LECTURERS’ ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018

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

By:

MELINDA NUTIKA CLARA APRISKA
A320140072

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018
APPROVAL

LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS
AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2018

PUBLICATION ARTICLE

by

MELINDA NUTIKA CLARA APRISKA
A320140072

Approved to be examined by

Consultant

Prof. Endang Fauziati, M.Hum
NIK: 274
ACCEPTANCE

LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018

PUBLICATION ARTICLE

By :
MELINDA NUTIKA CLARA APRISKA
A320140072

Accepted by the Board Examiners
School of Teacher Training Education
Muhammadiyah University of Surakarta
On November, 2018

The Board Examiners
1. Prof. Dr. Endang Fauziati, M.Hum
   Head of Examiner
2. Mauly Halwat Hikmah, Ph.D.
   Member I of Examiner
3. Koesoemo Ratih, Ph.D.
   Member II of Examiner

Dean,

[Signature]

[Name]
NIP. 132049998
PRONOUNCEMENT

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

If later, the results of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, November 12th 2018

The Researcher

Melinda Nutika Clara Apriska
A320140072
LECTURERS’ ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018

Abstrak

Kata Kunci: Umpan balik, bicara, dosen, tipe, frekuensi dan dominan.

Abstract
The research aims to describe the lecturers’ corrective feedbacks in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. The objectives of this research were (1) to discuss the types of oral corrective feedback given by the lecturers in speaking class of English Department Muhammadiyah University of Surakarta in 2018. (2) to discuss the frequency and dominant type of corrective feedback given by the lecturers in speaking class of English Department Muhammadiyah University of Surakarta in 2018. The type of this research was qualitative research. The result of this research showed that (1) there were 6 types of corrective feedback that given by the lecturers in English Department Muhammadiyah University of Surakarta in 2018, namely metalinguistic feedback, recast, explicit feedback, repetition, elicitation, and clarification request. (2) the frequencies from of each types were Metalinguistic feedback 22 data or about 36,07%, recast 12 data or about 19,67%, explicit feedback 11 data or about 18,03%, repetition 9 or about 14,75%, elicitation 4 data or about 6,56%, classification request 3 data atau sekitar 4,92%. Metalinguistic feedback was the dominant type of corrective feedback which was used by the lecturer.

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

English is the most common language in the world. In learning English especially in speaking skill the student have some difficulties such as grammar, pronunciation, vocabulary, fluency. When the students do errors in their speaking, the students need a corrective feedback from the lecturers. Corrective feedback from lecturer is interesting because it can help the student to increase their speaking skills. The role of the lecturer’s corrective feedback is important to the students.

Based on the phenomena above, the researcher wanted to hold the research which aimed to analyze the lecturers’ oral corrective feedbacks in speaking class. The researcher chose speaking class at English Department of Muhammadiyah University of Surakarta in 2018 as the subject of this research. This research used qualitative descriptive as the method for this research.

The researcher used some theories which were related to the corrective feedback used by the lecturer in speaking class at English Department of Muhammadiyah University of Surakarta in 2018 in order to support the data. Lightbown and Spada (1999) define corrective feedback as any indication to the learners that their use of the target language is incorrect. Corrective feedback has been defined simply as responses to the learners’ utterances containing an error and a complex phenomenon with several functions (Lyster, Saito & Sato, 2013: 2). According to Chaudron in Fauziati’s (2009:114) corrective feedback refers to any teacher’s behavior following the mistakes that minimally attempts to inform the learners of that fact of mistakes.

There were some studies which were relevant with this research. First Ikasari’s study (2016) showed that the teacher frequently used explicit correction and also it was supported by the learner’s opinion. The learners said that usually the teacher corrected the learners’ error directly. In addition, learner also said that the teacher usually corrected their error without blaming them. It matched with the classroom observation which showed that the teacher used recast to correct the learners’ errors. Second, Nugroho’s findings (2008) showed that there were five types of corrective feedback used by the teacher in UMS. That was clarification request, recast, metalinguistic feedback, explicit correction, and translation. Third, Haryanto’s findings (2015) showed that there were four types of corrective feedback strategies used by the samples (by the teachers). In addition, from total of data, it indicated that the samples gave corrective feedback in two different times which involved immediate and delayed correction. Fourth, Surlitasari’s findings (2015) showed that the lecturer used
five types of corrective feedback. Recast was the feedback which mostly was used by the lecturer. It was followed by repetition, metalinguistic feedback, elicitation, and explicit correction. The student’s responses toward the feedback given by the lecturer were mostly negative. Fifth, Oktavia’s finding (2013) showed that the teachers corrected the students’ speaking errors mostly in grammatical structure, because many students made errors in their grammatical structure.

Based on the previous studies above, the researcher wanted to conduct the similar research about the implementation of corrective feedback in speaking and used qualitative descriptive as the type of the study. However, the finding of this research and previous above was different in setting, subject, and method of collecting the data. The subjects of this study were the lecturers and students in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. The data were collected by using observation and voice recording.

The objectives of this study were (1) Describing the types of oral corrective feedback used by lecturers’ in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. (2) Describing the frequency and dominant type of corrective feedback used by lecturers’ in speaking class at English Department of Muhammadiyah University of Surakarta in 2018. The researcher wanted to find out the types of oral corrective feedback which were used by the lecturers to increase students’ speaking skills.

2. METHOD
This study used a qualitative descriptive research. This research was conducted in English Department of Muhammadiyah University of Surakata. The researcher observed the speaking class at English Department of Muhammadiyah University of Surakarta in 2018. The researcher conducted observation in the classroom and collected the data starting from April 30th 2018 until June 8th 2018. The subjects of this research were limited for the lecturers and the students in speaking class in 2018. The researcher chose three lecturers, namely Mrs. H, Miss S, and Mr. D. To collect the data, the researcher conducted observation and voice recording.

3. FINDING AND DISCUSSION
The researcher found the findings about types, frequency and dominant types of corrective feedback.
3.1 Types of Corrective Feedback

There were six types of corrective feedback which were described by the researcher. They were Metalinguistic Feedback, Recast, Explicit Correction, Repetition, Elicitation, and Classification Request. The example of each types of corrective feedback which were given by the lecturers could been seen in the following observation data.

3.1.1 Metalinguistic Feedback

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form. From the data analysis, the researcher found 22 utterances which were indicated as metalinguistic feedback.

L: July /dʒʊˈlʌɪ/ or July /jʊˈlʌɪ/?
S: July /dʒʊˈlʌɪ/  

(Observation on May, 28th 2018)

From the excerpt above, the lecturer gave a metalinguistic feedback when the student made a pronunciation error when pronouncing “July”. It was incorrect because “July” should be read /dʒʊˈlʌɪ/ not /jʊˈlʌɪ/.

3.1.2 Recasts

The teacher’s reformulation of all or part of a student’s utterance, minus the error. From the data analysis, the researcher found 12 utterances which were indicated as recasts.

S: I like SpongeBob because she like squishy
L: He like squishy  

(Observation on May, 25th 2018)

From excerpt above the lecturer gave a corrective feedback which was indicated as recasts by changing the subject of the utterance. In this case, the lecturer corrected the mistake by changeng “she” to be “he”.

3.1.3 Explicit Feedback

Teacher provides the correct form and clearly indicates that what the student said was incorrect. From the data analysis, the researcher found 11 utterances which were indicated as explicit feedback.

L: Island /ˈaɪ.lənd/ not /ˈɪ.lənd/
S: Island /ˈaɪ.lənd/  

(Observation on May, 28th 2018)
Depend on excerpt above the lecturer gave a corrective feedback which was indicated as explicit feedback by blaming the pronunciation of island /ˈiː.la.nd/ to be /ˈai.la.nd/ in the end of the students’ performance.

3.2.4 Repetition
According to Lyster and Ranta’s (1997), repetition is teachers’ isolation of the erroneous utterance. From the data analysis, the researcher found 9 utterances which were indicated as repetition.

L: *August* you should read as /ˈɔː.ɡʌst/
S: August /ˈɔː.ɡʌst/

*(Observation on May, 28th 2018)*

From the data student performance in front of class the students said “*while in August 2006 the top reason*” the student made error pronunciation in utterance “*August*”. The lecture gave corrective feedback indicate as repetition feedback by chancing the correct pronunciation to *August* /ˈɔː.ɡʌst/.

3.2 Elicitation
Teachers try to elicit the correct form by asking for completion of a sentence, or asking questions, or asking for a reformulation (Lyster and Ranta’s, 1997). Based on observation the researcher found 4 excerpts which were indicated as elicitation.

S: *For use* public speaking
L: *For us* atau?
S: Yes, for us

*(Observation on May, 30th 2018)*

When the student practiced in front of the class the student made error in pronunciation. Depend on the utterance above, the lecture tried to clarify the student utterance.

3.3 Classification Request
Classification request is a question which indicates that the utterance has been misunderstood or ill-formed and that a repetition or reformulation is required (Lyster and Ranta’s, 1997). From the observation, the researcher found 3 excerpts which were indicated as classification request.
S: Sorry for all unpleasing your heart thank you for…. and kind attentions..
L: Kalimat terakhirmu tadi masih membingungkan

(Observation on May, 28th 2018)

From the utterance the lecturer did not understand of the student’s utterance. This was proven by the lecturer who felt confused with the student’s utterance. The lecturer said to the student in the end of the student’s performance.

3.4 Frequency and Dominant Types of Corrective Feedback

In this part the researcher would like to show the frequency of each type of corrective feedback which was used by the lecturers in speaking class at English Department of Muhammadiyah University of Surakarta in 2018.

The table below was the result of the frequency of the lecturer’s oral corrective feedback in speaking class at English Department Muhammadiyah University 2018. Metalinguistic Feedbacks were 22 data or about 36,07%, Recast 12 data or about 19,67%, Explicit Feedback were 11 data or about 18,03%, Repetition 9 data or about 14,75%, Elicitation 4 data or about 6,56%, classification request 3 data or about 4,92%.

<table>
<thead>
<tr>
<th>No</th>
<th>Types of corrective feedback</th>
<th>Number of guesses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Metalinguistic Feedback</td>
<td>22</td>
<td>36,07%</td>
</tr>
<tr>
<td>2.</td>
<td>Recast</td>
<td>12</td>
<td>19,67%</td>
</tr>
<tr>
<td>3.</td>
<td>Explicit Feedback</td>
<td>11</td>
<td>18,03%</td>
</tr>
<tr>
<td>4.</td>
<td>Repetition</td>
<td>9</td>
<td>14,75%</td>
</tr>
<tr>
<td>5.</td>
<td>Elicitation</td>
<td>4</td>
<td>6,56%</td>
</tr>
<tr>
<td>6.</td>
<td>Classification Request</td>
<td>3</td>
<td>4,92%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>61</td>
<td>100%</td>
</tr>
</tbody>
</table>

Depend on the observation the researcher found 61 data analysis. The most dominant type of corrective feedback which was used by the lecturer in speaking class at English Department of Muhammadiyah University of Surakarta in 2018 was Metalinguistic Feedback. The researcher found 22 data analysis of Metalinguistic Feedback.
4. CONCLUSION

Based on the data analysis the researcher finally could write the conclusions about the corrective feedbacks which were used by the lecturers in Speaking Class at English Department of Muhammadiyah University of Surakarta in 2018. The researcher found the types, frequency, and dominant type of corrective feedback. The researcher found six types of corrective feedback which were used by the lecturers in speaking class at English Department of Muhammadiyah University of Surakarta in 2018, namely Metalinguistic Feedback, Recast, Explicit Correction, Repetition, Elicitation, and Classification Request. The frequency of dominant type of corrective feedback which was used by the lecturers was Metalinguistic feedback 22 data or about 36.07%.

BIBLIOGRAPHY


