TEACHERS’ ORAL 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
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By

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Surakarta, November 12th 2018

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Abstrak

Kata kunci: umpan balik, berbicara, tipe umpan balik, frekuensi dan dominan umpan balik

Abstract
In this study, the researcher only focused in speaking class of Muhammadiyah University of Surakarta. This study aimed to describe the type, frequency, and dominant of corrective feedback by teachers to students. The method which was used by the researcher was qualitative descriptive. This method used the students and teachers as the subject of the study and used the recording of their activities when they learned in the class. The record contained information about the corrective feedback from the teachers to the students. Class observation was carried out seven times in two months. The researcher observed in four classes of two teachers. The result of this study, many errors were done by the students when they practiced speaking in front of the class. The most common errors were pronunciation and grammar. Many types of errors were made by the students, but the most dominant corrective feedbacks which were made by teachers were metalinguistic and repetition. The percentages of each type of corrective feedback is 30.26% in metalinguistic feedback with 23 data, 30.26% in repetition with 23 data, 18.42% in explicit correction with 14 data, 10.26% in elicitation with 8 data, 7.90% in recast with 6 data, and 2.64% in clarification requests with 2 data. The implication of using feedback in learning strategies was that students could be better to speak foreign language. Students also could develop their skill to speak foreign languages.

Keywords: corrective feedback, speaking, types of corrective feedback, frequency and dominant types of corrective feedback
1. INTRODUCTION

In English Department there was speaking class at semester 1 until semester 4. In each semester there was a different aspect which was taught by the teachers. In speaking class there were many practices which were done by the students to improve their speaking skill in speaking foreign language. The students practiced in front of the class in accordance with the material provided by the teacher. The teacher would assess and give corrective feedback on what student’s showed in front of the class. There are some types of corrective feedback which could be given by the teacher. According to Lyster and Ranta (1997), there were six types of corrective feedback used by teachers in response to the learner errors, as follow: explicit correction, recast, requests, metalinguistic feedback, elicitation, and repetition. In the observation, the teachers gave corrective feedback with oral. Some teachers gave feedback during the practice of the students, and some teachers gave feedback in the end of practices. When the students practiced, they did not only make errors about grammar and speech, but also many of students made mistakes related to their performance in eye contact, gesture, etc. For the mistake of performance, the teacher usually gave spontaneity feedback to make better performance. The students learn and practice how the correct speaking in English is. Speaking in English Department help the students to develop their skill in speaking and also make them to understand easier about foreign language. Corrective feedback was used to find out about how many mistakes are done by the students.

Based on phenomena above, the researcher was interested to do this research because the students in English Department still did many errors when they practiced in front of the class. Learning English was not easy, there would be many errors and mistakes in practicing English speaking. When the researcher was learning speaking class in English Department, the researcher made many errors. Therefore, the researcher interested to know more about how the teacher gives corrective feedback by using some types of corrective feedback and the researcher is whether the students will change or not after getting corrective feedback. Corrective feedback is very useful for the students, because they want to get information about their level of speaking skill and to improve their speaking skill.
According to Long (1977) in Ellis 1994:71), 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. Then Ellis (1994: 702) in Haryanto (2015:3) defined corrective feedback as an information given to the learners which they can use to revise their inter language. From this definition, it is implied that corrective feedback is believed as an important to be applied by the teachers to achieve target language they taught to the students.

There are many previous findings from other researchers who have conducted a research about corrective feedback. The first is Anggoro (2003) who found that corrective feedback had a positive effect on improving speaking English accuracy. Corrective feedback made a great effect on oral accuracy. The second is Ardiana (2017), the result of her research showed that the students agreed that getting corrective feedback could improve their speaking ability, corrective feedback also expected by the students in four language skills in order to improve their skill performance. The third is Oktavia (2013), who found that corrective feedback is an effective way to make the students to be better in their speaking ability even the teacher could know the effective way to correct the students’ error, without making a negative effect for them. The teacher did not only give the correction once, but it can be everytime because the students still learned English as their foreign language. The fourth is Anggraeni (2012). The result of the research indicated that the use of teacher’s feedback was very useful in process speaking. The the use of teacher’s feedback gave contribution towards their grammar and pronunciation mastery in speaking. The students also learned new vocabulary from their teacher’s feedback, and the students would aware of their error and would not do the same error again as they already knew the correct one. So, their speaking ability could be improved.

Based on the previous studies above, the researcher found that the all of previous studies focuses on the implementation of corrective feedback used by the teachers toward students. However, each previous study has different cases for their research. In the previous study above, the methods which were used in collecting the data were questionnaire, interview, and observation. While in this study, the researcher used observation and recording to collect the data. The researcher found that the previous studies above mostly discussed about same cases with this study. In this study, the researcher conducted the study at Muhammadiyah University of
Surakarta and also found the implementation of speaking skill in English Department. This study
discussed about the types of corrective feedback used by teachers, and frequency of each type
and the dominant type used by the teachers.

2. METHOD
The method of this research was qualitative research. This research was conducted in speaking
class of English Department in Muhammadiyah University of Surakarta. The researcher
observed the classes for seven times to take the data of speaking activities in English
Department. This observation was conducted for two months. The data were gotten from the
teachers and the students who had learning activity in the speaking class. In learning activity, the
students did practices in front of the class and the teachers would give corrective feedback to the
students. Then, the researcher analyzed the teacher’s feedback in speaking class. The researcher
collected the data for this study by using two techniques, namely observation and recording the
data in speaking class. The researcher observed four speaking classes of two teachers. The
researcher came to the class and then observed when the students did practice in front of the
class. The researcher recorded the performance of all students who had practiced in front of the
class. The different between two teachers are, the first teacher gave feedback in the ending of the
performance and during the students’ performance. While, the second teacher just gave feedback
at ending of all students’ performance.

The sources of data were informant, documentation, and record. The techniques of
analyzing data were as follows: 1) Data Reduction, data reduction means summarizing, choosing
and focusing the important things of the data. The data based on the corrective feedback from the
teachers. 2) Data Display, data display is organizing and describing the data from data reduction.
The researcher organizing and describing the data based on the record of teachers feedback
toward students. 3) Conclusion Drawing, conclusion drawing is done if the data collected and
analyzed are supported by valid, consistent and enough data.

3. FINDING AND DISCUSSION
Based on the research problem, the researcher presents research finding of the implementation of
corrective feedback for learning strategy in speaking. The research finding showed the types,
frequency of each type, and the dominant types of corrective feedback used by the teachers in
speaking class.
3.1 Types of Corrective Feedback in Muhammadiyah University of Surakarta

There were six types of corrective feedback from Lyster and Ranta (1997) which were used by the teachers in response to the learners’ errors, namely: explicit correction, recast, clarification requests, metalinguistic feedback, elicitation, and repetition. There were several data which were found by the researcher after observing the speaking class in English Department of Muhammadiyah University of Surakarta as follows:

a. Explicit Correction

Explicit correction is when the teachers show clearly that students had errors in their practices. The teachers tell what students said was incorrect. When the researcher observed the speaking class, the researcher found an explicit correction from teachers.

S: After the ice cream to the cashier.
L: Wait wait, itu ndak ada kata kerjanya. “After the ice cream to the cashier” itu pasti ada. Maksudmu apa? Setelah apa? Mengambil atau membayar ?
S: membayar
L: Berarti, “after paying”
S: after he paying the ice cream to the cashier.

(E8, May 16th 2018)

The teacher considered that the student said was incorrect when the student said “After the ice cream to the cashier”. The student made a grammatical error, there must had verb in that sentence. After the word “after”, the verb must be inserted. The teacher asked to the students between “mengambil dan membayar”. The students chose “membayar”, in English mean “paying”. So, the students said correct sentence “after he paying the ice cream to the cashier”.

b. Recast

Recast is involving the teachers reformulation toward the student’s utterance, minus the error. The researcher found teacher’s recast when the researcher observed in the speaking class. It happened when the students had error and the teachers gave feedback with reformulation of all part students utterance.

S: Before I start our speech today. I would like to thanks to our teacher, who has given me the time to speech in front of you all
L: To speak  
S: To speech  
L: *Bukan* speech, speak  
S: Speak. To speak in front of you all  

*(E28, April 23*<sup>rd</sup>* 2018)*

The teacher observed that the student made error in vocabulary. Then, the teacher gave correction “*to speak*” in first feedback but, the students still had the same error. Then, the teachers gave feedback again “*Bukan speech, speak*”. So, the student corrected his speech “*Speak. To speak in front of you all*”.

c. Clarification Requests  
Clarification requests is when the students’ utterance can’t be understood by the teachers. Therefore, need repetition or reformulation is required. The researcher found error in the students’ practices.  
S: But now many /mani/ smart people  
all students : Many /me-ne/  
L: But now?  
S: But now many smart people.  

*(E12, May 16*<sup>th</sup>* 2018)*

The teacher considered that the student made error in pronunciation. The first feedback was done by the all students in the class. The word “*many*” was read as /me-ne/ not /mani/. Then, the students still had incorrect pronunciation, the teacher corrected the error by giving clarification request “*but now?*”. So, the student repeated by using the correct sentence and pronunciation “*but now many smart people*”.

d. Metalinguistic Feedback  
Metalinguistic feedback is when the students had error and the teachers gave feedback which contains comments, information, or request related to the students’ utterances.
S: I’m here I would to tell you a story

L: I want to apa I would to?

S: I want to tell you a story

(E5, May 16th 2018)

The teacher corrected the student’s grammatical error. The student said “I’m here I would to tell you a story”, but that sentence was incorrect. The teacher corrected by asking a question “I want to apa I would to?”. The situation was the student spoke in front of her peers and not an older person, so the students should chose “I want to” in her sentence. Then, the correct sentence was “I want to tell you a story”.

e. Elicitation

Elicitation is a technique from teacher which is used by the teacher to directly elicit the correct form from the student. The teachers elicit completion of their utterances by pausing for students fill in the blank. In observation, the researcher found error by student.

S: Why should be ambition? Because a person

L: Wait wait. Why should be ambition? Ambition nya itu bukan kata kerja, jadi kamu harus tau kata kerja itu apa. Why should be blablabla ambition? La itu kata benda saja dan disitu belum ada kata bendanya. Why should be had? Iya? Okay

S: Why should be had ambition

(E21, May 16th 2018)

The teacher considers that the student made a grammatical error. The student said “Why should be ambition? Because a person”. Then, the teacher gave comment and corrected “Wait wait. Why should be ambition? Ambition nya itu bukan kata kerja, jadi kamu harus tau kata kerja itu apa. Why should be bla bla bla ambition? La itu kata benda saja dan disitu belum ada kata bendanya. Why should be had? Iya? Okay”. The students should insert a noun “had” to her sentence. So, the student spoke the correct sentence “Why should be had ambition”.
f. Repetition
Repetition is when the student had error in practice. Then, the teacher gave feedback in the form of repetition for the student’s error. In most cases, the teachers adjust their intonations. The researcher found the student error in that case.

S: To seek knowledge and science /seins/
L: Science /sī-an(t)s/
S: Science. Because science is very important for us

(E30, April 25th 2018)

In this case, the student made error in pronunciation. The student made error when she pronounced the word “science”. The word “science” should pronounced as /sī-an(t)s/ but the student just pronounced as /seins/ and that was wrong. So, the teacher corrected by using correct pronunciation.

3.2 Frequency Each Types and the Dominant Type used by Teachers
Based on the observation in English Department, the frequency of each type of corrective feedback which was used by the teachers had different percentage. The researcher observed the class and analyzed how the frequency and the dominant type of corrective feedback which was used by the teacher when the teacher taught the students in the class of English Department in Muhammadiyah University of Surakarta.

The percentage of each type of corrective feedback are 30.26% in metalinguistic feedback with 23 data, 30.26% in repetition with 23 data, 18.42% in explicit correction with 14 data, 10.26% in elicitation with 8 data, 7.90% in recast with 6 data, and 2.64% in clarification requests with 2 data. The researcher concluded that the errors which had been made by the students mostly in the form of types metalinguistic feedback and repetition. Those two types are the most use by teacher to give feedback than the other types.

Those two types, metalinguistic feedback and repetition as the most type of corrective feedback were used by the teacher to give feedback to their students with the highest percentage. Therefore, those two types as the dominant types which were used by the teachers in giving corrective feedback to the students in the speaking class.
4. CONCLUSION
In the research finding, the researcher found six types of oral corrective feedback which were used by teachers, namely: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. In this research finding, the researcher also found the frequency of each type and the dominant type of corrective feedback which were used by the teachers in speaking class of English Department. The frequency of each type was collected from the data in speaking class. The dominant type of corrective feedback can be seen in the percentage of each type. There were two types of corrective feedback with the highest percentage, namely metalinguistic feedback and repetition.

In conclusion, the result of this study showed that corrective feedback was very important for the students. Corrective feedback was one of the ways in learning strategy to get better speaking skill in foreign language. The teachers could improve their learning strategies and the students could develop their skills to speak foreign languages. Corrective feedback also could minimize the students’ errors.

REFERENCES


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