LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Publication Article

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LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA

Abstrak
Penelitian ini bertujuan untuk mendeskripsikan penerapan umpan balik koreksi yang digunakan oleh dosen di kelas berbicara di fakultas bahasa Inggris di Universitas Muhammadiyah Surakarta. Tujuan penelitian ini adalah untuk mendiskripsikan: 1) tipe-tipe umpan balik koreksi yang diberikan dosen, 2) tipe umpan balik koreksi yang dominan digunakan dan 3) tujuan dari umpan balik koreksi. Penelitian ini adalah penelitian deskriptif qualitatif. Subyek penelitian ini adalah dosen dan mahasiswa di kelas berbicara. Metode pengumpulan data pada penelitian ini adalah observasi, wawancara dan rekaman suara. Teknik analisis data yang digunakan adalah pengurangan data, penampilan data, kesimpulan dan verifikasi. Peneliti mendapat data dari peristiwa, responden dan dokumen. Hasil dari penelitian ini menunjukkan 1) ada lima tipe umpan balik koreksi yang digunakan oleh dosen yaitu eksplisit, perombakan, metalinguistik, pancingan dan klarifikasi, 2) tipe umpan balik koreksi yang dominan digunakan oleh dosen adalah koreksi perombakan, 3) peneliti menemukan beberapa tujuan dari umpan balik koreksi yang diberikan oleh dosen yaitu sebagai penyedia informasi bagi dosen dan siswa, sebagai pemandu siswa untuk menjadi siswa yang mandiri, sebagai penyedia anjuran tentang belajar untuk siswa, memberi motivasi kepada siswa dan menyediakan masukan bahasa bagi siswa.

Kata Kunci: koreksi dosen, berbicara, dosen, tipe, dominan, tujuan.

Abstract
This study aimed to describe the implementation of corrective feedback which was used by lecturers in speaking class at the English Department of Muhammadiyah University of Surakarta. The purpose of this study was to describe: 1) the types of corrective feedback, 2) the dominant type of corrective feedback and 3) the purpose of the corrective feedback. This research was a descriptive qualitative research. The subjects of the research were the lecturers and the students in speaking class. Methods of data collection in this study were observation, interview, and voice recording. The techniques of analyzing data were data reduction, data display, conclusions and verification. The researcher got the data from events, respondents and documents. The results of the research showed that 1) there were five types of corrective feedback used by the lecturers, namely explicit correction, recast, metalinguistic, elicitation and clarification request, 2) the dominant type of corrective feedback that was used by the lecturers was recast correction, 3) the researcher found some purposes of corrective feedback provided by the lecturers. They were as a provider of information for lecturers and students, guiding the students to be independent students, as a provider of advice for students, motivating the students, and providing language input for students.

Keywords: corrective feedback, speaking, lecturers, types, dominant, purpose.

1 Introduction

English is an international language that is often used by almost all countries in the world including Indonesia. It is a foreign language which is very important to be mastered. English is one of subject matters which is learned by students as a foreign language. Muhammadiyah University of Surakarta (UMS) is one of the Indonesian universities in which there is Department of English Education. Speaking subject is
taught in the first semester until the fourth semester. When the learners learn the second language especially the speaking skill, the learners still have some difficulties, such as the grammar, pronunciation, fluency or the limitation of their vocabulary. The learners make some errors when they do a conversation in the speaking classroom. In the process of speaking, the students need to get feedback from lecturer. The role of the lecturer is very important where the lecturer should provide corrections to the learners about the errors they have made. The types of corrective feedback which are used by one lecturer and the others are exactly different. So, the researcher wanted to conduct a research to know more about the implementation of corrective feedback which was used by the lecturers in speaking class at English Department of UMS.

Based on the phenomenon above, the researcher wanted to conduct a research which aimed to analyze the corrective feedback used by the lecturers in speaking classroom. The researcher took the second semester in speaking classroom of English Department of UMS as the subject of the observation. In this research, the researcher wanted to observe the corrective feedbacks which were provided by the lecturers in the speaking class. Meanwhile, the data were analyzed by using qualitative descriptive method.

The researcher applied several theories which were related to the corrective feedback used by the lecturers of speaking class in order to support the data. According to Fauziati (2005: 126), “mastering the art of speaking is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language”. That is the reason why the speaking skill must be mastered by foreign language learner. According to Fauziati (2005: 78), “error is typically produced by learners who do not yet fully command some institutionalized language system”. Shortly, error is usually made by the student who has been learning the target language. According to Harmer (2007: 347-348), teachers need to play a number of different roles during the speaking activities as the prompter, participant or the feedback provider. The role of lecturers is very important where the lecturers should give some correction to the learners about their error that they have made. Corrective feedback can be an effective way to minimize or alleviate the mistakes. Velic (2009: 22) claimed that corrective feedback by the teachers are very important because can minimize the students’ errors that they have made. So, it is important for lecturers to give a corrective feedback.
There were several previous studies which were related to this research. First, Milani’s finding (2011) showed that corrective feedback was good to be applied in speaking classroom, because when the students made an error and the lecturers gave a corrective feedback, the students would know the part of errors in their speech. Corrective feedback also could help the students to improve their ways of thinking in learning. The types of corrective feedback which were given by the lecturers in speaking classroom including explicit correction, recasts, clarification requests, metalinguistic feedback, and elicitation. Second, Wahyu’s finding (2012) showed that the types of corrective feedback which were given by the teacher including explicit correction, clarification requests, metalinguistic feedback, and elicitation. The teacher mostly gave feedback in the form of explicit corrections. The researcher also described that she found five purposes of corrective feedback. The researcher concluded that the teacher’s corrective feedback was objective, clear, assisting, encouraging, and proportional. Third, Anggoro’s finding (2013) showed that the student would be brave in teaching learning activity especially in speaking. There were some types of corrective feedback, namely explicit correction, clarification request, recast, metalinguistic and translation. Fourth Surlitasari’s finding (2015) showed that the lecturer used five types of corrective feedback. Recast was the feedback which was mostly used by the lecturer. It was followed by repetition, metalinguistic feedback, elicitation, and explicit correction. The students’ responses toward feedback given by the lecturer were mostly negative. Most of the students were not comfortable with themselves when the lecturer gave feedbacks. However, some of them found that it was okay, because it was for their own good. Fifth, Lely’s finding (2015) showed that the teachers corrected the students’ speaking errors mostly in grammatical structure, because many students made errors in their grammatical structure. Then, the teachers used explicit and implicit feedback based on the ability and the characteristic of the students in the class to make them to be comfort and they were not afraid to perform their speaking again. However, the students preferred implicit feedback than explicit feedback.

Based on the previous studies above, the researcher wanted to conduct the similar research about the implementation of corrective feedback and used qualitative research as a type of the study. However, there were differences between this study and the previous studies. The differences between this study and previous studies laid on the objective of the study, subject of the study, object of the study, setting of the
study and method of collecting data. The objectives in the previous study above were mostly focused on the types and students’ responses. But in this study, the researcher was interested to investigate the types of corrective feedback used by the lecturers, the dominant type of corrective feedback used by the lecturers and the purposes of corrective feedback used by the lecturers. The subjects of the study were the lecturers and the students of English Department of Muhammadiyah University of Surakarta. The setting of the study was at English Department of UMS. The data were collected through observation, recording and interview.

The objectives of the research were to describe 1) the types of corrective feedback 2) the dominant type of corrective feedback and 3) the purpose of corrective feedback. The researcher wanted to know how the lecturers applied corrective feedback technique in speaking class at the English Department. The lecturers gave corrective feedback to students in order to minimize the students’ errors. Every type of corrective feedback used by the lecturers was important to increase the students’ skills and the lecturers could know the strength and weakness every students by giving corrective feedback.

2 Research Method
In this study, the researcher used a descriptive qualitative research. This research was conducted in the English Department of Muhammadiyah University of Surakarta. The researcher observed the implementation of corrective feedback which was used by the lecturers in speaking class at English Department of UMS. The researcher started the observation on March 2018. The researcher observed the classroom and collected the data on March 23th until May 5th 2018. The subjects of this research were limited for the lecturers and the students of speaking class of second semester at English Department of UMS. The researcher chose five lecturers who taught in five different speaking class of second semester. The lecturers who taught in speaking class of second semester at English Department of UMS were Mrs. H, Mrs. M, Miss S, Miss O and Mr. D. The speaking class at second semester which were taken by the researcher are the class A, D, G, I and N. There were around 15-20 students in each class. The sources of the data were event, respondents, and document. In this research, the researcher used observation, interview and recording for collecting the data.

3 Finding and Discussion
The researcher found the finding about types, dominant, and purpose of corrective feedback, as follows:
3.1 Type of Corrective Feedback

There were five types of corrective feedback which were described by the researcher. They were recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition. The example of each type of lecturers’ corrective feedback could be seen in the following observation transcript excerpts.

3.1.1 Recast

Recast was an activity in which the teacher designated that the students’ utterance was error when the students’ utterance contained an incorrect form or error. Then, the teacher stated the students’ errors and gave the correct form. Based on the data analysis, the researcher found that there were 35 utterances which were indicated as recast type of corrective feedback. The researcher would like to take an utterance which would be discussed as the representative of using the recast corrective feedback by the lecturer. The utterances could be read as below.

S: “we can live [lʌɪf]”
L: “we can live [lɪv]”

(Observation on March 28th 2018)

The excerpt above showed how the lecturer gave corrective feedback on the student’s pronunciation error (phonological error). When the student spoke in the front of the class, there were some mispronunciations made by the student. When she/he pronounced the words live [lɪv] to be live [lʌɪf]. Then, the lecturer corrected the mispronunciation of the word live [lʌɪf] to be live [lɪv] directly.

3.1.2 Explicit correction

Explicit correction was a type of corrections in which the teacher immediately showed to the students that the sentence was incorrect when the students made errors in their utterances. Then, the teacher presented the correct sentences. Based on the data analysis, the researcher found that there were 11 utterances which were indicated as explicit correction type of corrective feedback. The researcher would like to take an utterance which would be discussed as the representative of using the explicit corrective feedback by the lecturer. The utterances could be read as below.

S: “his mother’s hobby is reading Qur’an”
L: “bukan reading, kalau reading itu Koran, kalau Qur’an itu recite” (that’s not reading, reading is used for Newspaper, but Qur’an uses recite. So, the mistake is on the diction)

(Observation on March 23th 2018)
When the student spoke in the front of the class to tell about personal background of her friend, she told about the hobby of her friend’s mother. Her utterance was “his mother’s hobby is reading Qur’an”. There were some diction errors which were made by the student when she said a word “reading”. So, the lecturer told the student’s incorrect diction by saying “bukan reading, kalau reading itu Koran, kalau Qur’an itu recite” (that’s not reading, reading is used for Newspaper, but Qur’an uses recite. So, the mistake is on the diction).

3.1.3 Clarification request
Clarification request was a type of corrections in which the teacher gave some repetitions or re-arranged the students’ utterances, because the students’ communication was incorrect or had not been accepted by the teacher. So, the teacher should give the re-formulation. Based on the data analysis, the researcher found that there were 8 utterances which were indicated as clarification request type of corrective feedback. The researcher would like to take an utterance which would be discussed as the representative of using the clarification request type of corrective feedback by the lecturer. The utterances could be read as follows.

S: “She teach in one senior high school in Blora”
L: “Bisa diulangi lagi?” (can it be repeated again?)
S: “She teaches in one senior high school in Blora”
L: “Ya betul” (yes, it is true)

(Observation on March 23th 2018)

When the student spoke in the front of the class to tell about personal background of her friend, she told about the place of her friend’s mother was teaching. Her utterance was “She teach in one senior high school in Blora”. The lecturer clarified the student’s utterance by asking the student to repeat her utterance, because the student’s utterance was not comprehensible,. Then, the student corrected the word “teach” to be “teaches” directly.

3.1.4 Metalinguistic Feedback
Metalinguistic feedback was a type of corrections in which the teacher gave response to the students' utterance, but the teacher did not serve the correct form. The teacher usually proposed questions or supplied comments related to the students' utterance. Based on the data analysis, the researcher found that there were 13 utterances which were indicated as metalinguistic feedback type of corrective feedback. The researcher would like to take an utterance which would be discussed as the representative of
using the metalinguistic feedback type of corrective feedback by the lecturer. The utterances could be read as below.

S: “He want to continued his study
L: “Penggunaan S ya, penggunaan S dalam hal ini digabung dengan kata kerja yang ada he, she, it” (the use of “S”, the use of “S” in this matter is merged with verb which used he, she, it)

(Observation on March 23th 2018)

When the student spoke in the front of the class to tell about personal background of her friend, there were some errors in her utterances. Her utterance was “he want to continued his study”. The lecturer implicitly provided the correct form by giving information about the use of “S”. The lecturer utterance was “penggunaan S ya, penggunaan S dalam hal ini digabung dengan kata kerja yang ada he, she, it” (the use of “S”, the use of “S” in this matter is merged with verb which used he, she, it), so the student could find out her errors by herself.

3.1.5 Elicitation

Elicitation was a feedback from teacher by eliciting the correct form of the student’s utterance. The teacher asked the student about what the words should be spoken and reformulated the students' utterances. Based on the data analysis, the researcher found that there were 3 utterances which were presented as elicitation type of corrective feedback. The researcher would like to take an utterance which would be discussed as the representative of using the elicitation type of corrective feedback by the lecturer. The utterance could be read as below.

L: “Tesa and their parents, TESA how many?”
S: “Satu”
L: “So Tesa and?”
S: “Her parents”

(Observation on March 29th 2018)

The excerpt above described that the lecturer gave feedback in the form of elicitation. The lecturer elicited the correct subject from the student by clarifying the count of the subject of Tesa. The student answered that the subject was one (plural). So, the lecturer asked the student to answer the correct subject by asking “So Tesa and?”, then, the student answered “Her parents”.

3.2 Dominant Type of Corrective Feedback
From six types of corrective feedback which were stated by Lyster and Ranta (1997), the researcher found five types of corrective feedback which were used by the lecturers. The researcher had found that the dominant type of corrective feedback which was used by the lecturers was recast correction with a percentage 51.5%. After that, there was explicit feedback which had percentage 16.2%. Then, there was metalinguistic feedback with 14.7% and was followed by clarification request which had percentage 11.7%. The last was elicitation which had percentage 5.9%.

3.3 The Purpose of Corrective Feedback

The observation script indicated the purposes of the lecturers’ corrective feedbacks to the students. The interviews with the lecturers were conducted in order to find out the purposes of the lecturers in giving corrective feedback were also analyzed to support the findings. Based on the data analysis, there were five purposes of corrective feedback which were stated by Lewis (2002: 3-4).

3.3.1 Providing Information for the Teachers and Students

From the observation in the class, it was found that by giving the corrective feedback, the lecturer knew the progresses of the students. The excerpt of observation script below implied that the purpose of the lecturers by giving corrective feedback to the students was providing information.

The lecturers gave corrective feedback to the student’s performance. The utterances were as follows:

L: “I would like to give feedback for your presentation, the first if we see at your slides, I haven’t seen any outline in your presentation, you did managed to write down the objective of your presentation, but I haven’t seen any outline of your presentation, we agree that the audience need to know what are the topic being presented beforehand. And for doing that you need to show the audience the outline of the presentation, so you need one more slides the outline of the presentation.” (Observation on March 29th 2018)

It could be seen that the lecturer gave information to the student related to the presentation slides. The student wrote down the objective of her presentation, but she did not write the outline before writing the objective. The lecturer said that the audience had to know the topic which was being presented beforehand. So, the student should create a slide containing the outline of the topic which would be presented. The correction above showed that the lecturer provided information to the student. She
gave knowledge that the student did not know before that in the presentation we should show the outline before discussing the contents.

From the interview which was conducted with the lecturers by asking her about the purpose of giving feedback to the students. It was found that one of her purposes was to know the progress of students. It could be seen in the following excerpt of interview transcript.

R: “apakah dalam pemberian corrective feedback, Ibu mendapatkan informasi tentang kemampuan siswa?” (Do you get informations about the students’ abilities in giving corrective feedback?)

L: “iyaa, jadi aku tau dimana kelemahan anak ini, dimana kelebihan anak ini. Contohnya kemarin itu demonstration ya, itu mereka ga banyak omong ya, kamu lihat sendiri mereka kan ya, jadi lebih tau mereka lemah di persentasi, jadi begini mbak, ada yang persentasi dia baik, bagus tapi pas broadcast dia ga bagus”. (Yes. So, I know where the weakness and the strength of this students are. For example, that was a demonstration yesterday. They did not frequently speak. You could see them by yourself. So, they have weakness in presentation. There is a student who is good in presentation, but she/he is not good in broadcast.)

(Interview on May 5th 2018)

It could be inferred from the excerpt of interview above that the lecturer got information about the students’ strengths and weaknesses in speaking. Then, she delivered the information to the students through feedback.

3.3.2 Providing the Students with Advice about Learning

Another purpose of corrective feedback given by the lecturer was providing advice about learning to the students. It could be seen in the following excerpt which described how the lecturer gave advice on the student’s presentation performance.

“So, my suggestion, I strongly recommend you to practice the material frequently before the day when you are presenting in front of the real audience.” (Observation on March 29th 2018)

From the excerpt, it could be seen that the lecturer gave advice to the students to practice the material frequently before the presentation days. So, they were ready for presenting.

From the interview which was conducted with the lecturers by asking her about the purpose of giving feedback to the students, it was found that one of her purposes
was providing students with advice about learning. It could be seen in the following excerpt of interview transcript.

R: “apakah dalam memberikan corrective feedback, bapak memberikan saran kepada mahasiswa?” (Do you give suggestion for the students in giving corrective feedback?)
L: “ya saran tentunya ada, kalau memberi koreksi biasanya dibarengi dengan saran”. (Yes, there is a suggestion. When I give correction, I also give suggestion.)

(Interview on March 27th 2018)

From the excerpt above it could be inferred that the teacher’s feedback in speaking contained some advices.

3.3.3 Providing the Students with Language Input

The purpose of lecturer in giving corrective feedback was providing the students with language input. The excerpts below described how the lecturer explained the structure and introduced the vocabulary explicitly to the students as the form of corrective feedback.

S: “He have to spoke more loud”
L: “She had to speak”

(Observation on May 4th 2018)

The excerpt above illustrated how the lecturer gave corrective feedback to the students related to the incorrect structure which had been made by the student. The students used an incorrect collocation, so the lecturer gave correction to the student.

From the interview which was conducted with the lecturers by asking her about the purpose of giving feedback to the students, it was found that one of her purposes was providing the students with language input. It could be seen in the following excerpt of interview transcript.

R: “Dalam memberikan corrective feedback kepada siswa, apakah ibu mempertimbangkan penggunaan bahasa yang ibu gunakan? Seperti Comprehensible input begitu bu?” (Do you consider the language use in giving corrective feedback to the students? Such as comprehensible input)
L: “pasti iya, mungkin kalo speaking ya ada kaitannya dengan grammar misalnya, atau vocab atau pronounciation, maka kalau memang perlu ya saya jabarkan atau jelaskan, walaupun disitu ada istilah tertentu kalau memang istilah itu tidak begitu familiar bagi mereka, berarti saya berikan atau ucapkan
istilah itu, tetapi setelah itu pasti saya berikan penjelasan atau berikan definisi tentang istilah itu, begitu.” (Of course, I do. If that is speaking, it will focus on grammar. For example, vocabulary or pronunciation. So, if it is needed, I will explain it. Although, there is a certain term, if that term is not familiar for them, then I give or say it, but after that I surely give explanation or definition about that term.)

(Interview on April 5th 2018)

From the excerpt of interview above, it could be seen that the lecturer gave corrective feedback in speaking to the students by using the higher language slightly than the student’s current language which was usually called as comprehensible input. From her corrective feedback, the students could learn vocabulary, grammar and pronunciation.

3.3.4 Motivating the Students

Another purpose of lecturer’s feedback was motivating the students. It could be seen in the following excerpt.

L: “I think it is true, about the way you present your paper, you have the potential to be a good presenter because you have good pronunciation and clear voice. However, it is quite unfortunate you don’t use your potential.”

(Observation on March 27th 2018)

It could be seen that the lecturer provided motivation to the student about the student’s potentials. The lecturer argued that the student had the potential to be a good presenter, because the student had a good pronunciation and a clear voice, but she did not use her potential unfortunately. By saying "but unfortunately", the lecturer hoped that the student could use his potential to be a good presenter.

From the interview which was conducted with the lecturer by asking her about the purpose in giving feedback to the students, it was found that one of her purposes was motivating the students. It could be seen in the following excerpt of interview transcript.

R: “apakah salah satu tujuan bapak dalam memberikan corrective feedback adalah memberikan motivasi kepada mahasiswa?” (Is one of your purposes of giving corrective feedback to give motivation for the students?)

L: “tentu saja, lewat koreksi saja itu bisa mendorong siswa biar bisa lebih baik di penampilan selanjutnya”. (Of course, by giving feedback or correction, it can motivate the students in order to be better in the next performance.)
The excerpt above showed that the lecturer’s corrective feedback in speaking motivated the students to be better in the next performance.

3.3.5 Guiding the Students to be the Autonomous Learners

Another purpose of lecturer corrective feedback was to guide the students to be the autonomy or autonomous learners. In metalinguistic types and elicitation types, the students had to analyze their errors and correct them by themselves. From the 13 samples of metalinguistic and 3 samples of elicitation, they indicated that both of the types could guide the students to analyze their own errors. It could be seen in the following excerpt.

S: “after he graduate his study”
L: “masih kurang “S”. Pakai simple present tenses” (It still lack of “S”. Using simple present tenses)
S: “after he graduates”
L: “pakai simple present tenses, after he graduates. Tetapi jika dia menggunakan after he has. Bentuk present continues tenses jadi after he has graduated” (Using simple present tenses. But, if he uses “after he has”. Present continues tenses form will be “after he has graduated”)

When the student spoke in the front of the class to tell about personal background of her friend, there were some errors in her utterances. Her utterance was “after he graduate his study”. The lecturer implicitly provided the correct form by giving information that the student should use simple present tenses.

From the interview which was conducted with the lecturer by asking her about the purpose of giving feedback to the students, it was found that one of her purposes was guiding the students to be autonomy or autonomous learners. It could be seen in the following excerpt of interview transcript.

R: “apakah salah satutujuan ibu memberikan corrective feedback agar siswa dapat menyadari kesalahan mereka sendiri?” (Is one of your purposes of giving corrective feedback to make the students realizing their own error?)
L: “iya bener, jadi biasanya aku misalnya masalah grammar, contohnya gini “kamu bilangnya see atau saw?” kayak gitu jadi biar mereka mikir, kayak kemarin kan aku nggak mengoreksi sendiri ya, jadi aku tanya temannya, jadi
kira-kira apa yang kurang begitu”. (That is right. So, I take example about grammar errors. For example, “you said see or saw?” That is like that, so the students think about their errors. Yesterday, I did not correct their works by myself, so I asked their friends what is missing or lacking.)

Interview on May 5th 2018

It showed that the lecturer justified the errors in which her corrective feedback was aimed to make the students to be autonomous learners.

4. Conclusion
Based on the data analysis, the researcher eventually could draw the conclusions of the use of corrective feedback by the lecturers in the speaking class of English Department of UMS. The researcher found the types, the dominant type, and the purposes of corrective feedback. The lecturers of English Department of UMS used five types of corrective feedback, namely recast correction, explicit correction, clarification request, metalinguistic feedback, and elicitation. The dominant type of corrective feedback which was used by the lecturers was recast correction. The lecturers of English Department of UMS used all purposes of corrective feedback. There were providing information for teacher and students, providing the students with advice about learning, providing the students with language input, motivating the students, and guiding students to be autonomous learners. Based on the result of the finding, it could be concluded that the corrective feedback techniques which were used by the lecturers were varied, appropriate and the effective way to increase students’ speaking abilities.

BIBLIOGRAPHY


