

**AN ANALYSIS OF CORRECTIVE FEEDBACK USE
IN SPEAKING ACTIVITIES AT ELEVENTH GRADE
STUDENTS OF MA HIKMATUL AMANAH PACET
MOJOKERTO**

THESIS

Submitted in partial fulfillment of the requirement for degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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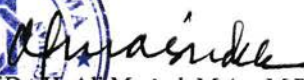
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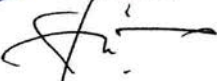
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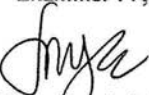
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ABSTRACT

Rizal, Mahendra Abu. 2018. *An Analysis of Corrective Feedback Use in Speaking Activities at Eleventh Grade Students of MA Hikmatul Amanah Pacet Mojokerto*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya. Advisors: Fitriah, Ph.D and H. Mokhamad Syaifudin, M.Ed, Ph.D

Key Words: *Corrective feedback, speaking activities*

Feedback is an essential way to evaluate students' progress or abilities and identify their understanding on certain topics during the teaching and learning process. This research aimed to analyze the use of corrective feedback in speaking activities at eleventh grade of MA Hikmatul Amanah. The study focused on identifying the way the teacher gave corrective feedback, the type of corrective feedback commonly used, and teacher's opinion towards corrective feedback. To understand these topics, this research applied qualitative approach by interviewing an English teacher and doing classroom observations. The findings showed that the teacher used two different ways in giving corrective feedback to students. The teacher used in class students conferencing and out of class students conferencing for giving feedback to individual students, while for group students, the teacher used whole lesson as a review or re-teaching and giving feedback during students performance. Another important finding identified was that the teacher used all types of corrective feedback. However, the most common feedback used was explicit correction with 41% responses. This indicates that the teacher seems to believe that explain the students' mistakes explicitly and correct their mistakes directly could help them improve their language skills as they know which part they need to improve and reflect on their mistake. Moreover, the teacher thought that giving corrective feedback could give students information which is able to help them to correct their error utterance. The teacher inferred the corrective feedback also motivate students to active in teaching and learning process. It showed the students active to ask in classroom. Therefore, the result of this research may be assisted in the process of speaking activities to encourage the students' performance and understanding.

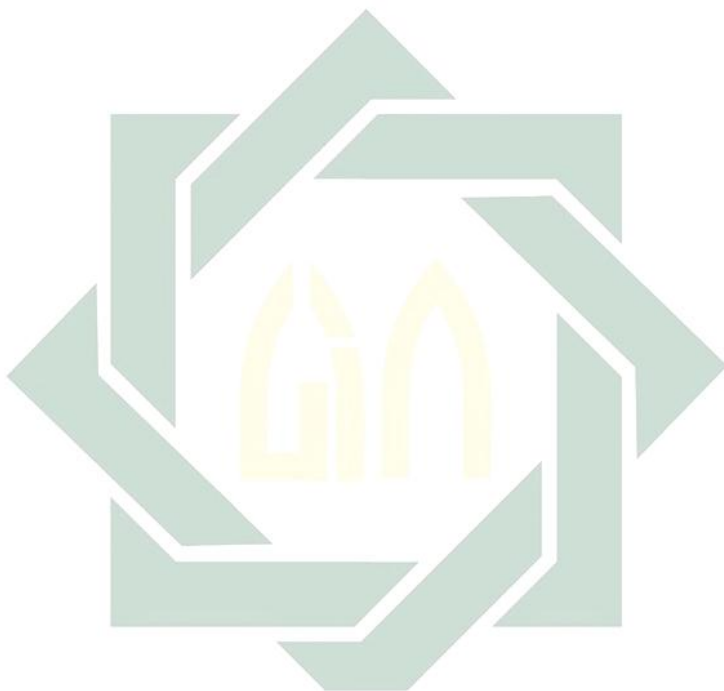
ABSTRAK

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Kata kunci: *Corrective feedback, speaking activities*

Corrective feedback adalah cara penting untuk mengevaluasi kemajuan atau kemampuan siswa dan mengidentifikasi pemahaman mereka tentang topik tertentu selama proses belajar mengajar. Penelitian ini bertujuan untuk menganalisis penggunaan *corrective feedback* dalam kegiatan *speaking* di kelas XI MA Hikmatul Amanah. Penelitian ini berfokus pada mengidentifikasi cara guru memberikan *corrective feedback*, jenis *corrective feedback* yang biasa digunakan, dan pendapat guru terhadap *corrective feedback*. Untuk memahami topik ini, penelitian ini menggunakan pendekatan kualitatif dengan mewawancarai seorang guru bahasa Inggris dan melakukan observasi kelas. Temuan menunjukkan bahwa guru menggunakan dua cara berbeda dalam memberikan *corrective feedback* kepada siswa. Guru menggunakan *in class students conferencing* dan *out of class students conferencing* untuk memberikan *feedback* kepada individu, sedangkan untuk kelompok, guru menggunakan seluruh pelajaran sebagai review atau mengajar ulang dan memberikan *feedback* selama kinerja siswa. Temuan penting lainnya yang diidentifikasi adalah guru menggunakan semua tipe dari *corrective feedback*. Namun, *corrective feedback* yang paling sering digunakan adalah *explicit correction* dengan 41% tanggapan. Ini menunjukkan bahwa guru tampaknya percaya dengan menjelaskan kesalahan siswa secara eksplisit dan memperbaiki kesalahan mereka secara langsung dapat membantu mereka meningkatkan kemampuan bahasa mereka karena mereka tahu bagian mana yang perlu mereka perbaiki dan refleksi dari kesalahan mereka. Selain itu, guru berpikir bahwa memberikan *corrective feedback* dapat memberikan informasi kepada siswa yang dapat membantu mereka untuk mengoreksi kesalahan ucapan mereka. Guru menyimpulkan *corrective feedback* juga

memotivasi siswa untuk aktif dalam proses belajar mengajar. Ini menunjukkan siswa aktif bertanya di kelas. Oleh karena itu, hasil penelitian ini dapat membantu dalam proses kegiatan berbicara untuk mendorong kinerja dan pemahaman siswa.



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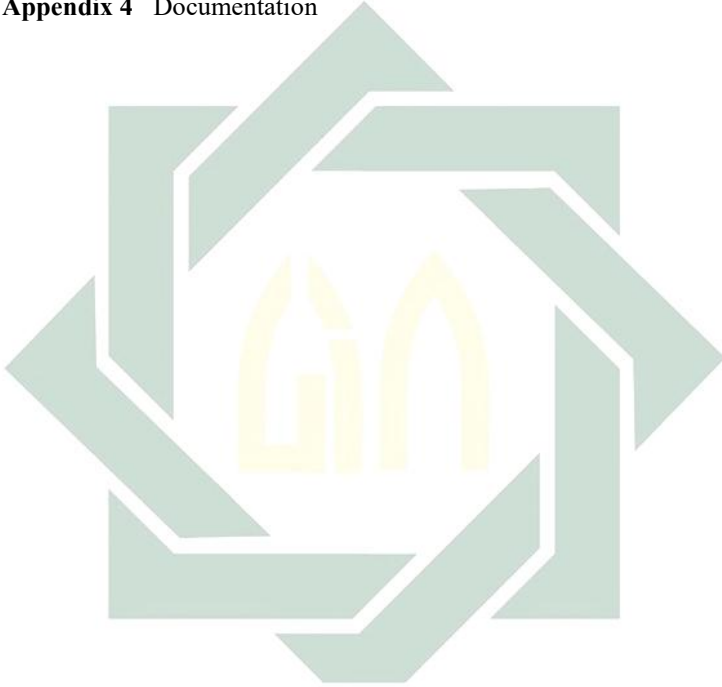
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CHAPTER I INTRODUCTION

This chapter basically reveals the background of this study. It contains of background of the study, research question, objective of the problem, significant of study, scope and limitation, and definition of key terms.

A. Background of Study

Speaking skill is very important in communication¹. People are able to communicate with others, express their ideas, and respond to other peoples' ideas when they have ability to transform the words in their mind into oral production. In language classroom, teachers can train students' ability to speak by promoting activities that explore the use of target language. When students are able to use the target language, it is likely that they are able to develop their basic interactive skill in communicating. This is because they have opportunity to share ideas and thoughts with other people².

Considering the benefit of speaking ability, some students still thinks that ability to speak in English is not easy. Study by Anggraeni found that students considered speaking as the most difficult skill among other three skills (reading, listening, and writing)³. They thought that it was not easy to communicate in English as English is not their mother tongue and they seldom use English in everyday communication. Azizah in her study found that the common reasons identified for the students' difficulties to speak were students are not confidents to speak, afraid of making mistakes, and have limited vocabulary⁴. Referring to these two studies, Indonesian learners seem to have difficulties to communicate in English. The reasons are they are reluctant to speak in English as they are afraid to make mistakes and they do

¹ Mrs Ishrat Aamer Qureshi, *The Importance of Speaking Skill For EFL Learners*, Department of English, Alama Iqbal Open University, Pakistan,p.2.

² H. Kayi, "*Teaching Speaking: Activities to.....*", pp.5.

³ Wahyu Anggraeni, "*The Characteristic of Teachers' Feedback in The Speaking Activities of The Grade Ninth Students of SMPN 2 DEPOK*", English Education Department,2012,p.15.

⁴ Ismi Azizah,*An Analysis of Students' Difficulties in Speaking English: A Case Study at Eleventh Grades Students MA Al Muslimun NW Tegal Academic Year 2015/2016*,English Education Program University of Mataram,2016

not have enough words or vocabulary to express their ideas. Ur identifies three factors that inhibit students' ability to speak⁵. First is *Inhibition* which refers to students' anxiousness in making mistakes, being fear of criticism, or simply shy. *Nothing to Say* is another factor identified, meaning that students are not confident to express what they want to say. The last factor identified is the use of *Mother-Tongue*. It means that the way how students pronounce the words are influenced by their first language so that they cannot pronounce the words fluently.

Referring back to the students' difficulties in learning speaking at the outset, teacher could help students improve their speaking ability. In classroom setting, teachers play an important role in promoting a conducive atmosphere in which students have opportunity to practice their language. Therefore, teachers can make significant changes in the classroom as they want, and the way students learn to speak depends on how teacher's taught⁶. For example, teacher could design the activities that explore students' abilities use the target language through game, group discussion, peer work or role play. Kayi believes that to promote the use of target language, teachers can use some strategies in which students have real-life communication or authentic activities, and meaningful tasks though discussion, role play, simulations, and brainstorming⁷.

However, in using the target language, there is possibility that students unconsciously make mistakes, and this is common during the teaching and learning process. For example, they may have difficulties in constructing sentences, structure, and finding correct words. The important thing is how teachers see the students' mistakes and treat their mistake in a positive way. In this case, teachers could help minimize students' mistakes by giving feedback. Through teachers' feedback, there are some possibilities

⁵ Penny Ur. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press. 1996

⁶ Shafinaz Sikder, *Role of a Teacher in Teaching Speaking by Following a Communicative Approach: To What Extent is this Possible in an ESL Context like Bangladesh?*, Global Journal of HUMAN-SOCIAL SCIENCE: G Linguistics & Education Volume 16 Issue 3 Version 1.0, 2016,p.53

⁷ H. Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, University of Nevada (Nevada, USA)

that students can learn particularly on how to construct good sentences or express their arguments. In this case, feedback can be used as reflection for students to improve their ability as they can learn from teachers' feedback. Aggraeni believes that feedback can help students to know how well they are doing as they learn and show the aspect that the students should improve⁸. In other words, students need feedback to facilitate their speaking performance with minimum mistakes and errors as well as maximum in accuracy and fluency. At the same way, Lyster and Ranta say that students have opportunity to correct their utterance from teachers' feedback while doing speaking activities⁹. Therefore, feedback is important parts of language pedagogy because from teacher's feedback students learn how to construct correct sentences and understand their progress¹⁰. This indicates that feedback is very important in language learning especially in speaking.

According to Rod feedback has two contributing factors in language learning namely structural approach and communicative approach¹¹. In giving feedback, structural approaches means that through feedback students can learn the structure of sentence correctly. For example, when students produce a wrong sentence structure, teacher could give feedback on their error. Communicative approaches means the use of English in real communication which refers to the students' utterances in speaking that allow the teacher to correct directly when they speak. For example, students sometimes need a motivation to improve their ability, so that through feedback teacher could give students motivation or guidance on how to use the language in real communication.

There are two types of feedback: positive feedback and negative feedback. Positive feedback is feedback which indicates that the students' utterances are correct, and it has a little attention from the teachers because students are already able to produce

⁸ Anggraeni, W. "The Characteristic of.....p.15

⁹ Lyster & Ranta, *Corrective Feedback and Learner Uptake*, 1997, p.41

¹⁰ Gholizade, Roya. *The Investigation of Differential Effects of Recast and Metalinguistic Feedback on Accuracy, Fluency and Complexity of Speaking Performance of Male and Female EFL Learners*. Journal of Novel Applied Science. Vol.2 (9), p.418

¹¹ Ellis, Rod. *Corrective Feedback and Teacher Development*. Shanghai International Studies and University of Auckland. L2 Journal, Vol.1 2009, p.3

good work. So, teachers may respond by giving, for example “Good” or “Yes” of their utterances. However, positive feedback is not always signaled that the students’ utterances are correct, they may need to do minor revision or little modification of the utterances¹². While negative feedback affirms that the learners’ utterances and linguistic are incorrect and teacher need give attention to correct the words and provides feedback or correction¹³. In this case, negative feedback is important to minimize students’ mistakes. The distinction between both feedbacks give different effect to learners as found in some studies. Studies by Krashen, Schwartz, and Truscott found that positive feedback bring positive effects to students because it provides affective support and give motivation to continue learning. Other studies have different perspective of the effect of positive and negative feedback. Gass, Long, and Pica found that negative feedback is important for students’ improvement because negative feedback generally relate to interactional feedback. In this case, the feedback helps students notice their errors and create correct form from teachers’ feedback. Negative feedback can be considered as corrective feedback as teachers provide information on how students should correct their mistakes. Corrective feedback is also known as interactional feedback that helps students aware about their mistakes¹⁴. Therefore, the effects of corrective feedback is important in teaching and learning process because there is an interaction between teachers and students when the feedback given. For example, when students have linguistic errors, they will obtain corrective feedback from the teachers. However, to help students improve their speaking ability, teachers’ corrective feedback should not only focus on grammatical errors but also in morphological errors.

Considering the importance of corrective feedback in language teaching, a number of studies have investigated the role of corrective feedback in language teaching. For example, Haryanto investigated the strategy used by teachers in giving corrective feedback on students’ psychological performance during

¹² Ellis, Rod. Corrective Feedback and Teacher... p.3

¹³Li, Shaofeng, The Effectiveness of Corrective Feedback in SLA: A Meta-Analysis, Michigan State University. Language Learning 60;2, June 2010, p.310

¹⁴Ibid., p. 310

speaking activity. The result found that more than 50% teachers used recast strategies during speaking activity. Another study identified teachers' feedback in speaking activities which involved three teachers of secondary schools¹⁵. The result showed that they used more explicit corrections or explicit feedback, and their feedback focuses more on phonological errors especially pronunciation. This research also examines how teachers use corrective feedback in speaking activities. However, this research differs from two previous studies particularly in the context of the study. This study examines how teachers use corrective feedback in speaking activities and identify the way students make mistakes. Therefore, the strategy used in giving feedback may be different from teachers in previous studies.

B. Research Questions

The study conducted to answer the questions as follow:

1. How does teacher provide corrective feedback in speaking activities in English learning at MA Hikmatul Amanah Pacet Mojokerto?

The research question has some aspects to investigate as detailed below.

- a. How does the teacher give corrective feedback on speaking activities?
- b. What types of corrective feedback are commonly used by teacher in speaking activities?
- c. What is the teacher opinion toward corrective feedback in speaking activities?

C. Objective of Study

According to problems of the study above, this study has several aims. Firstly, describe the way teacher give a corrective feedback in speaking activities. Secondly, find out what types of corrective feedback that are commonly used in speaking activities. Lastly, know the teacher's opinion about the use of corrective feedback in speaking activities.

¹⁵ Anggraeni, W. "The Characteristic of.....p.93

D. Significance of Study

This study has important role for teacher, because they get information how the way give corrective feedback in speaking activities correctly and also they know which type of corrective feedback should be used appropriately according to students' mistake. For the further research, they can conduct a research in the same topic but in different focus, for example comparing each type of corrective feedback.

E. Scope and Limitation of the Study

This study focuses on the analysis of corrective feedback used by teacher in English speaking activities, especially on students' error utterance. Since there were many studies of corrective feedback in language use, yet this research investigates about the teacher gives a corrective feedback, the teacher's opinion towards the use of corrective feedback and what types of corrective feedback are commonly used by the teacher in speaking activities.

Referring to the teacher gives corrective feedback in speaking activities, this study observed at eleventh grade teacher. There is one English teacher on MA Hikmatul Amanah Pacet Mojokerto. The researcher investigated about how the teacher gives corrective feedback on students' error utterance.

F. Definition of Key terms

1) Analyzing

Analyzing is the process of looking closely to breaking down the problem into small part in order to understand how the problem affects whole¹⁶. This study analyze how the teacher use corrective feedback in speaking activities, the type of corrective feedback which commonly used, and the teacher's opinion toward giving corrective feedback.

2) Corrective Feedback

Corrective feedback is the teachers' correction to learners' utterance which contains errors¹⁷. This study defines

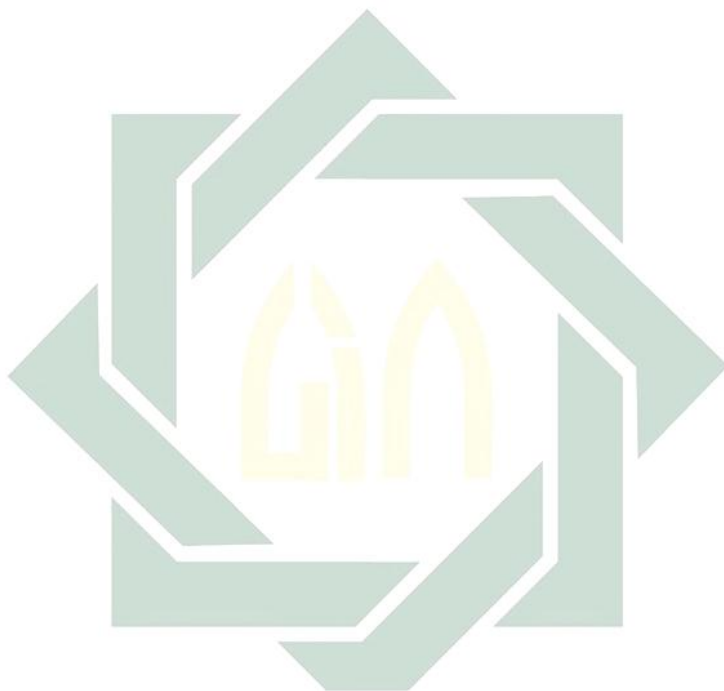
¹⁶ Adam Draxler, CAC 2012

¹⁷ Rezaei,Saeed, Corrective Feedback in Task Based Grammar Instrucion, lap lambert academic publishing,2011

corrective feedback as English teacher's corrective feedback toward student's error when students speak English.

3) Speaking activities

Speaking activities are communicative activities that can be used in speaking skill lesson¹⁸. Speaking activities in this study are the oral conversation using English in classroom.



¹⁸ Solcovs, BC Petra, Teaching Speaking Skill, Masaryk University Faculty of Arts, 2011

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about theories and previous studies related to whole elements of this study. It divides into three subchapters, namely speaking activities, feedback, and previous study. In the speaking activities and feedback, it devotes to some theories which relevant to the topic. Meanwhile, previous study discusses about other studies that related with this study.

A. Review of Related Literature

1. Speaking Activities

a. Teaching Speaking

According to Hornby, teaching is how teacher give instruction to students: give students knowledge, skill, and etc. Meanwhile, Chaney states speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context¹. Therefore, teaching speaking means how the teacher gives instruction to students in order to communicate.

Speaking is important for language learners. It plays essential role in communication, speaking also facilitates language acquisition and development. According to Nunan, the aims of teaching speaking are to²:

- 1) Produce the English speech sounds and sound patterns
- 2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Use language as a means of expressing values and judgments.

¹ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal*, Vol. XII, No. 11, Nevada 2006.

² H. Kayi, "Teaching Speaking: Activities ..."

- 5) Organize their thoughts in a meaningful and logical sequence.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

b. Types of Classroom Speaking Activities

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to be involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase students' motivation in learning English. According to Brown, the following are the types of classroom speaking performance³:

1) Imitative

Imitative refers to the repetitions toward the words or phrases that the teacher's made. It provides the learner to listen and orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical. Drills do not focus on the learner's ability to understand and convey meaning but only on the pronunciation.

Example:

Teacher : Repeat after me! Black..

Students : Black

2) Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms of language.

Example:

Teacher : (point to the table) What is this?

³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Longman, 2001. P. 141-142

Students : Table

3) Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic.

Example:

Teacher: What do you think about this class?

Student: This class is messy

Teacher: Do you want to clean this class?

Student: Yes, I will

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiative nature to them than responsive speech does.

5) Interpersonal dialogue

Interpersonal dialogue, carried out for the purpose of maintaining social relationships than for the transmission of facts and information for example an interview.

6) Extensive (monologue)

Learners at intermediate to advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps-short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

c. Teacher's Role in Speaking Class

Teachers play an important role during the teaching and learning process. Students cannot learn English without teacher's guidance. Sometimes teachers should motivate the students to learn English. They need their teacher's accompaniment in doing activities. Furthermore, students are those who like to get appraisal when they do something good. Here, teachers may respond to the

students' work. In speaking, most of the teachers' job is to expose students to the language so that they can use it later. Harmer has pointed out several different roles for the teacher in the classroom⁴.

1) Teacher as an examiner

Teacher is often seen as an examiner when asked from the students. It is one of the roles the teacher has, but it should not be the most important one. Teacher must examine student's level of achievement and often grade them.

2) Teacher as an evaluator

Moreover, teachers should be resources for the students. Students should feel free to ask questions and trust that the teacher will help them as well as he/she possible can. Assisting, thus, is also a part of teacher's work. If one sits behind the desk and lets the students work on their own, or does not even offer help at any point in the class, students get the feeling that they are alone, and nevertheless, they have to achieve good results.

3) Teacher as an editor and audience

A teacher is also an editor and an audience. Editing student's work, both orally and in written form is essential for students' language development. Audience here refers to situations where students perform and show their knowledge in class and the teacher in there to observe and give feedback. As one can see, Harmer's division of roles already proves the multiple and versatile roles a single teacher must remember during every classroom session.

⁴ Noora Pirhonen. Students' Perceptions about The Use of Oral Feedback in EFL Classrooms. University of Jyväskylä. English, 2016. P.28

2. Feedback

a. Definition of Feedback

Feedback is information provided by teacher referring to students' performance or understanding⁵. The information provide on feedback has aim to help students redirect thinking, encourage, and prompt students to be more critical on their own work in order to they can improve themselves. Another definition of feedback is proposed by Irons, he argues that feedback is any type of comment from another individual which might result in learning. In classroom learning feedback can be defined as teacher's comment on students' progress which means how well they are doing in learning by getting feedback⁶. Feedback is essential in all learning situation. This is because it uses to evaluate student's achievement, improve students' abilities and understanding, and raise students' motivation and confidence.

McNamara and Ayoun have pointed out that teacher's oral feedback might affect students' attitude in learning to positively or negatively⁷. Therefore, feedback can be considered as positive or negative. It depends on how teacher uses the feedback toward their students. Positive feedback shows teacher is interested with student's performance and at the same time encourages the student. In other hand, negative feedback shows teacher's displeasure toward student's performance or it can involve some kind of punishment. In teaching English, the teacher should consider what kind of feedback that they should give to the students in the classroom in order to encourage them in acquiring English and avoiding them to make some errors.

⁵ Hattie, J. and Timperley, H. *The Power of Feedback*. Review of Educational Research. March 2007, Vol. 77, No. 1, pp. 81-112

⁶ W. Anggraeni, "The Characteristic of....."

⁷ Dea Rizky Ananda, et.al., "Students' Preferences toward Oral Corrective Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016". *Theory and Practice in Language Studies*. Vol. 7, No. 3, South Kalimantan 2017, 178

According to Brookhart, Feedback include as formative assessment⁸. In which assessment that give the teacher information how well the students' progress, by knowing the progress teacher will know what part of students should be improved. Feedback might bring two essential factors for students' progress, they are cognitive and motivation. Cognitive means students understand what feedback that given by teacher so they will apply what the teacher wants. Motivation means the students will have good feeling to express and reinforce what they want to. However, good teacher's feedback provides information that influence students to improve their speaking ability.

b. Types of Feedback

Gattullo and Harmer have classified feedback into three different kinds which are evaluative feedback, strategic feedback, and corrective feedback⁹.

1) Evaluative Feedback

Evaluative feedback is a feedback which delivers in the form of grades or general comments, it may use words and phrases to indicate whether students' performance is good or not, e.g. "good", "poor performance"¹⁰.

Example:

Teacher: "Please make a simple past tense!"

Student: "I went to the zoo last week"

Teacher: "Excellent"

Evaluative feedback provides some information about learning, but the students can't use it to improve their performance because the information does not convey and guide them.

⁸ Susan M. Brookhart, "How to Give Effective Feedback to your Students". Association for Supervision and Curriculum Development Alexandria, Virginia USA. 2008.

⁹ Dea Rizky Ananda, et.al., "Students' Preferences toward..." p.177

¹⁰ Public School NSW. *Type of Feedback*. Strong start, Great teachers — Phase 3. State of New South Wales, Department of Education and Communities, 2015. P.2

Evaluative feedback has advantage and disadvantage for the students. The advantage is when students get praise, they feel motivated in learning, while the disadvantage is when they get bad comment, they feel worse and unmotivated. Therefore, when the teacher uses evaluative feedback, they have to increase the level of praise to build the positive climate in the learning process.

2) Strategic Feedback

Harmer mentions strategic feedback is used to improve students' performance and become self-reliant by giving some advices and techniques¹¹. In other word, a lecturer gives suggestions or advices to the students how to overcome their mistake by themselves. 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. Tsui suggests that strategic feedback can enhance student learning and make them more confident¹².

3) Corrective Feedback

Corrective feedback is used to correct the errors that made by students. Corrective feedback focus on how the utterance produced whether it is correct or wrong. Corrective feedback can be included as negative feedback, because the giving of corrective feedback by teacher indicates the students uses the language incorrectly¹³. 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. Brandt considered corrective feedback is more effective when it is

¹¹ Dea Rizky Ananda, et.al., "Students' Preferences toward..." p.177

¹² Dea Rizky Ananda, et.al., "Students' Preferences toward..." p.178

¹³ Lightbown, Pasty M. and Spada, Nina. 1999. *How Languages are Learned (2nd Ed.)*. New York : Oxford University Press. p.171

focused, contains relevant and meaningful data¹⁴. Corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance. So, while teacher gives implicit feedback, usually he/she does not interrupt the conversation but directly correct the error that student makes. Explicit feedback types offer additional or clear information for students to correct their error. Teacher will provide any information about the correct form of the language and indicate how the utterance is erroneous. Kind of Oral Error Corrective Feedback Lyster and Ranta classified kind of oral error corrective feedback into six¹⁵.

a) Repetition

It refers to the teachers' repetition, in isolation, of the students' incorrect utterance. Mostly teacher adjust their intonation to highlight the error. The teacher repeats the students' incorrect form to attract his attention to it.

For example:

Student : I have one hundred dollar in my /pakit/.

Teacher : /pakit/?

Student : /pokit/

b) Elicitation

Elicitation is when teacher elicit the correct form from the student by asking question. There are at least three techniques that teacher use to directly elicit the correct form from the student. First, teacher use questions to elicit correct forms "What do we say to someone who help us?" Second, "elicit completion", pausing to allow student complete teacher's utterance, for example: He is a good ..." The

¹⁴ Dea Rizky Ananda, et.al., "Students' Preferences toward..."

¹⁵ Roy Lyster - Leila Ranta, "Corrective Feedback and Learner Uptake". *Cambridge University Press, SSLA*, 20, USA 1997, 46

last is asking students to reformulate the utterance, for example: “Can you say that again?”

c) Metalinguistic

Feedback contains comments, information, or question related to the correct form of student’s utterance, without explicitly providing the correct form. Metalinguistic comments such as, “Can you find the correct form?” For example:

Student: there aren't book on the table.

Teacher: there are is used for plural noun, for example: there are six apples in the fridge. If there is only one book on the table, it should use is.

d) Clarification

Clarification request, the teacher asks what the student meant by the error utterance by using phrases like “Pardon me? Excuse me?, Again?”. It is indicated if student’s utterance has been misunderstood by lecturer or instructor. For example:

Student: There aren't many /hotils/ in this town.

Teacher: Pardon me?

e) Recast

Recast is generally implicit, because in this case it does not show expressions like “Oh, you mean ...”, “You should say ...” However, recast are more salient than others in that they may focus on one word only. Recast is when teacher repeat of the utterance, replace the error with the correct form without directly pointing out that the student’s utterance was incorrect. For example:

Student: Kania like watermelon.

Teacher: yes, Kania likes watermelon.

f) Explicit correction

Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she indicates that the student had said was incorrect. (e.g. “Oh, you mean ...”, “You should say ...”) For example: S: I drive a motorcycle. T: You should say “I ride a motorcycle because drive is used for car or bus; when ride is used for motorcycle, horse, bicycle, and so on.”

c. The Way of Giving Corrective Feedback

A teacher’s feedback will bring a good effect to students’ development, because it will help students to correct their error’s utterance. However, the way how teacher giving feedback should be appropriate depending on when and where the students make mistakes. In the book with a title “How to Give Effective Feedback to your Students” created by Susan M. Brookhart suggested some strategies for teacher to give feedback to students.

Here are some of the most common ways to deliver oral feedback to an individual student:

1) Quick and Quiet Feedback

Quick-and-quiet is an individual feedback for student that directly provides correction to student’s error. The process is quietly, at the student’s desk, while the rest of the class is working. This feedback quick, addressing on one point (usually about the process the student is using for the work rather than about the task), and they are quiet interchanges. There is no need to broadcast to the whole class which particular difficulty one student is having.

2) In Class Student Conferencing

Unlike quick-and-quiet feedback, in-class conferencing is directly. The way of giving feedback is at the teacher’s desk, either informally. In-class conferencing is planned, usually within a lesson that has students working so that individuals can discuss one at a time about their own. Teacher and the student will have reviewed the work beforehand so

you are both ready to discuss it. Because these conferences are planned, the focus can be both the work itself (the task) and the process the student used to do it. In class conferencing could be done in any subject about paper or project assignments.

3) Out of Class Conferencing

If a student is having difficulties that require more time than teacher can give to one student during class time, teacher may set aside special time for an out of class conference, such as after school. Out of class conferences can occur before or after school, during recess, and perhaps at other times, depending on teacher's building routines. These conferences should follow the same principles for feedback content; related to focus, comparison, function, valence, clarity, specificity, and tone; as those that apply to other kinds of feedback strategies.

The following are some of the most common ways to deliver oral feedback to a group or class.

1) Beginning a Lesson with Feedback from the Previous One

In this way, teacher gives feedback at the start of a lesson, summarizing her/his observations from the previous lesson. This approach is a good idea for several reasons. First, good feedback focuses on the task and the process and is tied directly to the learning target. Therefore, the focus is just where you need it to be. Second, good feedback talks about the work and the processes that the students themselves used.

2) Using a Whole Lesson as a Review or Re teaching

This way focusing on the same learning target again and to link to prior learning and set a purpose for students. If a class does not master a concept or skill as quickly as anticipated, or if a large portion of the class needs more practice, an extra lesson on the learning target or targets may be in order. Good teachers do this all the time, although they may not explain their reasoning to the class. Therefore, the

students may not notice the extra session. For them, it may just be “what we’re doing today,” like any lesson.

3) Giving Feedback During Student Performances

This way of giving feedback is used during student performances, either live or videotaped. For some learning targets, especially performance-based ones, effective feedback is a matter of identifying something as it happens. The feedback in this case would be mostly about the process, about how they are performing. Like other good feedback, this coaching should be descriptive, clear, positive, and constructive. The availability of videotaping extends opportunities for coaching-style feedback to group presentations, speeches, skits, and other class performances. Teacher and students can watch a videotape, pausing as needed, to discuss both presentation skills (eye contact, voice volume, and expression) and content. Viewing a videotape for feedback and comments in this way is similar to a group conference. Videotaping also adds another dimension to the feedback. Many students are not aware of what they look or sound like, and seeing themselves can function as a kind of feedback. They may draw conclusions like “I didn’t know I said ‘um’ so much” or “Look at me, I sway back and forth when I talk!” Such information can lead directly to students setting immediate, specific goals (such as “think before I speak,” “stand still”) that they can monitor themselves.

4) Giving Feedback When Returning a Test or an Assignment

In this way, teacher should make sure to go over the last unit’s test or assignment before launching into the next unit or assignment because information delivered too late to be used isn’t helpful. Make sure when you give feedback that there is time built in to actually use the information. Otherwise students will quickly learn to ignore feedback. Giving feedback

when a test or assignment is returned, summarizing overall strengths and weaknesses might be the essential things for students. Invite students to review their feedback on individual assignments or to analyze their test results for more specific information on their own needs.

d. The Purpose of Feedback

The purpose of feedback is to motivate students in learning, in which the students get information they need to improve their performance. In this case, English is not daily language for Indonesian students and English become as foreign language, therefore when students speak English they might be face some problems and make mistakes. Thus, feedback is needed to reflect student's speaking ability whether in their fluency, accuracy, and appropriateness.

According to Lewis, feedback is the way how to tell students about the progress they are making and facilitate them in the area of improvement¹⁶. He also describes some purposes of feedback, they are:

- 1) Feedback provides information for the teachers and the students

When the students get feedback from teacher, they will get information about their strengths and weaknesses of their performance. While for the teachers, they will get information about their individual students and evaluation of their learning process. The teachers may also give comments which provide information about individual progress in using the language.

- 2) Feedback provides students with advice about learning

Teachers also can give the students advice about their learning besides giving them information about

¹⁶ Wahyu Anggraeni, Thesis: *"The Characteristics of Teacher's Feedback in the Speaking Activities of the Grade Nine Students of SMP N 2 Depok"* (Yogyakarta: Yogyakarta State University, 2012), 23.

their language use. Advice also one of the ways to improve their speaking ability.

3) Feedback provides students with language input

When teachers give feedback orally, their sentences illustrate how language is used in communication. They teach the students about new vocabulary and structure of the language indirectly.

4) Feedback is a form of motivation

Feedback can encourage the students to study and make their speaking better. Both hard working and under working students need encouragement but it needs to be given in different ways. During the learning process, the teachers know more about their students' personality and they will know how to encourage the students in appropriate way.

5) Feedback can lead students toward autonomy

The long term purpose of feedback is to lead students to the point where they are able to find their own mistakes.

3. Research on Corrective Feedback

A number of studies have investigated the use of corrective feedback, for example, the use of corrective feedback in speaking activities, as describe in the following paragraphs:

Anggraeni investigated how teachers used corrective feedback in speaking activities. The study has interviewed 5 students and 2 teachers, also administered questionnaire to 37 students. The result of study showed the teacher mostly gives feedback in the form of explicit correction. Also, the teacher's feedback focused more on the phonological error especially in pronunciation.

The second thesis is about corrective feedback in speaking activities written by Anggoro at 2013. She used observation and made field notes during the teaching and learning process to get the data. The result showed that the teacher only used 5 of 6 types of corrective feedback. The clarification request type was mostly used by teacher in UMS because this type of corrective feedback made students brave

and active in every teaching and learning activity, especially in speaking.

The third previous study is an article about students' perception on corrective feedback in speaking. This article was written by Gulo. The researcher used demographic questionnaire and interview to collect data. The result showed that students received explicit correction and metalinguistic clues in classroom. Corrective feedback also affected student' learning which as their self reflection to build confidence and to increase knowledge. Also, negative impact also found, some students feel ashamed and scared when got a corrective feedback from lecturers.

Based on the previous studies above, this study has some differences with those previous studies. The difference is this study will conduct in high school, the way teacher give corrective feedback is different with the junior high school and the collage, and the students' error are different. This study will focus more on the teacher because the researcher wants to know about the role of teacher in giving corrective feedback in learning process.

CHAPTER III RESEARCH METHOD

This chapter discuss about the methods of this study. It describes the way data was collected, classified, and analyzed. It consists of research design, research setting, data and source of data, research stages, research instrument, data collection techniques, data analysis techniques, and checking validity.

A. Research Design

This research is designed as descriptive qualitative. The approach of this research uses qualitative research. Qualitative research is a research that use natural setting to interpret a particular phenomenon and done using various method¹. This research aims to describe, interpret, and explain teacher's corrective feedback in the natural situation at the classroom. The qualitative approach in this research is justifiable.

B. Research Setting

This research was conducted at MA Hikmatul Amanah Pacet Mojokerto. The subject of this research is English teacher at the eleventh grade. The teacher teaches two classes science and social, especially in speaking activities. The eleventh grade students are chosen because based on the principal of the school the tenth grade students have not enough vocabulary to speak and the twelfth grade students are preparing for the exam. Therefore, the eleventh grade students are chosen as the suitable subject for this research.

C. Data and Source of Data

1. Data

In this study, the data is the result of classroom observation and interview with the teacher on how the teacher gives corrective feedback on students' utterance, the type of corrective feedback commonly used, and teacher's opinion towards the use of corrective feedback. Then the

¹ Donald Ary, et.al., Introduction to research in education(Canada: wadsworth,2010),p.22

data are analyzed with the theory from Lyster and Ranta, Susan M. Brookhart, and Marilyn Lewis.

2. Source of Data

The researcher took the source of data from English teacher at eleventh grade who taught at science and social class of MA Hikmatul Amanah Pacet Mojokerto.

D. Research Stages

In conducting the research, the researcher used research stages as a follow.

1. Preliminary research

The preliminary research was done by interview the teacher to get the information about the situation and condition of the class and the school in MA Hikmatul Amanah. Interview is also done to the teacher to ask about the feedback given in the classroom especially in speaking activities.

2. Designing research

In designing research, the researcher design the ways of analyzing corrective feedback used by teacher in the speaking activities. The researcher designed the instrument by adopting some theories from previous studies. To checking the validity, some expert advisors have already checked the instrument.

3. Implementing the research

a. Observation

The researcher did observation using checklist which is adopted from Lyster's and Ranta's and Susan's theories to observe the way of teacher giving corrective feedback and to find out which type of corrective feedback commonly used by the teacher. The researcher also use field notes to describe the situation in the classroom.

b. Interview

After observing the teaching and learning process, the researcher continues with interviewing the teacher about her opinion of giving corrective feedback in speaking activities.

4. Analyzing data

After the data collected, the researcher analyzes the data with some theories to answer the research question. The data analyzed from the result of classroom observation and teacher's interview.

5. Concluding data

In concluding the data, the researcher review back on the aim of study, data collection technique and data analyzing to get the finding of study.

E. Data Collection Techniques

The researcher used several techniques to collect the data, they are observation and interview.

1. Field note

During the observation, the researcher wrote field note about the way of teacher giving corrective feedback in teaching speaking process.

2. Observation Checklist

The researcher observed the teaching process using observation checklist to know the way the teacher gives feedback to the students in speaking activities and identify which type that mostly use in his/her teaching process.

3. Interview Guideline

The researcher made interview guideline to ask the teacher about her opinion of giving corrective feedback in speaking activity. Besides that, interview guideline also use to ask what type of corrective feedback that commonly use in speaking activities.

To make the data collection technique clearer, the following table provided below.

Research Questions	Aspect	Source of Data	Data Collection	Research Instruments
How do teachers give corrective feedback in speaking activities in English	The way teacher give a corrective feedback in speaking activities	Teacher	Observe to the teacher during speaking activities	Field note

learning at MA Hikmatul Amanah Pacet Mojokerto?	What types of corrective feedback that are commonly used in speaking activities	Teacher	Observe and interview the teacher	Observation Checklist
	The teacher's opinion about the use of corrective feedback in speaking activities	Teacher	Interview the teacher's opinion towards the use of corrective feedback in speaking activities	Interview guideline

F. Research Instrument

The researcher used field note, observation checklist, and interview guideline as the instrument to collect the data. The following explanation is about the instruments.

1. Field note

In this research, the researcher used field note to describe the teaching and learning process which focus on the way teacher gives feedback to the students in speaking activities. To ease the researcher make a field note as the instrument. Field note is intended to be read by the researcher as evidence to produce meaning and an

understanding of the culture, social situation, or phenomenon being studied².

2. Observation Checklist

Observation checklist also used to count the frequency of each type corrective feedback use by teacher. The observation checklist was adapted from the theories of Lyster and Ranta and Susan M. Brookhart. The observation contained about the types of corrective feedback and teacher's way in giving corrective feedback. It was used when there is a speaking activity on English lesson.

3. Interview

The researcher interviewed one teacher. The questions were adapted from Linea Thorsteinsen. In the interview, the researcher asked 12 questions about the teacher's opinion on how they give feedback. The question includes question about the obstacles and strategies in giving feedback, their opinion about the use of corrective feedback and the type of corrective feedback that commonly used.

G. Data Analysis Technique

The data of this research analyzed using descriptive method. There are some stages to analyze the data.

1. After getting the information from field notes, the researcher analyzed the data by Susan M. Brookhart's theory. It describes how the teacher gives corrective feedback in speaking activities.
2. The researcher also analyze from the observation checklist what type of corrective feedback that teacher commonly use in speaking activities.
3. The result of interview is recorded and it was transcript into English. After that, the researcher analyzed the teacher's opinion of giving corrective feedback using Marilyn Lewis's theory.

² Schwandt, Thomas A. The SAGE Dictionary of Qualitative Inquiry. 4th edition. Thousand Oaks, CA: SAGE, 2015.

H. Checking Validity of Finding

This researched used validating findings to check accuracy on the data findings. According to Creswell, validating is strategies to assess the accuracy of findings as well as convinces reader on the accuracy of findings. In this study, the researcher used member checking to validate the findings. Member checking is the process of validating by come back to the participant or subject to asking whether the findings accuracy or not, it may did by interview to the participants or subject³. However, the researcher did interview in the last stages of the research to validate the findings data.



³ Creswell, Research Design: qualitative, quantitative, and mixed methods approaches, third edition, 2008, p. 177

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter present and discusses the findings of the research. The research answers three research questions relating to the teacher' ways in giving corrective feedback, type of corrective feedback that is commonly used, and teacher opinion towards corrective feedback.

A. Research Findings

Observation and interview was conducted in this research. Observation divided into two that are observation checklist and field note. The researcher did the observation twice in two classes; they are science and social class. During observation, the researcher wrote field notes to know the teaching speaking process deeply. Observation checklist also used to accomplish the data of teacher when giving corrective feedback in the class. Meanwhile, the interview did by researcher with the teacher to support the data that got from the class observation. The researcher analyzes the collected data and they are presented as the detail below:

1. Teacher's Ways in Giving Corrective Feedback

Based on the findings, the researcher found that teacher tends to give corrective feedback using two ways namely, individual corrective feedback and group corrective feedback.

a. Individual Corrective Feedback

One of teacher's ways in giving feedback was individual corrective feedback. Based on the results, the teacher used different ways in giving feedback individually to students, such as in class student conferencing and out of class student conferencing. The followings explain each individual feedback.

1) In class students conferencing

In class students conferencing means teacher gives a corrective feedback during the lesson or directly when students perform, so that students are able to correct their utterance in front of teacher and they can discuss with the teacher if there is difficulty. In the finding, the researcher got the data about

teacher using in class students conferencing from observation field note as detail below:

When students practice speaking in front of the class, there were mispronunciation made by the student such as {*'selebret*} it should be {*'selibreit*} teacher gave corrective feedback by initiate the students to pronounce the correct sentences by asking question. The conversation as below:

T : *what?*

S : */'selebret/ mam.*

T : */'seli.....*

S : *bret..*

T : *breit. /'selibreit/*

S : *to /'selibreit/ his birthday.*

T : *Ok good. Repeat again*

S : *Tony asked me to go to his house to /'selibreit/ his birthday.*

There was student's error utterance in word "asked", one of them pronounce /*'asket/*, and then teacher asked "*pardon?*" student answered "*/'asket/ maam*". Teacher explained "*if there are words with suffix – ed you shouldn't pronounce it clearly that suffix, you just say /'æskt/, do you understand?*" student answered "*understand maam*". After that the teacher asked students to continue their conversation.

(Field note 1, may 8, 2018)

When the first group presented their work, the teacher gave feedback directly to the incorrect word and show the correct form. The corrected words are {*knɪf*} become {*knɪf*}, {*'priti*} become {*preti*}. After that the next group came forward. In this group the teacher gave corrective feedback by

repeating the student's utterance in the correct form. Here is the dialogue:

S: peel the banana, and don't forget to slice the banana {long-wise}

T: slice the banana {' lɒŋ. waɪz} not {long-wise}

S: peel the banana, and don't forget to slice the banana {'lɒŋ. waɪz}

T: Ok good

Some mispronunciations often occurred when students practice speaking, such as in suffix -ed (past tense). The correct pronounce is {'fɪn.ɪft}, but they said {'fɪn.ɪsed} and {'æskt} they said {'asket}. In this error, the teacher directly gave corrective feedback by repeating the incorrect words only.

(Field note 2, may 12, 2018)

The field note above it can be seen the way teacher gives corrective feedback to individual using in class students conferencing because she gave corrective feedback directly when the student speak in front of class during teaching speaking.

2) Out of class conferencing

Out of class conferencing means that teacher gives corrective feedback in out of class or when the lesson end. For example teacher gives corrective feedback in the teachers' office or class after school. In the finding, the researcher did not find that the way teacher give feedback to individual using out of class conferencing in class observation. However the researcher found it in the interview section with the teacher. The data of the interview transcript will shows below:

R : The last, do the students be more motivated in speaking with corrective feedback? Can you give example if

students motivate when you give corrective feedback in speaking class?

T : Yes, of course. There are some of my students that very motivated when I gave feedback that's like when they got mistakes and they didn't satisfied with my feedback then they came to my room to ask about anything that they still confuse. For example, when I gave them homework to make conversation in a group and individual, then if they still confuse they come to me to ask about how to make it, sometime there are student that want to perform asked about tenses, pronunciations and other.
(Interview transcript, June 25, 2018)

From the interview transcript, it indicates that the teacher give corrective feedback to individual out of class or when class ended. It has explained by teacher that sometimes their students come to their office to discuss and the teacher give the feedback to them.

b. Group Corrective Feedback

Another teacher's way in giving feedback was group corrective feedback. Based on the results, teacher used different ways in giving corrective feedback to group students, they are using whole lesson as a review or re-teaching and giving feedback when students performing. The followings explain each group corrective feedback:

1) Using whole lesson as a review or re-teaching

This way means the teacher give corrective feedback when open and closes the class. In this way teacher uses corrective feedback to give reflection or remind the students about previous lesson. From the observation field note, the researcher found that the teacher use this way when

give corrective feedback to group. The data from field note presented below:

After the last group present their work, Miss Siska wanted to close the lesson, but before the lesson closed Miss Siska remind the students about how to pronounce the words with suffix -ed correctly.

T: before the class ended, I have suggestion for you.

S: what is it mam??

T: you have to be careful when pronounce the word that with with suffix -ed or words in form past tense. For example, /'æskt/ don't pronounce it /'asket/. If the words ended by t and d it means the suffix-ed pronounce clearly such as invited, divided. Except these words it doesn't pronounce clearly. Do you understand?

S: Insyalloh mam

And then she gave suggestion for studnets to practice speaking more and more wherever they are, by watching movie or listening a music

(Field note 1, may 8, 2018)

During the students practice speaking in the class, the teacher wrote some incorrect words that are often students' made. In the end of class the teacher drilled the students by using that words in order that students used to pronounce the correct form. After that the teacher gave information about how to pronounce that words correctly. such as the words of finished, asked, longwise.

(Field note 2, may 12, 2018)

In the description above, it is illustrate how the teacher gave corrective feedback to group using whole lesson as a review or re-teaching. She gave corrective feedback in the end of class and after

students' performance to give information about how to pronounce words correctly. Moreover, by using this way the whole class will understand the corrective feedback that given by teacher.

2) Giving feedback during students performance

This way of giving corrective feedback is used when student perform as a group such as group presentation, conversation in pair, role play and other. In this way may the teacher pause the students' performance to give corrective feedback such as comment, information and correction. The data from field note presented below:

There was student's error utterance in /'æskt/, one of them pronounce /'asket/, and then teacher asked "pardon?" student answered "/'asket/ maam". Teacher explained "if there are words with suffix -ed you shouldn't pronounce it clearly that suffix, you just say /'æskt/, do you understand?" student answered "understand maam". After that the teacher asked students to continue their conversation.

(field note 1, may 8, 2018)

In the excerpt above, the teacher gave corrective feedback directly when one of student in pair made a mistake and she gave corrective feedback to both of them. So that, it indicates that the teacher give corrective feedback to group work or pair when student perform.

2. Type of Corrective Feedback that Commonly Used

To find out the types of corrective feedback that commonly used by teacher, the observation and the interview was conducted by researcher. The findings show that all types of corrective feedback used by the teacher in speaking activities. However, in this section the researcher will focuses on which types of corrective feedback mostly used by the

teacher in speaking activities. The result data of the research can be seen below:

Table 4.1: The used of corrective feedback

Types of Corrective Feedback	Total	Percentage %
Explicit correction	7	41,17%
Elicitation	1	5,88%
Clarification	2	11,76%
Metalinguistic	3	17,64%
Recast	1	5,88%
Repetition	3	17,64%
Total	17	100%

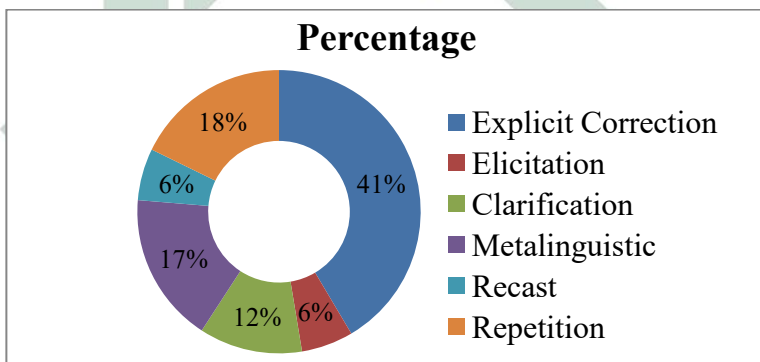


Diagram 4.1: The Used of Corrective Feedback

In the table 1 shows the frequency types of corrective feedback used by teacher in the speaking activities. The data above is taken from observation checklist which is done by researcher in classroom observation. Based on the table the explicit correction has the highest usage in the teaching speaking used by teacher, the amount is (41,17%). The other types of feedback that high usage are Repetition and Metalinguistic feedback, both of them have same percentage (17,64%). Clarification request following after that, it has (11,76%). The lower types in usage are recast and Elicitation, they both have same percentage (6%).

According to the percentage above it shows that the type of explicit correction is the most type that used by teacher in speaking activities. The teacher indicates that the students' utterance is incorrect and she also provides the correct utterance to them clearly.

The evidence of each types of teacher's corrective feedback can be seen in the following field note below.

a. Explicit correction

Explicit correction refers to how the teacher provides the correct form of students' incorrect utterance explicitly. In this type the teacher gives the corrective feedback directly when students have mistakes. Here is the result of field note:

After that the next group came forward. In this group the teacher gave corrective feedback by repeating the student's utterance in the correct form. Here is the dialogue:

S : peel the banana, and don't forget to slice the banana {long-wise}

T : slice the banana {' loŋ. waiz} not {long-wise}

S : peel the banana, and don't forget to slice the banana {'loŋ. waiz}

T : Ok good

(Field note 2, May 12, 2018)

In the field note above shows that gives corrective feedback explicitly by providing the correct form.

b. Elicitation

Elicitation is the types of corrective feedback which teacher elicits students to complete the teacher's utterance. In this type may the teacher ask students reformulate their utterance to make it clearly. Here is the result of field note:

When students practice speaking in front of the class, there were mispronunciation made by student such as {'selebret} it should be {'selibreit} teacher gave corrective feedback by initiate the students to

pronounce the correct sentences by asking question.

The conversation as below:

T : *what?*

S : /'selebret/ *mam.*

T: /'selɪ.....

S: bret..

T: breit. /'selɪbreit/

S: to /'selɪbreit/ his birthday.

T: Ok good. Repeat again

S: Tony asked me to go to his house to /'selɪbreit/ his birthday.

(Field note 1, 8 May, 2018)

In the evidence indicates that teacher uses elicitation in giving corrective feedback because the teacher elicits students to continue her utterance to correct student's utterance. Also, in the end of conversation the teacher asks students to reformulate the utterance.

c. Clarification

Clarification request is when the teacher asks what the students' utterance means by using phrase such as: *pardon?*, *excuse me?*, *say that again?* and etc. the phrase that teacher use indicate that the students' utterance are misunderstood or incorrect. Here is the result of field note:

There was student's utterance in /'æskt/ , one of them pronounce /'asket/, and then teacher asked "*pardon?*" student answered "*'asket/ maam*" . Teacher explained "*if there are words with suffix -ed you shouldn't pronounce it clearly that suffix, you just say /'æskt/, do you understand?*" student answered "*understand maam*". After that the teacher asked students to continue their conversation

(Field note 1, 8 May, 2018)

In the field note above shows that the teacher uses clarification request because when the teacher correct the students utterance the teacher uses phrase "*pardon?*" to ask clarification to student.

d. Metalinguistic feedback

Metalinguistic feedback is the types of corrective feedback that contains comment, information, and

question on the students' utterance. Here is the result of field note:

After the last group present their work, Miss Siska wanted to close the lesson, but before the lesson closed Miss Siska remind the students about how to pronounce the words with suffix –ed correctly.

T: before the class ended, I have suggestion for you.

S: what is it mam??

T: you have to be careful when pronounce the word that with with suffix –ed or words in form past tense. For example, /'æskt/ don't pronounce it /'asket/. If the words ended by t and d it means the suffix-ed pronounce clearly such as invited, divided. Except these words it doesn't pronounce clearly. Do you understand?

(Field note 1, 8 May, 2018)

Based on the field note above it indicates that the teacher use Metalinguistic feedback to students. It can be seen as the evidence that when student's utterance was incorrect the teacher not only provided the correct form but also gave some information to students how to pronounce the word correctly.

e. Recast

Recast is when teacher repeat on the students' incorrect utterance and replace with the correct utterance without pointing out to the incorrect utterance. Here is the result of field note:

When the first group presented their work, the teacher gave feedback directly to the incorrect word and show the correct form. The corrected words are {nɪɪf} become {knɪɪf}, {'prɪtɪ} become {pretɪ}. Here the evidence of the dialogue:

S: yes pleas, that would be very lovely, take a /knɪɪf/ on the table!

T: take a /nɪɪf/

S: take a /nɪɪf/

(Field note 2, May 12, 2018)

It indicates that the teacher uses recast in giving feedback to students, because the teacher only repeat the students'

incorrect utterance and replace it with the correct utterance.

f. Repetition

Repetition is when the teacher repeats the students' incorrect utterance. The teacher repeats the students' incorrect form to attract students' attention to it. Here is the result of field note:

When the last group presented their work, there was student make mispronunciation in conversation. The teacher directly correct with the right form of the words as below:

S: thank you my pretty {'dækter}

T: {'dɔ:tər}

S: thank you my pretty {'dɔ:tər}

T: ok good

(Field note 2, May 12, 2018)

As the field note above, it shows that the teacher use repetition when students have mistakes. The teacher repeat on the student's incorrect utterance with the correct form and the students follow what the teacher said.

3. Teacher's Opinion about Corrective Feedback

To know the teachers' opinion about corrective feedback the interview with the teacher was conducted. The interview conducted in the teacher's house. The length of the interview 25.30 minutes and the interview was transcript to find a detail data (See Appendix 3). The following description is the data of the interview with the teacher:

a. Feedback provides information for the teacher and students

Based on the interview with the teacher, she said that giving corrective feedback is important for student especially in speaking class because it will give information to students about their mistakes. So that, she can help the students to correct their utterance. Here is the evidence:

R: Why do you use corrective feedback?

T: Because in my opinion feedback can give information to the students about their mistakes and also give them advise and motivate them in learning.

R: what information here?

T: Information about the correction. When the students make an error for example the word “asked”, usually they confuse about the suffix – ed. Sometime they said “asket” rather than “æskt”, like that.

R: Does corrective feedback is important in learning speaking?

T: Yes, it does. It is very important; beside it can correct the students’ mistakes, it also give advantage for me as a teacher to reflect what I have taught is accepted by students or not. So it is not only for students but also for me.

(Interview transcript, June 25, 2018)

It indicates that the teacher had an opinion that the corrective feedback could give information not only for student but also important for teacher. She said that corrective feedback also gives her information as reflection about the way she teaches. Therefore, she thought that the corrective feedback is important in teaching speaking because it will give some information between students and teachers.

b. Feedback is a form of motivation

The result of the interview shows that the teacher thought the corrective feedback is able to make students motivated. What the teacher said means that students are very motivated when she gives a feedback, they are more active in asking question even they come to teacher’s office to ask. It is proofed by interview transcript with the teacher.

R: The last, do the students be more motivated in speaking with corrective feedback? Can you give example if students motivate when you give corrective feedback in speaking class?

T: Yes, of course. There are some of my students that very motivated when I gave feedback that's like when they got mistakes and they didn't satisfied with my feedback then they came to my room to ask about anything that they still confuse. For example, when I gave them homework to make conversation in a group and individual, then if they still confuse they come to me to ask about how to make it, sometime there are student that want to perform asked about tenses, pronunciations and other.
(Interview transcript, june 25, 2018)

According to the interview transcript above, it shows that the teacher thought the corrective feedback make student enthusiastic in asking to the teacher. Corrective feedback allows, sharing knowledge in the classroom so there is no gap between teacher and student.

B. DISCUSSION

From the findings, the researcher found that the way teacher uses corrective feedback, the types of corrective feedback that commonly used, and teacher's opinion toward giving corrective feedback to students. In this section the findings of this research are discussed and conducted with some theories and previous study. The following discussions are presented:

1. Teacher's Ways in Giving Corrective Feedback

Based on the findings, the way teacher gives corrective feedback to students through different ways that feedback to individual students and group students. According to Susan's book they are three ways on how to give feedback to individual student namely quiet and quick feedback, in class student conferencing, and out of class conferencing¹. However, in this research the researcher only found two types of ways, namely in class student conferencing and out of class

¹ Susan M. Brookhart, *How to Give Effective Feedback to Your Students* (Virginia USA: Association for Supervision and Curriculum Development Alexandria, 2008) p. 48

conferencing. According to Pirhonen, students should receive feedback as soon as possible in order to be effective². As the result of in class students conferencing, when the student make interchange the teacher should stop conversation and directly correct the error. And if the student having difficulties that need more time to discuss, the teacher can provide out of class conferencing such as before or after classroom.

In this research, giving corrective feedback in group students the teacher use whole lesson as a review or re-teaching and giving feedback during students' performance. As described in Brookhart that using whole lesson as a review or re-teaching is able to improve students' performance³. In the review section, the teacher revises the same homework until the students know what was wrong and what was right. And also giving feedback during students' performance, the comment, information and correction are given by teacher immediately. In line with Brookhart statement that this feedback is like coaching the basketball players which is the skill does not improve in field only in out of field is needed⁴.

2. Type of Corrective Feedback that Commonly Used

According to Lyster and Ranta, the corrective feedback classified into six types, namely Explicit Correction, Elicitation, Clarification Request, Metalinguistic Feedback, Recast, and Repetition⁵. The findings show that all types of corrective feedback used by teacher in teaching speaking. However, it has some result that shows what types of corrective feedback most used by the teacher, such as 41,17% on Explicit correction, 17,64 on Metalinguistic feedback and repetition, 11,76% on Clarification Request, 5,88% on Elicitation and Recast. Based on the findings above there was a type that commonly used by the teacher rather than the other types, it is explicit correction. In the interview with the teacher she said

² Noora Pirhonen. Students' Perceptions about The Use of Oral Feedback in EFL Classrooms. University of Jyväskylä, Department of Languages. English. 2016. p. 25.

³ Susan M. Brookhart. How to Give Effective Feedback to Your Students. Association for Supervision and Curriculum Development. USA. 2008. 56.

⁴ Ibid, 57.

⁵ Lyster and Ranta. Corrective Feedback and Learner Uptake, 1997.

that by using explicit correction made students aware and it also pointed to which is their incorrect utterance. It has same result with research conducted by Fitriana et.al, the finding showed that explicit correction is the most type preferred by teacher because it was not puzzling to the students when she gave explanation. By using explicit correction, the teacher directly corrects students' utterance when students make a mistake. It lines with Harmer's opinion about the best way of giving feedback is after the students' performance during the language production, so that it is directly pointed to the phonological, grammatical, lexical or interpretive errors⁶. However, another types of corrective feedback such as Metalinguistic, Repetition, Clarification request and Elicitation make students wait to know the correct form because it all are the implicit feedback which the teacher took time for the students' to self-repair to give the correct form⁷. Therefore, the researcher found that the teacher used more than one types of corrective feedback to correct the student's error, but the explicit correction is the most used by teacher in the teaching speaking.

3. Teacher's Opinion about Corrective Feedback

Based on the findings, the teacher said that the corrective feedback gives information to teacher and students. The information refers to the students' errors in pronunciation and vocabulary. It is supported by Lewis's theory, he explained that corrective feedback has purpose to provide information for the teacher and the students⁸. When students got corrective feedback from teacher they get information about their mistakes. While for teacher the information that they get will give them information about their individual students and also as evaluation of their learning. It is accepted by Sadler, he defined that feedback provides information to learner to reduce

⁶ J. Harmer, *The Practice of English Language Teaching* (London: Longman Third Edition, 2001)

⁷ Fitriana et.al, *Students' Preference Toward Corrective Feedback on Students' Oral Production*, Widya Gama Mahakam University (Script Journal Volume 1, 2016)

⁸ Lewis, Marilyn, *Giving Feedback in Language Classes* (Singapore: SEAMO Regional Language Centre, 2002)

a gap between the students' performance and the learning goals. Moreover, feedback is information that provided by teacher regarding aspects on students' performance or understanding which is able to encourage students to be better in learning process⁹.

Another opinion of the teacher is feedback makes students motivated. She defined that some of their students are motivated when they got a feedback. It indicates by students be more enthusiast in speaking either in class or out of class. Moreover, it was also described by Lewis, he said that giving feedback is able to make students motivated in learning. However, by giving feedback the teacher can gives students encouragement so that they are able to motivate in the learning process. Truscott also stated that corrective feedback makes students aware to their error and this awareness creates a motivation for them to make correct construction. Thus, the teacher's opinion about giving corrective feedback is influence to the students' learning process regarding to the students self-repair and motivation to be better in language production.

⁹ John Hattie, et.al, *The Power of Feedback* (University of Auckland: Review of Educational Research, 2007), 81-112.

CHAPTER V CONCLUSION AND SUGGESTION

This chapter includes of conclusion and suggestion. In the conclusion, it explains about this study in short. Meanwhile, suggestion describes some recommendations for the further research and teachers.

A. Conclusion

Based on the findings and discussions above the researcher concludes that the answer of the research question in three points, it describes as follows:

1. From the result of teacher's way in giving corrective feedback the researcher found that the teacher used in class students conferencing and out of class students conferencing when she gave corrective feedback to students. In the class students' conferencing, the teacher gave correction on students' errors in pronunciation and vocabulary. While in the out of class conferencing, the teacher gave explanation more about the students' difficulty in performing their task. This indicates that there is no gap between the teacher and the students in learning process either in class or out of class.
2. The type of corrective feedback that commonly use was explicit correction. However, the researcher found that the teacher used all types of corrective feedback in teaching speaking. Among the 6 types of corrective feedback, Explicit Correction has the first rank with the percentage 41,17%, while the other types are also used by the teacher but the frequency are low. It is because in explicit correction the teacher directly point out to the students' error utterance with the correct form. Almost all the types of corrective feedback are applied by the teacher to correct the students' error utterance on pronunciation and vocabularies when the students speak.
3. From the result of teacher's opinion towards giving corrective feedback, it shows that teacher has two opinions about giving corrective feedback. The first opinion is corrective feedback can provide about the students' performance and understanding. The information is also as

a reflection for the teacher's way in teaching speaking. The second opinion is corrective feedback can motivate students to be more active in speaking activities, such as asking and answering question using English and presenting their conversation in front of the class.

B. Suggestion

After conducting the research about the use of corrective feedback in speaking activities at the eleventh grade students on MA Hikmatul Amanah, the researcher suggests some important things for the next researcher and the teacher.

1. For the next researcher, this research is talking about teacher's opinion of giving corrective feedback and the result of interview shows that the teacher has opinion that feedback can give some information and feedback can make student motivated in teaching process. Therefore, the researcher suggests to further researcher to conduct research use different research instrument such as questionnaire to find different perspective of teacher in giving corrective feedback.
2. For the teacher, according to Brookhart there are 3 ways in giving feedback to individual student, they are quick and quiet feedback, in class student conferencing, and out of class student conferencing. Meanwhile, there are 4 ways giving feedback for group students, they are beginning a lesson with feedback from the previous one, using whole lesson as a review and re teaching, giving feedback during student performance, and giving feedback when returning an assignment. However, this research found that the teacher used two ways, namely individual students and group students. In individual student the teacher only used in class student conferencing and out of class student conferencing, while in group student the teacher only used whole lesson as a review or re-teaching and during student performance. Therefore, the researcher suggests that the teacher explore more on other ways of giving feedback proposed by Brookhart as variation ways in giving corrective feedback in the classroom.

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