CORRECTIVE FEEDBACK ON SPEAKING CLASS AT ENGLISH DEPARTMENT OF UIN ANTASARI BANJARMASIN.

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This research is intended to find out the kind of corrective feedback that are used by teacher to students and the dominant types of corrective feedback that is used by teacher to students speaking class of English Department. The subject of this research is teacher of speaking class at English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin. The object of this research is teacher's feedback especially corrective feedback in third semester speaking class at English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin. To collect the data, the researcher uses some techniques such as observation and interview. Data processing in this research is divided into three phases: reducing, displaying and drawing conclusion. Then, all the data are analyzed descriptively qualitatively and concluded inductively. This study found out that there are six types of corrective feedback used by teacher to students in speaking class at English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin. They are explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The most dominant type of corrective feedback that is used by the teacher during speaking class at English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin is explicit correction.
INTRODUCTION

Corrective feedback is information that is given by teacher to students as a correction about how good or useful something is given to students. According to Sheen (2007 in Rassaei 2014: 417), one important aspects of L2 classroom interaction is corrective feedback, which is provided in response to learners’ erroneous utterances. Corrective feedback is defined as a teacher’s reactive move that invites learners to attend to the grammatical accuracy of their utterances.

Generally, techniques such as error correction, error treatment, negative evidence, negative feedback and corrective feedback have been used in teaching and learning English in the past. In this study, feedback is one of the procedures that used by the researcher. Usually, different teachers have a different feedback among the students.

Feedback will give information about the correctness of a learner’s utterance, whereas correction would suggest that students actually learn and improve their knowledge of the language with the help of the correction with giving feedback. According to Gitsaki (2010: 198), feedback is defined as an immediate response to learners’ errors and in order for feedback to be effective, it needs to inform the learners whether their answers are correct or not, as well as provide them with enough information and guidance to produce the correct target form.

Corrective feedback can be done in all school levels, such as play groups, Kindergarten, Elementary Schools, Junior High Schools, Senior High Schools, and Universities. In this study, the researcher wants to analyze the corrective feedback in University. In teaching learning process usually the teacher does not focus on all feedback, as mentioned by Gitsaki (2010: 197), providing feedback in class is not a simple or clear-cut process as there are many different types of feedback and each type can have a specific effect on learners’ errors. Teacher will choose one type of corrective feedback in what kinds of situation and condition the material is being respected by the students, or it can be said that it depends on how many mistakes create by the students.

Therefore, teacher should pay more attention to the quality of feedback and students’ expectation. As stated by Ahmad, Saeed and Salam (2013: 36), “Corrective feedback improves learning skills of learners through error correction.
In addition, Askew (2004: 5) characterizes feedback in this model as a gift from the teacher to the learner. The teacher is viewed as expert in this discourse and feedback is one-way communication, from teacher to student, to provide information to help the student learn. By giving the corrective feedback the students will not be confused about their mistakes and they would try to change it to be better for the next opportunity. Besides, feedback is a way of teacher communication with the students so that the feedback should be stated clearly and provided on a good way. Teacher should communicate to the students gently, to make them comfortable in the teaching and learning process and give a good response about students’ mistake and error to improve their understanding. It is precisely with these error, the teacher give feedback and know in terms of what students still have difficulties in understanding.

There are five skills (speaking, grammar, listening, reading, writing) that the students have to learned in English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin. Speaking is one of lessons which must take by the students. Teaching speaking skills will assist the students to communicate in English fluently. Nevertheless the activity of teaching speaking classroom is not easy for them.

Speaking skill learned by the 3 rd semester students and speaking skill in English Department of UIN Antasari Banjarmasin is taught in three levels (speaking I, II, III) where each level has its own basic competence. The students will only be allowed to speak English during Speaking Class. Students should be respectful of their classmates, when they have presentation or role play. If the other students talk whiles their friend was present, it makes it very difficult to hear. If the students continue to talk while other students are presenting, the teacher will advice the students or ask them to leave the class. If the students confused, the teacher always helps them to understand.

The researcher focuses on corrective feedback is conducted by Teacher in speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin. It is assumed that speaking needs correction such as the one of pronunciation, grammar, vocabulary and fluency. According to Bygate (1987: 56), the ability to speak the language derives from the systematic study of
grammar, phonology and lexicon, language use can occur only after the learner has learnt the grammar and vocabulary of the language, and stated by Baseer and Azeem (2011: 38-39), that there are three areas of knowledge (mechanics) namely pronunciation, grammar, and vocabulary. Based on the theories, the students are expected to develop their ability to produce speaking accurateness. Conclusively, speaking needs feedback to corrections.

The previous study is written by Adityas (2008), student of University of Sanata Dharma Yogyakarta, in his research entitled “The Effect Teachers feedback in Speaking Class on Students Learning Experiences”. Adityas (2008: 3) want to find out about the types of feedback occurs in speaking classroom and the students’ perceptions on teacher’s feedback in speaking class. Therefore, there are some similarities and differences with the researcher’s. The similarities with the researcher’s are the types of teacher feedback to students and to find out information about the teacher ways to give feedback in teaching learning process.

The difference of the researcher’s study from Aditya’s study is on objective of study. In Aditya’s (2008) research objective, it is said that the purpose of the study is to find the effect of feedback that occur in speaking class and students’ perception of teacher’s feedback. In this research, the researcher wants to find out the kind of teacher’s corrective feedback and the dominant types of teacher’s corrective feedback. In Aditya’s (2008) research, the result are (1) informal feedback occurred more. The teacher focused more on informal feedback which concerned about grammar, vocabulary, and pronunciation. (2) Students’ opinion on teacher’s feedback were different, the students’ response to all of the type of feedback were positive. The students said teacher’s feedback led them to move forward. Most of the students were happy when the teacher praised them after they performed well in speaking class, Adityas (2008: 58, 59).

Another research was conducted by Maslina (2012), Student of UIN Antasari Banjarmasin entitled “Students’ Responses on Teacher’s Feedback on Academic Writing Class of English Department at UIN Antasari Banjarmasin”. According to Maslina (2012: 8), there are two problems that she wants to find out types of teacher’s feedbacks and students’ responses on academic writing of sixth semester. Based on this problems, she intended to find out the types of feedback
which are used by teacher on students’ writing and students’ responses on teacher’s feedback on academic writing class of the sixth semester, teacher and students will be subject of her research and teacher’s feedback on students’ responses will be object (Maslina, 2012: 45-46). In her research, mentioned four types of teacher’s feedback on students like praise, criticism, suggestion and corrective feedback (Maslina, 2012: 4). It is similar with this research that is about feedback but this research focus on one of them; that is corrective feedback. In Maslina’s (2008) research, two problems she wants to find out that are students’ responses and teacher’s feedback on academic writing class: it is different from this research, the researcher just want to find out the kind of teacher’s corrective and the dominant types of teacher’s corrective feedback. In Maslina’s (2008) research, the result of the study are (1) there are four types of teachers’ feedbacks on students’ writing they are praise, criticism, suggestion and corrective feedback. (2) the students prefer to have feedback from teacher, the students more interested in having feedback in written comment and error feedback which focus on content, organization language and mechanic and mostly interested in having feedback in types of suggestion and corrective, the corrective feedback is given by indicating categorizing of their error writing and providing correct answer (Maslina, 2012: 81).

Based on the phenomenon, the researcher is interested to do this research and tries to describe Corrective feedback used by the teachers in speaking class, because Corrective feedback is an important role for teacher in teaching learning process as stated by Hattie (2011: 2), that feedback is a critical component of an ideal instruction cycle. The researcher chooses speaking because speaking needs correction by the teacher in terms of pronunciation, grammar, and vocabulary. It is hoped that the result of this research can be used to find out the most effective way for correcting student’s error in speaking and increase student’s self-confidence.

The purpose of analyzing the corrective feedback in teaching speaking is to get the correct TL (target language) on every student speaking activity. The speaking teacher would help a lot in the correction. The students hopefully can get a better target language automatically.
METHOD

In carrying out this research, the researcher used the qualitative technique to found out the kind of corrective feedbacks and the dominant type of corrective feedback, which the data gathered from interview and observation. This research done at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin. It is located on Jl. A.Yani Km 4,5 East Banjarmasin. This research is conducted about two months, from 4th September 2017 to 4th November 2017.

The researcher chooses speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin, which the speaking class is students of third semester and there is one speaking teacher. The researcher chooses speaking class because all speaking teachers have a good experience study and good competence in teaching English. Therefore, researcher thinks that they have good ways to give correction as a feedback for students in order to develop their speaking ability.

The data are the kind of corrective feedback and the dominant types of corrective feedback used by the teacher, which the data are collected directly from observation and interview with the teacher of the speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin who use the corrective feedback in teaching. Conclusion drawing or verification is done if the data collected and analyzed are supported by valid, consistent and enough data. The data of this qualitative study which are collected from complex social situation in the field may develop into complex data based on the problems that happen in the field. Thus, the conclusion in this study can be a causal relationship, hypothesis, or a theory that depends on the research finding found in the field.

After the data are collected, the researcher classifies them based on the problem statement and then analyzed them qualitatively. Then, report it descriptively. After that the researcher will match the finding with the theory related, so that all data can be used to answer the probing questions systematically. The researcher also makes conclusion by using inductive way.

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FINDINGS AND DISCUSSIONS

Based on the teacher’s corrective feedback in teaching learning process, the researcher conducted on speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin, the researcher aims to look the kind of corrective feedback and the dominant types of corrective feedback used by teacher on speaking class. According to Lyster and Ranta (1997:37-66), the types of teacher’s corrective feedback are explicit correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, Repetition, which the teacher used this types of corrective feedback in teaching learning process on speaking class of third semester.

The kind of corrective feedback used by teacher

From the interview and observation found that the teacher used all kind type of corrective feedback that are clarification request, explicit correction, recast, repetition, elicitation and metalinguistic feedback, as stated by Lyster and Ranta (1997: 37-66), the types of teacher’s corrective feedback are explicit correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, Repetition. The teacher gave corrective feedback after the student did dialogue or role play and directly gave correct answer, some of students feel nervous when they did dialogue or role play in front of to the class as stated by Kaur (2005), it is related to teacher’s service to the students. As EFL learners usually feel afraid, anxious, and insecure when they talk in front of their peers, the teachers need to give meaningful feedback to them. It is important for EFL teachers to gives meaningful feedback to the students’ efforts at speaking in a classroom.

Corrective feedback is the common feedback that found in speaking class. In processing of speak or role play, the students need correction in pronouncing of words or correction on grammar of students’ utterance, in order to get a better pronunciation. The speaking teacher gave correction to students in form of grammar, vocabulary and pronunciation. According to Burns (2012: 172-176) facilitate feedback on learning, the teacher provides learners with feedback on their performance. Many problems usually occur in student’s speaking, there were some problems found in foreign language learners, for example lack of communication strategies, poor vocabulary, poor grammar, poor pronunciation, communication strategies, poor vocabulary, poor grammar, poor pronunciation, communication strategies.
misunderstanding, and spoken English does not sound natural caused by mother
tongue interference. According to this, the teacher’s role to give feedback is
necessary for speaking accuracy.

Corrective feedback is more appropriate to improve student’s speaking.
Students need to know how to speak correctly and where their made error in
speaking, supported by Ahmad, Saeed and Salam (2013: 36) “Corrective feedback
improves learning skills of learners through error correction. Corrective feedback
will give information about the correctness of a learner utterance, whereas
correction would suggest that students actually learn and improve their knowledge
of the language with the help of the correction this feedback very important in
speaking as stated by Baseer and Azeem (2011: 38-39), there are three areas of
knowledge (mechanics) namely pronunciation, grammar, and vocabulary. It means
that speaking accuracy involving pronunciation and grammar is needed to make an
understandable communication.

Corrective feedback divided on six types, as mentioned by Lyster and
Ranta (1997:37-66) the six types of corrective feedback are explicit correction,
recast, clarification request, metalinguistic feedback, elicitation and repetition. In
English department of UIN Antasari Banjarmasin, the speaking teacher used all
kind of corrective feedback in teaching learning process on speaking class third
semester. The kinds of corrective feedback used by teacher in teaching learning
process

Explicit correction

Explicit correction refers to the explicit provision of correct form. The
teachers as a corrector showed clearly the students’ error and also provided the
correct answer so that student can identify their error with the help of the teachers’
correction (Lyster and Ranta, 1997:3 7-66). When the students did the dialogue
there were some mistakes in pronunciation that done by the student such as
mispronunciation “Canada, south Africa, originally, born, high school, meet. The
teacher gave correction after the students did the dialogue and provided correct
answer directly about their mispronunciation.

Recast
By using recast, the teacher as a corrector does not state that the students made error, but directly give the correct answer (Lyster and Ranta, 1997:3 7-66). When the students said “she have two brother” but there is mistake on student’s utterance, the teachers gave correction “she has two brothers” the teacher did not state that the students made error, but directly gave the correct answer.

**Clarification request**

For clarification request, the teacher as a corrector clarifies what the students’ means about their speaking. The teacher states that he or she have not understood what the students speak (Lyster and Ranta, 1997:3 7-66). The teacher asked to the student to made interrogative sentence about how to asking someone? And then there was student say “Are you single?” the teacher asked sorry what did you say? Are you single? Student said yes Are you single.

**Metalinguistic Feedback**

This type contains comment, information or questions that related to the form of the students’ utterance without directly providing the correct answer (Lyster and Ranta, 1997:3 7-66). When the teacher asked to the student, class is true to say “where were you born? Yes miss, is there to say No?” then the teacher explained “yes, where were you born? Why use “were” not “Did”? Because born is past participle, so the correct is “where were you born?” and we will answer “I was born in……”.

**Elicitation**

For elicitation, the teacher as a corrector repeats part of utterance but not erroneous part and uses question to sign the students’ utterance and uses question to sign the students should complete it (Lyster and Ranta, 1997:3 7-66). When the teacher asked to the student, class which one is correct? Where were you go or where did you go? Students said “Where did you go? Then the teacher asked to the student where….? Student “Did you go”, teacher yes, good.

**Repetition**

In this way, the teacher as a corrector repeats the students’ utterance and provided the correct answer (Lyster and Ranta, 1997:3 7-66). The students did the
dialogue and student A said “Did you grow up there?” students B answered “No, I don’t. I grow up in Canada. The teacher gave correction “no, I don’t or no I didn’t?"

**The dominant types of corrective feedback used by the teacher**

Corrective feedback is significant for students’ progress, but this type is not always realized by the teacher. Corrective feedback is given to students might not fulfill students’ expectation. Students’ preference and expectation on teachers’ feedback are feedback for teachers to develop their practice.

In English Department of UIN Antasari Banjarmasin, speaking teacher used all types of corrective feedback in teaching learning process and the most teacher gives correction about grammar and pronunciation as stated by Bygate (1987: 56), The former holds that ‘ability to speak the language derives from the systematic study of grammar, phonology and lexicon, language use can occur only after the learner has learnt the grammar and vocabulary of the language. Most of students makes error in pronunciation and grammar on their utterance when did dialogue or role play then the teacher gave correction about the students error in speaking. Kaur (2005), says that when the students are given feedback related to their speaking, they seem to make more effort to correct their errors in the next performance.

The teacher gave a task to students, the teacher asked the students to speak in front of to the class to telling about his friend, many mistakes that done by students in speaking and this is good ways that is used by teacher to improve student knowledge to think more about what should be delivered in front of the class, as mentioned by Burns (2012, 172-176), about strategy of teacher in Speaking class, Provide input and/or guide planning. Brainstorming activities are introduced by activating their linguistic knowledge, developing their linguistic knowledge, giving new language to the learners, and pushing them to do the task.

Based on my observation on teacher strategy in teaching learning process about the kind of teacher’s corrective feedback and which one the dominant types of corrective feedback used by teacher. Based on data taken from observation, there are six categories of corrective feedback which the teacher can uses in teaching learning process, as mentioned by Lyster and Ranta (1997:37-66) the six types of corrective feedback are explicit correction, recast, clarification request,

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metalinguistic feedback, elicitation and repetition. Therefore, the result of the dominant type of corrective feedback used by teacher is type of explicit correction which the students’ error was corrected on pronunciation and grammar.

The result accordance with the teacher’s statement in interview that done on (Tuesday, September 26, 2017).

Interview: What kind of corrective feedback do you usually use? Why?

Teacher: Ok, I usually use, clarification request, and I give correction to students more dominant on mispronunciation like your explanation explicit correction and related on grammar about students error in speaking or recast, also repetition, if metalinguistic I use this type but seldom.

For observation on all classes, the results showed the students’ speaking ability of third semester at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin, the students got corrective feedback during speaking class. Teacher of the speaking class used all types of corrective feedback and the dominant types of teacher’s corrective feedback in speaking class is explicit correction which the number of use highest than other types.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This study was aimed to find out the teacher’s corrective feedback in speaking class. There were two main research question to answer this study. The first question was about the kind of teacher’s corrective feedback in speaking class. The second research question was about the dominant types of teacher’s corrective feedback in speaking class. Based on the result of teacher’s corrective feedback on speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin, it can be concluded that there are six kind of teacher’s corrective feedback which are used by the teacher in speaking class. They are explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition which the teacher used all types of corrective feedback to the students third semesters speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin. The dominant types of corrective feedback that used by teacher in teaching learning process on speaking class at
Suggestions

From the result of this research, discussion and conclusion which discussed above the researcher wants to give suggestion that the third semester students speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin should practice and training to improve speaking ability and applied teacher’s motivation and correction for making good speaking, 2. The speaking teacher can develop feedback practice based students’ perception and expectation so that the students can take maximum benefit from the corrective feedback. For further researcher, the researcher recommends further study on the relationship of corrective feedback that is provided by speaking teacher and the improvement of students’ speaking ability.

REFERENCES

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