

**CORRECTIVE FEEDBACK FOUND IN SPEAKING CLASS AT
THE ENGLISH DEPARTMENT OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



RESEARCH PAPER

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by:

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
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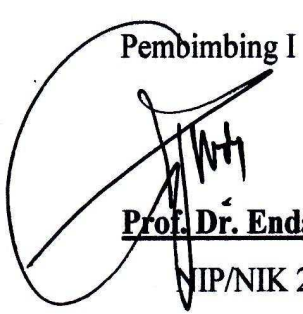
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ABSTRACT

Corrective feedback itself can be done in many kinds of school level, starting from Play group, Kinder Garden, Elementary School, Junior High School, Senior High School, until the University. In University itself, besides English Department School of Teacher Training and Education and or the English Art surely use English as the Language all day long, the other faculties also use English as faculty quality supporter of each. UMS (Muhammadiyah University of Surakarta) as a University, that is apply the system of study based on international teaching system, a lot of student of UMS (Muhammadiyah University of Surakarta) complaining about English, such as interpreting, writing, reading, listening, and also conversing in Language English. From those skills above, the researcher focuses corrective feedback on speaking. It is assumed that, speaking needs more correctness such as in pronunciation, grammar, and fluency, so the corrective feedback will be more intense done by the teacher. The writer formulates the problems, the types of corrective feedback used by the teacher in UMS, the frequency of each type of corrective feedback used by the teacher in teaching speaking in UMS, the dominant type of corrective feedback used by the teacher in teaching speaking in UMS, and the implication of corrective feedback used by the teacher in UMS.

The objective of the study is to describe the types of corrective feedback used by the teacher in UMS, to describe the frequency of corrective feedback used by the teacher in teaching speaking in UMS, to know the dominant type of corrective feedback used by the teacher in teaching speaking in UMS, and to know the implication of corrective feedback used by the teacher in UMS. The method of this research is qualitative where the researcher describes the corrective feedback that was happened in speaking I, II, III and IV did by speaking teacher.

The result of the study found that after the observation, the researcher found that there five types of corrective feedback used by the teacher in UMS. That was clarification request, recast, metalinguistic feedback, explicit correction, and translation. The frequency of the use of corrective feedback found clarification request found 69 data or about 59%, recast 23 data or about 19,7%, metalinguistic found 17 data or about 14,5%, explicit correction found 4 data or about 3,4%, and translation found 4 data or about 3,4%. The most dominant type of using corrective feedback used by the teacher in teaching speaking in UMS is that clarification request where that was found 69 data. The implication of using corrective feedback on English speaking is that, the student will be brave to active on every teaching learning activity especially on speaking.

Kata kunci: Descriptive, Speaking, Corrective Feedback.

1. Background of the Study

Terms such as error correction, error treatment, corrective feedback, negative evidence, and negative feedback have been used in teaching learning English in the past. In this study, corrective feedback is one of the procedures that used by the researcher. It is a type of negative evidence which can be defined as “any indication to the learners that their use of the target language is incorrect” (Lightbown and Spada 1999, as quoted in El Tatawy 2002:1), and since it does not always provide the correct form, it will force learners to make use of their own language knowledge. Usually, different teacher will have a different feedback among the learners. Corrective feedback will give information about the correctness of a learner utterance, whereas correction would suggest that students actually learn and improve their knowledge of the language with the help of the correction (Long 1977, as quoted in Ellis 1994:71).

Corrective feedback can be done in all of school levels, such as Play group, Kinder Garden, Elementary School, Junior High School, Senior High School, and University. In this study the researcher wants to analyze the corrective feedback in University, where the teacher is a native speaker of English. The native speaker usually does not focus on all the feedback; recast translation, clarification request, metalinguistic feedback, elicitation, explicit correction, and repetition. She will choose one type of corrective feedback in what kinds of situation and condition the material is being respected by the students, or it can be said that it depends on how many mistakes create by the students.

The researcher focuses corrective feedback conducted by lectures on the speaking class at the English Department of UMS. It is assumed that, speaking needs feedback such as the one of pronunciation, grammar, and fluency.

The following is the example of clarification request corrective feedback used by the teacher of speaking IV:

S : Thanks to the audience

- T : You can use
- a. I'm grateful to....
 - b. Beyond my expectations
 - c. Thank you for the honor

Of the four skills, speaking is one of lessons which must take by students of English Department at the School of Teacher Training and Education UMS (Muhammadiyah University of Surakarta). Teaching speaking skills will assist them to communicate in English fluently. Nevertheless the activity of teaching speaking classroom is not easy for them. Speaking subject in English Department is taught in four levels that in speaking I, II, III, IV, where each level has its own basic competence.

Some speaking classes at UMS are taught by native speakers of English. One of them creates her own teaching agenda such as:

1. *Lessons*: Each week will feature a small lecture about elements important to public speaking and academic presentations. Skills learned during these lessons will then be used during class activities.
2. *Units*: This course is divided into 5 different units: informative speech, narrative speech, persuasive speech, interviewing, and simulations. Any graded assignments will always fall on the second or third week of a unit. These units are meant to be opportunities to practice different kinds of speech.
3. *Midterm Examination*: The midterm examination will be a small group presentation where each group creates a fake news broadcast. On the day of the exam, I will give each group 2 news headlines on which they must present. Groups will then have 20 minutes to prepare their news program. While brief notes will be allowed, reading from a script will *not* be allowed. Students will be graded on both the group's performance and individual speaking ability.
4. *Final Examination*: The final examination will be in the form of a final research project. This project will be a partner project. These presentations must include outlines, class handouts, visuals/posters/PowerPoint, as well as a Question and Answer (Q & A) section. There is no *Bahasa Indonesia*, because

they are now 4th semester students, where students will only be allowed to speak in English during Speaking Class. If students raise their hand and ask permission to speak *Bahasa Indonesia*, teacher will allow it. Otherwise, speaking Indonesian will result in a 0 for that day's participation grade. Students should be respectful of their classmates, when they have presentation or act out dramas. If the other students talk while their friend was present, it makes it very difficult to hear. They are not allowed to laugh at their classmates. If the students continue to talk while other students are presenting, the teacher will ask them to leave the class. If the students confused, the teacher always helps them to understand. If the teacher catch them doing work for another class, the teacher will take it and may or may not return it at the end of class. Plagiarism or cheating will result in a failing grade. The students must never copy and paste from the internet.

The purpose of analyzing the corrective feedback in teaching speaking is to get the correct TL (target language) on every student speaking activity. The native speaker would help a lot in the correction. The students hopefully can get a better target language automatically. Corrective feedback used by the native speaker and how many mistake done by the students are very interesting to the studied. Based on the background above the writer carries out research entitled "CORRECTIVE FEEDBACK FOUND IN SPEAKING CLASS AT THE ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA".

The problem of this research is that 1). What are the types of corrective feedback used by the teacher in UMS?, 2). What is the frequency of each type of corrective feedback used by the teacher in teaching speaking in UMS?, 3). What is the dominant type of corrective feedback used by the teacher in teaching speaking in UMS?, 4). What is the pedagogical implication of corrective feedback used by the teacher in UMS?

The benefits of this study are that research can be used as the reference for the other researchers who want to conduct research about corrective feedback in teaching speaking classroom.

The objectives of the study are, to describe the types of corrective feedback used by the teacher in UMS, to describe the frequency of corrective feedback used by the teacher in teaching speaking in UMS, to know the dominant type of corrective feedback used by the teacher in teaching speaking in UMS, and to know the implication of corrective feedback used by the teacher in UMS.

2. Research Method

a. Type of the Study

Based on the title of this research and its problem, the researcher used the qualitative research, in the form of descriptive study. The characteristic of this study is evaluative. It means that the research is directed to understand a program executed, therefore it could be identified whether the program was successful or not. In portraying the phenomena of qualitative study which the reality is socially constructed, the researcher becomes the main research instrument. This research is descriptive where the research is searched and described base on the right implementation. The researcher as the collaborator makes a field note for the lecturer's lesson. While in Denzin and Lincoln (1994) descriptive is a method to find the situation and picturing one event.

Observation did by the researcher in speaking class as a research object. On this step the researcher sits behind the class and make some field note. The researcher describes the corrective feedback that was happened in speaking I, II, III and IV did by speaking teacher. He describes the activity based on the problems such as the types, the

frequency, dominant type, and the implication of corrective feedback while the teaching learning was running.

By using the qualitative method, this research is aimed to describe the corrective feedback that was happened in speaking I, II, III and IV did by speaking teacher.

b. Subject of the Study

The subject of the study was 100 students of English Department of UMS in speaking I, II, III, and IV, all short of class and consists of 35 male and 65 female. In determining the subject, the researcher takes the class based on the teaching learning schedule

c. Object of the Study

The object of the study is the corrective feedback in speaking class at first, second, third, and fourth semester and the methods the speaking class are using discussion in groups, presentation or debate, and practice in front of the class.

d. Technique of the Data Collection

1) Observation

Observation is the action to watch in one object by using the whole five sense which consists of watch, smell, hear, sense and taste, (Arikunto, 2006: 156). This technique is use to investigate the mastery of the students' ability in speaking and to know the difficulties faced by teacher and students.

The researcher takes the class based on the teaching learning schedule. On the observation, the researcher wrote the entire teaching learning activity especially on the presentation between the teacher and the students where it was involves the corrective feedback.

2) Documentation

The researcher gathers the information as well as the data needed by document the class teaching process. The documents are

syllabus, field note, and observation photos. On the documentation, the researcher took the entire document from the teacher such as syllabus and teaching agenda. In the class, the researcher uses camera to take all the activity within the class and note also on the field note related with corrective feedback.

e. Technique of the Data Analysis

The technique for analyzing data of the research is descriptive qualitative research. The following are qualitative data analysis (interactive model) proposed by Miles & Huberman.

1) Data Reduction

Data reduction means summarizing, choosing and focusing the important things of the data. It is intended to find the patterns of the finding based on the social phenomena that happen in the field. The data collected from the teaching learning material, the result of interview, and the data from the teacher. The data that was collected, and then reduced based on the problem statement and the limitation of the study to get the right and valid analysis.

2) Data Display

Data display is organizing and describing the data from data reduction. It is intended to help in understanding the phenomena those are happening. In displaying the data to describe the social phenomena that happen in the field, it is not only used narration, but also it may uses graphs, charts, matrices and networks (Miles & Huberman, 1985: 16). The data that have been reduced, and then displayed based on the category prepared. The categories take from the problem of corrective feedback, such as the types, the frequency, dominant, and the implication.

3) Conclusion Drawing

The conclusion of a study is a research finding. Conclusion drawing or verification is done if the data collected and analyzed are supported by valid, consistent and enough data. The data of this qualitative study which are collected from complex social situation in the field may develop into complex data based on the problems that happen in the field. Thus, the conclusion in this study can be a causal relationship, hypothesis, or a theory that depends on the research finding found in the field.

3. Analysis

a. The Types of Corrective Feedback Used by the Teacher in UMS.

1) Clarification Request Corrective Feedback

Clarification request is a third possibility for teacher to have students' errors corrected to indicate to them either their utterance is ill-formed or that their utterance has been misunderstood by the teacher. In teaching speaking, the teacher uses clarification request as the corrective feedback. There were found 69 data of clarification request corrective feedback, below is the sample of clarification request corrective feedback done by the teacher. Below is the other example of clarification request correction corrective feedback:

S: good morning ladies and gentleman
Thanks to the audience....

T: you *can* use “I’m grateful to...”, “beyond my expectation”, *thank you for the honor*” Beside the words we use before

On the prologue, the student said “good morning ladies and gentleman thanks to the audience....” Then the teacher gave the advice without blaming what they have been said. The teacher gave a direction by telling that “you *can* use “I’m grateful to...”, “beyond my

expectation”, thank you for the honor” Beside the words we use before”. Below is the example of the other Clarification requests:

2) Recast Corrective Feedback

Recast can be defined as the teacher's reformulation of all or part of a student utterance minus the error. Thus, there is *no* clear indication (as the case in explicit correction) that an error has occurred. By means of recast, teacher repeats the utterance with changes. Teaching speaking in UMS in speaking I, III and IV the teacher uses recast as the corrective feedback. There were found 23 data of corrective feedback, below is the sample of recast corrective feedback did by the teacher. Below is the example of recast based on the observation:

S: UMS of the biggest campus in Surakarta

T: *UMS is one of the biggest campuses in Surakarta*

3) Metalinguistic Feedback Corrective Feedback

Corrective feedback contains metalinguistic comments, information, or questions that raise the learners' awareness of the erroneous utterances, without teacher explicit provision of correct form. This means metalinguistic feedback points to the nature of error but attempts to elicit the information from the students. Grammar explanations or lexical paraphrases are typical to metalinguistic feedback. Teaching speaking in UMS in speaking I, III and IV the teacher uses metalinguistic feedback as the corrective feedback. There were found 17 data of metalinguistic feedback corrective feedback, below is the sample of metalinguistic feedback corrective feedback did by the teacher. Below is the Metalinguistic feedback based on observation:

S: UMS to create the student who have a good students

T: *UMS was created some good students*

4) Explicit correction corrective feedback

Explicit correction falling at the explicit extreme on the continuum of corrective feedback refers to “the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect. Teaching speaking in UMS in speaking I, III and IV the teacher uses explicit correction as the corrective feedback. There were only found 4 data of corrective feedback, below is the sample of explicit correction corrective feedback did by the teacher. Below is the example of recast based on the observation:

T: its time for Game, the rule is change the present word in to the past

T: “Fight”

S 1: Fighited

T: *No, Next*

S2: Fought

T: *Yes, that’s right*

5) Translation Corrective Feedback

Translation can be seen as “a feedback move when it follows a student’s unsolicited uses of the source language”. Nevertheless, “there is a relevant difference between a recast (a response to an ill formed utterance in the target language) and a translation (a response to a well-formed utterance in the source language)”. Teaching speaking in UMS in speaking I, III and IV the teacher uses translation as the corrective feedback. There were found 4 data of translation corrective feedback, below is the sample of Translation corrective feedback did by the teacher. Below is the other example of translation corrective feedback:

S: The misi and visi of UMS is created a good attitude

T: *The mission and vision of UMS is created a good attitude*

4. Conclusion

Based on the research result, the researcher concludes that corrective feedback found in speaking classroom in English Department of UMS as follows:

a. The Types of Corrective Feedback Used by the Teacher in UMS

After the observation, the researcher found that there five types of corrective feedback used by the teacher in UMS. That was clarification request, recast, metalinguistic feedback, explicit correction, and translation.

b. The Frequency of Each Type of Corrective Feedback Used by the Teacher in Teaching Speaking in UMS.

The frequency of the use of corrective feedback found clarification request found 69 data or about 59%, recast 23 data or about 19,7%, metalinguistic found 17 data or about 14,5%, explicit correction found 4 data or about 3,4%, and translation found 4 data or about 3,4%.

c. The Dominant Type of Corrective Feedback Used by the Teacher in Teaching Speaking in UMS

The most dominant type of using corrective feedback used by the teacher in teaching speaking in UMS is that clarification request where that was found 69 data.

d. The Pedagogical Implication of Corrective Feedback Used by the Teacher in UMS

The implication of using corrective feedback on English speaking is that, the student will be brave to active on every teaching learning activity especially on speaking. But, there are a negative impact on student's learning, where the students will less on thinking and become

passive by waiting the feedback by the teacher. Teacher, where in this study were native speaker, she must prepare bravely her material because she will have a different atmosphere at class, where her student have a different language.

Corrective feedback has a positive effect on improving speaking English accuracy. There are two types of corrective feedback that is better to used in teaching speaking, clarification request is a better one because the teacher gives correction directly when the students makes their mistake on speaking. Corrective feedback does make great effect on oral accuracy, but the effectiveness for different level of learner is different. For medium and low group learners, the effectiveness is better, because there is enough space for them to be improved. For high group learners, their oral accuracy is better, what they need to do is improve their oral fluency and complexity. The implication of using corrective feedback on English speaking is that, the student will be brave to active on every teaching learning activity especially on speaking. But, there are a negative impact on student's learning, where the students will less on thinking and become passive by waiting the feedback by the teacher. Teacher, where in this study were native speaker, she must prepare bravely her material because she will have a different atmosphere at class, where her student have a different language.

There are some opinions, that claims about the corrective feedback, for example, Harmer (1983) in Ellis (2009: 4-5), for example, argued that when students are engaged in communicative activity, the teacher should not intervene by "telling students that they are making mistakes, insisting on accuracy and asking for repetition". while others are convinced that the feedback that teachers give is highly beneficial for students (Lyster et al. 1999). While, on the research did by the researcher, it looks like, the students need more attention in correction, especially the

corrective feedback for the language that is not theirs. This implies that further research should be conducted in order to establish a common ground, and perhaps settle the score once and for all. Additionally, more research is needed so that concrete evidence can be found of the connection between corrective feedback and learning—does the feedback that teachers give actually facilitate learning.

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