



**ANALYSIS OF ORAL CORRECTIVE FEEDBACK ON
STUDENTS' SPEAKING PERFORMANCE IN EFL CLASSES**

**(A Case Study of Eleventh Graders of SMA Negeri 1 Bawang in the
Academic Year of 2019/2020)**

A final project

submitted in partial fulfillment of the requirement for the degree of

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Semarang, August 2019



Chindi Ayu Kusuma Ningkrum

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MOTTO AND DEDICATION

“Don’t judge someone just because they sin differently than you”

-Anonymous-

This final project is dedicated to:

Allah SWT who help me through the whole life

My beloved parents,

Edi Sopanudin and Khuriyah who always love me unconditionally

My family who always support me

All my friends who always accompany me

And people who came into my life surprisingly.

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Finally, I hope this final project may be useful for all the readers either for English teachers or English students, and for people who concern in educational field or anyone who need the information within it.

ABSTRACT

Ningkrum, Chindi Ayu Kusuma. *Examining Oral Corrective Feedback on Students' Speaking Performance in EFL Classes (A Case of Eleventh Graders of SMA Negeri 1 Bawang in the Academic Year of 2019/2020)*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Novia Trisanti, S. Pd, M .Pd

Keywords: oral corrective feedback, speaking, students' error

This study aims to describe the types of students' errors that the teachers corrected and how oral corrective feedback used by the teachers to correct the students' error on their speaking performance in SMAN 1 Bawang. The method of this study was qualitative research with case study design. The participants of this study are three English teachers and eleventh-grade students from three classes of SMAN 1 Bawang. The data were collected using class observation by taking videos of the teaching and learning process. The videos were transcribed and then analyzed it for gaining the result. The finding indicated that the teachers corrected the students' speaking errors mostly in grammatical structure and pronunciation. Then, the teachers gave oral corrective feedback to correct the students' error. The result shows that recast is the most frequent oral corrective feedback types used by the English teachers. In addition, every teacher had a strategy in giving corrective feedback to students. The teachers gave a simple correction to students' errors without more explanation to avoid a negative effect from corrective feedback because a long explanation in the middle of students' speaking performance would make them confused to continue their sentence.

TABLE OF CONTENTS

	Page
COVER	i
APPROVAL.....	ii
DECLARATION OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	5
1.3 Research Questions	7
1.4 Objectives of the Study	7
1.5 Significance of the Study	8
1.6 Limitation of the Study	9
1.7 Outline of the Study	9
CHAPTER II REVIEW OF RELATED LITERATURE	11
2.1 Review of the Previous Studies	11
2.2 Review of the Theoretical Studies	21
2.2.1 Speaking	21
2.2.1.1 Definition of Speaking	21
2.2.1.2 Components of Speaking.....	22
2.2.1.3 Types of Speaking Performance.....	24

2.2.1.4 Teaching Speaking Skill	25
2.2.1.5 Teaching Speaking Skill in EFL Classroom.....	27
2.2.2 Errors.....	28
2.2.2.1 Definition of Error	28
2.2.2.2 Types of Errors	29
2.2.2.3 Error Treatment	30
2.2.3 Corrective Feedback	32
2.2.3.1 Techniques used in Corrective Feedback	35
2.2.3.2 The Importance of Corrective Feedback in Learning Foreign Language	36
2.3 Theoretical Framework	37

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design.....	39
3.2 Research Site.....	40
3.3 Research Participant.....	40
3.4 Source of Data.....	40
3.5 Data Collection	40
3.6 Procedure of Collecting the Data	42
3.7 Methods of Analyzing the Data	42
3.8 Triangulation.....	45

CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Findings.....	47
4.1.1 Finding on Types of Students' Error that the English Teachers Correct on Students' Oral Performance.....	48
4.1.1.1 Types of Error in XI MIPA 4	49
4.1.1.2 Types of Error in XI MIPA 2	52
4.1.1.3 Types of Error in XI IPS 3	54
4.1.2 The Way the Teachers give Oral Corrective Feedback for Eleventh- grade Students' Speaking Errors.....	58
4.1.2.1 Teacher 1	60

4.1.2.2 Teacher 2	63
4.1.2.3 Teacher 3	66
4.2 Discussion.....	71
4.3 Investigator Triangulation	79
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	80
5.1 Conclusions.....	80
5.2 Suggestions	81
REFERENCES.....	83
APPENDICES	87

LIST OF TABLES

	Page
Table 2.1 Example of the six types of corrective feedback based on Lyster and Ranta (1997) cited in Oktavia (2013)	34
Table 3.1 Types of Students' Error	44
Table 3.2 Types of Oral Corrective Feedback	44
Table 3.3 Table of Triangulation	45
Table 4.1 Types of Error that the Teacher corrects.....	49
Table 4.2 Detail utterances of students' errors that the teacher corrected in XI MIPA 4 Class	50
Table 4.3 Detail utterances of students' errors that the teacher corrected in XI MIPA 2 Class	53
Table 4.4 Detail utterances of students' errors that the teacher corrected in XI IPS 3 Class.....	55
Table 4.5 Types of Corrective Feedback	59
Table 4.6 Detail utterances of oral corrective feedback given by teacher in XI MIPA 4 Class.	61
Table 4.7 Detail utterances of oral corrective feedback given by teacher in XI MIPA 2 Class.	64
Table 4.8 Detail utterances of oral corrective feedback given by teacher in XI IPS 3 Class.....	68

LIST OF FIGURES

	Page
Figure 2.1 Theoretical Framework.....	38
Figure 4.1 Frequency of errors in XI MIPA 4 class.....	50
Figure 4.2 Frequency of errors in XI MIPA 2 class.....	52
Figure 4.3 Frequency of errors in XI IPS 3 class.....	57
Figure 4.4 Frequency of Oral Corrective Feedback used by teacher 1	60
Figure 4.5 Frequency of Oral Corrective Feedback used by Teacher 2.....	63
Figure 4.6 Frequency of Oral Corrective Feedback used by Teacher 3.....	67

LIST OF APPENDICES

	Page
Appendix 1 The Transcript of Teaching and Learning Process (XI MIPA 4).	90
Appendix 2 The Transcript of Teaching and Learning Process (XI MIPA 2).	95
Appendix 3 The Transcript of Teaching and Learning Process (XI IPS 3).....	100
Appendix 4 Instrument of Classroom Observation.....	106
Appendix 5 Table of Investigator Triangulation.....	116
Appendix 6 Research Letter from School.....	118
Appendix 8 Documentation	119

CHAPTER I

INTRODUCTION

Chapter I consists of the following subchapters; background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

English as the International language becomes more and more important in the context of globalization to communicate throughout the world and it is as the second language. In Indonesia, English is the first foreign language that has a function as an important means in developing science, technology, art, and culture. As a consequence of facing the global era, English also has an important role in establishing a good relationship with other nations.

There are some goals of giving English subject for senior high school students (English curriculum 2006 for SMA), such as to develop communicating competence in oral and written form, to have awareness that English is very important to increase the national rivalry in global society, and to improve students' comprehension about the relevance between language and culture. Based on it, students should master all of the skills in English, especially in speaking (Oktavia, 2013).

Speaking skill is using all the language at students' command to perform some kind of oral task (Harmer, 1998). It is one of the skills that have a big part in a conversation because people can carry out the conversation by mastering the skill with others, give the ideas and exchange the information. Mastering speaking skill is the most important aspect of learning a second or foreign language. The success is amount in terms of the ability to perform a conversation in the language. In a speaking classroom, the teacher usually uses some activities that may include discussion, role-playing, game, problem-solving, songs, or presentation. Moreover, speaking is very important in second language learning, so the teacher should make students interested in speaking activities.

Good speaking activities can be very engaging for the students. If they are all participating fully, the teacher has set up the activity properly, then give sympathetic and useful feedback, they will get tremendous satisfaction from it (Harmer, 2010). Based on the curriculum in this country, Indonesian students learn English as a foreign language and the objective of the English teaching and learning process is to enable students to use English to communicate in oral and written forms. In reality, students get materials that do not include the four English skills. Sometimes they just improve reading and writing ability, with little improvement in speaking especially at senior high school. Usually, teachers correct the students' grammar and meaning only in writing. The students are lack in speaking ability because the limited opportunity to practice it in the classroom. In this circumstance, the English teachers have an important role to guide students learn English.

When the students learn the foreign language to speak, the learners still have some difficulties, such as pronunciation, grammar, limited vocabulary, or fluency. When the students do a conversation in the speaking classroom, there will be some errors made by the students. At this time, the role of a teacher is very important. The teacher has to give some correction to the learners about the error that they have made. Error is usually happened when the students learn the target language. Brown and Rodgers (2002) argue that errors made by students in using the target language should be corrected. Rydahl (2005) also added that the majority of teachers found that error correction, usually called feedback, can help students to improve their language proficiency.

In second or foreign language learning classrooms, teachers usually provide feedback to students' errors, this kind of feedback is known as *Corrective Feedback*. In Indonesia, a study conducted by Khunaiwi and Hartono (2015) showed that corrective feedback in speaking classes was given to reduce the possibility of wrong target language use guiding to fossilization. In addition, Maolida (2013) has stated that teachers' corrective feedback is important to promote young learners' interlanguage development (p.121). However, she also points out that the teachers should deliver clear corrective feedback in order to facilitate the students' understanding of the correct target language use. Solikhah (2016) recently concluded that corrective feedback provided by their teachers can improve students' speaking competence, though the teacher should not correct the students' errors when the students are speaking. In other words, the corrective feedback should not break the flow of speech. From all these studies, it can clearly be inferred

that corrective feedback is very common in language classes. Yet, it is very important to be given wisely by the teacher to avoid making the students feel uneasy towards the corrective feedback.

Not all of the students' errors in using the target language should be corrected by their teacher. Errors that can interfere with the message or communication should become the focus of the teachers' concentration. In speaking classes, oral corrective feedback might be valued in a different way by the teachers than by the students. These different reactions could occur if English is not the instructional language used in teaching. A study done by Lyster et al. (2013) revealed that students wanted their errors to be corrected more than what their teachers had done rather than their teachers ignore their errors. However, teachers felt that too much feedback could affect the students' self-confidence and motivation and could cause anxiety and embarrassment (Fungula, 2013).

Learning a foreign language is a continuing process in which errors are likely to occur in all stages (Trustcott, 1996). Errors can come in various types such as lexical, phonological, or syntactic errors. Given that errors are developmental (Li, 2014), error correction or corrective feedback is fundamental. When learners use a word in a context it does not belong to, mispronounces words, or make syntactic errors, learners need to receive corrective feedback that makes them become aware of their errors and then prevent making such similar errors again. If the learners' errors do not correct, they may become petrified which impresses in learners' mind and delays the learners to achieve the progress of linguistic competence.

Based on the explanation above, many teachers have to give variation feedback depend on six corrective feedback. They have a different way of giving corrective feedback for their students' speaking errors. It caused by teachers' focus (grammatical structure, vocabulary, and pronunciation) on teaching speaking are different too, some of them focus on grammatical structure, pronunciation or students' vocabulary. Then, the response from the learners is different. Here, the researcher wanted to know the types of students' errors in their speaking performances. Furthermore, the researcher wanted to know how teachers correcting students' speaking errors based on teachers' focus and teachers' way of teaching speaking for the students because feedback from the teacher is very important in students speaking progress.

1.2 Reason for Choosing the Topic

In this study, the writer would like to focus on analyzing oral corrective feedback used by the teacher to correct students' errors in their speaking performance. I choose the topic because, in a classroom, guidance and feedback from the teacher are always necessary for the students to learn and develop further. One of the examples is oral corrective feedback. Oral corrective feedback is important for learners and teachers because it helps them to focus on the most common errors, mistakes, and prevent their occurrence in future learning. There are some reasons why the researcher chooses oral corrective feedback to solve the students' speaking problem.

Firstly, it can be one solution to minimize the errors of the students usually make in their speaking. Jarkasi (2007) has been researched about the English

teacher's corrective feedback in a speaking class. This study reveals that teachers' corrective feedback is one of the factors that influence the progress of students in learning English. It is an important thing in English communicative teaching-learning activities, it involves an interaction between teacher and students and it gives students opportunities to do their best toward the target language. The similarity Jarkasi research and this research is using qualitative research. Also, they have some focuses on the way the teacher provides correction feedback for students in speaking skills because it can improve students' ability to explore the English language. On the other hand, the differences both of this research is on the subject. Jarkasi's research is using an ESL class as a subject because Jarkasi is an English department lecturer in a college, so he is able to get real information on what the lecturers do in speaking class. Furthermore, in Jarkasi's research, it use an interview as tools to observe and analyze how ESL teacher provides feedback to the students in speaking classroom, but in my research, it won't use interview because the researcher wanted to know the result naturally. This research used EFL classes because it still has many weaknesses to explore English as a target language, so the researcher also wanted to know about what the teachers do in EFL speaking classroom.

Correcting students' error means that the teacher showed to the student about their error. In speaking class, everyone paid attention while students were performing their speaking. Correcting students' error while performing speaking not only make the speaker knows about their error but also let the others know about it. Some studies showed that most students felt shy, nervous, have no idea what to

say next and afraid of other judgments when they were making errors in speaking English. So, in this research, the researcher wanted to analyze the most oral corrective feedback used by the teacher, and the best types of oral corrective feedback to correct students' errors in their speaking performance.

Because of these reasons, the researcher feels this study is important in observing the types of students' error and corrective feedback given by the teacher on students' speaking activity in the classroom. The researcher takes senior high school teachers and students as the subject of observation. Through this study, the researcher observes the corrective feedback given by the teacher in students' speaking. Meanwhile, the data are analyzed by using a descriptive qualitative method.

1.3 Research Questions

The study is aimed to answer the following questions:

- 1.3.1 What types of error do the English teachers of SMAN 1 Bawang correct toward the eleventh-grade students' speaking performance in EFL class?
- 1.3.2 How do the English teachers of SMAN 1 Bawang give Oral Corrective Feedback for the eleventh-grade students' speaking errors in the EFL class?

1.4 Objectives of the Study

The objectives of the study are:

- 1.4.1 To describe the types of the eleventh-grade students' speaking errors that the English teacher of SMAN 1 Bawang correct on their speaking performance in EFL class.

1.4.2 To describe the way the English teachers of SMAN 1 Bawang give oral corrective feedback for eleventh-grade students' speaking errors.

1.5 Significance Of The Study

This study will have significance for the English teacher, EFL students, and readers.

1.5.1 English teachers

This research will provide English teachers with a clear description of feedback on speaking, especially how students perceive and interpret the feedback given. It is important for teachers to know the way of giving corrective feedback in teaching speaking well. Hopefully, after knowing the result of this research, they will improve their techniques in giving feedback. As a result, their feedback can effectively improve the students speaking ability.

1.5.2 Students

The students who learn speaking English will improve their speaking ability by having a clearer perception of the teacher's oral feedback. It is also expected that the students will have other meaningful perception towards teachers' oral feedback because the researcher focuses on describing the way teachers and students give corrective feedback in students' speaking activity at senior high school, about kinds of students error and kinds of corrective feedback given by teacher or students.

1.5.3 Other researchers

The researcher hopes that this study can inspire them to conduct further researches about teachers' oral corrective feedback or other topics related to feedback to enrich the existing study.

1.6 Scope of the Study

This study investigates students' speaking activity in English classes or students' speaking performance. Furthermore, this study only observes English teachers of SMAN 1 Bawang and the students who they teach. Besides, there are three teachers and three classes in the eleventh grade to be observed. This study focused on students' speaking errors and the way the teachers correct students' oral performance in SMAN 1 Bawang, Batang.

1.7 Outline of the Study

I organized the final project entitled *Analysis of Oral Corrective Feedback on Students' Speaking Performance in EFL Classes* in order to make the readers easier to understand the study. This final project is divided into five chapters. Each chapter has several subchapters. The following shows the contents covered in this final project.

Chapter I presents the introduction. This chapter consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, the scope of the study, and outline of the report.

Chapter II elaborates on the review of related literature. This chapter consists of reviews of previous studies related to the topic of the study, the review of theoretical studies that explain the meaning of speaking, types of speaking, types of error, types of corrective feedback in the EFL classroom. Also, I explain the framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with the research methodologies, subject of the study, research participants, techniques of collecting the data, method of analyzing the data and triangulation.

Chapter IV presents findings and discussions. This chapter includes the general description, the analysis result, and the further discussion about teacher's questions that foster classroom interaction.

Chapter V presents conclusions from the findings and discussions and gives some suggestions for teachers, students, and future researchers from the analysis results.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of the previous study, the theoretical study, and the theoretical framework.

2.1 Review of the Previous Study

There have been several studies related to the topic discussed in this research. The following are some of the research related to the writer's topics.

The first study is written by Pham (2018). It is about classification models of Oral Corrective Feedback in EFL/ESL Classroom. This paper aimed to review a body of literature on Oral Corrective Feedback classification models in the field of SLA. She said that the classification of OCF has evolved over time through the works of prominent researchers. Then, the different ways of classifying or viewing OCF types affect the SLA researchers' perspectives in their studies into the effectiveness of OCF, substantially evidenced by a great volume of research.

Other researches that is discussing corrective feedback is written by Maolida (2017). The study discovered various types of oral corrective feedback in relation to learners' uptake in a young learner EFL classroom in Indonesia. The first finding discloses that the teacher employed seven types of oral corrective feedback; recast, elicitation, clarification request, explicit correction, repetition, metalinguistic feedback, and paralinguistic signal. The statement that input providing feedback

strategies result in fewer uptakes, however, tends to be resulted from the teacher's choice to continue the topic in a certain context which shows the influence of learning contexts and teacher's objectives on the choice of teacher's corrective feedback and the occurrence of uptake.

Interaction plays a primary role in the process of teaching and learning. Feedback is also part of the interaction process in class. Devina (2017) has been researched about the use of oral corrective feedback in a speaking activity. This research reveals that there were four main reasons considered in giving feedback, the first one is to get the students' involvement, then to reduce teacher talking time (TTT), later to help the students refer back to the previous stage in the lesson, and so to improve the students' accuracy.

Corrective feedback is important for learners and teachers because it helps them to focus on the most common errors and mistakes and prevent their occurrence in the future learning. Vilček (2014) investigated which techniques of oral corrective feedback are the most commonly used in English language classroom and how learners perceive oral corrective feedback in general. The results show that the choice of corrective feedback depends on the type of the lesson and that teachers in English classroom in two schools in Croatia tend to use recasts as a corrective technique, but also that recasts are not the best technique for prevention of further errors. The second part of the study shows that learners prefer being given the chance to self-correct their errors and that they do not like when they are interrupted during their turns. The study also shows that there is no significant correlation between gender, years of learning, and attitude towards corrective feedback.

Al-Ghazo (2016) explored the Jordanian EFL teachers' error correction strategies for the classroom spoken skill at secondary level. He used questionnaire to elicit the types of spoken corrective feedback that teachers prefer to use to correct their students' error. The result indicated the teachers used all types of spoken corrective feedback. The findings demonstrated that metalinguistic feedback, recast, elicitation, instruction, and questioning were reported to be the most used strategies of spoken corrective feedback.

Students realized that teachers' oral corrective feedback was an important part of language learning. Asnawi et al. (2015) stated that the majority of the respondents agreed that the lecturers' oral corrective feedback was very beneficial and helpful in improving their speaking skills. The claim above was also supported by the students' perceptions that clearly indicated that all the students did not feel bad or angry when the lecturers corrected their oral errors. However, all the students agreed that they were upset when they did not know what errors that their speaking lecturer was correcting. This indirectly implied that the students preferred to be corrected explicitly. One of the reasons for this was that the students needed to understand which error their lecturer was trying to correct. Therefore, the lecturer should give feedback.

Feedback also makes the students more active in the learning process. Triwinarsih (2017) said that corrective feedback is important to be applied in order to help students, especially young learners to achieve the learning goals. It is due to the aims of the teacher's corrective feedback which is used to make individuals think about giving better quality responses. In addition to that, the feedback given is

aimed to trigger students' curiosity so that it leads them to be engaged actively during the learning process.

Usually, oral feedback is given in the middle of the learning process. Pirhonen (2016) found that the least amount of oral feedback, according to the students, was given at the beginning of the class, then at the end of the class, and the most oral feedback was received in the middle of the class. It seems natural that most oral feedback is received during the class, and this also supports students' learning, since the teacher focuses on feedback not only at the end when the class is about to end and students perhaps are not the most receptive.

Some research found that oral corrective feedback was beneficial for students, but sometimes, it makes the students feel not good. Dewi (2015) has researched in the second semester of English Department Students of Universitas Riau Kepulauan Batam in the academic years of 2013/2014, the students' responses toward feedback given by the lecturer were mostly negative. Most of the students felt uncomfortable, nervous, losing some ideas about their speaking and felt down. She also found that most of the subjects felt not sure about their speaking. So, the teacher should be careful when giving corrective feedback to the students, especially when they speak in front of the class.

Sook Park (2010) has researched in her thesis about teachers' and learners' preferences for error correction. Some researchers believe that exposure to naturally occurring samples of a target language is all that learners need to develop their second language (L2), and error treatment is harmful rather than helpful, learners may need feedback on errors when they are not able to discover the differences

between their interlanguage and the target language. The result shows that both the teachers and students agreed that error correction is necessary for L2 improvement.

When learners do a conversation in the speaking classroom, there will be some errors made by them. At this time, the role of teacher is very important. The teacher has to give some correction to the learners about their error that they have made. Oktavia (2013) have been researched about the students' errors that the teachers correct and the technique of each teacher corrects the students' speaking error based on teachers' focus and teachers' way in teaching speaking, also the students' responses about teachers' correction. The result of observation and interview show that the teachers correct the students' speaking errors mostly in grammatical structure because many students make errors in their grammatical structure. Then, the teachers use explicit and implicit feedback based on the ability and the characteristic of the students in the class to make them be comfort and they are not afraid to perform their speaking again. However, the students like implicit feedback than explicit feedback.

The differences in the effectiveness of certain types of corrective feedback might be influenced by the type of error produced by the children. It stated by Kalisa (2017), the study investigates the occurrence of corrective feedback in the learning process and teachers' perspectives in giving the corrective feedback. One of the results is the teacher frequently use didactic recast in correcting errors which the teacher directly reformulated all or part of speech of children with the correct form.

However, not all language learners want all their oral errors in grammar and even errors in other areas of language learning corrected. The study conducted by Calsiyao (2015) showed that a total of 365 students of Kalinga-Apayao State College favor teacher correction; peer correction and self-correction when given hints; and correction of errors that interfere with communication. They are uncertain when these errors should be corrected. On the frequency of corrective feedback, the students want their grammatical errors to be always corrected and all other errors to be often corrected. On the techniques used by teachers for grammatical errors, the students prefer recast, explicit, and explanation method; for pronunciation errors, they favor explicit and explanation. They regard No correction as a poor method for both grammar and pronunciation errors.

In particular, the teachers interviewed see corrective feedback to be used at the beginning of the learning process for two main reasons: beginners are less reluctant to correction than advanced learners, and secondly, because by using corrective feedback with beginners, fossilization can be prevented (Mendez et al, 2010). They also agreed that corrective feedback ought to be used tactfully considering students' attitudes toward corrective feedback. It seems these instructors see corrective feedback as something that can damage the learner's feelings and the process of learning if used very frequently and regardless of the personality or emotions of the students. That is probably why most of them try to get to know their students very well and find out who likes or dislikes receiving any corrective feedback.

Sometimes, students' preferences are different from teachers' preferences. According to Ananda et al. (2017), to make teaching and learning process can be done meaningfully, the lecturers should consider students' preferences, especially in giving oral corrective feedback to students' error, because it can minimize a mismatch between students' perception and lecturers' perception in teaching and learning process.

The mismatch between students' and teachers' preferences in the learning process was found in a study by Nurmiati (2017) that is about teacher's corrective feedback strategies on students' speaking performance and students' perception toward corrective feedback, she observed that the teacher was more likely to use recast strategy to correct students' error but no students preferred that strategy. The students preferred to receive explicit correction because it was more helpful for them to know and correct their errors.

Another research about mismatch students and teachers was conducted by Roothoft and Breeze (2016). A relatively small number of studies on attitudes about oral corrective feedback (CF) have exposed a mismatch between teachers' and students' attitudes which is potentially harmful to the language learning process, not only because students may become demotivated when their expectations are not met, but also because teachers appear to be unwilling to provide oral corrective feedback. One of the language teaching reasons why teachers may feel this way seems to be that they are worried about triggering negative emotions in their students. To this point, however, barely any research exists which takes students' affective responses to corrective feedback into account.

It is very important to fix this mismatch. The study conducted by Yoshida (2008) concerning teachers' choice and learners' preferences of corrective feedback types showed that teachers chose Recasts because of the time limitation of classes and their knowledge of learners' cognitive styles. They also chose Corrective Feedback types such as elicitation or metalinguistic feedback when they regarded the learners who made erroneous utterances as being able to drills correct forms on their own. Most of the learners like better to have an opportunity to think about their errors and the correct forms before receiving correct forms by recast.

However, corrective feedback plays a critical role in language teaching and learning, but little research has been done with concern to teachers' practices of corrective feedback on students' speaking performance. Phuong and Huan (2018) performed a study about teacher corrective feedback on students' speaking performance. Participants in this study were two teachers and fifty students at a private secondary school located in a city in the Mekong Delta. Concerning types of oral CF strategies used by teachers to deliver CF on students' speaking performance, it was observed that the two participating teachers used six different types of oral CF strategies: recast (45%), explicit correction (25%), metalinguistic cue (11%), elicitation (9%), repetition (8%), and clarification request (2%). It can be concluded that Recast was by far the most widely used strategy, followed by explicit correction while clarification request was the least frequently used.

Recast was by far the most commonly used strategy. Before Phuong and Huan (2018) found that conclusion, Lyster and Ranta (1997) found that the teachers used more than half involved recasts. They observed corrective feedback from the

perspective of an analytic teaching strategy. The study illustrated the types and distribution of corrective feedback moves and their relationship to learner uptake. In the analysis of student turns directly following teacher feedback (referred to as uptake) it was found that 69% of recasts were followed by topic continuation; 18% of recasts were immediately repeated or incorporated into student utterances and were coded as needs repair.

Another research that show Recast is most common type used in class is the study from Dilans (2015). The survey sample signify sixtysix L2 Latvian teachers while the classroom observations involved 13 teachers of L2 Latvian from five minority schools in Latvia. The survey results display that all major types of oral corrective feedback were thought to be consistently provided. Moreover, he found that feedback was mainly provided in response to morphological, lexical, and phonological errors.

On the other hand, the study by Lochman (2002) about Oral corrective feedback in the Foreign Language (FL) classroom was found different results. The teachers who participated in the study corrected extensively (90% of all the erroneous utterances), using a range of different corrective feedback types. They seem to rely mainly on correction moves with metalinguistic feedback and elicitation in order to invite the pupils to correct themselves. This kind of corrective feedback, often resulting in negotiations of form, seems to be typical for an analytic FLT context as opposed to recasts, which are believed to be more present in the context of natural FL learning.

Corrective feedback could help to improve strategies of learning and it would give enough confidence to students when producing their utterances. Hernandez and Gomez (2010) have been researched oral corrective feedback. They interested in analyzing the implementation of oral corrective feedback because there is previous research argues that some problems identified regarding teaching foreign languages and the use or lack of corrective feedback are the inconsistency, ambiguity, and ineffectiveness of teachers' corrections (Allwright, 1975; Chaudron, 1977; Long, 1977). Besides, by giving confidence to them to face it, corrective feedback would avoid some mistakes production. The similarity Hernandez and Gomez research and this research is using qualitative research. Also, both of these researches use the EFL class and EFL teacher as the subjects, due to in EFL context still have many weaknesses to explore English as a target language. In the other hand, the differences both of these research is in the research question, in Hernandez and Gomez research focuses on the techniques and strategies used by EFL teacher for oral corrective feedback and the actual role of oral corrective feedback in the EFL classroom, they are recasting, clarification requests, elicitation, interruption and body language also peer feedback from students. In this research, will be analyzed about the way and means of the teacher provides correction feedback for EFL students in speaking skill because it can improve students ability to explore the English language.

Based on some previous studies above, oral corrective feedback given by the teacher is helpful and beneficial to encourage students and fix the students' errors in learning English. Because of that, the writer is going to conduct a study related to a similar topic.

2.2 Review of the Theoretical Study

2.2.1 Speaking

2.2.1.1 Definition of Speaking

There have been so many definitions of speaking. According to the Oxford Dictionary of Current English (2009: 414), speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages." Speaking is the constructive skill in the oral way. In this light, Nunan (2003:48) puts it that "speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning". The discussion above accomplishes that speaking is the ability to express something in a spoken language.

Like the other skills, speaking is more complicated than it seems at first and involves more than just pronouncing words (SIL International, 1999). It means one activity to share information, idea, and feeling by sound produce that signify and then we can make some communication with other people. Sutjiati et al. (2017) define speaking as the action of passing information or expressing the thought of feelings in spoken language. So, it is not only just a pronunciation word in speaking, but it should be there any other elements in speaking skill. Students need to know how speakers differ from one another and how specific circumstances call for different forms of speech. It is beneficial for students to know that speech should

differ informality, such as when speaking to a judge, a parent, a teacher, or a friend. They may also take the advantage from learning about the differences among various dialects.

The researcher can conclude that speaking is a process of giving information using verbal or nonverbal symbols to other people. People who succeed in speaking is the one who can make other people understand or get what they talk about.

2.2.1.2 Components of Speaking

Jill (2008:15, in Naashichah, 2016) explains about the components of language that will influence speaking, as follows:

a. Vocabulary

To master a language, students cannot avoid learning the vocabulary of that language. They will not be able to communicate effectively if they do not use the appropriate vocabulary in their communication. Therefore, vocabulary is one of the speaking components that students should master either before or during learning a particular language.

b. Grammar

According to the Cambridge Dictionary, grammar is the way you mix words and change their position and form in a sentence. Grammar is a rule of arranging a sentence. In speaking, the students have to arrange the sentence correctly in order to make the listener understand better of what they say. When the students always try to arrange the correct sentence in speaking, it can also help them to improve their ability in writing.

c. Pronunciation

Some people perhaps will not understand what we say or they will get miss understanding or wrong meaning when we make a mistake in pronouncing the words. Pronunciation is a component that is really close to speaking. There are some words that are the same in the spelling but different in the pronouncing or the words that sound alike but are spelled differently. For example the words ‘still’ and ‘steal’, those words have different spelling but those sounds are alike. If the speaker does not pronounce the words clearly it will disorganize their speaking.

d. Fluency and Accuracy

Definitions of fluency often include references to flow or smoothness, rate of speech, lack of unnecessary pausing, absence of distressing hesitation, length of utterances, and connectedness (Koponen, 1995 in Ahmed, 2014). The students are fluent in speaking when they speak smoothly, rarely in pausing and speak continuously. While accuracy according to Merriam Webster Dictionary is the ability to work or perform without making mistakes. The researcher can define that when students speak a foreign language fluently and accurate in the vocabulary, grammar, and pronunciation of that language, the accuracy of the students’ language is really high.

e. Comprehension

In speaking, the students also have to comprehend the topic they are saying. It influences the listener’s conviction. If the speakers or the students do not comprehend the topic, the listener will hesitate the truth of the topic. Many

students do not comprehend the topic or the material so that their speaking is not fluent.

2.2.1.3 Types of Speaking Performances

Brown (2004: 140) describes five categories of speaking skill area. Those Five categories are as follows:

a. Imitative

This category includes the ability to practice intonation and focusing on some particular elements of language form. That is just reproducing a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is performing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading a paragraph, reading the dialogue with partner in turn, etc.

c. Responsive

Communication and text comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple requests and comments, giving instructions and directions. Those replies are usually adequate and meaningful.

d. Transactional (dialog)

Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language.

e. Extensive Monolog

Students at intermediate to advanced levels are named on to five extended monologues in the form of summaries, oral reports, or perhaps short speeches, Here the register is more formal and deliberative. These monologues can be planned or impromptu.

2.2.1.4 Teaching Speaking Skill

It is very important to teach speaking in part of second language learning. Kayi (2006) stated that the ability to communicate in a second language clearly and efficiently contribute to the success of the learner in school and success later in every phase of life. Consequently, language teachers pay great attention to teaching speaking, rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired is necessary.

Considering that teachers should pay great attention to teaching speaking, there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command by Harmer (1998):

a. Rehearsal

The first is a rehearsal, it means getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. This is like warming up at the first of the lesson, the teacher tries to introduce the students about

the topic that they are going on their lesson in that meeting. So the students will have a view or feel of what communicating in the foreign language really feels like.

b. Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teachers and students. In these activities, the students should be exploring their ideas in spoken language and the teacher will know about the speaking ability of students, then the teacher can understand how well their class is doing and what language problems they are having. Students are able to see how easy they find an actual kind of speaking and what they need to do to improve.

c. Engagement

The third is engagement, good speaking activities can and should be highly motivating. If the teacher can encourage and motivate his students to speak and the students are participating fully, then the teacher also can give feedback properly. So they will get tremendous satisfaction from it.

Different speaking activities, for example group discussions, conversations, and speeches make different types of difficulties on learners. They involve different kinds and levels of preparation and support and different criteria clearly have to be used in assessing how well students carry them out. So, teaching speaking is different in each of the levels. There are three levels here, they are complete beginners, elementary and upper-intermediate. Each of the levels should have a different teaching method.

2.2.1.5 Teaching Speaking Skill in EFL classroom

Teaching speaking to EFL learners is a challenging activity. A teacher should know students' characteristics in order to help the teachers to teach them. By knowing students' characteristics will help the teachers to prepare the students to be ready for learning speaking. Teachers should give the best strategies to improve their speaking learning. Spratt (2005:53, as cited in Budi. E:2012) states the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take a risks, aware of themselves and/ or their actions, paying attention to form and meaning in language, and have experience of life.

According to the International Journal on Studies in English Language and Literature (IJSELL), Zhang (2009) argued that speaking is the most difficult skill to master for the majority of English learners, and they are still incapable in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking, and they are as follows:

a. Inhibition.

Learners are anxious about making mistakes, fearful of criticism, or simply shy.

b. Nothing to say. Students have no motive to express themselves.

c. Low or uneven participation. Because of large classes and the tendency of some learners to overlook, while others speak very little or not at all, only one participant can talk at a time.

- d. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

The important thing that should be considered is that the teachers have to involve the students in more communicative speaking activities. Teachers also must encourage their students to use their own experience in the learning process, it will students be able to understand the material deeply.

2.2.2 Errors

2.2.2.1 Definition of Error

Learning a foreign language is a slow and gradual process. Usually, the learners often make an error or mistake in learning the second language. In general, errors have been viewed as language learners' speech that diverges from the model they are trying to master (Allwright & Bailey, 1991). Kozlova (2009) argued that the very presence of mistakes in students' work suggests two possibilities: that students' existing knowledge has been insufficient for them to detect a problem or that students detected a problem but were unable to solve it.

Second learners are demonstrating part of the natural process of language learning when they make errors. Errors are part of the students' interlanguage that is the form of the language which a learner has at any one stage of development, and which is continually reformed as he or she aims towards full mastery. When responding to errors teachers should be seen as offering feedback, helping that reforming process rather than telling students off because they are wrong. Clark (1976) in Cohen (2000:1) points out that information about error need not be

regarded as punishment but maybe a form of information feedback to the learner as well as to the teacher. Allwright (1975) in Cohen (2000:1) suggests that the learner really cannot learn in the class without knowing when an error is made.

In terms of mistakes on the form, Beare (2003) proposes that there are a number of mistakes' types that students tend to make frequently, namely grammatical mistakes, vocabulary and pronunciation mistakes. Precisely, with grammatical mistakes, teachers are supposed to pay attention to mistakes of verb tenses, preposition uses, etc. As for mistakes on meaning, Edge (1998) investigates two situations that this mistake type occurs. First, it happens when a speaker uses a correct linguistic form that does not mean what he wants to mean. Second, it is when the speaker uses a correct but generally unacceptable linguistic form; the problem here concerns the politeness. As for mistakes on idea organizations, teachers' pay attention to the way students organize their strings of ideas to make sure that such idea organizations make it easy for the hearer to follow or catch the main points. Teachers' correction focuses on the logic of students' ideas if their sequences of ideas are not logical enough.

Therefore, mistakes are evidence of learning and it must be viewed positively. As a foreign language teacher should accept learners' error as a natural phenomenon integral to the process of second language learning.

2.2.2.2 Types of errors

In correcting something, it is important to identify the type of error the learners make because it is not always the case teachers want or need to correct everything.

Mackey, Gass, and McDonough (2000) categorized errors into four types including morpho-syntactic, phonological, lexical, and semantic errors.

These categories were:

1. Morphosyntactic error. Students incorrectly use word order, tense, conjugation and particles.
2. Phonological error. Students mispronounce words (or we suggest it could also include suprasegmental errors).
3. Lexical error. Learners use vocabulary incorrectly or they codeswitch to their first language because of their lack of lexical knowledge.
4. Semantic. Misunderstanding of a students' s utterance, although there is not any grammatical, lexical or phonological errors.

2.2.2.3 Error treatment

According to Touchie (1986), teachers cannot and should not correct all errors made by their students. Furthermore, the frequent correction of oral errors interrupts the process of language learning and discourages shy students from communicating in the target language. The following are general strategies in correcting second language learning errors:

1. Teachers should correct errors concerning intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should focus on correcting global errors more than local errors.

2. High frequency and generality errors should be fixed more often than less frequent errors. For example, the oversight of the third person Singular s is an error of high frequency and generality.
3. Teachers should put more stress on correcting errors affecting a large percentage of their students. This factor is evidently related to the second factor above.
4. Stigmatizing or irritating errors should be given more attention to. This factor is related to the sociolinguistic aspect of language learning. Students who come from lower socioeconomic classes are sensitive to ridicule about their informal variety of language from students from higher socioeconomic classes who speak a more formal and admired variety of the language.
5. Finally, errors related to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the present perfect tense, the correction of errors involving prepositions, articles, and demonstratives in this lesson should not be highlighted by the teacher because if he/she did, the attention of the students would be distracted from the focus of the lesson which, in this instance, is the use of the present perfect tense.

In this research, the researcher wants to analyze the error as the incorrect words of the students speaking that need correction from the teacher. It can be caused by slips of tongue like pronunciation errors, deviation from the norm of the target language as a phonological, morphosyntactic error, etc.

2.2.3 Corrective Feedback

Corrective feedback is used to correct the errors made by the students. Based on Ellis (2009), corrective feedback can be considered as negative feedback, because the giving of corrective feedback by the lecturer indicates the language user uses the language incorrectly (Lightbown and Spada, 1999, p.171). Since it does not provide the correct form, corrective feedback will force the students to use their own knowledge about the language to fix their error.

Feedback is proposed to acknowledge the progress students have made towards achieving the learning effects of a unit. Feedback is very important for improvement of necessary knowledge and skill of learners. Good feedback is also constructive, and point students to ways in which they can improve their learning, achievement can create learning inspiration.

Brandt (2008) considered corrective feedback is more effective when it is focused, contains relevant and meaningful data, it is descriptive rather than evaluative, and it contains a moderate amount of positive feedback with a selected and limited amount of negative feedback, it allows for response and interaction. Corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance. So, while the lecturer gives implicit feedback, usually he/she does not interrupt the conversation but directly corrects the error that the student makes. Explicit feedback types offer additional or clear information for students to correct their errors. The lecturer will provide any information about the correct form of the language and indicate how the utterance is erroneous.

Lyster & Ranta (1997) developed six types of corrective feedback used by teachers in response to learner errors:

1. *Explicit correction* refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student said is incorrect (e.g., “*Oh, you mean,*” — “*You should say*”).
2. *Recasts* involve the teacher’s reformulation of all or part of a student’s utterance, minus the error.
3. *Clarification requests* indicate to students either that their utterance has not been understood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as “*excuse me?*”
4. *Metalinguistic feedback* contains comments, information, or questions related to the well-formedness of the student’s utterance, without explicitly providing the correct form (e.g., “*Can you find your error?*”).
5. *Elicitation* refers to a technique that teachers use to directly elicit the correct form from the student. Teachers elicit the completion of their own utterance by strategically pausing to allow students to “fill in the blank”.
6. *Repetition* refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

Table 2.1 Example of the six types of corrective feedback based on Lyster and Ranta (1997) cited in Oktavia (2013)

Explicit correction	<p>Student: He take the bus to go to school.</p> <p>Teacher: Oh, you should say he takes, he takes the bus to go to school.</p>
Recast	<p>Student: He take the bus to go to school.</p> <p>Teacher: he takes the bus to go to school.</p>
Elicitation	<p>Student: He take the bus to go to school.</p> <p>Teacher: He?</p> <p>Teacher: how do we form the third person singular form in English?</p> <p>Teacher: can you correct that?</p>
Metalinguistic Feedback	<p>Student: He take the bus to go to school.</p> <p>Teacher: do we say he take?</p> <p>Teacher: how do we say when it forms the third person singular form?</p>
Clarification request	<p>Student: He take the bus to go to school.</p> <p>Teacher: pardon me?</p>
Elicitation	<p>Student: He take the bus to go to school.</p> <p>Teacher: he take...?</p>

2.2.3.1 *Techniques used in Corrective Feedback*

Recast involves the teacher's reformulation of all or part of a student's utterance, minus the error. Spada and Fröhlich (1995; cited in Lyster and Randa 1997) also refer to such reformulations as "paraphrase". Recasts are generally implicit in that they are not introduced by phrases such as "You mean", "*Use this word*", and "*You should say*". Nevertheless, some recasts are more noticeable than others in that they may focus on one word only, whereas others include the grammatical or lexical modification into a sustained piece of discourse. Recasts also include translations in response to a student's use of the first language. (Lyster and Ranta, 1997).

Clarification request: According to Spada and Frohlich (1995 cited in Lyster and Randa, 1997), indicates to students either that the utterance is ill-formed in some way or that a repetition or a reformulation is required and that their utterance has been misunderstood by the teacher. This is a feedback type that can refer to problems in either clarity or accuracy, or both. A clarification request includes phrases such as "*Pardon me*" and, in Indonesia, "*Hey?*" It may also include a repetition of the error as in "*What do you mean by X?*" (Lyster and Ranta, 1997).

Metalinguistic feedback involves either information, comments, or questions related to the well-formedness of the student's utterance, without explicitly delivering the correct form. Metalinguistic comments generally indicate that there is an error somewhere. Metalinguistic information generally presents either some grammatical metalanguage that refers to the nature of the error (e.g., "*It's masculine*") or a word definition in the case of lexical errors.

Metalinguistic questions also indicate to the nature of the error but attempt to elicit the information from the student (e.g. “*is it feminine?*”). (Lyster and Ranta, 1997).

Elicitation: According to Lyster, this type of feedback concerns to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to “fill in the blank” as it were (e.g. “*C’est un . . .*”). Such “elicit completion” moves may be preceded by some metalinguistic comment such as “*No, not that. It’s a . . .*” .

Repetition of error refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error. (Lyster and Ranta, 1997).

2.2.3.2 The Importance of Corrective Feedback in Learning Foreign Language

For instance, these teachers interviewed see corrective feedback to be used at the beginning of the learning process for two main reasons: beginners are less reluctant to correction than advanced learners, and secondly, because by using corrective feedback with beginners, fossilization can be prevented (Mendez et al, 2010). They also agreed that corrective feedback ought to be used tactfully considering students’ attitudes toward corrective feedback. It seems these instructors see corrective feedback as something that can damage the learner’s feelings and the process of learning if used very frequently and regardless of the personality or emotions of the students. That is probably why most of them try to get to know their students very well and find out who likes or dislikes receiving any corrective feedback.

2.3 Theoretical Framework

In this research, I concern to observe types of error that teacher corrects on students' speaking performance, also the corrective feedback from the teacher to correct the errors. As we know that speaking is one of the skills in language learning and it is essential in communication. According to KTSP 2006, one of the competences of the standards of teaching English of speaking skill to first-grader students of senior high school is to make students able to convey the simple instruction and information in their daily life context. Then a students' performance in a communicative speaking task is a rich source of information about the teacher's teaching (Hattie&Timperley, 2007). There must be errors made by the students' while they do the speaking performance.

In the communicative activities, teachers should pay great attention to teaching speaking, there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command by Harmer (1998), one of them is feedback. Teacher's corrective feedback is needed by students to revise their speaking errors.

This present study is conducted based on the theory of Corrective Feedback (Lyster and Ranta, 1997). There are six types of Corrective Feedback used by teachers in response to learners' error to find the research question.

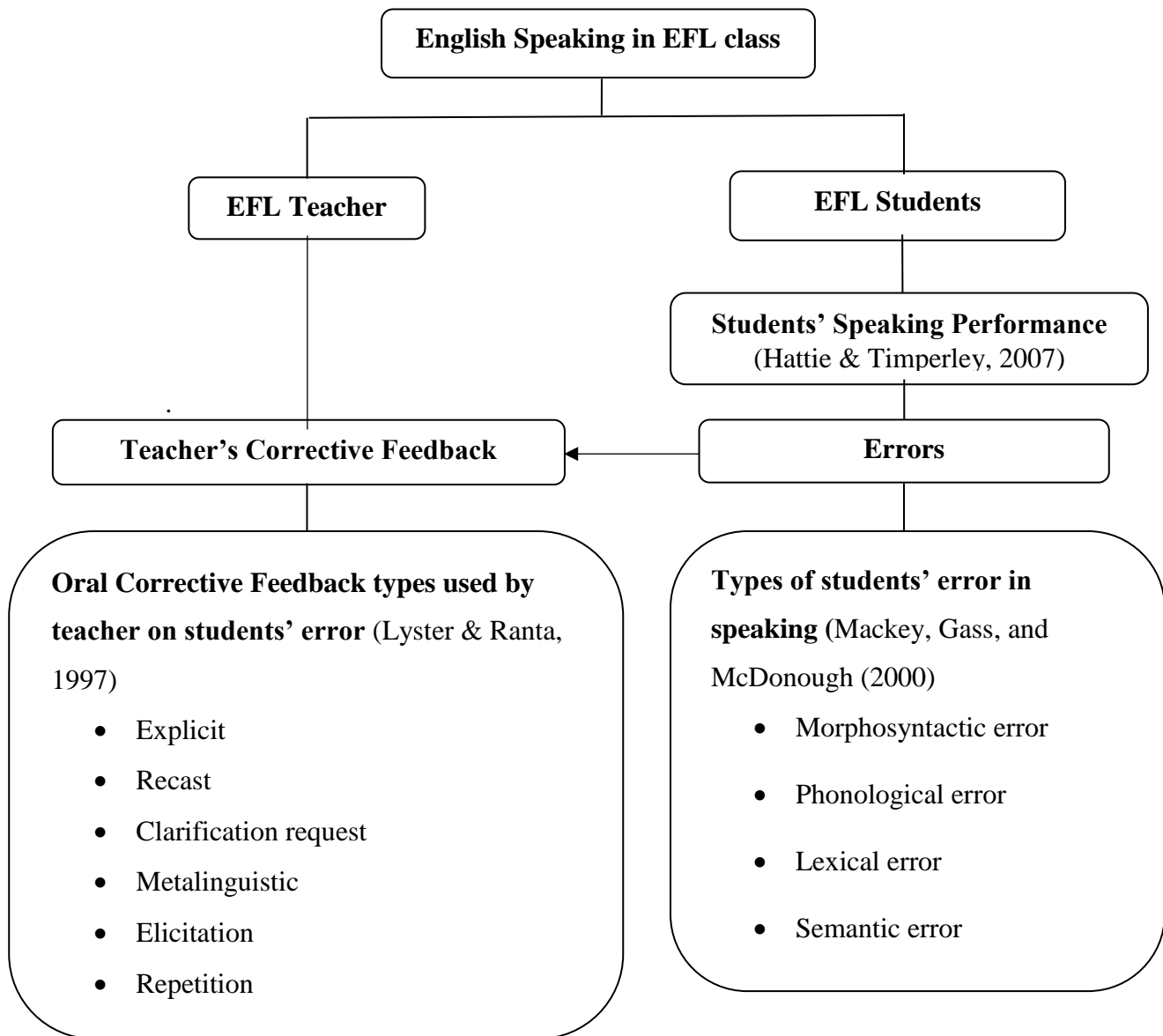


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter covers the conclusion study. It also covers the suggestions in the second part. The following are the elaboration of each part.

5.1 Conclusion

This part presents the conclusion of the study. It covers the answer to the research questions in the first chapter. The questions were about the types of errors made by eleventh-grade students of SMAN 1 Bawang and the way the English teachers of SMAN 1 Bawang give Oral Corrective Feedback for the students' error in their speaking performance. In general, there are four types of error. They are morphosyntactic, phonological, lexical, and semantic. There are also six types of oral corrective feedback. They are recast, repetition, clarification request, explicit correction, elicitation, and metalinguistic feedback.

For the first question about the students' errors that the teacher corrected in their speaking errors, the research findings showed that Phonological error is the most error made by the eleventh-grade students of SMAN 1 Bawang. The error occurs 17 times. The other types of error are as follows: (2) Morphosyntactic error occurs 14 times, (3) Lexical error occurs 4 times, and (4) Semantic error occurs 2 times from 37 errors that the teacher corrected. Many students do not comprehend yet about grammatical structure that taught by their teacher, so the teacher should drill them about grammatical exercise. The students also made a lot of mistakes in pronunciation.

The second question is about the implementation or the way of teachers give corrective feedback for students' speaking error. The researcher analyzed this problem based on the types of corrective feedback. The result shows that Recast is the most frequent corrective feedback type used by English Teachers in teaching the eleventh-grade students of SMAN 1 Bawang. It occurs 11 times. The other strategies are as follows: Explicit feedback occurs 8 times, Clarification Request occurs 5 times, Metalinguistic Feedback occurs 2 times, Elicitation occurs 5 times, and Repetition occurs 6 times. The results present that the implementation of corrective feedback given by the teachers is quite the same. Every teacher had a strategy in teaching speaking also in giving feedback to the students. Actually, they had the same opinion that they gave feedback in order to make students be better and the students would not make the same errors again. The teachers also recognized that they gave correction in students' simple errors without more explanation. It was done by teachers to avoid a negative effect from corrective feedback for the students because from a long explanation in the middle of students' performance would make students were lazy to perform their speaking again. The teacher corrected in the lesson that the students were able to master it, not a difficult explanation.

It can be conclude that oral corrective feedback is an effective way to make students be better in their speaking ability even the teacher could know the effective way to corrects students' error without make a negative effect for them. The teacher does not only give the correction once but it can be anytime because the students still learn English as their foreign language.

5.2 Suggestion

Based on the findings in this study, the researcher gives some suggestions in order to be useful for teachers to implement corrective feedback in students' speaking errors. Some suggestions are given for the teachers and for the further researches.

For EFL teacher, in correcting students' speaking error, the teacher does not only focus on the language but also in all content of speaking and performance. Then, the teacher could give any variation of kinds of corrective feedback for student based on the students' characteristics to make them were comfort and to avoid negative effect for them. Moreover, the teacher could give praise and motivation after giving explicit correction for the students to avoid they were afraid.

In this study, the researcher only conducted the observation once for every class. Because of that, the results were not valid enough so that for further researches can improve more observation to enhance the validity of the data. This study can be one of the references for the researchers who want to observe about oral corrective feedback. They can use this study to support or give another perspective and evidence for their studies. Meanwhile, the differences and similarities may be found when they use this study as the comparison for their study.

As a closing, it can be inferred that oral corrective feedback is necessary to be implemented in the class. It is not only useful for the students' speaking development but also for their second language acquisition.

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