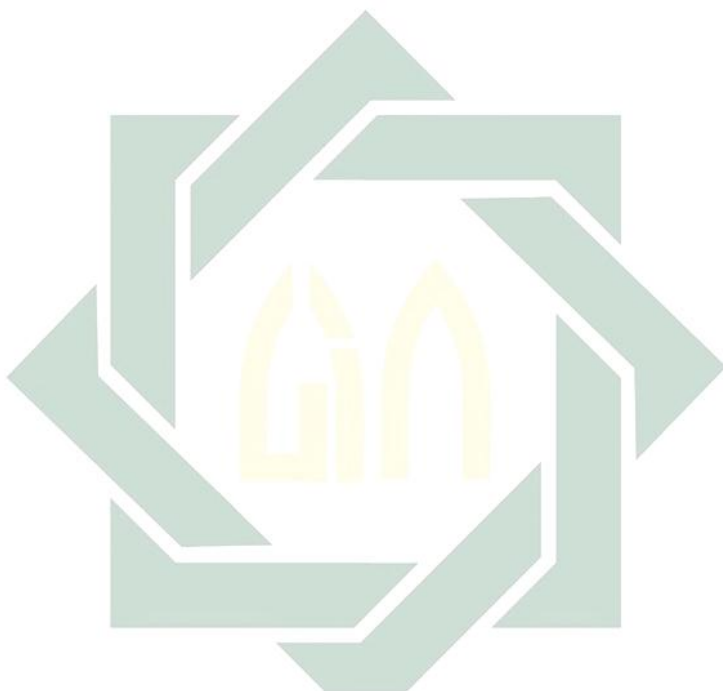
### **2. Corrective Feedback**

According to Lyster and Ranta corrective feedback is the provision of negative evidence or positive evidence upon erroneous utterances, which encourages learner's repair for not

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<sup>13</sup> Rod Ellis. *Second Language Acquisition and Language Pedagogy* (Clevedon: Multilingual Matters Ltd, 1992), 48.

only comprehensibility but also accuracy and precision.<sup>14</sup> Corrective feedback in this research means any reaction from the teacher which clearly transforms, disapprovingly refers to and demands to improve students' utterances during classroom speaking done by 11<sup>th</sup> Grade MIA 1 Unggulan of SMA Wahid Hasyim Model Lamongan.



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<sup>14</sup> Roy Lyster & Leila Ranta, *Corrective Feedback and...* 41.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the fundamental theories and literature that support this research. It includes Interaction in the speaking classroom, teaching speaking, errors and feedback in speaking, the categories of error in speaking, and the concept of corrective feedback. In the last, the research also gives previous studies related to the research. More discussion is presented in this following section.

#### A. Literature Review

##### 1. Interaction in The Speaking Classroom

The term 'interaction' actually has varied types of definition. Hadfield defines interaction in a pedagogical perspective as:

*Interaction involves not only just putting a message but also it involves responding to other people. In other words, interaction is not only saying things but also taking turns, asking other to speak during the conversation.*<sup>1</sup>

From the above explanation, it can be stated that the purposes of interaction are to exchange the information, ideas, to share the feeling or experience and also to socialize. According to the interaction hypothesis, Second Language Acquisition occurs through communication breakdown and negotiation of meaning where students ask for clarification and confirming comprehension.

Furthermore, speaking is the skill that needs the practice to produce the language through the process of communication to gain the goals of speaking itself. The purpose of communication in speaking is to train students' language competence, so that, their ability in speaking will increase to be better. The process of communication cannot be separated from the interaction. Because to communicate is doing interaction itself.

Interaction and speaking are closely related to each other. Nunan states that learning to speak in a second or foreign language

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<sup>1</sup> Jill Hadfield & Charles Hadfield, *Introduction to Teaching English*. (Oxford: Oxford University Press, 2008),105.

will be facilitated when students actively engaged in attempting to communicate.<sup>2</sup> So, learning speaking cannot be separated from the process of interaction, whether it is interaction between students with students or interaction between students and teacher.

Interaction is very important in speaking skill because through the process of interaction, the students will use the language in real communication where they can convey their opinions or their views directly. Besides, by doing interaction, it can train students' fluency and accuracy, and it is very important in the process of foreign language acquisition, especially in speaking skill.

Hedge argues that interaction is an important factor in the process of learning language because through the process of interaction students can produce comprehensible language besides the students also have wide opportunity to obtain corrections from teachers and their friends that lead them to improve their language.<sup>3</sup>

The interaction process encourages students to speak the correct language when they are working in groups. This is because when the students produce the language properly then it will become an input for other students. Hedge stated that in language learning, group work has an important role since it investigates the ways in which language input and output differs in the classroom.

Through the process of interaction, the students can test their communicative success or how good their communication ability when they exchange information either with the teacher or with other friends. As a result through this reciprocal action process, the students can improve their language ability. It can be assumed that if the interaction process is good, the learning process will occur. On the contrary, if it is bad, the learning process is not appropriately occurring.

#### **a. The Nature of Speaking**

Speaking is one of four language skill that is taught and learned, it includes the productive skill. Having a good ability in speaking skill is the most important aspect in learning a foreign language. Even someone's success in learning a

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<sup>2</sup> David Nunan, *Language teaching Methodology: a textbook for teacher*. (New York: Prentice Hall, 1991), 51.

<sup>3</sup> Tricia, Hedge, *Teaching and Learning in the Language Classroom*. (Oxford: Oxford University Press.2000),13.

language is measured in term of their ability in conveying their meaning orally or their ability to communicate.<sup>4</sup> Furthermore, in defining the term speaking, professionals have a different opinion.

Brown defines speaking as a productive skill that can be directly and empirically observed, the observation depends on the test taker difference of listening skill either inaccuracy or ineffectiveness. In result, it can be varying.<sup>5</sup>

According to Thornbury speaking means something takes place in real time and linearly, with the little time for the detailed planning.<sup>6</sup> It means that speaking needs a real communicative practice and speaking ability develops starting from the simplest part as like word into the more complex part such as phrase and utterance, furthermore, the planning process in speaking is in short time and limited.

Moreover, Hadfield and Charles state that speaking is kind of bridge for students between the classroom and the world outside.<sup>7</sup> It means that students' good ability in speaking can be a positive value for their success in facing the real world later. Hadfield and Charles also argue that in order to build the bridge in the speaking activities the teacher must give the students practice opportunities for purposeful communication in a meaningful situation.<sup>8</sup>

So, the nature of speaking is a really communicative practice that includes in productive skill, it can be a bridge for student's success in facing the real word later if they have a good ability in. Moreover, the teacher has important role in guiding students' success in learning English as their foreign language through teacher's ways of teaching speaking.

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<sup>4</sup> David Nunan, *Language teaching Metodology: a textbook for teacher*. (New York: Prentice Hall, 1991), 39.

<sup>5</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman. 2004), 140.

<sup>6</sup> Scott Thornbury, *How to Teach Speaking*. (New York: Longman. 2005), 2.

<sup>7</sup> Jill Hadfield & Charles, Hadfield.Simple, *Simple Speaking Activities* (England: Oxford University Press, 1999), 7.

<sup>8</sup> Ibid



## **b. Teaching Speaking**

Teaching speaking is a very important part of English language learning. Because teacher's teaching style contributes students' success in learning, while students' success in learning can be measured one of them through good communicative ability in using English, while, the ability to communicate clearly and efficiently contribute to the students' success in school and success later in every phase of their life. Therefore, it is essential for the teacher to pay great attention in teaching speaking.

Moreover, today world requires that the goal of teaching speaking should improve students' communicative skills. It means that teaching speaking considered as successful if the students have good communication skill. It is because by having good communication skill students can express themselves and learn social and cultural rules appropriately in each communicative circumstance. So, the important role of teacher is to encourage their students to speak in the classroom, without the teacher's encouragement, students' speaking ability will never improve.

Some suggestion comes from Philips that can be applied by the teacher to makes the students speak up:

### 1) Encourage students interactions

Many students are feeling so shy when they are speaking during classroom activities, it is because they do not acquire the target language or even they are not used to getting involved in classroom discussion, as a result, students do not even interact with other students or keep silent when they are asked to speak English all the time. Therefore creating a comfortable atmosphere in the classroom is important, it can reduce students' anxiety to speak.

Moreover, they will enjoy communicating with the teacher. Such an atmosphere should always be given to students to make them can speak without any pressure and stress.

2) Make speaking activities communicative

Philips states that the aim of communication activities is to encourage purposeful and meaningful interaction between students. Designing speaking activities which are interesting that can encourage meaningful communicative interaction among students is needed. It is because if the speaking activities are not interesting designed enough or it does not provide an opportunity for the students to speak then giving speaking activity seems useless.

Communicative activities include any activities that encourage and requires student to speak with and listen to other students, as well as with people in the program and community for example class survey, line dialogue, games, information gap and conversation grid.<sup>9</sup> Such activities include communicative tasks in speaking that enable the students to have a reason or purpose for speaking and provide opportunities for students to use the language one another or people around. Such activities should be given by the teacher because they facilitate students to share their thought, express their feeling, find out the real information, discuss and argue.

3) Plan speaking activities carefully

Philips states that speaking activities need to be very carefully structured at first at lower levels, thus the students have few demands on them.<sup>10</sup> It means in the beginning stage, the activities should be easy but facilitate students to use the target language. It is because students might not be fluent and accurate in speaking but they should not remain quiet. After the students get used to communicating then the teacher can introduce and give more difficult activities, for examples are role-play,

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<sup>9</sup> Juffs Asher, "Activities to Promote Interaction and Communication" center for applied linguistic (<http://www.cal.org>. Accessed on January 15 2018).

<sup>10</sup> Roger Gower, Diane Philips and Steve Walters, *Teaching practice Handbook*. (A division of Macmillan publishers limited.1995),115.

discussion, presentation, debate and problem-solving tasks.<sup>11</sup>

In conclusion, in the communicative model of language teaching, teacher should help their students to develop their speaking ability by providing authentic practice that prepares students to produce grammatically correct, logically connected sentence that is appropriate to the specific context, and to do so using acceptable (comprehensible) pronunciation. During the process of developing a student's speaking ability, it can be denied that the students must produce errors in their utterance in speaking. It is because the error they produce is part of the process of learning a language itself.

## 2. Errors and Feedback in Speaking

In learning English, non-native speakers tend to make errors. Error in the acquiring process is unavoidable and making errors is part of learning.<sup>12</sup> It means that making an error is something common to the students during their phases of foreign language acquisition. The error produced by students is a reflection of students' stage of language development and it is also an indicator of natural progression in learning a language for students. Related to errors, students need to be corrected in order they are not used to make errors. In this case, the role of feedback is very essential. Errors and feedback related to each other.

### a. Categories of Errors

There are various different opinion in categorizing error in learning a foreign language. First is from Gefen, R, according to him there are two types of error. Those are performance error and competence error. Performance error means errors made by students when they are tired or hurried. Meanwhile, Competence error defined as competence errors that reflect students'

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<sup>11</sup> Roger Gower, Diane Philips & Steve Walters, *Teaching practice...* 115.

<sup>12</sup> Heidi Dulay, Marina Burt and Stephen Krashen. *Language Two*. (New York: Oxford University press, 1982),191.

inadequate learning, this type of errors indicates as more serious than performance errors since it reflects students' inadequate learning.<sup>13</sup>

Another category comes from Chaudron. He categorizes the range of errors from the strictly linguistic including grammatical errors, lexical error, and phonological error.

1. **Grammatical error** includes errors in the use of closed classes such as determiners, prepositions, and pronouns, errors in grammatical gender include wrong determiners and other noun and adjective agreements, and errors in pluralization, negation, question formation, and word order.
2. **Lexical error** includes inaccurate, imprecise, or inappropriate choices of lexical items in open classes—namely, nouns, verbs, adverbs, and adjectives, and nontarget derivations of nouns, verbs, adverbs, and adjectives, involving the incorrect use of prefixes and suffixes.
3. **Phonological error** include decoding errors as students read aloud, pronunciation of silent letters, and addition of other elements or omission of obligatory ones.<sup>14</sup>

However, according to James C. errors are classified into two types, those are a linguistic category and surface structure taxonomy. The linguistic category classifies the errors in terms of linguistic categories and overall system of the target language. Those are phonological, grammatical, lexical, and textual or discourse level. However, surface structure taxonomy describes error as an occurrence when surface structure is altered or changed in specific or systematic ways. Those

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<sup>13</sup> R. Gefen, "The analysis of pupils' errors". *English Teachers' Journal*, Vol.22 No.1, 1979.24

<sup>14</sup> Craig Chaudron, *Second Language Classrooms. Research on Teaching and Learning* (Cambridge: Cambridge University Press, 1998). 32.

can be done by omission, addition, misinformation and misordering.<sup>15</sup>

In a different way, Mackey *et al* and Nishita as cited by Yoshida categorize error into five types, those are a grammatical error, phonological error, lexical error, semantic and pragmatic error, and kanji reading errors.<sup>16</sup>

1. **Grammatical error** defined as students' incapability or failure to obey grammar rules of Standard English. It indicates as students' incorrectly use verb forms, preposition, plurality, subject-verb agreement, article, pronoun, tense, question, and negation.
2. **Phonological error** means students' mispronounce words or it could also include as suprasegmental errors such as stress and intonation.
3. **Lexical error** is students' use of vocabulary inappropriately or it can be a code-switch of the first language because of students' lack of lexical knowledge.<sup>17</sup> There are seven categories of lexical error, those are errors of wrong word choice, errors of literal translation, errors of omission or incompleteness, misspelling, errors of redundancy, errors of collocation and errors of word formation.<sup>18</sup>
4. **Semantic and pragmatic error** defined as the misunderstanding of a students' utterance, even if there are no grammatical, lexical or phonological errors.<sup>19</sup>

In conclusion, errors categorized in various types based the experts. However, the students are commonly produce errors in grammatical rules, pronunciation, lexical and L1 translation. This research has tendency to use

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<sup>15</sup> Carl, James. *Errors in Language Learning and Use : Exploring Error Analysis* (New York: Longman ,1998).171

<sup>16</sup> Reiko Yoshida, "Teacher's Choice... 82

<sup>17</sup> Edith, H. Mendez and Maria Cruz, "Teachers' Perception About Oral Corrective Feedback and Their Practice in EFL Classroom". *PROFILE* Vol.14 No.2, 2012.68

<sup>18</sup> Maria, P. A Llach, "Lexical errors in young EFL learners: How do they relate to proficiency measures?" *Interlinguistica*, Vol.17, 2007. 63-73.

<sup>19</sup> Edith, H. Mendez and Maria Cruz, "Teachers' Perception About...68

Mackey *et al* and Nishita's theory in categorizing the errors in student's speaking.

### b. Definition of Feedback

The term feedback is actually found in many contexts, not only limited to the educational definition. But in this case, the researcher will verify the term of feedback in an educational context only. In an educational context, the term of feedback has a varied definition. One of is from British Council, Feedback defined as information provided by the teacher or another speaker toward the students with the purpose to help them in improving knowledge or even to help plan in learning. Feedback can be immediate, during an activity, or delayed at the end of an activity or part of a learning program and can take various forms.<sup>20</sup>

Other definition came from Hattie and Helen, feedback is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding about the lesson.<sup>21</sup>

Furthermore, the role of feedback has a place in most theories of the second language (L2) learning and also language pedagogy. For example in behaviorist and cognitive theories of second language (L2) learning, feedback is seen as an activity that has contributed to language learning. However, in both structural and communicative approaches to language teaching, feedback is viewed as an activity that can foster students' motivation and also ensure linguistic accuracy.<sup>22</sup>

The provision of feedback is a major important because it has the purpose of informing students about the accuracy of both their formal target language production and their other classroom performance and knowledge.

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<sup>20</sup> L. Eubank, "Feedback" *British Council* (<https://www.teachingenglish.org.uk/article/feedback>, Accessed on January 13 2018)

<sup>21</sup> John Hattie and Helen Timperley, "The power of Feedback" *Review of educational research*. Vol.77 No.1, January 2011.81

<sup>22</sup> Rod Ellis, "Corrective Feedback and Lecturer Development". *L2 Journal*. Vol.1 No.1, 2009.3

However, from the students' point of view, the use of feedback is to repair their utterances and also it has a role in repairing students' utterances.<sup>23</sup>

### c. **Kinds of Feedback**

Gattullo and Harmer divided feedback into three different kinds. Those are evaluative feedback, strategic feedback, and corrective feedback.

#### 1. **Evaluative Feedback**

Evaluative feedback is given by the teacher in using words and phrases to indicate that students' performance is good or not, for example, "good", "excellent", or "poor performance". This feedback is used to help students to fix their errors and improve their performance.

#### 2. **Strategic Feedback**

Harmer stated that strategic feedback is teacher suggestions and advice toward students to overcome their mistake by themselves. It used to improve students' performance to become confident by giving some advice and techniques. For example, for students who cannot pronounce "the", the lecturer might say, "Look at my tongue, put your teeth on your tongue, and say, the". So, strategic feedback can be done by giving guidance or technique to the students in order they can correct their error by themselves.

#### 3. **Corrective Feedback**

Corrective feedback is used to correct the students' error. This type will explain how the utterance is correct or wrong. In language learning, corrective feedback is related to accuracy.

Feedback has an important role and function in second language learning. It is strengthened by

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<sup>23</sup> Didik Hartono, "Corrective Feedback and their impacts to learners' uptakes in EFL speaking class". *EDUCAFL*, Vol. 1 No.1. May 2012.10

some expert opinion based on their researches in the field related with feedback issue as what has been explained in the previous paragraph. Studies related to the issue of feedback are so wide. It is proven there are so various types of feedback in an educational environment. Different types of feedback have their own definitions and also their function, but in this study, the researcher concerns to corrective feedback in the process of negotiation in classroom interaction that requires the close cooperation between students and students, students and teacher.

#### **d. Corrective Feedback**

In learning a foreign language, it is predictable that students will make errors, especially, errors in utterances. As what has been explained in the previous, the function of corrective feedback is to correct the errors made by the students. Corrective feedback plays a significant role to provide and to promote second language growth.

Based on Ellis, corrective feedback can be considered as negative feedback, because the giving of corrective feedback from teachers indicates the students uses the language incorrectly.<sup>24</sup> Since it does not provide the correct form, corrective feedback will force the students to use their own knowledge about the language to fix their error.

Moreover, Brandt considered corrective feedback is more effective when it is focused, contains relevant and meaningful data, it is descriptive rather than evaluative, and it contains a moderate amount of positive feedback with a selected and limited amount of negative feedback, it allows for response and interaction.<sup>25</sup>

Furthermore, Rusell and Spada explain that the term corrective feedback refers to any feedback provided

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<sup>24</sup> Rod Ellis, Shawn Loewen & Rosemary Erlam, *Implicit and Explicit...* 340

<sup>25</sup> C. Brandt, "Integrating Feedback and Reflection in Teacher Preparation". *ELT Journal*. Vol.62 No.1, January 2008.40



to a learner, from any sources that contains evidence of students' error of language.<sup>26</sup>

Corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance. So, while the teacher gives implicit feedback, usually he/she does not interrupt the conversation but directly correct the error that the student makes. While Explicit feedback types offer additional or clear information for students to correct their error. The teacher will provide any information about the correct form of the language and indicate how the utterance is erroneous.

Another opinion comes from Lyster and Ranta who state that corrective feedback is described as the provision of negative evidence or positive evidence upon erroneous utterances, which encourages students' repair involving accuracy and precision, and not merely comprehensibility.<sup>27</sup>

Moreover, based on Lyster and Ranta research, Nina and Spada give the definition and also an example of corrective feedback with more detail elaboration about six different types of corrective feedback as it is stated in their research those are:<sup>28</sup>

1. **Explicit correction** refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the students had said was incorrect (for example 'Oh you mean...' , 'You should say...').

S : The dog run Fastly

T : "Fastly" doesn't exist. 'Fast' does not take –  
Ly. That's why I picked 'quickly.

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<sup>26</sup> Jane Russell and Nina Spada, *Synthesizing Research on Language Learning and Teaching* (Amsterdam : John Benjamins, 2006)134.

<sup>27</sup> Roy Lyster & Leila Ranta, *Corrective Feedback and...*41.

<sup>28</sup> Patsy M. Lightbown and Nina Spada, *How Language are Learned 3<sup>rd</sup> Edition* (Oxford : Oxford University Press, 2006), 126-127

2. **Recast** involve the teacher's reformulation of all part of a student's utterance minus the error. Recast is Generally implicit in that they are not introduced by 'you mean', 'Use this word', or 'you should say'.

S1 : Why you don't like Marc?

T : Why don't you like Marc?

S2 : I don't know, I don't like him.

Note that in this example the teacher does not seem to expect uptake from S1. It seems she is merely reformulating the questions S1 has asked S2.

3. **Clarification Request** indicates to students either that their utterance has been misunderstood by the teacher or that the utterance is incorrect in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as 'pardon me...' it may also include a repetition of the error as in 'what do you mean by...?'

T : How often do you wash the dishes?

S : Fourteen.

T : Excuse me (Clarification Request)

S : Fourteen.

T : Fourteen what? (Clarification Request)

S : Fourteen for a week.

T : Fourteen times in a week? (Recast)

S : Yes. Lunch and dinner

4. **Metalinguistic Feedback** contains comment, information, or questions related to the correctness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (for example, 'can you find your error?'). Also, metalinguistic information generally provides either some grammatical terminology that refers to the nature of the error (for example, 'It's masculine') or a word definition in the case of lexical error. Metalinguistic questions also point to the nature of the error but

attempt to elicit the information from the students. (for example, 'Is it Feminine?')

S : we look at the people yesterday.

T : what's the ending we put on verbs when we talk about the past?

S : ed

5. **Elicitation** refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, 'It's a...'). Second, teachers are use questions to elicit correct form (for example,...'How do we say x in English?'), third, teachers occasionally ask students to reformulate their utterance.

S : My father cleans the plate.

T : Excuse me, He cleans the?

S : plates?

6. **Repetition** refers to teachers' repetition of the student's erroneous utterance. In most case, teachers adjust their intonation so as to highlight the error.

In this example, the repetition is followed by recast:

S : He's in the bathroom.

T : Bathroom? Bedroom. He's in the bedroom.

In the next example, the repetition is followed by metalinguistic comment and explicit correction:

S : We is...

T : We is? But it's two people, right? You see your mistake? You see the error? When it's plural it's 'we are'.

## B. Previous Study

Related to this research, there are several previous studies conducted by researchers. The first study is Razavi and Naghizadeh under the title *Corrective Feedback in Speaking in Relation to Error*

*Types in Iranian EFL Classroom.* The objective of this study is to do research about the relationship CF in speaking relates with different error types in Iranian EFL Classroom. The writer uses an experimental design in doing a research. The result shows that in the posttest the most frequently used type of feedback is recast while the most frequent students' error is in grammatical.<sup>29</sup>

The next study comes from Lange entitled *Corrective Feedback During Communicative Activities: A Study of Recast as A Feedback Method to Correct Spoken English.* The purpose of the study is to investigate the amount of corrective feedback is given in Language focused exchanges and communicative exchange. The researcher also investigates about recast as the most frequently used feedback method in communicative activities. Three different classes at different levels of the Swedish school system have been observed by the researcher. And the result showing that feedback was more frequently provided during the language focused exchange. And two of the teachers were very chary to give their students corrective feedback during communicative activities because the teachers agree that recasting is the best method to use in correcting students speech because it did not interrupt the communication and did not disturb the students.<sup>30</sup>

Another recent study is under the title *Oral Corrective Feedback Strategies in Efl. A Pilot Study in Chilean Classrooms* conducted by Maria Aranguiz and Angie Espinoza. Here, the researchers investigated Chilean teachers' use of corrective feedback strategies and their efficacy in students' performance. It was conducted in a pilot study in Chilean classrooms where 5 teachers and 5<sup>th</sup> to 8<sup>th</sup>-grade students became the participants. This research uses the qualitative method. The result indicated that Chilean teachers use corrective feedback strategies to correct pronunciation, vocabulary, grammatical and content errors. Also, there is a tendency of Chilean teachers to use explicit correction as

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<sup>29</sup> Arezou Razavi and Mohammad Naghizadeh. "Corrective feedback in speaking in Relation to Error Types in Iranian EFL Classrooms". *International journal of emerging investigation in applied and basic sciences*. Vol. 1 No.1, November 2014.148-160.

<sup>30</sup> Camilla Ferm Lange, Thesis: "Corrective Feedback During Communicative Activities: A Study of Recast as A Feedback Method to Correct Spoken" (Karlstad: Karlstad University, 2009).1-18.

the most frequent strategy. In terms of effectiveness, most of the corrective feedback provided followed repair by the learner.<sup>31</sup>

The next study is done by Panova and Lyster (2009) entitled *Patterns of Corrective Feedback and Uptake in An Adult ESL Classroom*. The research conducted in order to see how correction interacts with uptake in adult ESL classroom. The result of this research reveals a clear preference for implicit types of reformulate feedback namely recast and translation leaving little opportunity for other feedback types that encourage learner-generated repair. Consequently, rates of learner uptake and immediate repair of error are low.<sup>32</sup>

As the last study Helen Carpenter, et al (2006) conducted research entitled *Learner Interpretation of Recast*. The objective of this study is to investigate students' interpretation of recast in interaction. For their study, they used recasts and repetition and ask learners to interpret the recordings of the corrective sequences. One group of learners was given the entire corrective sequence, and the other only a response made by the teacher. The results showed that 20% of learners who were given the response only recognized recasts as a corrective technique. The same was true for 33% of learners from the group that was given the entire sequence. However, both groups equally frequently identified recasts as repetitions and recognized their corrective force.<sup>33</sup>

In general, the previous researches above show that teacher in majority use recast as the most frequently used technique of corrective feedback, the research also show that while teacher prefer to use recast, this type of corrective feedback technique is not preferred by students or even this type of corrective feedback is ineffective in engaging students' uptake. Further research needs to be conducted to better explore if recast remains the popular technique in giving corrective feedback among teachers. This research takes up this issue by taking the context of feedback in

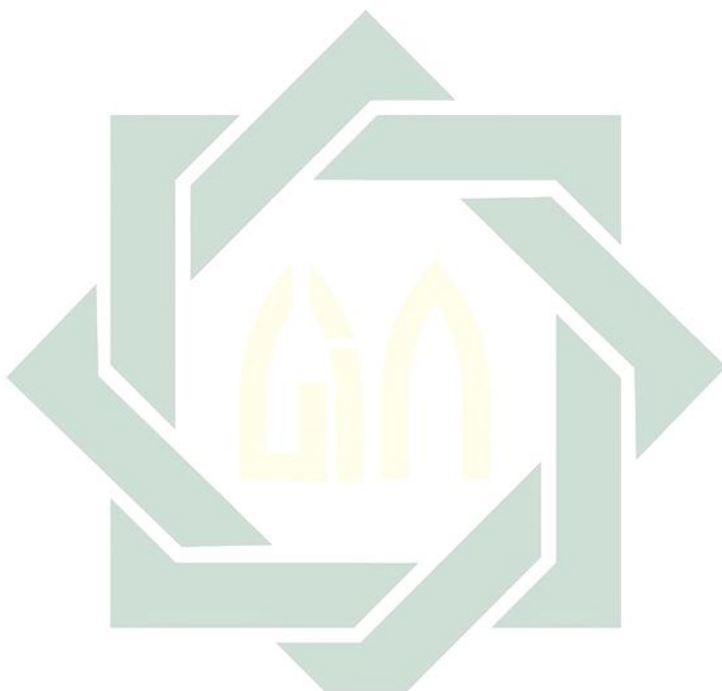
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<sup>31</sup> Maria Fernanda Aranguiz and Angie Quintanilla, "Oral Corrective Feedback Strategies in EFL" *ELIA*, DOI: <http://dx.doi.org/10.12795/elia.2016.i16.05>, 2016. 103-132.

<sup>32</sup> Iliana Panova and Roy Lyster. "Patterns of Corrective Feedback and Uptake in an Adult ESL Classroom". *Tesol Quarterly*. Vol. 36 No.4, Winter 2002. 573-595.

<sup>33</sup> Helen Carpenter, K. Seon Jeon, David MacGregor and Alison Mackey. "Learners' Interpretation of Recast". *Studies in Second Language Acquisition*. Vol.28 No.2, June 2006. 209-236.

Indonesia EFL classroom. While the result of previous studies shows that students' preference is different from teacher preference. A research on students' preference for feedback in Indonesia country is also worth doing.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with research methodology which is designed as a technique to collect and analyze the data. This chapter discusses about research design and approach, researcher presence, subject and setting of research, data and source of data, data collection technique, research instrument, data analysis technique, checking validity of finding and research stage.

#### A. Research Design and Approach

This research used descriptive qualitative which was intended to investigate Teacher's corrective feedback in classroom speaking activity. Specifically, the research described how the teacher provides oral corrective feedback during classroom speaking activity, what types of students' errors corrected by the teacher and what students' preferences toward teacher's corrective feedback.

The qualitative approach was used for interpreting the data and presenting it descriptively. Some reasons that make this research considered as qualitative are: (1) having one natural setting as the data sources. sources of data adopted the 'nature' of classroom setting, teaching and learning process at senior high school, (2) the researcher as the key instrument, the researcher directly observed events happened in the setting as the 'key instrument', and (3) Concerning with process, the study described the facts of teacher's corrective feedback, students' error that teacher correct and students' preference. Those reasons meet the requirement of qualitative research proposed by Bogdan and Biklen.<sup>1</sup>

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<sup>1</sup> Robert Bogdan and Sari Knopp Biklen. *Qualitative research for education, An introduction to theory and methods 4<sup>th</sup> edition*. (New York: Pearson Education Group, 2007),31

## **B. Researcher Presence**

In this research, the presence of the researcher is as an observer, collector, and analyst of the data. So, during the learning and teaching process, the researcher attended to directly observe the activities between teacher and students during a classroom activity. The subjects that were observed by a researcher in the research are English teacher and the students at 11<sup>th</sup> grade at SMA Wahid Hasyim Model Lamongan.

## **C. Subject and Setting of Research**

The setting of the research was SMA Wahid Hasyim Model Lamongan located at Jalan Sumberwudi Karanggeneng Lamongan. The number of classes in eleventh grade was four classes. This school is an Islamic school supervised by the ministry of a religious affair with using curriculum defined by the ministry of national education. This school has a cottage namely 'Nurul Huda' which most of the students live in. most of the students are from Lamongan and Gresik.

It was taken as the research setting under the consideration that during the learning process in English subject the teacher gives priority to classroom interaction either between teacher-students or among students-students instead of teacher center. Moreover, the teacher usually prefers teaching speaking to teach other skill with the consideration that English as a means of communication should be though for speaking. Those make the students will try hard to speak English as they can as possible during classroom.

The participants of this research were the English teacher and students of 11<sup>th</sup> grade in SMA Wahid Hasyim Model Lamongan. The teacher is considered capable of speaking. So he is obliged to teach Unggulan class. In his teaching style, he believes that the main goal of teaching English is to stimulate students to communicate in English well. Moreover, during the learning process in English subject, both teacher and students are required to use whole English (English area). Even when the teacher explains the lessons, the teacher rarely to uses Bahasa Indonesia.

Meanwhile, this research chose one class from several classes in 11<sup>th</sup> grade students, it was the 11<sup>th</sup> grade of MIA 1



Unggulan. The students of 11<sup>th</sup> grade MIA 1 Unggulan are selected through the test. They are required to fulfill the standard which is fixed by the school. Thus their English ability should be better than other classes.

## **D. Data and Source of Data**

### **1. Data**

The data used in this research are students' error utterance corrected by the teacher during classroom, teacher utterance when giving a corrective feedback and students' preference toward teacher's corrective feedback applied in classroom speaking activity.

### **2. Source of Data**

The source of the data of first research question was students' errors in utterance during speaking activity corrected by the teacher, the second research question was gained from teacher's way in giving corrective feedback toward the students' errors during speaking activity. However, the third research question was students' choice of teacher's strategies in giving corrective feedback.

## **E. Data Collection Technique**

In this research the data collected by using some technique including documentation, interview, and questionnaire.

### **1. Documentation**

To answer research question 1 and 2, the researcher used video record to get the accurate data. The whole process of teaching was recorded to reflect what actually happens during classroom interaction. In this research one hour classroom interaction of each meeting from three times of meetings were recorded and then was transcribed.

### **2. Interview**

This research occupied interview to get some clarification from the teacher when giving a corrective

feedback and opinion from students about teacher's corrective feedback. The interview took place in the 11<sup>th</sup> MIA 1 classroom after the teaching and learning process conducted. The interviewee was the teacher and 7 students of 11<sup>th</sup> MIA 1 Unggulan as a sample. The teacher and students were asked to answer the questions. The researcher used questions list which relates to the research needs. The content of questions for the teacher was about the teacher's explanation about types of corrective feedback during classroom speaking activities. However, the questions for students were about the reasons for their preferences about types of corrective feedback given by the teacher. The data of interview used to support the research question 1, 2 and 3.

### **3. Questionnaire**

The use of the questionnaire in this study is to find out the research question 3 about students' preference toward teacher's corrective feedback of students' oral erroneous in the classroom. The content of the questionnaire consists of 4 questions relate to students' preference toward corrective feedback applied by the teacher. It was distributed to 29 students in a class in order to get written responses from them after the teaching-learning process.

## **F. Research Instrument**

The researcher is the main instrument in this research as the researcher is the one who collected the data needed. The instrument tools are also needed for collecting the data in this study. The instrument tools in this research are

:

### **1. Video Recorder**

The video recorder was used to record the chronological events in the forms of voices and attitudes in the field. In this research, the recordings were transcribed. (See Appendix 2)

## 2. Interview Guide

The interview guide was used as orientation in doing an interview with the informant (teacher and students). It is needed to structure the questions in the interview, so the interview will be structured and the conversation between interviewer and informant will not extend out of the topic but still opened and focus with the objective of the research. (See Appendix 3 and 4)

## 3. Questionnaire

This instrument was used to find out students' preference toward teacher's corrective feedback in speaking activity. The type of questions that researcher used is closed-ended questions. The questionnaire consists of 4 questions asking about students' preference towards teacher's corrective feedback. (See Appendix 5)

## G. Data Analysis Technique

The data were analyzed by using descriptive qualitative data which describing all finding in detail. the researcher analyzed the data using the procedure suggested by Creswell<sup>2</sup> that are conducted as follows.

### 1. Preparing and analyzing data

The data that have been collected are prepared and organized to be analyzed afterward. Each data is arranged according to its types and the purpose of the research. The video records were prepared then transcribed to know types of students' error corrected by the teacher and types of corrective feedback that the teacher used during classroom. The result of the interview was organized then transcribed to get teacher and students' opinion and confirmation about types of corrective feedback in giving error correction in deep. Then, the

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<sup>2</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th edition (Boston: Pearson Education, Inc., 2012), 237.

questionnaire was counted to know a total number of student preferences toward teacher's corrective feedback.

## **2. Exploring and coding the data**

After doing the first step, the researcher then explored and coded the data. The data already transcribed was read thoroughly. Then coded and marked by using some colors and label the text. Through this step, the researcher can sort some of the information to those that need to be used and those who need to be reduced.

## **3. Coding to build description and themes**

The codes are then used to develop descriptions and themes as the next step. Here, the process of building descriptions and themes are according to the research question to form an in-depth understanding. In answering RQ 1, for knowing, themes are built according to Mackey *et al* theory of category of student error in speaking. In answering RQ 2, for knowing, themes are built according to Lyster and Ranta's theory of types of oral corrective feedback. In answering RQ 3, questionnaires are concluded to know students' preferred toward types of corrective feedback according to Lyster and Ranta's theory. While from the process, descriptions are strengthened through the transcription of the interview with teacher and students.

## **4. Representing and reporting qualitative findings**

The data was displayed in figures (See figure 4.1, page 45) and narrative form as the findings to the research question. There is no set in form for the narrative as it may differ for one to another research. Some of the forms have actually been discussed such as developing description, themes, and interconnecting themes. However, some narrative elements can be added into the narrative.

## **5. Interpreting the findings**

After representing and reporting the findings, the researcher then made interpretation of the findings that are

related to theory in the literature. The interpretation of the findings will be further explained in chapter 4 of the research.

## **6. Validating the accuracy of the findings**

After several steps mentioned above in analyzing the data, the researcher needs to check the accuracy of the research. Hence validating the findings is an important step. According to Creswell, there are three primary techniques that are typically used in qualitative research: triangulation, member checking, and auditing. For this research, triangulation used for validating the findings. In this research, triangulation was done by comparing the observation data and theories in the literature review. Theories of students' error were proposed by R. Gefen, Craig Chaudron and Mackey et al, meanwhile, the theories of corrective feedback was proposed by Lyster and Ranta.

## **H. Checking Validity of Finding**

In checking the validity of the finding the researcher used triangulation technique. The triangulation aims to determine the accuracy and credibility of the research finding. The researcher obtained the data from video recorder analysis, interview with the teacher and students and questionnaire. The researcher also asked for help from advisor and lecturer that are expert in related issue (teacher's oral corrective feedback). The theories on students' error in speaking and corrective feedback which are R. Gefen, Craig Chaudron, and Mackey et al. Moreover, Lyster and Ranta are also used to help interpret and explain the data. By using the triangulation technique, the findings of this research will be more accurate.

## **I. Research Stages**

The process of this study did as these following stages.

### **1. Take a Preliminary Research**

In order to clarify the problems linked to this research. The researcher began this study by conducting preliminary

research. This preliminary research review was such great information obtained by the researcher about problem focus. The researcher got the base information as the background understanding to decide the next step that the researcher wants to do. Through this step, the researcher can ensure the real phenomenon happened in speaking class of SMA Wahid Hasyim Model Lamongan.

## **2. Decide the Research Design**

After deciding the research design, firstly, the researcher will write the title and research questions. Next, the researcher described the phenomenon and limited the focus of the study, then, the research design is decided.

## **3. Conduct the Research**

### **a. Collecting Data**

The researcher obtained the data in form video record, interview, and questionnaire responses.

### **b. Analyzing Data**

After collecting the data, the researcher analyzed and interpreted the data. The interpretation is based on the data that has found in the video record, interview with the teacher and students and questionnaire. The next step is the researcher analyzed the data. Students' oral error was analyzed based on Mackey *et al* theory. types of oral corrective feedback and students' preference were analyzed based on Lyster and Ranta.

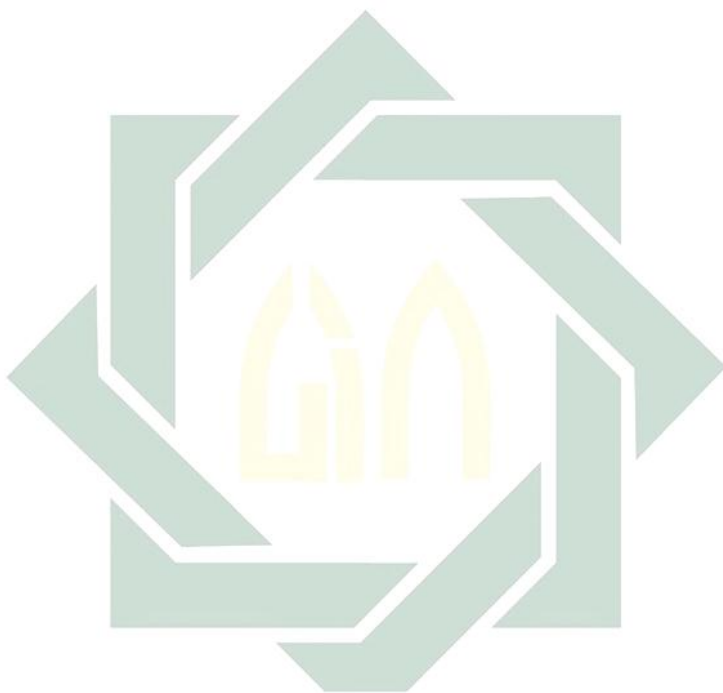
### **c. Combining the Result of the Data**

After analyzing all the data: video record, interview, and questionnaire, all the results are combined. Here, the researcher also made interpretation of the analysis result according to the theories used in this research.

### **d. Concluding the Result of the Research**

After all the data was analyzed and the result of the finding and the theory was combined, then researcher

made the conclusion of the research based on the whole sections of this study that has been discussed.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presents the data on types of students' errors corrected by the teacher in speaking activity, teacher's oral corrective feedbacks and students' preference toward teacher's corrective feedbacks in SMA Wahid Hasyim Model Lamongan. This chapter also discusses the finding related to these three groups of data.

#### A. Research Finding

##### 1. Types of Students' Errors Corrected by Teacher

The researcher analyzed the errors on the utterance made by the students during classroom speaking activities. The students' errors analyzed by the researcher in this study are limited to the errors that got corrective feedback from the teacher, so the errors uttered by students but were not getting corrective feedback from the teacher are excluded from the analysis. Based on the result of observation and video record, there are 3 types of students' oral errors commonly corrected by the teacher, namely grammatical error, lexical error and phonological error. The more detail explanation is presented in figure 4.1 below.

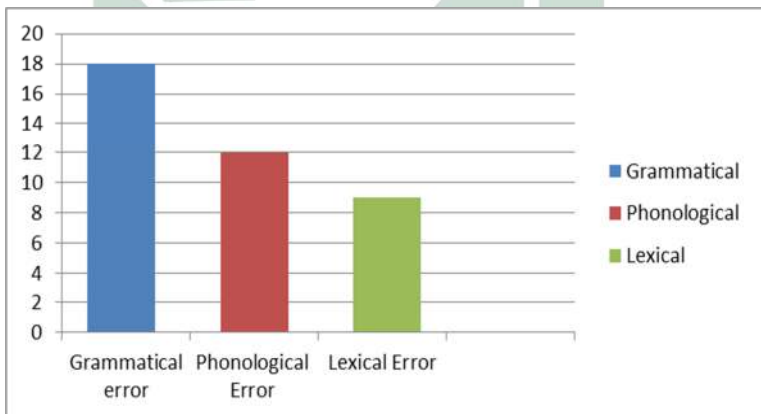


Figure 4.1 Frequency of students'error in speaking.



The figure clearly shows that grammatical error is the most frequent error made by the students which got corrective feedback from the teacher. The result shows that grammatical error is uttered for 18 times by 12 students, followed by phonological error which is uttered for 12 times by 7 students and error in lexical is uttered 9 times by 5 students. It indicates that the students are still confused in dealing with grammatical rules, lexical and also phonological but particularly in grammatical rules.

This section below shows the finding regarding types of errors uttered by the students during classroom speaking activities.

**a. Grammatical Error**

Grammatical error means students' incapability or failure to obey grammar rules of Standard English, it occurs when students incorrectly use an item such as tenses, article, word order etc. Based on the data the researcher found 5 cases of grammatical errors made by the students with different frequency of each error as the following table 4.1

Table 4.1  
Grammatical Errors Made by Students

No.	Types of Error	Frequency of Error	%
1.	Tenses	11	61%
2.	Pronoun	3	17%
3.	Verb form	2	11%
4.	Article	1	6%
5.	Word Order	1	6%
<b>Total</b>		<b>18</b>	<b>100%</b>

In the table above, the researcher identified 18 errors, in which the most frequent error is the use of tenses 11 errors or 61%, followed by errors in the use of pronoun

3 errors or 17%. Moreover, others errors are in the use of verb form 2 errors or 11% and error in article and word order 1 error or 6%.

It indicates that students get the difficulty in using grammatical rules such as tenses, article, verb form, pronoun and word order when they are speaking but the students get most difficulty in the using of tenses appropriately. Examples of grammatical errors from the data are as follows.

### 1. Tenses

Example: *You will confused (S14)*

This student's utterance has error in the use of nominal sentence because confuse form of adjective includes in complement needs to add "be" after the auxiliary "will" because it is a nominal sentence. The sentence should be "You will be confused".

Example: *the kingdom led by Bandung bondowoso. (S14)*

This student's utterance has error in the use of passive voice it needs to add "was" after the subject because it stated the passive sentence. The sentence should be "the kingdom was led by Bandung bondowoso."

### 2. Pronoun

Example: *Banana was eaten by she. (Ss)*

Students' utterance has error in the use of pronoun because of the student misuse subject pronoun for object. So the sentence should be "Banana was eaten by her".

### 3. Verb form

Example: *Please often cleaning (S11)*

Student's utterance has error in the use of imperative, imperative is used to command someone, imperative should use verb-1. So the sentence should be "please often clean!"

#### 4. Article

Example: *Romi this is a subject, and then ate a verb, apple a object (S2)*

Student's utterance has error in the use of article "a / an" because the article a should be meet consonant letters such as b, c, d and etc, however article "an" should be meet the vocal letter, for example, is a, I, u, e, and o . So the sentence should be "Romi is a subject, and then ate is a verb, however, apple is an object."

#### 5. Word Order

Example: *And solution, one., two..., three... (S10)*

Student's utterance has error in the use of word order because the speaker omits auxiliary as the main element in a sentence after the subject, however, the speaker also make mistake in the use of a cardinal number that should be used the ordinal number. So the sentence should be "And the solutions are first is... second is... and the third is...."

The majority of grammatical errors uttered by the students are because of their lack of knowledge about the correct grammatical rules and also during speaking the probability in making errors is more than in writing because when speaking the students has a limited time for thinking the correct sentence should be.

#### b. Phonological Error

Phonological error produced when students mispronounce words or it could also include suprasegmental errors such as stress and intonation. From the data, the researcher found 2 cases of errors in phonology uttered by the students with different frequency of each error made by the students as the following table 4.2

Table 4.2  
Phonological Errors Made by Students

No.	Types of Error	Frequency of Error	%
1.	Vowel	7	58%
2.	Diphthong	5	47%
<b>Total</b>		<b>12</b>	<b>100%</b>

The table shows there are 12 phonological errors uttered by the students. Specifically, there are 7 or 58% errors including vowel sounds and the next are 5 errors or 47% in diphthong. The result of the analysis shows that there are 4 vowels errors which are spoken incorrectly by the students, those are /ʌ/ , /ɪ/ , /ə/ and /æ/. Further are the errors in a diphthong, there was 2 diphthongs mispronounced by the students, those are /aɪ/ and /eɪ/. The frequencies error in vowel sound is higher than in diphthong. It means that students have the difficulty either in vowel sounds or diphthong. Examples of pronunciation errors from the data are as follow:

1. **Vowel** : Error in vowel found in the word “Environment” it should be pronounced as /ɪn'vaɪrənmənt/ yet the students pronounced it using other vowel sound /'e/ for “E” , /ɪ/ for “i” and /ʌ/ for “O” . So it becomes /'en'vaɪrənmənt/.
2. **Diphthong** : Error in diphthong found in the word “identity” it should be pronounced as /aɪ'dentɪfaɪ/ yet the students pronounced it using diphthong /i:/ then it became /aɪ'dentɪfi:/

From the examples above, phonological errors uttered by the students are because of the influence of the first language, the possibility is the difference phonological

system between Bahasa Indonesia as the first language and the English as the foreign language.

**c. Lexical Error**

Lexical error means students' use of vocabulary inappropriately or code-switch to the first language because of their lack of lexical knowledge. From the data, the researcher found 5 cases of lexical errors with different frequency of each error made by students as explained in the following table 4.3.

Table 4.3  
Lexical Errors Made by Students

No.	Types of Error	Frequency of Error	%
1.	Wrong Word Choice	3	33%
2.	The error of Word Formation	3	33%
3.	The error of Collocation	1	11%
4.	The error of Literal Translation	1	11%
5.	The error of Omission or Incompletion	1	11%
<b>Total</b>		<b>9</b>	<b>100%</b>

The table 4.3 shows that total numbers of lexical errors uttered by students are found 9 times which consist of wrong word choice and errors of word formation for 3 times or 33%, followed by error of collocation, literal translation and omission or completion for once or 11%. It indicates that the students get the difficulty in word choice, word formation, collocation, literal translation and omission but they mostly get the difficulties in word choice and word formation. Examples of pronunciation errors from the data are as follow:

### 1. Wrong word choice

Example: *"you need many days to spend from here to Bromo"* (S6)

The students want to explain time consumed needed from Bali to Bromo "several" but s/he uses the word 'many' instead. it indicates that a wrong lexical item is used instead of the correct one.

### 2. Error of collocation

Example: *"if you change the subject become the object you must add to be is, am, are and change 'make' as V1 becomes V3"* (S1)

A lexical item used in a sentence does not suit or collocate with another part of the sentence, these items sound unnatural or inappropriate. The students used "become" instead of "into" here the lexical item used in a sentence does not suit or collocate with part of the sentence, so it sounds unnatural or inappropriate.

### 3. Error of word formation

Example: *"I am from the fifth group... I will presentation about"* (S9)

A student intends to use a noun in a sentence (e.g. presentation) but the correct one is using the verb form of that noun (e.g. present) this error is categorized as an error of word formation because the student uses the wrong form of a verb in their utterance.

### 4. Errors of literal translation

Example: *"Okay, this is the last from us"* (S1)

The students literally transfer the individual meaning of an item without knowing the set expressions in the target language. the student wants to close his/her presentation by saying 'That's all'. However, s/he literally translates a phrase (yang terahir dari kami) in Indonesian which means to end up the performance but not expressed with the same words in English.

## 5. Errors of omission or incomplection

Example: *"I want to Prambanan temple but"* (S13)

A lexical item which should be present is omitted, or when a lexical item which should complete is incomplete. As the example illustrate. the student lacks a keyword (visit) which has to be used in order to convey the meaning.

Lexical errors uttered by the students are the least than other types of errors such as grammatical and phonological error. It can stem from the students' English proficiency level, it is because students' lexical development does not allow them to make the right lexical choices all the time especially when the students are speaking.

## 2. Teacher's Corrective Feedback in Responding Students' Error Utterances

Lyster and Ranta showed that there are six types of corrective feedback can be applied by the teachers in correcting students' error, those are Explicit Correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, and Repetition.<sup>1</sup> However, among these six types, there are only four types of corrective feedback provided by teacher in responding student's error utterances during classroom speaking activities. Those are explicit correction, recast, metalinguistic feedback and elicitation. For the more detail explanation it will be presented in figure 4.2 below.

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<sup>1</sup> Roy Lyster & Leila Ranta, Corrective Feedback and...41.

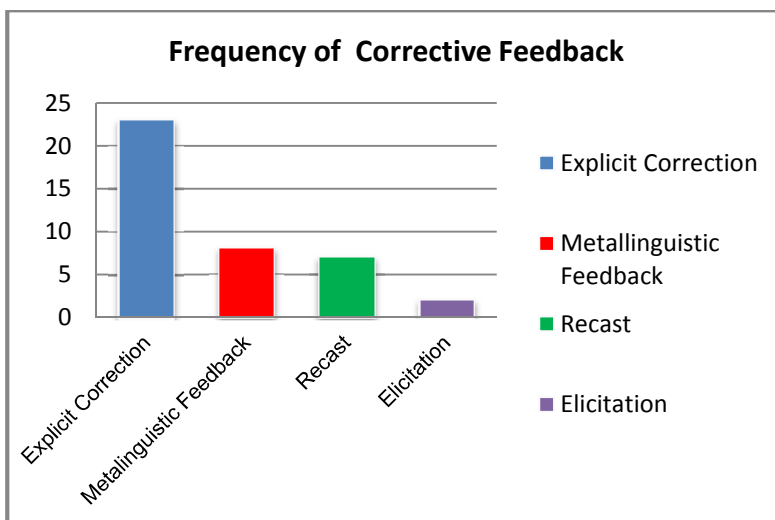


Figure 4.2 Frequency in teacher's use of oral corrective feedback.

The figure 4.2 above shows that explicit correction is type of oral corrective feedback most often used by the teacher in repairing students' errors utterance. Based on the data total of Explicit correction is used for 22 times, followed by metalinguistic feedback which is used for 8 times and Recast used for 7 times and the last is Elicitation used 2 times.

This section below shows the finding regarding four types of corrective feedback applied by the teacher during classroom speaking activities. The researcher observes three times of meetings, each meeting has different task as speaking activity that summarized in the context as follows:

### Context 1

Teacher asked students from each group to explain their friend in front of the class about "Rules of how to change active voice into passive voice". The teacher asked the students to come forward to do the presentation. However, other students were paying attention to the presentation. During this kind of speaking task, it is found that the students made errors in their



utterance which get corrective feedback from the teacher as stated in the extract 2.

### **Context 2**

Teacher asked one of students from each group to deliver their opinion about “why flood happened in Jakarta 2018 and what are the solutions from them”. The teacher asked the student to stand up for presentation. However, other students were paying attention to the presentation. During this kind of speaking task, it is found that the students made errors in their utterance which get corrective feedback from the teacher as stated in the extract 1, 6 and 7.

### **Context 3**

The student was assigned to interview their friend who had a role as a foreigner who visited Prambanan temple. During this kind of speaking task, the students made errors in their utterance which get corrective feedback from the teacher as stated in the extract 3, 4 and 5.

#### **a. Explicit Correction**

Explicit correction is explicit provision of the correct form, as the teacher provides the correct form. Teacher clearly indicates that what the students had said was incorrect. Based on the data there are 15 cases involving explicit correction as corrective feedback during classroom speaking activities. The indication of explicit correction is when teacher clearly states that students’ utterance is incorrect.

Below are the examples of explicit correction that identified from the research data.

#### **Extract 1**

S10 : and solution....one..... two

T : and the solutions are , first , second, third  
Not...And solution one no

In the extract 1 of the interaction above, the teacher asked S10 to stand up for presentation. However, during the presentation, S10 made error in her utterance.

Part of students' error in the extract above showed student's incapability in grammar rules, specifically is in word order. Since S10 omitted auxiliary *is* in sentence, S10 also get the difficulty in the use of cardinal number appropriately. The teacher clearly states that students' utterance is incorrect, then he repairs it by explaining the correct sentence should be. The teacher explicitly stated "*and the solutions are: first, second, third Not...And solution one, two...no*". It is indicated that the teacher provided explicit correction as corrective feedback to repair students' grammatical error.

### **Extract 2**

S3 : First, you must ar'dentfiri: the subject Verb and the Object.

T : ar'dentfari

S3 : ar'dentfari the Subject, Verb and the Object.

From extract 2 of the interaction above, the teacher provided explicit correction to repair students' phonological error. The activity is about students' group presentation. Here, student explains in front of her friend about rules to change active voice to passive voice. However, S3 mispronounced the word "Identity", it should be pronounced as /ar'dentfari/ yet the students pronounced it using diphthong /i:/ for /ai/, it became /ar'dentfiri/. In this case, students' erroneous form is repaired by the teacher explicitly by restating parts of errors word *ar'dentfari*. It includes explicit correction as the teacher explicitly provides the correct form to repair S3 phonological error. Then the student replay by saying the right word as what the teacher just said to respond teacher's feedback.

### **b. Recast**

Recast is the teacher's reformulation of all part of a student's utterance minus the error. Recast is generally implicit. Based on the data there are 6 cases involving recast as corrective feedback during classroom speaking activities. The indication of recast is when teacher does not

restate or point out students' mistake when repairing students' error.

Bellows are the examples of Recast that identified from the research data.

### Extract 3

S3 : where are you come from?

T : where do you come from

S3 : eh... where do you come from ?

S3 : I'm from America

In the extract 3 of interaction above, When S3 asked her friend, she use auxiliary 'are' for verbal sentence in an interrogative sentence. The student makes an error in question formation because she said *where are you come from?* instead of *where do you come from?* or *where are you from?*. The teacher then provided recast toward S3 error since the teacher implicitly restates whole sentence by providing correct sentence. The teacher directly said "*where do you come from*" to correct the misuse of "*where are you come from*" without pointing out on the mistake instead, he directly gave the correct form. Then the student replays teacher's utterance by saying *eh.. where do you come from?*

### Extract 4

S1 : How long you here?

T : How long will you be here

Ss : How long will you be here?

S : Only 2 days

Based on extract 4 of interaction above, when doing a conversation S1 make an error in the grammatical rules. Specifically, when she asked her friend she did not mention auxiliary will in her interrogative sentence. Again, the different student made an error in the using of auxiliary specifically in question formation.S1 said *How long you here?* Instead of *How long will you be here?* the teacher replies her utterance in recast type of corrective feedback since he implicitly restated whole sentence by providing correct sentence. The teacher directly said "*How long will*

*you be here*” to correct the misuse of “*How long you here*” without pointing out on the mistake instead, he directly gave the correct form. The Ss replay teacher utterance by saying *How long will you be here* together.

### c. Metalinguistic Feedback

Metalinguistic Feedback is the teacher’s comment, information, or questions related to the correctness of the student’s utterance, without explicitly providing the correct form. Based on the data there are 6 cases involving Metalinguistic feedback as feedback correction during classroom speaking activities. The indication of metalinguistic feedback is when teacher asks the questions to the students to make the students thought by their self and learned about the right form.

Below are the examples of metalinguistic feedback that identified from the research data.

#### Extract 5

S14 : you will confused

T : you will confuse or you will be confused ?

S14 : you will be confused

T : why?

S14 : because it is adjective

T : yeah it is adjective. So the sentence supposed to be nominal sentence, you need to be after will, ‘will be’

Based on extract 5 of interaction above, when doing a conversation an S14 make an error in the grammatical rules specifically in question formation of nominal sentence. However, she omits ‘*be*’ after auxiliary ‘*will*’, when she says about nominal sentence. The teacher asked her by saying *you will confuse or you will be confused ? why?* And to the other students to make the students think and discover the right sentence should be by themselves. The way teacher correct students’ error utterance is called metalinguistic feedback, since the teacher provided comments, information and or question by asking the students to discover by themselves related to

the correct form of the student's utterance, without explicitly providing the correct form. Then other students give the right reason by saying because it is Adjective.

### **Extract 6**

S12 : we will presentation

T : it should be ? how is the correct one?

S12 : present

T : pre..sent. We will present, so don't say we will presentation

Based on extract 6 of the above interaction, teacher provided metalinguistic feedback to repair students' lexical error. S12 made error in word formation, she said we will presentation instead of we will present. It includes lexical error. Since students wrongly use noun form (presentation) instead of a verb form (present). The teacher asked her and other students by saying '*it should be? how is the correct one?*' to make the students discover the right form of sentence. It is called metalinguistic feedback since the teacher provided comments, information and or question by asking the students to discover by themselves related to the correct form of the student's utterance, without explicitly providing the correct form

#### **d. Elicitation**

Elicitation occurs when the teacher directly elicits right answer from the students. Based on the data there is only 1 case involving elicitation as feedback correction during classroom speaking activities. There is three indications of the using of elicitation, those are: First, teacher strategically pausing to allow students to fill in the blank,. Second, using questions to elicit the correct forms and the third is asking the students to reformulate their utterance.

Below is the example of elicitation that identified from the research data.

**Extract 7**

S7 : respect your 'en'vɪrənmənt okey!

T : respect your ?

S7 : ɪn'vaɪrənmənt? respect your ɪn'vaɪrənmənt okey !

From extract 7 of the interaction above, the teacher provided Elicitation corrective feedback to repair students' phonological error. S7 mispronounced the vowel sound the word "Environment", it should be pronounced as *ɪn'vaɪrənmənt*, yet the students pronounced it using other vowel sound /'e/ for "E", /ɪ/ for "i" and /ɑ/ for "O". So it becomes *'en'vɪrənmənt*. In this case, the teacher directly elicits right answer from the students by pausing to allow students to fill in the blank word. It indicates that the teacher provided elicitation corrective feedback to repair students' phonological error. Then the student fill in the blank by restating the right sentence 'respect your /ɪn'vaɪrənmənt/ okey !' as the respond toward teacher's feedback.

The teacher mostly used explicit correction as the corrective feedback during the learning process. However, recast and metalinguistic feedback have the same frequency of the usage by the teacher. Meanwhile, elicitation is type of corrective feedback least used by the teacher.

### 3. Students' Preferences toward Teacher's Corrective Feedback

This part shows the students' answer to their preference toward types of oral corrective feedback. On the questionnaire, the students are given the explanation and also example of four types oral error corrective feedback applied by the teacher in learning process based on Lyster and Ranta theory in a form of Likert scale. The students need to choose between 1. Strongly agree, 2. Agree, 3. Disagree, 4. Strongly disagree.

The following figure 4.3 shows the result of the questionnaire of the third research question.

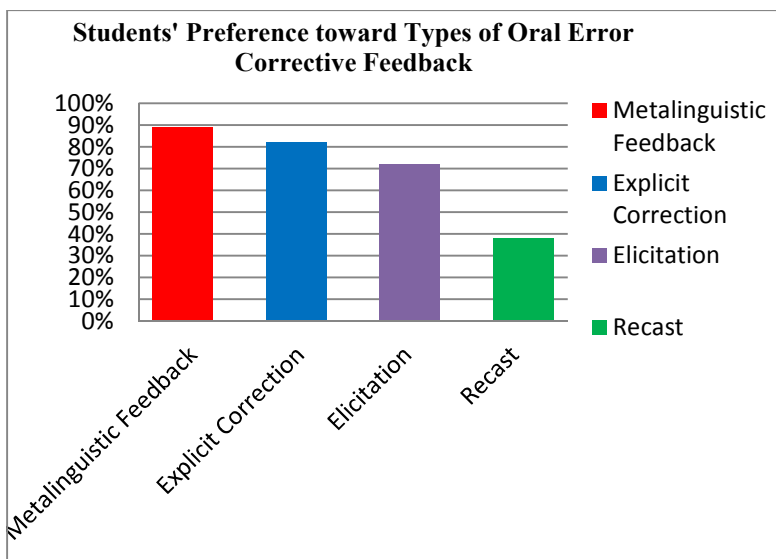


Figure 4.3. Students' Preference Toward Teacher's Corrective Feedback.

The figure 4.3 shows the percentage of preference toward kind of oral error corrective feedback. Based on the highest percentage, it shows that most of the students agree to prefer Metalinguistic feedback (89 %), then explicit correction (82 %), while elicitation (72 %) and preference of recast (38 %). Among four types of corrective feedback, metalinguistic feedback is the most preferred by the students since it has the highest percentage of students' choice. The second choice is explicit correction, and the third one is elicitation. However, the lowest percentage is recast, in other words recast is type of corrective feedbacks least preferred by the students. In fact, students' preference of the types of corrective feedback is different from teacher's practice during the learning process, since the teacher mostly used explicit correction as the corrective feedback.

## B. Discussion

This section presents the discussion based on the findings of the study. It concerned about three research questions, they are: types of students' errors corrected by the teacher in speaking activity, the ways teacher provide oral corrective feedback during speaking activity, students' preferences toward teacher's corrective feedback in speaking activity. The researcher also makes interpretation and relates the findings to some theories and previous study for each research questions.

### 1. Types of Students' Error Corrected by Teacher

Based on the data in research finding, this research found that the students made oral errors during classroom speaking activities, however, not all of students' error is corrected by the teacher. Sometimes, the teachers tend to be silent about the obvious oral errors are done by the students even they attentively listened to the presentations. Furthermore, the result of this study shows that only three types of students' error corrected by the teacher those are first, grammatical error uttered for 18 times, followed by lexical error uttered for 9 times and phonological error uttered 12 times.

#### a. Grammatical error

The result showed that the first most common error made by eleventh grades students corrected by teacher is grammatical error. The total of error is 18 errors in 5 cases, those are errors in tenses, pronoun, verb form, article, and word order. According to Hetrakul most of students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, they will not be able to produce sentences that grammatically right.<sup>2</sup> So the most common problem experienced by the students is error in grammar. When the students do not understand the grammatical rules well,

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<sup>2</sup> Kavin, Hetrakul., "The Second Language". *International Journal of Humanities and Social Science Invention*. Vol. 5 No. 12, 2016. 96.



they will tend to produce many errors during speaking. For example, based on the result, the students make error in many cases.

First is error in the use of tenses, the student gets the difficulty in using tenses appropriately in differentiating situating time such as in the sentence “*I come here yesterday* instead of *I came here yesterday*”.<sup>3</sup> It shows that students are still confused to differentiate time in L1 and L2 that influence in the using of tenses.

In pronoun, the students misuse subject pronoun for object as seen in a sentence “*banana was eaten by she yesterday* instead of *banana was eaten by her yesterday*”.<sup>4</sup> It happens because the students are still confused to differentiate and to apply subject pronoun correctly into the sentences they produce when speaking.

The students also make error in using article ‘a, an’, as seen in the sentence “*Apple is a object* instead of *apple is an object*”.<sup>5</sup> This may happen because the students think that either vocal or consonant letter use the same article.

The next error is in the use of word order, as seen in a sentence *And solution, one..., two..., three...* instead of *And the solutions are first is... second is... and the third is...*<sup>6</sup>. It happens because the students still confused to arrange the sentence correctly when they are speaking.

Another error also produced by the students is verb form as seen in sentence *please Often cleaning* instead of *please often clean*.<sup>7</sup> It is because the students tend to generalize rules of their previous knowledge to say other sentences for instance, the students add –ing after all verbs.

It can be indicated that the students get the difficulty to apply grammar rules correctly when speaking and the teacher paid more attention to student’s grammar.

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<sup>3</sup> Result of transcription

<sup>4</sup> Ibid

<sup>5</sup> Ibid

<sup>6</sup> Ibid

<sup>7</sup> Ibid

It is proved by the frequency of grammatical error corrected by the teacher is highest in this study.

Moreover, the previous study done by Reiko Yoshida is supported the result of this research. He categorized student's oral error into four types. Those are grammatical error, phonological error, lexical error and semantic error. His research concluded that the teacher mostly focused on giving correction in grammatical error.<sup>8</sup> Most of students' made errors in tenses, pronoun, verb form, article, and word order. Those errors are included in grammatical error.

#### **b. Phonological Error**

Based on the result of data, the second most frequent of students' error utterance corrected by the teacher during speaking is phonological error. The total of error is 12 errors in 2 cases, those are errors in vowel and diphthong. Yong claims that due to different phonological system between Malay/Indonesia in English, there are serious problems that can cause confusion in pronunciation.<sup>9</sup> So, students' phonological error occurred potentially because of the influence of different phonological system between first language and foreign language that can cause the students will tend to produce errors in their utterance, for example based on the research, the students make errors in pronunciation.

First is error in vowel, the students get the difficulty pronouncing the right vowel sound as seen in sentence "*respect your* /'en 'vɪrənmənt/ instead of *Respect your* /ɪn 'vaɪrənmənt/'<sup>10</sup> The student's pronounced inappropriate vowel sound in their speaking. The second is error in diphthong, the students also get the difficulty in pronouncing the right diphthong sound as seen in sentence "*you must* /aɪ'dentfi:/ *the subject* instead of *you must*

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<sup>8</sup> Reiko Yoshida, "Teacher's Choice... 85

<sup>9</sup> J. Y. Yong. *Learner English: A teacher's guide to interference and other problems* (New York: Cambridge University Press, 2001). 281

<sup>10</sup> Result of transcription

*/aɪ'dentʃaɪ/ the subject*'<sup>11</sup>. The students pronounced inappropriate diphthong sound in their speaking. It is showed that they often inappropriate and overgeneralized in pronouncing the words because of difference phonological system between Bahasa Indonesia and the English and students' limited English proficiency.

Moreover, this study has the similarity with the previous study conducted by Fernanda and Angie. He categorized errors in speaking into three types. Those are grammatical errors, phonological error and lexical error. The majority of students' errors corrected by the teacher were pronunciation, due to the teacher used corrective feedback more often occasion to correct students' pronunciation.<sup>12</sup> However, this study pronunciation becomes the second most error uttered by students corrected by the teacher. The causes of the errors are limited English proficiency of the students because of their limited knowledge.

### c. Lexical Error

Based on the result of the analysis, the third types of error uttered by the students corrected by teacher during speaking is lexical error. The total error is 9 errors in 5 different cases, those are word choice, word formation, collocation, literal translation and omission or incompleteness. According to Llach, there is a strong relationship between vocabulary acquisition and lexical errors, lexical errors become important source of information about second language vocabulary acquisition.<sup>13</sup> So, lexical errors have relevant role in the students' second language vocabulary acquisition. Students' inappropriately use vocabulary attended to make lexical errors. For example based on the result.

First is error in word choices such as in the sentence *"you need many days to spend from here to*

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<sup>11</sup> Result of transcription

<sup>12</sup> Maria Fernanda Aranguiz and Angie Quintanilla, "Oral Corrective Feedback Strategies in EFL" *ELIA*, DOI: <http://dx.doi.org/10.12795/elia.2016.i16.05>, 2016. 103.

<sup>13</sup> Maria, P. A Llach, "Lexical errors in ... 68.

*Bromo* instead of *you need several days to spend from here to Bromo*<sup>14</sup> It happens because the student selects a wrong or inappropriate item from several L2 equivalents of the same word.

Second is error in word formation as seen in the sentence *"I am from the fifth group... I will presentation about"* instead of *I am from the fifth group... I will present about*<sup>15</sup> It happens because the students use the wrong form of a word in their compositions.

The next error is error in collocation as seen in the sentence *"change 'make' as V1 becomes V3"* instead of *change 'make' as V1 into V3*<sup>16</sup> It happens because the students use several lexical items which do not suit or collocate with one another.

The fourth error is error in literal translation as seen in the sentence *"okay, this is the last from us"* instead of *okay, that's all from us*<sup>17</sup> It happens because the students literally transfer the individual meaning of an item without knowing the set expressions in the target language.

The last is error in omission or incompleteness as seen in the sentence *"I want to Prambanan temple"* instead of *I want to visit Prambanan temple*<sup>18</sup> It happens because lexical item which should be present is omitted, or when a lexical item which should complete is incomplete. Since one of the key lexical elements of the sentence is missing, so, the sentence makes partial or no sense.

Moreover, the previous study was done by Fernanda and Angie also showed that lexical errors also produced by the students and corrected by the teacher in the third rank after errors in pronunciation and errors in grammar.<sup>19</sup> This research has the similar finding that the student's lexical error corrected by the teacher was the

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<sup>14</sup> Result of transcription

<sup>15</sup> Ibid

<sup>16</sup> Ibid

<sup>17</sup> Ibid

<sup>18</sup> Ibid

<sup>19</sup> Maria Fernanda Aranguiz and Angie Quintanilla, "Oral Corrective Feedback...103

least compared with other types of error. Therefore the teacher needs to pay more attention students' lexical error.

## 2. Teacher's Corrective Feedback in Responding Students' Error Utterances

The second research question asks how does teacher provide corrective feedback during classroom speaking activities, based on research, it was found that the teacher applied four types of corrective feedback to correct students' error during classroom teaching, those are explicit correction, recast, metalinguistic feedback and elicitation. According to Ellis corrective feedback takes the form of response to a learner utterance containing a linguistic error. These attempts to produce new utterances are part of the process acquiring the target language.<sup>20</sup> It is relevant to the teacher opinion who states that by giving corrective feedback will help the students notice their errors and will encourage them to improve their speech production.<sup>21</sup>

Based on the research the teacher applies explicit correction for 23 times. For example when the teacher repair student's error by saying: "*and the solutions are: first, second, third Not...And solution one, two...no*"<sup>22</sup> here, the teacher clearly indicate that student's utterance is incorrect and directly repair it while giving them the explanation about how is the correct sentence should be.

The teacher also applies recast for 7 times such as when the teacher repair student's error by saying "*where are you from*" to correct the student's error utterance of "*where are you come from*"<sup>23</sup>. Here, the teacher repairs student's error by reformulate all parts of student's error without restating or even pointing out on the mistake.

Furthermore, the teacher also applies metalinguistic feedback for 8 times such as the when the teacher repair student's error by saying "*you will confuse or you will be*

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<sup>20</sup> Rod Ellis, "Corrective Feedback and Lecturer...7

<sup>21</sup> The Result of teacher's interview

<sup>22</sup> Result of transcription

<sup>23</sup> Ibid

*confused ? why*<sup>24</sup>, the teacher repair student's error by giving the questions relates to the correctness of student's error utterance to help them repair the error by themselves without the teacher explicitly provide the correct form.

At last, the teacher also applies elicitation although used twice such as the when the teacher repair student's error by saying "*respect your?...?*".<sup>25</sup> Here, the teacher directly elicits right answer from student by pausing to allow students to fill in the blank word. The study shows that the teacher most likely to used explicit corrective feedback compared with other types of corrective feedback as it is used in the highest frequent by the teacher.

Several reasons coming from teacher practiced explicit correction most frequently than other types of feedback corrective are first, explicit correction makes easier the explanation and more efficiency in which the teacher can focus directly on the targeted errors in a short time. Moreover, when the explicit correction is given, it can save a lot of time and allow the teacher to increase the frequency corrective feedback given.<sup>26</sup> It is contrasted with Yoshida's finding. His research found that teacher used recast more often than another type of corrective feedback. The reason mentioned by teachers for their choices of recast in his research are they prefer less intimidating feedback for the learners and the time restriction imposed by the classes prompted their provision of recast to the learners.<sup>27</sup>

This study is relevant with the previous study conducted by Fernanda and Angie. Their study also found that the majority of corrective feedback moves were identified as an explicit correction since the teacher provides this type of feedback in highest times.<sup>28</sup> However, this research contrasted with research conducted by Razavi and Naghizadeh<sup>29</sup> which

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<sup>24</sup> Result of transcription

<sup>25</sup> Ibid

<sup>26</sup> The Result of teacher's interview

<sup>27</sup> Reiko Yoshida, "Teacher's Choice... 88

<sup>28</sup> Maria Fernanda Aranguiz and Angie Quintanilla, "Oral Corrective Feedback...103

<sup>29</sup> Arezou Razavi and Mohammad Naghizadeh. "Corrective feedback...154.

both studies found that teacher in majority use recast as the most frequently used technique of corrective feedback.

### 3. Students' Preferences toward Teacher's Corrective Feedback

The third research question asks about students' preference toward teacher's corrective feedback, Based on the result of the data, it was found that metalinguistic feedback is the first most preferred oral corrective feedback in which 89% of the students agree to be corrected by metalinguistic feedback, followed by explicit correction as much 82% of the students, the third choices is elicitation as much 72% of the students choose this type of corrective feedback and recast is not so preferred type of corrective feedback since only 38% of them like to be corrected by recast. Nunan stated that lecturer should find out what their students' think and feel about what and how they want to learn.<sup>30</sup> The teacher needs to know students' wants about language teaching strategies because mismatch between students' expectation and the realities they encounter in the classroom can prevent improvement in the language acquisition

Students are most likely to be given metalinguistic feedback as oral corrective feedback given by the teacher. Lyster and Ranta define metalinguistic feedback as “comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form”. This preference was based on reason that this corrective feedback enables them to think by themselves related with their error first, this corrective feedback can activate the students' knowledge and also generated their thinking to discover the correct version<sup>31</sup>.

The second rank of students' preference is explicit correction. Lyster and Ranta categorize it as “explicit provision of the correct form as the teacher clearly indicates that what the students had said was incorrect”. The reason for students to choose this types of corrective feedback as the second choice

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<sup>30</sup> David Nunan, *Language teaching Methodology*...38

<sup>31</sup> The result of students' interview

after metalinguistic feedback is because they could know the correct version of their error directly as well as teacher's explanation<sup>32</sup>.

The third rank of students' preference is elicitation. Lyster and Ranta categorize it as "Teacher's elicitation to correct students' error by asks them to complete the sentence". The reason for students' preference of elicitation is because it also can activate their knowledge and also challenging<sup>33</sup>.

The last is recast, Lyster and Ranta categorize it as "teacher's reformulation of all part of a student's utterance." the students did not prefer this one because it made them confused to notice the part of their errors and sometimes they do not realize if they utter the error and the teacher repair it by giving them corrective feedback<sup>34</sup>.

From all above explanation, it means that the students prefer to be corrected explicitly instead of implicitly. It is in accordance with the previous research done by Fernanda and Angie. Their study showed that students preferred to be given explicitly corrective feedback such as metalinguistic feedback, explicit correction, and elicitation rather than given implicitly corrective feedback such as recast.<sup>35</sup>

From the student's preference it can be stated that their preference is oral corrective feedback which encourages them to do self-correction at first. They only want their teacher to show or give a hint that there is an error in their utterance without directly correct it immediately. Allwright and Bailey argued that learners should be provided with ample time and opportunities for self-repair.<sup>36</sup> In this case, the teacher needs to give enough time for students so, they can think and do self-correction first. Moreover, Students will be able to recall their background knowledge to fix the error which they have made. By using metacognitive corrective feedback the students will have meaningful learning because they try to fix their error by

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<sup>32</sup> Result of transcription

<sup>33</sup> Ibid

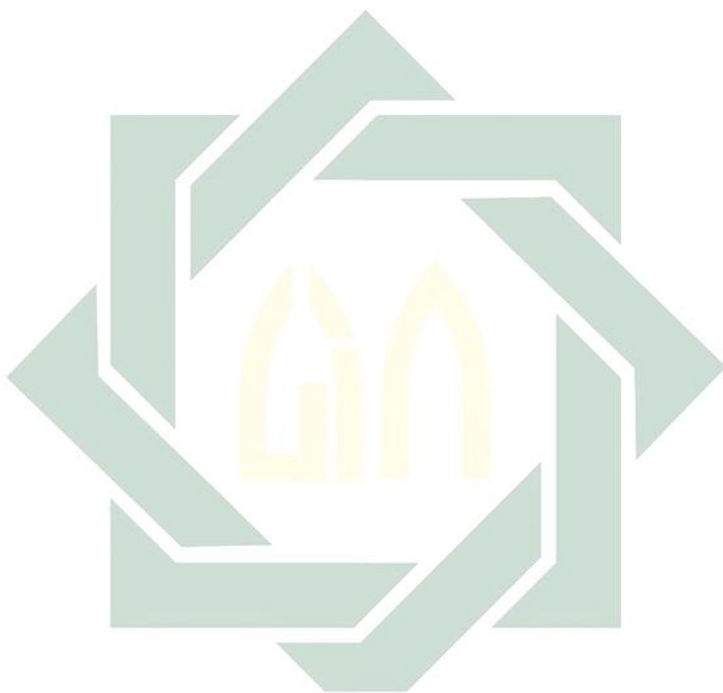
<sup>34</sup> Ibid

<sup>35</sup> Maria Fernanda Aranguiz and Angie Quintanilla, "Oral Corrective Feedback...103

<sup>36</sup> Dick, Allwright & Kathleen Bailey. *Focus on the language...*78



themselves with teacher's stimulation. It is beneficial for students' language development.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and also the suggestions of research finding relates to teacher's corrective feedback in classroom speaking activities and the suggestions for further research

#### A. Conclusion

The purposes of this research are to investigate about types of students' errors corrected by the teacher in speaking activity, the ways teacher provide corrective feedback during speaking activity and students' preference toward types of corrective feedback used by teacher in speaking activity. From the data in research findings which are presented in the previous chapter, there are several points that can be concluded as the following description:

The students made oral errors during classroom speaking activities, however, not all of students' error are corrected by the teacher. There are three types of error uttered by students that corrected by the teacher those are first, grammatical error, followed by phonological error and lexical error. It shows that students still get the difficulty in using grammatical rules accurately, pronouncing the words appropriately and using vocabulary inappropriately in speaking. Those three types of errors are treated by the teacher by correcting them, but the error which was frequently corrected by the teacher is a grammatical error.

Both teacher and students agree if the errors need to be treated by repairing them. Following the theory from Lyster and Ranta, there are six types of corrective feedback can be applied by the teacher to response students' errors by repairing them in learning process those are explicit correction, recast, metalinguistic feedback, elicitation, repetition and clarification request. However, this research found that the teacher applies four types of corrective feedback among them, those are explicit correction, metalinguistic feedback, recast, and elicitation with different frequency of each. Among those four types of errors, the teacher most frequently used explicit corrective feedback in repairing students' error.

In fact, the students prefer if the way teacher correct their error is by giving them occasion to think by themselves first about the correct sentence by asking the questions to stimulate them. In the other word the students prefer to be corrected using metalinguistic feedback technique, but if the students still get the difficulty to repair the errors by themselves, they prefer to be given explicit correction or the teacher directly shows the correct sentence and gives additional explanation when correcting the errors.

There is discrepancy between teacher's practice in giving corrective feedback in learning process and students' prospect about the way teacher provide corrective feedback in repairing their errors. The teacher frequently uses explicit corrective feedback to repair student's error however the students prefer their errors repaired by metalinguistic feedback.

## **B. Suggestion**

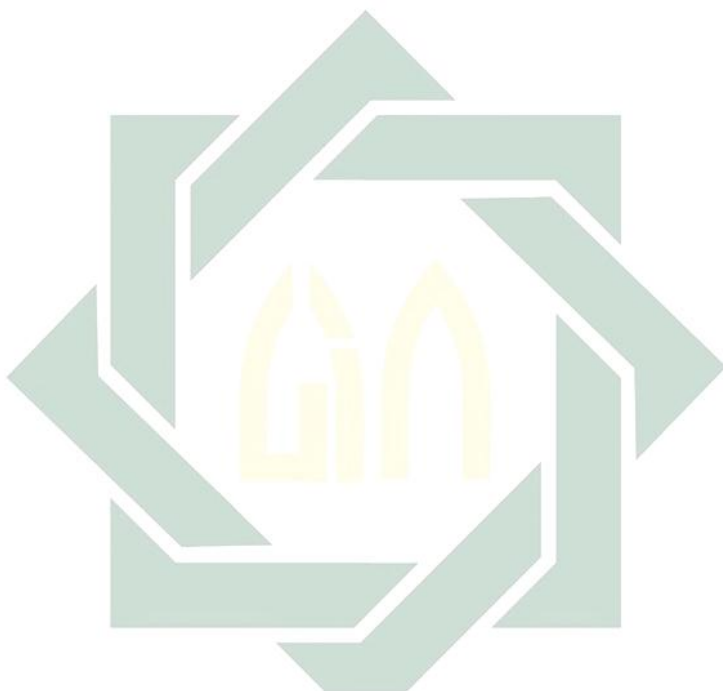
### **1. For Teachers**

It will be more enriching if the teacher uses more varieties of corrective feedback that enables students to do self-repair in order the students can achieve the long-lasting goal of learning and make the students do their own repair and finally achieve a good process of targeted language acquisition. Metalinguistic feedback and elicitation are suggested to be applied more, in this way the teacher encourage the students to self-correction in their erroneous utterances by giving questions and clue to help them.

### **2. For further researchers**

As this study has a lot of weakness, it is suggested for further researchers who want to analyze about corrective feedback to complete the research by doing research in the higher level of proficiency such as university students or in the lower level of proficiency such as elementary school students. The researcher also suggests for the further researcher to investigate about students' preference in corrective feedback not only in the form of type but also in a wider form such as in the timing of corrective feedback and corrective feedback

provider. it would also be interesting to continue by investigating the effects of giving certain types of corrective feedback as well as whether there is a feedback method that is more effective than others.



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