

## **CHAPTER 1**

### **INTRODUCTION**

This chapter reveals the background of study, the research question, the purpose of the study, the scope and the significance of the study.

#### **1.1 Background of the study**

Speaking is one of the most important skills in our daily routines. There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through phone, answering questions, asking for directions, in shops, meetings or chatting with their friends. However, human communication is a complex process. People deal with communication when they want to say something, transmit information or need to speak. This communication-centered construct places a high value on the necessity of meaningful interaction in speaking in which each participant acts as a speaker and a listener, managing meaning-making with each other (Luoma, 2004). Speakers use communication when they want to express or inform someone about something. Through speaking people also want to have conversation to express their ideas and know other's ideas as well.

To master speaking skill, language learners have to know how to use the language. Therefore, the learners need to get opportunity to practice and use the language actively to be successful in learning. Thus, the teachers need to play an important role. Teacher should be a good controller to maintain the quality of language use in the classroom (Harmer, 2005). They should monitor learners'

performance and oral production to determine what skills and knowledge they already have and what areas need development. The teacher has to give some corrections regarding the error made by the learner.

Error is a sign of learning made by the learners who have been learning another language and have not fully learned language system yet (Fauziati, 2011). When a teacher corrects learners, it may help them improve their ability in their speaking and increase their self-confidence (Mackey & Philip, 1998). Then as a technique of classroom management, error correction or corrective feedback are prominent. Corrective feedback is defined as information given to learners regarding a linguistic error they have made (Loewen, 2012; Sheen, 2007). Therefore, strategies to use corrective feedback needs to maintain considerably. Feedback is meant to explain the students how far they understand the materials and how should they do to achieve learning goals. The teacher normally gives feedback after students complete their tasks, and sometimes teacher gives feedback in general or personal way and in choral when students have similar mistakes. However, when students have different mistakes in their works, the teacher sometimes provides feedback individually in oral or written form.

Corrective feedback can be delivered in two ways; oral and written feedback. Oral corrective feedback is feedback given by the teacher verbally. It is commonly given by the teacher in the students performances. To illustrate, the teacher will ask students to do a repetition (one types of oral corrective feedback) directly, when the students make a mistake in their performance. Meanwhile, written corrective feedback is generally given in written form (comments or

symbols) in students writing. Written feedback can be given in direct (the teacher indicates the error and give correction) or indirect (the teacher only indicates the error and gives some codes or not) ways.

There are several reasons why teachers need to correct oral errors (Calsiayo, 2015). First, correction permits the learner to comprehend completely how much they have improved in learning the target language. Second, when a learner gets corrected, he can grasp a better understanding how the target language works. Last, the confidence of the student is strengthened by corrective feedback because they know that they can rely on the teacher to check their expressions. Hunt and Touzel (2009) state that the teacher, who regularly gives feedback to students regarding the accuracy and the appropriateness of their work, have higher-achievement in learning process. In speaking, students get feedback to get any correction of their spoken. The feedback is not only giving result in increasing students' achievement but also increasing student's motivation.

In reality, the problems were found during error correction in the communicative classes. The errors usually found in some aspects of speaking; pronunciation, grammar and vocabulary. Many teachers don't know the types of feedback that can be used and they don't know how to use the feedback appropriately to any aspect of teaching. Then having errors corrected can sometimes be annoying for language learners, and such correction may reduce students' willingness to communicate with their teacher or classmates and to communicate in public. When teachers corrected too many errors, their students' fluency in speaking might be affected because they would fear making mistakes.

Then the limited types of feedback used and irrelevant response from students toward the feedback also found in the speaking class.

In relation to the feedback, Mira (2013) also conducted a study in speaking class. The research showed that teacher frequently gave feedback by providing the correction of the errors and the feedback was specific and also frequently delivered. The researcher believed that by the corrective feedback, the teacher built communicative atmosphere and students' confidence in the class. Corrective feedback studied by Ferm (2009) related to the recast as the feedback method to correct spoken English. Found that among three teachers, recasting seems to be the most common way of correcting their students during communicative activities, but two of them are very reluctant to correct their students' speech at all. All three teachers agree that what makes them prefer recasts to other feedback method is that it does not interrupt the communication and does not inhibit the students. So from that situation the writer would like to conduct a research by observing certain types of corrective feedback. The writer conduct a research in the two classes of junior high school to find out what types of oral corrective feedback used by the teacher related to the three aspects of speaking, there are pronunciation, grammar, and vocabulary and how is the students' response toward the teacher oral corrective feedback.

Lyster and Ranta (1997) reported that there are six techniques in delivering feedback often used. Six of the techniques give various kinds of affects and responses from the students. They are recast, clarification request, metalinguistic clue, explicit correction, elicitation and repetition. Those feedbacks are often used

in speaking class. Lyster and Ranta's theory is used in conducting this study which conducted in two classes of eight grades at SMPN 198 Jakarta.

## **1.2 Research questions**

The questions of this research are elaborated as follows:

1. What types of corrective feedback are used by the teacher related to the three aspects of speaking in the classroom at 198 Junior High School of Jakarta?
2. How is the students' response toward the teacher corrective feedback?

## **1.3 The Aims of Study**

The study is conducted to get the data about the types of corrective feedback used and the students' response toward the teacher's corrective feedback to the three aspects of speaking: vocabulary, grammar and pronunciation in speaking activity at the eighth grade of SMPN 198 Jakarta.

## **1.4 The Scope of Study**

This study focused on teacher's oral corrective feedback used in two classes of 8<sup>th</sup> grade at SMPN 198 Jakarta. They are; recast, explicit correction, repetition, metalinguistic feedback, clarification request and elicitation related to the three speaking aspects: vocabulary, pronunciation and grammar.

## **1.5 The Significance of the Study**

The study can provide information on types of corrective feedback used in speaking class that is appropriate to correct the aspects of speaking including pronunciation, vocabulary, grammar. It is expected to be an alternative reference for the teacher to be used in speaking class. For other researchers who want to conduct a study related to giving feedback in speaking, this study hopefully will be beneficial as one reference.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some underlying theories related to the topic of this study. The theories that are described are the theory of corrective feedback, speaking skill, teaching speaking, and feedback in teaching speaking.

#### **2.1 Corrective Feedback**

Corrective feedback is defined as information given to learners regarding a linguistic error they have made (Loewen, 2012; Sheen, 2007). Corrective feedbacks are needed as students make errors in learning. Errors in the teaching perspective indicate information about what learners still need to learn. According to Basiron and Robins (2008), a piece of corrective feedback is a response from a teacher to a learner that intends to correct the incorrect utterance of the learner. The erroneous production refers to inappropriate use of lexical items, grammatical errors or meaning errors.

The practice of corrective feedback can be delivered by the teacher in two ways, written and oral. Both oral and written corrective feedback has several types of its corrective feedback (Ellis, 2008 & 2009). The types of written corrective feedback are direct and indirect corrective feedback (Bitchener, 2008). Direct corrective feedback is given by the teacher by indicating the error and giving the correction for the error existed (Ellis, 2008). The error can be unnecessary word, phrase, or morpheme, verb tenses, noun ending sentence structure. Meanwhile

indirect corrective feedback is feedback given by the teacher by indicating the error only and asking the students to correct the error existed by them.

Meanwhile, Lyster and Ranta (1997) examine types of oral corrective feedback as the frequent techniques used in speaking class.

Those techniques are as follows:

### **1. Recasts**

Recast means the teacher gives the feedback without directly indicating that the student was incorrect. The teacher implicitly reformulates the students' error or provides correction.

The following is the example of recast:

S: He asked you why you didn't speak to him. He said that you are rude to him. (Error – grammatical)

T: You WERE (feedback – recast)

S: You were rude to him. (Uptake – repetition)

### **2. Explicit Correction**

In explicit correction the teacher clearly indicating that the student was incorrect. The teacher corrects the learners' error by directly saying 'No' and provides the correct form of the error.

T: Press the (pause)?

S: 'Record. (Error-phonological)

T: Re'cord not 'record button. (Feedback – explicit correction)

### **3. Repetition**

In this technique, teacher repeats the error that the learners made and adjust intonation to highlight the errors and this will make the collection of the error clear. In repetition feedback, the teacher repeats the student's error and adjusts intonation to draw student's attention to it.

S: Do you got any suggestion? (Error – grammatical)

T: Do you got? (Feedback – repetition)

S: Do you have? (Uptake – self repair)

T: Go on. (Continuation teacher)

#### **4. Metalinguistic Feedback**

In this technique of feedback the teacher poses questions or provides comments or information related to the student's error without providing the correct form.

S: I may ask her does she have a boyfriend. (Error – grammatical)

T: Okay, when you are really asking a question, you say 'Do you have a boyfriend?' it is a direct question, direct speech. But how would you say this question in reported speech? (Metalinguistic – feedback)

S: Whether she has a boyfriend. (Uptake – Self repair)

#### **5. Clarification request**

In Lyster and Ranta's study (1997), in clarification request, teacher can use phrases such as "Pardon" or "I don't understand" after learner's error to indicate to student that his or her utterance is ill formed in some way and the reformulation is required.

T: What did you do? What did you eat? What other question can you ask?

S: how many people? (Error – grammatical)

T: Yes? (Feedback – clarification request)

S: How many people went there? (Uptake – Self repair)

By using the phrases like “Excuse Me”, or “I don’t understand”, the teacher indicates that the message has not been understood or that the students spoken contained some kind of mistake and the repetition or reformulation are required.

## **6. Elicitation**

The pattern of giving feedback allows teacher to directly elicit a reformulation from the students by asking question such as “What is the tense used?” or by pausing to allow the students complete the teacher’s utterances or by asking the students to reformulate his or her utterances (Lyster and Ranta, 1997).

T: Yes, this is the structure of past perfect “had + been + past participle’. I give you one more chance. (Feedback – Elicitation)

S: Price had been increased. (Uptake – self repair)

The teacher directly elicits the correct form from the students by asking question or by pausing the student to complete the teacher’s utterance or by asking students to reformulate the utterance. Elicitation question differ from questions that are defined as metalinguistic clues in that they require more than a yes/no response.

Meanwhile, beside on its focus, Hattie and Temperley (2007) also observe that the effective feedback must contain three aspects. First, the effective feedback has to have a goal. The teacher should know what his/her goal in giving feedback. Second, it has to show a progress that made toward the goal. By showing a progress, it's easy for teacher to know whether he/ she in the right track or not. Third, it arranges activities that lead to better progress. This way can make the teacher know whether the feedback give is appropriate or not.

## **2.2 Speaking Skill**

Speaking is a skill that quiet hard to master. Brown (2001) proposed that speaking is an interactive process of conducting meaning that involves producing, receiving and processing information. Speaking is the production skill in the oral mode. He also outlines some idiosyncrasies of spoken language that make speaking difficult. Those are about clustering, redundancy, reduces forms, performance variables, colloquial language, and rate of delivery, stress, rhythm, intonation and interaction. Speaking is complicated because fluent speak is phrasal, not word by word. The students have to organize their output both cognitively and physically. They also have to make the meaning clearer though redundancy of language.

Cameron (2001) examine that speaking is the active use of language to express meaning so that other people can make sense of them. To speak in foreign language in order to share ideas and understanding with other people requires attention to precise details of language. A speaker needs to find appropriate words

and correct grammar to convey meaning accurately and precisely and needs to organize discourse so that the listener will understand.

From those experts, it can be concluded that speaking especially in foreign language is a difficult activity; it is not just saying a word or sentence. In speaking, the speaker should use the correct grammar in order to make the listener understand the meaning. The speaker should also make appropriate rhythm, stress and intonation when interact with them.

One of the problems usually found in speaking is vocabulary. The language usually has limited vocabulary. It is an influence why they are not ready to speak. They often think that they will lose their words when they are speaking. Beside vocabulary, the learners are also afraid of making wrong pronunciation. Those feeling make them anxious and will not confident to speak foreign language.

People look have good speaking skill when they are good in pronouncing words by words. Meanwhile, according to Brown (2001), there are six aspects speaking proficiency. The aspects are pronunciation, vocabulary, fluency, comprehension, grammar and task.

## **1. Pronunciation**

In speaking aspect, pronunciation is viewed as crucial part, (Brown, 2001). Teaching pronunciation in the class helps students understand the language that they hear and make them understand.

In speaking skill, students are expected to be able to have native-like pronunciation, yet the students may have difficulty in producing or understanding it. In those reason, teachers should give them feedback of their pronunciation to make them know whether they have pronounced the words well or still need any correction.

## **2. Vocabulary**

In Indonesia, English is foreign language for the students. This demands teacher to introduce the vocabularies that are relevant to the students' needs. Students who have low level of vocabulary mastery may have difficulties in speaking the word, (for example, they use wrong words). The teacher can help them by giving feedback to make the students speak in foreign language correctly. By mastering the words of foreign language, students will communicate with other people appropriately using that language.

## **3. Fluency**

The third aspect of oral proficiency is fluency. Fluency is a state in which person can use the language quickly and confidently with few unnatural pauses. It means we speak fluently if we speak confidently and quickly.

## **4. Comprehension**

In speaking skill, comprehension is viewed as the students' ability to understand questions, statements and conversation, (Brown, 2001).

Someone is said to have good comprehension if she/he is able to understand a topic of conversation at normal rate of speech.

## **5. Grammar**

Grammar relates to the structural form of English. In speaking skill, Brown (2001) states that someone who has good grammar is viewed as the person who is able to use language with sufficient structural accuracy in both formal and informal conversation.

## **6. Task**

In this aspect, someone is said to master the task aspect is if she/he is able to participate actively in conversation both in formal or informal situation on practical, social and professional topic (Brown, 2001). Moreover, the person is also able to respond the conversation in unfamiliar conversation. In short, the speaking proficiency of him/her is equivalent to native speaker.

From those aspects, this study focuses the research on three speaking aspects; they are pronunciation, vocabulary and grammar.

In the learning of speaking, the students' speaking performance can be corrected and incorrect. According to Suherdi (2010), in responding to the instruction, students' responses can be categorized as accept or relevant response, no response and irrelevant response. The three categorized are coded as follows; 1. Relevant responses (Rr), 2. No responses (Ro) and 3. Irrelevant responses (Irr). The study adopts those categorizations in analyzing the data.

### **2.3 Teaching Speaking**

The ability to communicate in foreign language clearly and efficiently contributes to the success of students in school and success later in every phase of his/her life. Therefore, it is essential to teach speaking that can provide students with the ability to communicate in English fluently and accurately.

Kayi (2006) proposed that teaching speaking is to teach the students to produce the English speech sounds and speech patterns. In line with this, Harmer (2007) said that teaching speaking is to teach students to develop their conversational looks like and help them to use some of important phrases.

Creating classrooms speaking activities should develop communicative competence. To be communicative competence means, roughly speaking, to be able to communicate that wish to communicate. To reach the communicative competence you must encompasses four different components. They are (i) grammatical competence, which is the ability to use the rules of the language to understand and produce the language correctly (ii) discourse competence, which is the ability to connect sentences in discourse to form a meaningful whole out of a series of utterances, (iii) pragmatic competence, which refer to the ability to understand and produce utterances that are suitable for the context in which they are uttered and (iv) strategic competence, which is the ability to efficiently use the skills available to you to get your message across – strategies.

To make the students have communicative competence, teachers need to incorporate a purpose and an information gap and allow of multiple forms of expression. However, quantity itself will not necessarily produce competent

speaker. Teacher needs to combine structured output activities, which allow for the error correction and increased accuracy, with communicative output activities that given students' opportunities to practice language use more freely (Florez, 1999).

Kayi (2006) states that while teaching oral language, English teacher should do some guidance such as involving every student in every activity, reducing the teacher talk and giving more time to speak in class, diagnosing the problem faced by students and providing feedback to the students.

In addition, Thornburry (2006) said that classroom speaking activities should raise students' awareness which consist of three parts: attention – where learners need to be paying attention, noticing – more than simply paying attention that is the learners' conscious registering of the occurrence of some events or entity, and understanding – when the learners can recognize a general rule or principle or pattern.

By noticing into the guidelines, teacher can know the students' ability and know which students who have difficulty in speaking. Those problems can be reduced by providing students more opportunities to practice the spoken language and providing feedback toward students' speaking.

In relation with teacher's feedback, teacher should consider the appropriate feedback in each circumstance. The teacher should also consider the appropriate feedback to be given for each student in order to avoid negative effect of feedback toward students.

## **2.4 Feedback in Teaching Speaking**

In teaching speaking, the teacher's feedback is required by the students to make them know their speaking ability and to motivate them to learn better. Harmer (2001) explained that feedbacks are used in speaking tasks when students are trying to use all and any language they know. That is teacher's chance to give feedback to students because it will encourage them to speak better. He also has a point that correcting mistakes made during the speaking activities is important. When students are repeating sentences trying to get their pronunciation exactly right, then the teacher will often correct (appropriately) every time there's an error.

Kayi (2006) states that the teacher is not recommended correcting students' pronunciation while they are speaking. It is better to have some observation and note of information about student's performance. After students finish their speaking, teacher can give feedback immediately.

In addition, Sation and Lyster (2010) had conducted a study on the effect of corrective feedback on L2 pronunciation. Based on his study, it is important that teacher can immediately give feedback about students' performance so the students can know and practice the correct form in response to their teacher's model. They also emphasize that after students finish speaking, teacher should immediately give feedback. They found that there was a significant result and beneficial effect on students' pronunciation development after the students receive the corrective feedback.

In short, teachers need to give constant and supportive feedback on student's learning. The feedback helps the students to understand how to control their own learning and progress.

## **2.5 Previous Studies**

Similar studies in the teacher's corrective feedback have been conducted by Ferm (2009), Jiae (2007), Razavi and Naghizadeh (2014).

Ferm's study focuses on the recasts as a feedback method to correct spoken English. This study investigated if recasting is the feedback method most frequently used in communicative activities. Errors are natural parts of learning and cannot be avoided. However, corrective feedback is very important because fossilization can occur if students are not aware of their error (Ferm, 2009). Studies show that recasting is the method most common in communicative exchanges in the classroom. The researcher have observed three different classes, at different levels of the Swedish school system, and also interviewed the teachers. It was shown that two of the teachers were very reluctant to provide their students corrective feedback during communicative activities. All three teachers agreed that recasting is the best method to use for correcting the students' speech because it does not interrupt the communication and does not inhibit the students.

Jiae (2007) studies investigated corrective feedback and learner uptake in two grade 3 English immersion classrooms at a private elementary school in Korea. Transcripts totaling 10.1 hours of classroom interaction taken from 13 English language arts lessons were analyzed. Results include the frequency and

distribution of the six different feedback types used by the two teachers, in addition to the frequency and distribution of different types of learner uptake following each feedback type. The findings indicate that (1) recast was the most predominantly occurred feedback type despite its ineffectiveness at eliciting repairs; (2) elicitation yielded the highest rates of uptake and repair among all feedback types in spite of its low frequency of use; (3) negotiation of form (i.e., prompts)—clarification request, metalinguistic feedback, elicitation, and repetition—led to student-generated repair more successfully; and (4) most frequent student-generated repair followed metalinguistic feedback, the second most followed clarification request.

Razavi and Naghizadeh (2014) study's investigated the relationship between corrective feedbacks in speaking in relation to different error types in Iranian EFL classrooms. Sixty Iranian learners participated in an Oxford Placement Test (OPT) to have a homogeneous sample, then they were classified as corrective feedback (experimental) group and odd numbers were classified as non-corrective feedback (control) group. For pre- and post-tests both groups received the same topic for speaking. During the course, the teachers gave them different speaking topics and tried to correct their phonological, grammatical, and lexical errors using different types of feedback in the experimental group, but the basis for the control group was the same as traditional speaking classes. After transcribing the interactions which recorded and analyzing the data, it was revealed that the experimental group had a better performance than the control groups in the posttest. Furthermore, it was concluded that recast type of feedback

and grammatical errors were the most frequent types in the posttest. These findings implicate the importance of using implicit types of feedback regarding to different errors.

As a study that conducts the types of teacher oral corrective feedback on speaking class, Lyster and Ranta (1997) study was chosen as a study to support this study in the term of types of oral corrective feedback. Lyster and Ranta (1997) examined six types of oral corrective feedback which often used in speaking class; they are recast, clarification request, metalinguistic clue, explicit correction, elicitation and repetition.

## **2.6 Conceptual Framework**

Based on the different perspectives, we can see that feedback plays an important role in learning process. It can be seen from the literature review and the previous study that feedback gives a lot of positive effects on students' performances and spoken. Through feedback, students can realize how far they understand the materials and how should they do to achieve learning goals.

This study focused on the analysis types of teacher's oral feedback in improving the quality of students' spoken and how the teacher's oral corrective feedback relevance to the three aspects of speaking, they are pronunciation, vocabulary and grammar. This study was guided by Lyster and Ranta (1997) framework in relation the types of oral corrective feedback. The types are recast, clarification request, metalinguistic clue, explicit correction, elicitation and repetition.

## **CHAPTER III**

### **METHODOLOGY**

This chapter shows the information about the research method, site and respondent, time and place of the study, instrument of the study, data analysis, data collecting procedure and procedures of the study.

#### **3.1 Research Design**

This study utilized a descriptive qualitative study to gather the information and data. Knupfer and McLellan (2001) said that the nature of descriptive research is heavily dependent to the instrument for measurement and observation. Qualitative research used when the procedures findings not arrived at by statistical procedures or other means of qualification (Strauss & Corbin, 2998). Therefore, the study does not describe the cause and effect of the used corrective feedback in classroom speaking activity.

The study was intended to find what the types of the feedback in the classroom and how the teacher's oral corrective feedback relevance related to the three speaking aspects; pronunciation, grammatical and vocabulary at grade eight of SMPN 198 Jakarta.

#### **3.2 Data and Data Sources**

The data of this study are the teacher and students' utterances related to the corrective feedback in the form of words, phrases, and sentences which are recorded and transcribed based on the observation in the class.

The sources of the data are the English teacher and students of 8<sup>th</sup> grade 198 Junior High School of Jakarta.

### **3.3 Time and Place of Study**

This study is conducted in July 2017, in two classes of eight grade of SMPN 198 Jakarta.

### **3.4 Research Instruments**

The data gathered are through classroom observation using a video and audio recorder.

#### **1. Video Recorder**

Video recorder is used to collect the data of the entire teaching and learning process in the classroom.

#### **2. Audio Recorder**

Audio recorder is used to collect the data on the interview section which administered to the teacher and ten students of the class.

### **3.5 Data Collecting Procedures**

The data are collected based on the following procedures:

1. Choosing SMPN 198 Jakarta to conduct the study.
2. Asking permission to the Vice Principle of SMPN 198 Jakarta to conduct the study in the school.

3. Conducting the classroom observation in the two classes of 8<sup>th</sup> grade of SMPN 198 Jakarta.
4. Interviewing the English teacher who teaches those classes and ten students of the class.

### **3.6 Data Analysis Procedures**

The data of this study is analyzed based on the following procedures:

1. Transcribing the result of the classroom observation and the interview.
2. Classifying the data based on the types of corrective feedback in related to the three speaking aspects; pronunciation, vocabulary and grammatical.
3. Identifying the statements of teacher's corrective feedback and the students' response.
4. Determining the types of teacher corrective feedback.
5. Determining the students' response of the teacher corrective feedback.
6. Putting the result of corrective feedback type and students' response into the table of teacher's corrective feedback and students' response.
7. Calculating the frequency of the teacher corrective feedback used.
8. Drawing the conclusions.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussion of the research conducted through classroom observation and interview to the 8<sup>th</sup> grade of SMPN 198 Jakarta. The findings were based on the following research questions:

1. What types of corrective feedback are used by the teacher related to the three aspects of speaking in the classroom at 198 Junior High School of Jakarta?
2. How is the students' response toward the teacher corrective feedback?

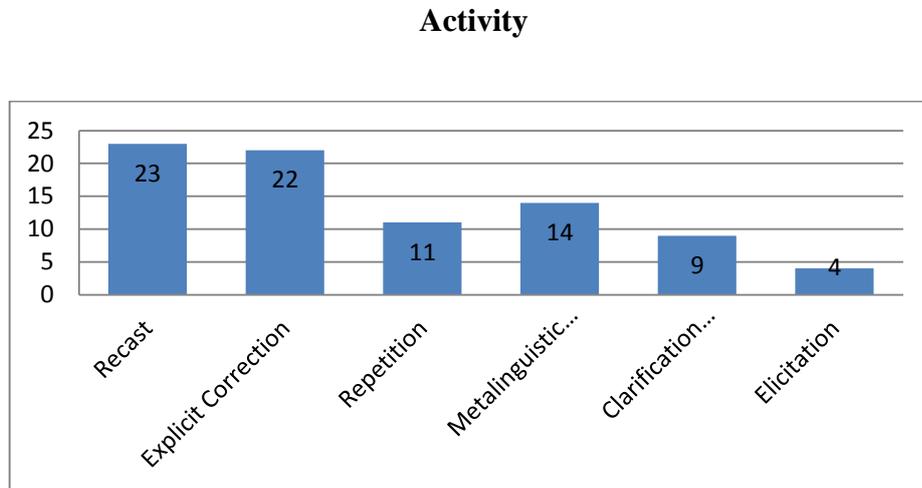
#### **4.1 Findings**

In this part, the data of this study were presented and analyzed descriptively. The data from the classroom observation found that 83 oral corrective feedbacks used by the teacher in the classroom. There are 45 corrective feedback in pronunciation aspect, 28 corrective feedback in grammatical aspect and 10 corrective feedbacks in vocabulary aspect.

##### **4.1.1 Types of Oral Corrective Feedback Used by the Teacher Related to the Three Speaking Aspects in the Classroom**

The observation shows that the teacher gave the 83 corrective feedback by Recast (23 RC feedback), Explicit Correction (22 EC feedback), Repetition (11 RP feedback), Clarification Request (9 CR feedback), Elicitation (4 EL feedback) and Metalinguistic Clue (14 MC feedback).

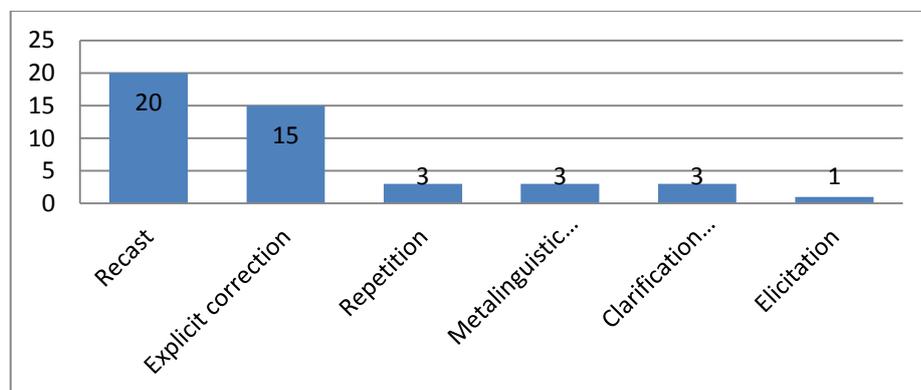
**Chart 4.1. Types of Corrective Feedback Given by the Teacher in Speaking**



#### **4.1.1.1 Pronunciation**

In pronunciation, the teacher used six oral corrective feedbacks during speaking activity. They are recast, clarification request, repetition, elicitation, metalinguistic feedback, and explicit correction. From 45 pronunciation error, the most of corrective feedback used is recast and explicit correction, while the less corrective feedback used is elicitation.

**Chart 4.2. Types of Corrective Feedback Given by the Teacher in Pronunciation Aspect**



### A. Recast

The findings shows that there are 20 recast are used in pronunciation correction. The excerpt below shows the example of recast feedback in pronunciation aspect:

**Table 4.1. Recast Feedback in Pronunciation Aspect**

No.	Transcription	Theme
1.	T: /rəʊls/ how to pronounce it?	
	S: /rols/. (Error-pronunciation)	
	T: /rəʊls/.	RC
	S: /rəʊls/.	Rr

The table shows that the student had error pronunciation of word /rəʊls/. The teacher gave recast feedback by directly corrected the error. The student responded it by repeating the teacher's utterance.

### B. Explicit Correction

Explicit correction is the way teacher giving feedback by directly say no. There are 15 explicit correction feedback used to correct students' pronunciation. The excerpt below shows the example of explicit correction used to correct student's pronunciation:

**Table 4.2. Explicit Correction in Pronunciation Aspect**

No.	Transcription	Theme
2.	S: /chiken/ (error- pronunciation)	
	T: /'tʃɪkɪn/, not (chiken)	EC
	S: /'tʃɪkɪn/	Rr

The table shows that the student had pronunciation error with the word /'tʃɪkɪn/. Then the teacher provided the correction by uttering the correct pronunciation of word /'tʃɪkɪn/ and said that what the student said was incorrect.

### C. Clarification Request

In pronunciation aspect, there are 3 clarification request feedbacks. The excerpt below shows the example of clarification request feedback that used to correct student's pronunciation:

**Table 4.3. Clarification Request Feedback in Pronunciation Aspect**

No.	Transcription	Theme
3.	T: and this?	
	S: /fi/ (Error-pronunciation)	
	T: yes?	CR
	S: /ef/	Rr
	T : good, /ef/	

The table shows that the student pronounced wrong the letter 'f'. The teacher clarified the student utterance by asking 'yes?' in different intonation and the student realize that he made a mistake.

### D. Repetition

In pronunciation aspect, there are 3 repetition feedbacks used by the teacher. The excerpt below shows the repetition feedback that used to correct student's pronunciation:

**Table 4.4. Repetition Feedback in Pronunciation Aspect**

No.	Transcription	Theme
4.	S: she buys hotdogs and hamburgers (Error-pronunciation)	
	T: she buys hotdog and?	RP
	S: /hembergers/	Irr
	T: /'hæmbɜ:gə(r)/	RC

The table shows that the student mispronounced the word /'hæmbɜ:gə(r)/, the teacher repeated the error in question tone, but the student still pronounced incorrectly. Then the teacher gave other feedback type to make the student pronouncing it correctly.

#### **E. Metalinguistic Clue**

There are 3 metalinguistic clue feedbacks occurred in pronunciation aspect. The excerpt below shows the example of metalinguistic clue feedback that used to correct student's pronunciation:

**Table 4.5 Metalinguistic Clue Feedback in Pronunciation Aspect**

No.	Transcription	Theme
5.	T: how we pronounce it?	
	S: /kar/ (error-pronunciaion)	
	T: /kɑ:(r)/. The sound of r tidak diucapkan dalam English, kecuali dia ketemu dengan bunyi vocal, vowel sounds.	MC
	S: /kɑ:(r)/	Rr

The table shows that the student mispronounced the word /kɑ:(r)/. The students responded relevantly after the teacher gave the metalinguistic clue by providing the information about that word.

## F. Elicitation

In pronunciation aspect, there is one elicitation feedback used by teacher in the classroom. The excerpt below shows the example of elicitation feedback in pronunciation aspect.

**Table 4.6. Elicitation Feedback in Pronunciation Aspect**

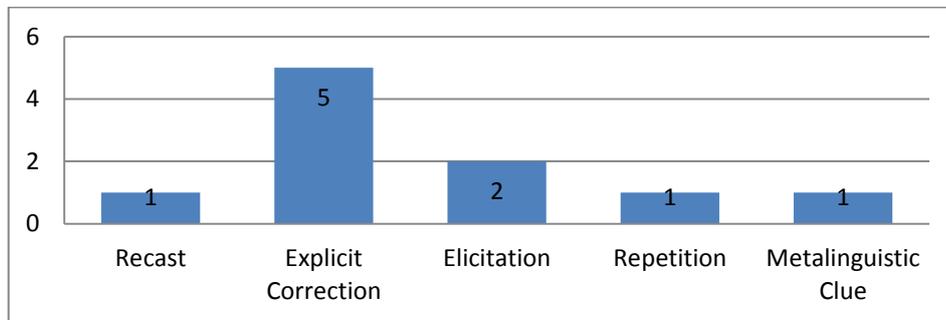
No.	Transcription	Theme
6.	T: This one?	
	S: /dʒi/ (Error-pronunciation)	
	T: no no no. Once again. (Elicitation)	EL
	S: /dʒi/ (Irrelevant)	Irr
	T: Yes? (Clarification request)	CR
	S: /dʒeɪ/ (Relevant)	Rr

The table above shows that the student mispronounced the letter /dʒeɪ/. The teacher gave elicitation by asking the student to repeat what he said to correct the error, but the student still pronounced it incorrectly. From the observation it was found that the student gave irrelevant response because of he didn't realize that when the teacher asked to repeat it's indicated the error of his utterance.

### 4.1.1.2 Vocabulary

In the observation, it was found that in error of vocabulary the teacher used five oral corrective feedbacks in speaking activity. They are recast, repetition, elicitation, metalinguistic feedback, and explicit correction. From 10 vocabulary error, the most of corrective feedback used is explicit correction.

**Chart 4.3. Types of Corrective Feedback Given by the Teacher in Vocabulary Aspect**



**A. Explicit Correction**

There are five explicit correction feedbacks used to correct students' vocabulary error. The excerpt below shows the example of explicit correction feedback in vocabulary aspect:

**Table 4.7. Explicit Correction Feedback in Vocabulary Aspect**

No.	Transcription	Theme
7.	S: this marker has a tutup eh (Lack of vocabulary)	
	T: Tutup in English is lid	EC
	S: lid	Rr

The table shows that the student did not know the English word of 'tutup'. The teacher provided the correct answer and it is responded relevant by the student.

## B. Elicitation

In vocabulary aspect, there are two elicitation feedbacks used by the teacher in the classroom. The excerpt below shows the example of elicitation feedback in vocabulary aspect.

**Table 4.8 Elicitation Feedback in Vocabulary Aspect**

No.	Transcription	Theme
8.	S: I have a hmm kertas hmm (lack of vocabulary)	
	T: this one, what is this?	EL
	S: kertas	Irr
	T: Yes, what do we call it in English?	EL
	S: paper	Rr
	T: Paper, right.	

The excerpt shows that the student did not know the English of word 'kertas'. Then the teacher asked the student to reformulate his sentence by asking the question again. But the student answered it incorrectly. From the observation it was found that the student had lack of word 'kertas'. Then the teacher asked another student the English of word 'kertas', and she answer it correctly.

## C. Recast

In vocabulary aspect, there is one recast feedback used by the teacher in the classroom. The excerpt below shows the example of recast feedback in vocabulary aspect:

**Table 4.9. Recast Feedback in Vocabulary Aspect**

No.	Transcription	Theme
-----	---------------	-------

9.	S: They like Tony	
	T: why?	
	S: hmm because he has hmm suaranya bagus sir (lack of vocabulary)	
	T: he has good voice.	RC
	S: Yes, good voice.	Rr

The table shows that the student did not know the English of words “suara bagus”. The teacher provided the correct answer and it is responded relevant by the student. Since the teacher provided the correction, student got what she wanted to say.

#### **D. Repetition**

In vocabulary aspect, there is one repetition feedback used by the teacher in the classroom. The excerpt below shows the example of repetition feedback in vocabulary aspect:

**Table 4.10. Repetition Feedback in Vocabulary Aspect**

No.	Transcription	Theme
10.	T: so how is the sentence?	
	S: have you seen the cinema? (Error Vocabulary)	
	T: have you seen the?	RP
	S: cinema.	Irr
	T: not cinema, cinema is bioskop, but?	MC
	S: movie	Rr

The table shows that the student said is error in vocabulary. She meant to say ‘film’ but she stated cinema instead of movie. The teacher gave repetition

feedback but the students still said the incorrect word. Then the teacher tried another corrective feedback to get relevant response.

### **E. Metalinguistic Clue**

In vocabulary aspect, there is one metalinguistic feedback used by the teacher in the classroom. The excerpt below shows the example of metalinguistic feedback in vocabulary aspect.

**Table 4.11. Metalinguistic Clue Feedback in Vocabulary Aspect**

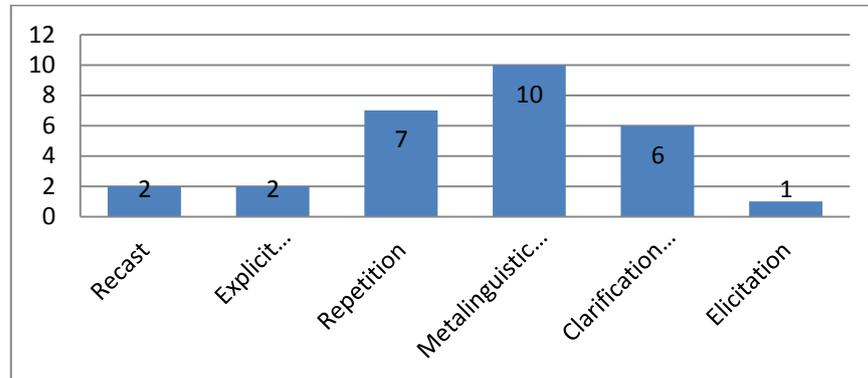
No.	Transcription	Theme
11.	T: so how is the sentence?	
	S: have you seen the cinema? (Error Vocabulary)	
	T: have you seen the?	RP
	S: cinema.	Irr
	T: not cinema, cinema is bioskop, but?	MC
	S: movie	Rr

The table above shows that the student said is error vocabulary. She meant to say ‘film’ but she stated cinema instead of movie. Firstly the teacher gave repetition feedback but the students still said the incorrect word. Then the teacher tried to give metalinguistic feedback about the meaning of cinema. The students responded the metalinguistic feedback correctly.

#### **4.1.1.3 Grammar**

In grammar aspect, there are 28 corrective feedbacks given in correcting the error of grammar. The most corrective feedback used is metalinguistic feedback.

**Chart 4.4. Types of Corrective Feedback Given by the Teacher in Grammatical Aspect**



**A. Metalinguistic Clue**

In grammar aspect, there are 10 metalinguistic feedbacks used by the teacher. The excerpt below shows the example of metalinguistic feedback that created relevant response in grammar aspect.

**Table 4.12. Metalinguistic Clue Feedback in Grammar Aspect**

No.	Transcription	Theme
12.	S: I take picture with my friends yesterday. (Error – Grammatical)	
	T: Use verb 2. Verb 2 from take?	MC
	S: ...	Ro
	T: Verb 2 from take is took.	

The table shows that the student did not know pattern of simple past tense. The teacher gave information that simple past tense use verb two, but the student did not give any response. From the observation it was found that the student did not know the form of word ‘take’ in verb 2.

## B. Repetition

In grammar aspect, there are 7 repetition feedbacks used in correcting the grammar error. The excerpt below shows the example of recast feedback in grammar aspect.

**Table 4.13. Repetition Feedback in Grammar Aspect**

No.	Transcription	Theme
13.	T: and they?	
	S: where they go? (Error-Grammatical)	
	T: where they go?	RP
	S: where do they go?	Rr

The student missed the auxiliary 'do' in their utterance. The teacher tried to confirm the error article by repeating it in adjusting tone and the student gave relevant response.

## C. Clarification Request

In clarification request feedback, the teacher used this feedback 6 times in grammar correction. The excerpt below shows the example of clarification feedback in grammar aspect.

**Table 4.14. Clarification Request Feedback in Grammar Aspect**

No.	Transcription	Theme
14.	T: I am a student, Rosa..?	
	S: Rosa hmm student (error grammatical)	
	T: Rosa?	CR
	S: Rosa is a student	Rr

The table shows that the student miss the ‘to be’ of the subject ‘Rosa’. The teacher clarified the student about his utterance and the student continued his utterance correctly.

**D. Explicit Correction**

In grammar aspect, there are 2 explicit correction feedbacks. The excerpt below shows the example of explicit correction feedback in grammar aspect.

**Table 4.15. Explicit Correction Feedback in Grammar Aspect**

No.	Transcription	Theme
15.	S: Much patient in hospital	
	T: Patient is countable noun. Many or much?	MC
	S: Many	Rr
	T: Many or much?	RP
	S: ..	Ro
	T: Yes, many patients, not much patient.	EC
	S: Many patients ma'am, in hospital.	Rr

The table shows the error of using much and many. After the teacher gave repetition feedback, the students still confuse in using many and much appropriately. In the end the teacher gave explicit correction by provided the correct answer and the student showed relevant response.

**E. Recast**

There are 2 recast feedbacks in grammar aspect correction and got relevant response from the student. The excerpt below shows the example of recast feedback in grammar aspect:

**Table 4.16. Recast Feedback in Grammatical Aspect**

No.	Transcription	Theme
16.	T: I am a student, you?	
	S: you student (Error-Grammatical)	
	T: you are student	RC
	S: you are student	Rr

The table shows that the student miss the ‘to be’ of the subject ‘you’. The teacher gave recast directly provided the correction. The student responded it by repeating the teacher’s utterance.

**F. Elicitation**

In grammar aspect, there is one elicitation feedback used by the teacher in the classroom. The excerpt below shows the example of elicitation feedback in grammar aspect.

**Table 4.17. Elicitation Feedback in Grammar Aspect**

No.	Transcription	Theme
17.	T: Now, have and has	
	S: They has gone (error – grammatical)	
	T: They, they pake apa?	EL
	S: They have gone.	Rr

The table shows that the elicitation feedback was given after the student had error in the use of ‘has’ and ‘have’. After teacher provided the correction of the error in questioning form, the student gave relevant response.

## 4.1.2 Students' Response toward the Teacher's Corrective Feedback

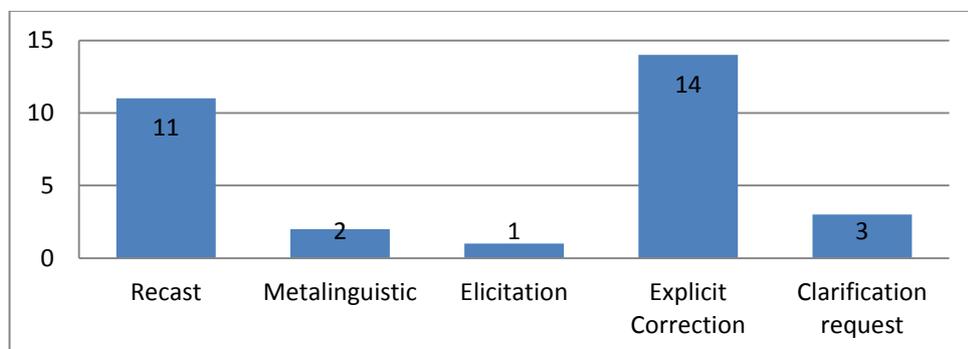
According to Suherdi (2010), in responding to the instruction, students' responses can be categorized as accept or relevant response, no response and irrelevant response. The three categorized are coded as follows; 1. Relevant responses (Rr), 2. No responses (Ro) and 3. Irrelevant responses (Irr). The study adopts those categorizations in analyzing the data.

### 4.1.2.1 Teacher's Corrective Feedback to Students' Relevant Response in Speaking Aspect

#### 4.1.2.1.1 Pronunciation

In pronunciation aspect, there are 31 corrective feedbacks that produce relevant students' response. Explicit correction is the most frequent feedback occurred with responded relevantly by the student (14 times), and then recast 11 times, clarification request 3 times, metalinguistic clue 2 times and the last is elicitation feedback.

**Chat 4.5 Relevant Students' Response in Pronunciation Error**



### **A. Explicit Correction**

In explicit correction, the way of teacher providing the correction made them know their error. The teacher gave frequently feedback for the student's error and directly delivered the feedback. The extract shows the corrective feedback that got positive response in pronunciation aspect.

#### **Extract 4.1.**

*S: Tony can play /better/ (Error - Pronunciation)*

*T: Tony can play /betə(r)/ (recast)*

*S: Tony can play /better/ (Irrelevant)*

*T: /betə(r)/ not better (explicit correction)*

*S: /betə(r)/ (Relevant)*

The extract shows that recast feedback was not success to get student's response. By the explicit correction feedback, the student gave the response by repeating the teacher's correction. The teacher also delivered the feedback as soon after performance as possible and she also provide verbal feedback while monitoring student's practice.

### **B. Recast**

In pronunciation correction, 11 of them created relevant students' response. The extract below shows the example of recast feedback that created relevant response in pronunciation aspect:

#### **Extract 4.2**

*T: /rəʊls/ how to pronounce it?*

*S: /rɒls/. (Error-pronunciation)*

*T: /rəʊls/. (Recast)*

*S: /rəʊls/.(Rr)*

In the extract above, it was found the student had error pronunciation of word /rɒls/. The teacher gave recast by directly provide the correct answer. The student responded it by repeating the teacher's utterance.

### **C. Clarification Request**

In pronunciation aspect, there are 3 clarification feedbacks and got relevant response from the student. The extract below shows the clarification request that used to correct student's pronunciation and got relevant response.

#### **Extract 4.3**

*T: and this?*

*S: /fi/ (Error-pronunciation)*

*T: yes? (Clarification Request)*

*S: /ef/ (Rr)*

*T: good, /ef/*

The extract shows that the student pronounced wrong the letter 'f'. The teacher clarified the student about his pronunciation and gave relevant response.

### **D. Metalinguistic Clue**

There are 2 metalinguistic feedbacks occurred in pronunciation and got relevant response. The extract below shows the metalinguistic clue feedback that used to correct student's pronunciation

#### **Extract 4.4**

*T: how we pronounce it?*

*S: /kar/ (error-pronunciaion)*

*T: /kɑ:(r)/. The sound of r tidak diucapkan dalam English, kecuali dia ketemu dengan bunyi vocal, vowel sounds. (Metalinguistic Clue)*

*S: /kɑ:(r)/ (Rr)*

The extract shows that the student mispronounced the word /kɑ:(r)/. The students responded the metalinguistic feedback after the teacher provided the information about that word.

#### **4.1.2.1.2 Vocabulary**

In vocabulary aspect, there are 7 corrective feedbacks that produce relevant students' response. Explicit correction is the most frequent feedback occurred with students' relevant response (4 times), and then recast (once), metalinguistic clue (once) and elicitation (once).

#### **A. Explicit Correction**

In relevant students' response, explicit correction is the most frequent feedback that made the students responded relevant. It is given by explicitly providing the correction between the errors. The teacher provided feedback as soon after performance as possible and gave specific feedback by providing the correction and showed student's error. From the observations, it also shows that the teacher gave the feedback to all of the students. The explicit correction feedback shows as follows:

**Extract 4.5.**

*S: Egy plays football in the mm yard, halaman belakang. (Error - Vocabulary)*

*T: Halaman belakang is backyard, kalo yard halaman aja. (Explicit Correction)*

*S: Yes. Egy plays football in the backyard (Relevant)*

The extract shows that the student got confused of the English word of 'halaman belakang'. The teacher directly provided the correction and mentioned the correction which compared with the error. The grammar of the student's utterance was also achieved by uttering the right structure of the sentence. The discourse and pragmatic competence also achieved because the student reformulated the error word and uttered the correct sentence.

**B. Recast**

In vocabulary aspect, there is one recast feedback and got relevant response from the student. The extract below shows the example of recast feedback that created relevant response in vocabulary aspect:

**Extract 4.6.**

*S: They like Tony*

*T: why?*

*S: hmm because he has hmm suaranya bagus sir (lack of vocabulary)*

*T: he has good voice. (Recast)*

*S: Yes, good voice. (Rr)*

In the extract above, it was found the student did not know the English of words “suara bagus”. The teacher provided the correct answer and it is responded relevant by the student. Since the teacher provided the correction, student got what she wanted to say.

### **C. Metalinguistic Clue**

In vocabulary aspect, there is one metalinguistic feedback that got relevant response from the student. The extract below shows the example of metalinguistic clue feedback that created relevant response in vocabulary aspect.

#### **Extract 4.7.**

*T: so how is the sentence?*

*S: have you seen the cinema? (error vocabulary)*

*T: have you seen the? (Repetition)*

*S: cinema. (Irr)*

*T: not cinema, cinema is bioskop, but? (Metalinguistic Clue)*

*S: movie (Rr)*

From the table above, it shows that the student said is error vocabulary. She meant to say ‘film’ but she stated cinema instead of movie. Firstly the teacher gave repetition feedback but the students still said the incorrect word. Then the teacher tried to give metalinguistic feedback about the meaning of cinema. The students responded the metalinguistic feedback correctly.

## **D. Elicitation**

In vocabulary aspect, there is an elicitation feedback that got relevant from the student. The excerpt below shows example recast feedback that created relevant response in vocabulary aspect.

### **Extract 4.8.**

*T: this one, what is this?*

*S: kertas*

*T: Yes, what do we call it in English? (elicitation)*

*S: paper (Rr)*

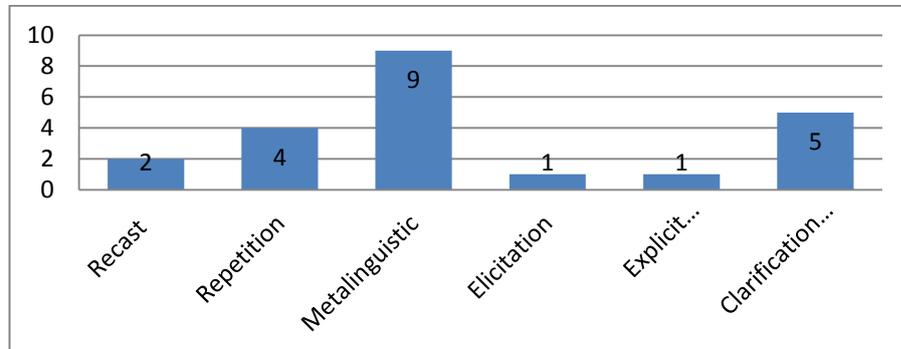
*T: Paper, right.*

In the extract above shows that the student did not know the English of words 'kertas'. Then the teacher asked the student too reformulate his sentence by asking the student the English of word 'kertas', and she answer it correctly.

### **4.1.2.1.3 Grammatical**

In grammatical aspect, there are 22 corrective feedbacks that produce relevant students' response. Metalinguistic feedback is the most frequent feedback occurred with students' relevant response (9 times), clarification request (5 times), repetition (4 times), recast (2 times), explicit correction (once) and elicitation feedback (once).

### Chat 4.6 Relevant Students' Response in Grammatical Error



#### A. Metalinguistic Clue

In metalinguistic clue feedback, the teacher pose questions or provides comments or information related to the students' error without provide the correct form. The metalinguistic clue feedback shows as following:

##### Extract 4.9.

*S: Ronaldo has much cars (Error-Grammatical)*

*T: Cars is countable, many or much? (Metalinguistic Clue)*

*S: Many. Ronaldo has many cars. (Relevant)*

The extract shows that the feedback made the students rethink the correct form. With providing the option of the correction, students retook self-repair. The student also reformulated the correct sentence and uttered the sentence correctly after the teacher delivering the feedback directly after the performance.

## **B. Clarification Request**

In clarification request feedback, the teacher used this feedback 5 times in grammar correction. The extract below shows the example of clarification feedback that created relevant response in grammar aspect.

### **Extract 4.10**

*T: I am a student, Rosa..?*

*S: Rosa hmm student (error grammatical)*

*T: Rosa? (Clarification Request)*

*S: Rosa is student (Rr)*

The extract shows that the student miss the 'to be' of the subject 'Rosa'. The teacher clarified the student about his utterance and the student continued his utterance correctly.

## **C. Repetition**

In grammar aspect, there are 4 repetition feedbacks used in correction the grammar error and got relevant response from the students. The extract below shows the example of repetition feedback that created relevant response in grammar aspect.

### **Extract 4.11**

*T: and they?*

*S: where they go? (error-grammatical)*

*T: where they go? (Repetition)*

*S: where do they go?*

The student missed the auxiliary 'do' in their utterance. The teacher tried to confirm the error article by repeating it in adjusting tone and the student gave relevant response.

#### **D. Recast**

There are 2 recast feedbacks in grammar aspect correction and got relevant response from the student. The extract below shows the example of recast feedback that created relevant response in grammar aspect.

#### **Extract 4.12**

*T: I am a student, you?*

*S: you student (error-grammatical)*

*T: you are student (Recast)*

*S: you are student (Rr)*

The extract shows that the student miss the 'to be' of the subject 'you'. The teacher gave recast directly provided the correction. The student responded it by repeating the teacher's utterance.

#### **E. Elicitation**

In grammar aspect, there is one elicitation feedback and got relevant response from the student. The excerpt below shows the example of elicitation feedback that created relevant response in grammar aspect.

#### **Extract 4.13**

*T: now, have and has*

*S: they has gone (Error – Grammatical)*

*T: they, they pake apa?(elicitation)*

*S: they have gone.(Rr)*

The extract above shows that the elicitation feedback was given after the student had error in the use of ‘has’ and ‘have’. After teacher provided the correction of the error in questioning form, the student gave relevant response.

#### **F. Explicit correction**

In grammar aspect, there is one explicit correction feedback and got relevant response from the student. The excerpt below shows the example of explicit correction feedback that created relevant response in grammar aspect.

#### **Extract 4.14**

*S: Much patient in hospital (Error Grammatical)*

*T: Patient is countable noun. Many or much?(MC)*

*S: Many (Irr)*

*T: Many or much?(Repetition)*

*S: .. (Ro)*

*T: Yes, many patients, not much patient. (Explicit coreection)*

*S: Many patients ma'am, in hospital. (Rr)*

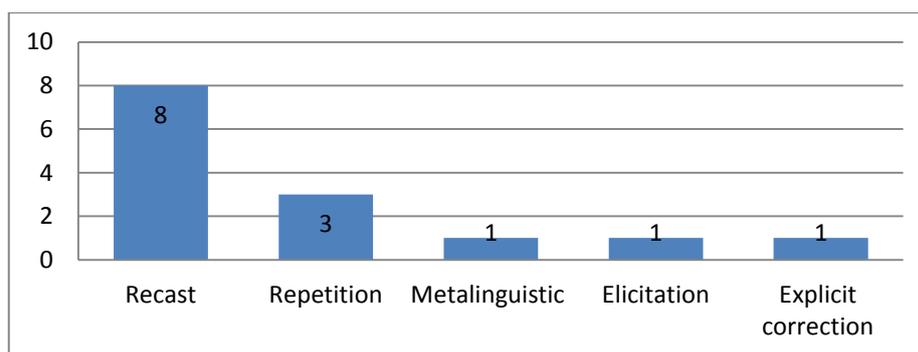
In the extract above, it was found the error of using much and many. After the teacher gave repetition feedback, the students still confuse in using many and much appropriately. In the end the teacher gave explicit correction by provided the correct answer and the student showed relevant response.

## 4.1.2.2 Teacher's Corrective Feedback to Students' Irrelevant Response in Speaking Aspect

### 4.1.2.2.1 Pronunciation

In pronunciation aspect, there are 13 corrective feedbacks that produce irrelevant students' response. Recast is the most frequent feedback that made the students responded irrelevant which used 8 times, repetition 3 times, and the rest are elicitation, metalinguistic clue, and explicit correction feedback.

**Chat 4.7 Irrelevant Students' Response in Pronunciation Error**



#### A. Recast

Recast feedback got 8 irrelevant students' response in pronunciation correction. The extract below shows the example of recast feedback that got irrelevant students' response in pronunciation aspect.

#### Extract 4.15.

*S: Tony can play /better/ (error pronunciation)*

*T: Tony can play /betə(r)/ (Recast)*

*S: Tony can play /better/ (Irr)*

*T: /betə(r)/ not better (Explicit Correction)*

*S : /betə(r)/ (Rr)*

The excerpt shows that the student mispronounced the word /betə(r)/. She used /tt/ in the middle of the word, but it should be pronounced /t/. Then the student also said the letter /r/ clearly. The teacher provided the correction by saying correct utterance. The students didn't give relevant response.

### **B. Repetition**

In pronunciation aspect, there are three repetition feedbacks that got irrelevant response. The extract below shows the repetition that used to correct student's pronunciation and got irrelevant response:

#### **Extract 4.16.**

*S: she buys hotdogs and hamburgers (error-pronunciation)*

*T: she buys hotdog and?(Repetition)*

*S: /hembergers/ (Irr)*

*T: /'hæmbɜ:gə(r)/ (Recast)*

The extract shows that the student mispronounced the word /'hæmbɜ:gə@/, the teacher repeated the error in question tone, but the student still pronounced incorrectly. The teacher gave other feedback to make the student pronouncing it correctly.

### **C. Metalinguistic Clue**

There is one metalinguistic feedback that got irrelevant student's response in pronunciation. The extract below shows the metalinguistic feedback that used to correct student's pronunciation and relevant response:

#### **Extract 4.17**

*S: /edʒ/ (error pronunciation)*

*T: no. this is the phonetic symbol, symbol bunyinya seperti ini /eɪtʃ/  
(Metalinguistic Clue)*

*S: /eɪdʒ/ (Irr)*

The extract shows that the teacher had given feedback by metalinguistic clue but the students did not give relevant response. From the observation it was found that the students was still confuse with the teacher's feedback so he gave irrelevant response.

### **D. Elicitation**

In pronunciation aspect, there is one elicitation feedback and got irrelevant response from the student. The extract below shows the example of elicitation feedback that created irrelevant response in pronunciation aspect.

#### **Extract 4.18**

*S: /dʒi/ (Error-pronunciation)*

*T: no no no. Once again. (Elicitation)*

*S: /dʒi/ (Irrelevant)*

*T: Yes? (Clarification request)*

*S: /dʒei/ (Relevant)*

The extract shows that the student mispronounced the letter /dʒei/. The teacher gave elicitation by asked the student to repeat what he said to correct the error, but the student still pronounced it incorrectly. From the observation it was found that the student gave irrelevant response because of he didn't realize that when the teacher asked to repeat it's indicated the error of his utterance.

### **E. Explicit Correction**

In pronunciation error there is one explicit correction feedback that got irrelevant response from the students. The extract below shows the metalinguistic feedback that used to correct student's pronunciation and got irrelevant response:

#### **Extract 4.19.**

*T: /betə(r)/?*

*S: /beter/ (error pronunciation)*

*T: /betə(r)/, not /beter/, iya yang 500 rupiah, ini /betə@/?*

*S: (laughing)*

The extract above shows that the student mispronounced the word /betə(r)/, the teacher gave explicit correction to correct the error, but the student gave irrelevant response. From the observation it was found that the students gave irrelevant response because of the teacher joke with the feedback.

#### **4.1.2.2.2 Vocabulary**

In vocabulary aspect, there are 2 corrective feedbacks that produce irrelevant students' response. They are repetition and elicitation feedback.

### **A. Repetition**

In vocabulary aspect, there is one repetition feedback and got the irrelevant response from the student in vocabulary error. The extract below shows the example of repetition feedback that created irrelevant response in vocabulary aspect.

#### **Extract 4.20.**

*T: so how is the sentence?*

*S: have you seen the cinema? (error vocabulary)*

*T: have you seen the? (repetition)*

*S: cinema.(Irr)*

*T: not cinema, cinema is bioskop, but?*

The extract shows that the student said is error vocabulary. She meant to say 'film' but she stated cinema instead of movie. The teacher gave repetition feedback but the students still said the incorrect word. Then the teacher tried another corrective feedback to get relevant response.

### **B. Elicitation**

In vocabulary aspect, there is an elicitation feedback that got irrelevant from the student. The excerpt below shows example elicitation feedback that created irrelevant response in vocabulary aspect.

#### **Extract 4.21.**

*S: I have a hmm kertas hmm (lack of vocabulary)*

*T: this one, what is this? (Elicitation)*

*S: kertas (Irr)*

*T: Yes, what do we call it in English? (Elicitation)*

*S: paper (Rr)*

*T: Paper, right.*

The extract shows that the student did not know the English word of 'kertas'. Then the teacher asked the student to reformulate his sentence by asking the student the English of word 'kertas', and she answered it correctly.

#### **4.1.2.2.3 Grammatical**

In grammatical aspect, there are 3 corrective feedbacks that produce irrelevant students' response. Two of them are repetition and the rest is clarification request.

##### **A. Repetition**

In repetition feedback there are two repetition feedbacks that got irrelevant response from the student. The extract below shows example of recast feedback that created irrelevant response in grammar aspect.

##### **Extract 4.22.**

*T: have you seen the movie?*

*S: no, I am not (error-grammatical)*

*T: no, I am not ? (Repetition)*

*S: no, I not (Irr)*

*T: no, I ? kalau pertanyaannya pake have, so the answer? (Metalinguistic)*

*S: no, I have not (Rr)*

In the extract above, it was found that the student miss the use of have. The teacher tried to confirm the error by repeating it in adjusting tone and the student gave irrelevant response. Then the teacher gave another feedback to make the student answer correctly.

#### **4.1.2.3 Teacher's Corrective Feedback to Students' No Response in Speaking Aspect**

##### **4.1.2.3 Pronunciation**

In pronunciation aspect, teacher gave 1 feedback that got no response from the student. The extract below shows the example of recast feedback that got no student's response in pronunciation aspect:

##### **Extract 4.23.**

*T: contoh kata berdesis adalah kiss, if we add ed bacanya?*

*S: /kis/ (error pronunciation)*

*T: /kisd/ (Recast)*

*S: ....*

The extract shows that the student had an error in pronouncing the word /kisd/. The teacher gave the recast feedback but he didn't get any respond from the student. From the observation, the student showed her confusing of the teacher's feedback and chose giving no response.

##### **4.1.3.1.1 Grammatical**

In grammatical aspect, there are 3 corrective feedbacks that produce irrelevant students' response. They are metalinguistic feedback, repetition and explicit correction feedback.

### **A. Metalinguistic Clue**

The extract below shows the example of metalinguistic feedback that got no response from the student.

#### **Extract 4.24.**

*S: I take picture with my friends yesterday. (Error – Grammatical)*

*T: Use verb 2. Verb 2 from take? (Metalinguistic Clue)*

*S: ... (Ro)*

The extract shows that the student didn't know pattern of simple past tense. The teacher gave information that simple past tense use verb two, but the student didn't give any response. From the observation it was found that the student didn't know the form of word 'take' in verb 2.

### **B. Repetition**

In repetition feedback there is one that got no response from the student. The extract below shows example of recast feedback that created no response in grammar aspect.

#### **Extract 4.25.**

*T: beautiful is kata?*

*S: kerja? (error grammatical)*

*T: kerja?(Repetition)*

*S: ....*

The table shows that the students gave wrong in classified the word 'beautiful'. The teacher tried to confirm the student answer by repeating it in adjusting tone and the student gave no response.

### **C. Explicit Correction**

The extract below shows the example of repetition feedback that got no response from the student:

#### **Extract 4.26.**

*T: beautiful is kata?*

*S: kerja? (error grammatical)*

*T: kerja?(Repetition)*

*S: ....*

*T: beautiful is adjective, kata sifat (Explicit Correction)*

*S: ....*

The table shows that the student had grammatical error in classified the word beautiful. First the teacher gave repetition feedback but created no response. Then the teacher provided the correction by stating the answer and got no response again.

#### **4.1.3 Teacher and Students Interview of Teacher Oral Corrective Feedback**

The interviews are administered to a teacher and students in the last day of observation.

#### **4.1.3.1 Teacher's Interview**

An interview session was administered to the teacher in order to triangulate the findings gathered through classroom observation. The interview questions cover the types of feedback given in teaching speaking, the frequent errors occurred that need any feedback, and the students' response toward the feedback given.

The teacher stated that he usually gives varied feedback for several errors in speaking aspect: pronunciation, grammar, vocabulary and fluency. He said that he directly correct and giving feedback for students' speaking error. Sometimes he provides some clues, information or knowledge in order to make the students think and correct the error by themselves. If the students' were not giving any reaction, he would ask other students in order to get any respond and to motivate the speaking performance of the whole class.

The reaction and response of the students were also varied. The rest of the students are eager to improve their English, but there are several students do not show their interest in learning English.

##### **A. Teacher's Interview about the relevant Students' Responses**

The teacher stated that he has given many kinds of feedback that respond relevantly by the students. He argued that feedback such as explicit correction, metalinguistic clue and recast could correct error by making the students rethink of their spoken performance. Since the teacher give the correct one so the students will try to think of their answer whether it is correct or not. The teacher also said

that her students often correct their errors correctly after he gave the feedback for several times.

**B. Teacher's Interview about the Students' No Responses.**

The teacher stated that several students also gave no responses when she was giving any feedback. In his opinion, several kinds of feedback likely make them confused and lose mind. Direct questions often make them out of focus and afraid to correct their mistakes. The direct feedback to correct their error was admitted to make the students cannot response.

He also argued that as long as the teacher gives appropriate kind of feedback in every single mistake, it will encourage the students to stay active and give reaction to any interaction in the class.

**C. Teacher's Interview about the Irrelevant Students' Responses**

The teacher admitted that he likes to directly giving feedback in every errors that students made. But he argued he has given varied feedback depends on the errors. If the errors occurred in grammar, the teacher usually gives any clue in order to make the students react of their errors, and dig their internal thinking. Then, he would repeat the question several times and ask other students in order to get any correct respond and motivate the speaking performance of the whole class.

#### **4.1.3.2 Students' Response toward Teacher's Corrective Feedback through Interview**

The data also gathered through interview to ten students which are chosen randomly. The findings from the data of students' interview stated that most of the students responded positively and they further consider that the feedback given made them know their own mistakes and they can correct them properly. In order to give the relevant response, the teacher should give clear question while asking and giving feedback.

Several students stated that the teacher is enough in giving variation types of feedback which depend on students' error. For the vocabulary and pronunciation error, students used to get direct correction or choice from the teacher. For the grammar error, the teacher likes to give any pattern and information to make the students remind and correct their mistakes by themselves.

Beside the positive response the students also gave negative response toward the feedback. A student stated that the teacher is confusing and too fast in giving feedback. She added, even the teacher gave the feedback, she didn't feel motivate and interest to make the errors right because the feedback seem not clear enough. Several students also felt embarrassed in condition she was wrong and the teacher said that she was making error. Some students also did not feel confident to answer, they are afraid of making mistakes and even felt shy to speak.

## **4.2 Discussion**

From the data of the observations and interviews, the discussion deals with first, types of teacher's corrective feedback related to three aspect of speaking: pronunciation, vocabulary and grammar and second, the relevance of the teacher corrective feedback to the three aspects of speaking.

### **4.2.1 Types of Oral Corrective Feedback Used by the Teacher Related to the Speaking Aspects in the Classroom**

It was found that the teacher gave 83 corrective feedback in classroom speaking activity at 8<sup>th</sup> grade of SMPN 198 Jakarta, such as Recast (23 RC feedback), Explicit Correction (22 EC feedback), Repetition (11 RP feedback), Clarification Request (9 CR feedback), Elicitation (4 EL feedback) and Metalinguistic Clue (14 MC feedback).

In pronunciation aspect, the feedback that facilitated the students to correct their mistake is explicit correction. They way of teacher provides the correction made the students realized that the error they made but still they had chance to utter the correct ones. This is in accordance with the interview to the students that by giving explicit correction, the students looked upset of their error but it made them aware of their error and fixed it. Other corrective feedbacks used in correcting pronunciation error in speaking activity are recast, repetition, metalinguistic clue, clarification request, and elicitation.

In grammatical aspect, metalinguistic clue is the most used feedback that made the students gave positive response. Since the teacher provides comments or

information related to the student's error without providing the correct form, the students tried their best to get their deeper knowledge and reformulated their error to the correct language. The students' interview also stated that by metalinguistic clue feedback the students kept reviewing the tenses through their error in grammar. They used to get the correction of their repeating error that made them understand. Other corrective feedbacks used in correcting grammatical error in speaking activity are stated orderly such as recast, repetition, explicit correction, clarification request, and elicitation.

In vocabulary aspect, teacher usually gives explicit correction. The way the teacher provides the correction also made the students gave positive responses. The students often retook self-repair correction because the teacher explicitly provides the correction. In vocabulary aspect, explicit correction also conveys new word that the students did not know before. Other corrective feedbacks used in correcting vocabulary error in speaking activity are stated orderly such as recast, repetition, metalinguistic clue, and elicitation.

#### **4.2.2 Students' Response toward the Teacher's Corrective Feedback**

The finding shows that those feedbacks produced responses: relevant, irrelevant and no response. These will be elaborate as follow:

##### **A. Teacher's Corrective Feedback to Students' Relevant Response in Speaking Aspect**

From the findings of the teacher's feedback toward three speaking aspects, it was found that relevant students' responses are dominantly occurred in explicit

correction (EC feedback) and metalinguistic clue (MC feedback). Explicit correction (EC feedback) was the feedback that produced most relevant students' responses in the pronunciation error. It was given in the form of the error and the correct one. The students need to rethink of their answers due to the options given by the teacher. The finding shows 14 explicit corrections from 32 relevant responses in pronunciation error.

For the grammatical error, it was found that the metalinguistic clue (MC feedback) was the feedback that produced the most relevant students' response, since the students got the information of the correct form or they realized the structure should be used. From the 23 students' relevant response in grammatical error, 9 metalinguistic clue feedbacks were occurred.

In the vocabulary error, the feedback that made most relevant responses from the students is explicit correction (EC feedback). From 7 relevant students' responses that occurred in vocabulary feedback, 4 of them are explicit correction. From the explicit correction feedback relevance to students' responses in vocabulary error, the feedback was given directly. The teacher's way made the students' rethink of their correct answers. It also made the students directly realized that they made mistakes. EC feedback created the most relevant responses from the students because they had to correct their own answers based on the teacher's clarification.

## **B. Teacher's Corrective Feedback to Students' Irrelevant Response in Speaking Aspect**

From the findings of the teacher's feedback toward three speaking aspects, it was found that irrelevant students' responses are dominantly occurred in recast (RC feedback) and then repetition (RP feedback) and the last elicitation (EL)

Recast (RC feedback) was the feedback that produced most irrelevant students' responses in the pronunciation error. It was found that there are 8 recast feedbacks from 13 irrelevant students' responses in the pronunciation error. In recast feedback the teacher provided the correction by saying correct utterance, but sometimes the students did not give relevant response. From the observation in the recast feedback in pronunciation error, it was found that RC made the students confused and did not aware about their mistake.

For the grammatical error, from 3 corrective feedbacks irrelevant to students' response, two of them occurred in Repetition (RP feedback). From the repetition feedback in grammatical error, it was found that RP made the students confused and repeat the same error. While in vocabulary error, there are 2 students' irrelevant response in repetition (RP feedback) and elicitation (EL feedback).

## **C. Teacher's Corrective Feedback to Students' No Response in Speaking Aspect**

The findings of the teacher's corrective feedback toward three speaking aspects show that there are 5 corrective feedbacks that provide no response from students. In pronunciation error, recast feedback is feedback that made student did

not give any response. From the observation, the student shows her confusing of the teacher's recast feedback and chose giving no response. In grammar and vocabulary aspect, there are 3 feedbacks from explicit correction that made the students give no response.

## **CHAPTER V**

### **CONCLUSION**

This chapter presents the conclusions and suggestions of the study dealing with the types of corrective feedback and the relevance of the teacher's corrective feedback related to the three speaking aspects.

#### **5.1 Conclusion**

The present study is aim to find out the types of corrective feedback used to the three speaking aspects and how is the students' response toward the corrective feedback in speaking activity at SMPN 198 Jakarta. The analysis of teacher's feedback focused on three speaking aspects: vocabulary, pronunciation and grammar.

The six types of corrective feedback used in correcting the error in pronunciation and grammar aspect: they are recast, repetition, elicitation, metalinguistic feedback, clarification request and explicit correction. In vocabulary aspect, five types of corrective feedbacks were used by teacher. They are recast, repetition, elicitation, metalinguistic feedback, and explicit correction.

Relevant students' response is exactly the most wanting response from the students when teachers delivering feedback. Based on the finding, different types of corrective feedback gave different response from the students in certain speaking aspect. Explicit correction (EC feedback) found having good rank that got relevant students' response in vocabulary and pronunciation aspect. Providing

the correct answer made the students easier to choose the correct one from two choices given. Explicit correction also made the students not only choose the correct answer, but also made the students realized that they had made a mistake without breaking their motivation to correct their error. Two options of choice made the students rethinking of their words without feeling embarrassed by the fact they made an error.

In grammar aspect, students gave the most relevant responses for Metalinguistic clue (MC feedback). Since it was about grammar, metalinguistic clue feedback seems the most effective feedback which gave any clues to correct the error dealing with the grammar. This feedback also bought the students achieved their competence in grammar. Not all types of corrective feedback bring the students to get better understanding of their error. Another type of corrective feedback such as recast, clarification request, repetition and elicitation did not give many good contributions in improving students' speaking skill.

In delivering the feedback the teacher mostly fulfilled the principle of giving feedback. She gave feedback frequently and not only to one student. The teacher also gave specific feedback to make the students realize their mistake and correct them. Many feedbacks are success delivered and got relevant response from the students.

## **5.2 Suggestions**

Not all types of corrective feedback are appropriate for different speaking aspect. Different types are appropriate in different aspects of speaking. So, the

teacher should give feedback that motivates the students to be interactive in the class. Improving teacher's knowledge about the types of feedback and the use of them could make the teacher not only just giving correction but also motivate the students to improve their speaking skill. Do not just give any feedback without thinking what the error is and how we should give correction to the students. Feedback is a way in motivating and improving student's ability. In speaking activity, feedback is really useful to prevent the continuous error. Therefore, do not make your feedback break your students' heart and confident.