

ARTICLE

CORRECTIVE FEEDBACK STRATEGY IMPLEMENTED IN TEACHING SPEAKING AT TENTH GRADE STUDENTS OF SMA NEGERI 1 KANDAT IN THE ACADEMIC YEAR 2017/2018



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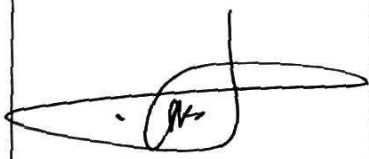

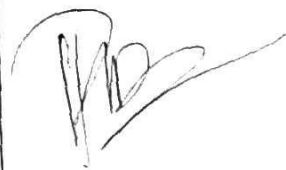
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**CORRECTIVE FEEDBACK STRATEGY IMPLEMENTED IN TEACHING
SPEAKING AT TENTH GRADE STUDENTS OF SMA NEGERI 1 KANDAT IN
THE ACADEMIC YEAR OF 2017/2018**

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Abstract

Oral corrective feedback is one of strategies in helping students to improve their ability in learning English. In here, the implementation of oral corrective feedback can not be separated in teaching learning process especially in English speaking skill. Therefore, the researcher focused on what kinds of oral corrective feedbacks the teacher used in teaching English especially in speaking class. This research aims to answer the research problem about: what kinds of corrective feedbacks were implemented by teacher of the tenth grade at SMA Negeri 1 Kandat in the academic year 2017/2018. The method of this research is qualitative. The subject of this research was English teacher who taught speaking of tenth grade in X-A4 class at SMA Negeri 1 Kandat. The technique of collecting data were interview, documentation, and observation. Also technique of analyzing data were data collection, data reduction, and data display, conclusion drawing and verification. The study found that there were only five implemented oral corrective feedback out of six types. There were explicit correction, recast, clarification request, metalinguistic, and repetition. The most used oral corrective feedback was recast and the least used type was clarification request. The teacher did not apply elicitation. Those five types of oral corrective feedbacks were found in the process of teaching. Based on the findings, the researcher would recommend the teacher to use proper corrective feedback and understand the effect of each corrective feedback toward students' speaking ability wisely.

Key Words : Teaching speaking, corrective feedback strategy

I. Introduction

Speaking is difficult language skill to be mastered by EFL students. This thing happens because the lack of exposure these students have in daily life, it causes them to have limitation in practicing their speaking skill. They are also shy and worried whether they speak the right thing or not. In order to solve this problem, teachers are demanded to work hard and apply proper strategy based on students' need to improve their speaking ability.

In here, corrective feedback strategy can be a choice for teachers to teach speaking. It has six types that the teacher can choose depending on the situation. It can help students correcting errors in the process of speaking.

II. Methodology

This research is using qualitative approach and types of this research is case study. This research conducted at SMA Negeri 1 Kandat and in here the teacher as the main informant and also the students of XI-MIA 2 as participant. The teacher applied corrective feedback strategy in the process of teaching speaking.

To collect the data the researcher use three instruments, such as : interview, documentation and observation. In the interview, the researcher interviewed the teacher to get information about profile of the teacher and teacher's preparation. In

documentation, here the example of documentation is lesson plan that was used by the teacher. The last is observation, the researcher did observation about the implementation of corrective feedback strategy in teaching speaking of tenth grade students at SMA Negeri 1 Kandat. In this step, the researcher used camera to record teaching learning process in order to get data.

III. Research Finding and Discussion

The researcher did observation in teaching learning process in the classroom. The process of teaching divided into three activities such as : pre-activity, whilst activity and post-activity. In pre-activity the teacher started with greetings and pray together. He asked to the students about their condition and explained the aim of learning. In whilst activity the teacher lead the students to comprehend text and gave the students question and answer based on the material. The teacher also asked the students to present their work in front of the class and concluded the material that the students had learned and given them feedback. The last, in post-activity the teacher asked the students about which material that students did not understand to find out how far did the students' comprehension about the material. In the end, the teacher reviewed the material that was taught. To explain the material the

teacher used mix languages and used the media such as : white board, board marker, book, and internet to support in teaching and learning process.

There are six types of corrective feedback strategy, such as : explicit correction, recasts, clarification request, metalinguistic cue, elicitation, and repetition. However, from the research finding the researcher found five types out six types of corrective feedback in teaching speaking that applied by the English teacher in whilst activity. In order to make it clearer, the data is shown below :

Types of Corrective Feedback Strategy in Teaching Speaking Applied by the English Teacher of Tenth Grade Students.

a. Explicit Correction

The researcher found this type of oral corrective feedback in the process of students' presentation of their work in front of the class which was in whilst teaching activity. There were two occasions where the teacher applied this type of oral corrective feedback

- S : That is place, in that place there are usually foods. The shape /ʃɪp/ and colour are different
T : Bukan shape /ʃɪp/ but shape /ʃeɪp/ (Not shape /ʃɪp/ but shape /ʃeɪp/)
S : The shape and colour are different. It's there when it's lunch time. What am I?

In here, when the student said "That is place, in that place there are usually foods. The shape /ʃɪp/ and colour are different", she pronounced the word "shape" wrongly and the teacher corrected her by saying "Bukan shape /ʃɪp/ but shape /ʃeɪp/" if it's translated "not shape /ʃɪp/ but shape /ʃeɪp/" in correct pronunciation.

- S : I'm always /'ɔ:l.wəz/
vandalized before I'm used.
T : Always /'ɔ:l.wɪz/ bukan always /'ɔ:l.wəz/.
(Always /'ɔ:l.wɪz/ not always /'ɔ:l.wəz/).
S : I'm always vandalized /'vændələz/ before I'm used.
T : Yang benar itu vandalized /'vændələɪz/.
(The correct one is vandalized /'vændələɪz/).

Firstly, the student pronounced the word "always /'ɔ:l.wəz/" wrongly and the teacher corrected it by saying "always /'ɔ:l.wɪz/ not always /'ɔ:l.wəz/" and then the student repeated teacher's correct from by saying "I'm always vandalized /'vændələz/ before I'm used" but then the student pronounced the word "vandalized wrongly, the teacher corrected it directly by saying "yang benar itu vandalized /'vændələɪz/" or if it is translated into English, it becomes "the correct one is vandalized /'vændələɪz/"

b. Recasts

The researcher found recast when teacher repeats of the utterance, replace the error with the correct form without directly pointing out that the student's utterance was incorrect. There were five occasions where the teacher applied this type of oral corrective feedback.

- S : Give it food and it will alive. Give it water and it will die
T : Give it food and it will be alive. Give it water and it will die.

The student made error in her grammar by saying "It will alive". The teacher restated student's error by saying the same sentence in correct form, "It will be alive".

- S : I has a face and two hands
T : I have a face
S : I have a face and two hands but no arms no legs. What am I?

This student said "I has a face and two hands" which grammatically incorrect and the teacher noticed this error and corrected the student's utterance by providing correct form from the wrong one, the teacher said "I have a face" and then the student repeated teacher's correct form by saying "I have a face and two hands..."

- S : I'm in the sky but my presence /pɹi:zəns/
T : presence /pɹɛzəns/

- S : I'm in the sky but my presence is not considered.

Here, the student made error by pronouncing the word "presence /pɹɛzəns/", it sounded "presence /pɹi:zəns/" and the teacher directly corrected it by saying "presence" in correct pronunciation. The student then repeated the correct utterance from the teacher by saying "I'm in the sky but my presence is not considered"

- S : I'm oval shape /ʃæp/, I usually found in a low land. I have a lot of seeds and I have sweet taste
T : I'm oval shape /ʃeɪp/, and then?
S : I usually found
T : I'm usually found in a low land
S : I have lot of seeds and I have sweet taste. What am I?

This student made a few error during his performance. He made error in the most of the sentences when he tried to utter the whole sentences but then the teacher noticed that the student made errors and the teacher started to correct it one by one. First of all, he wrongly pronounced the word "shape /ʃeɪp/" into "shape /ʃæp/" and the teacher directly provided the correct pronunciation without saying that student's utterance was wrong. After that, the teacher asked the student to continue his sentence. He also made grammatical error by saying "I usually found" and then the teacher provided correct form of it by

saying “I’m usually found in a low land” after that the student continued the rest of the sentence.

- S : I always have partner. I’m very strong and my duty /du:ti/ is a protector.
T : My duty /dju:ti/ is a protector.
S : My duty /dju:ti/ is a protector. What am I?

Another student also made error in pronunciation. This student pronounced the word “duty /dju:ti/” into “duty du:ti” and the teacher provided the correct form by repeating student’s wrong utterance.

c. Clarification Request

The researcher found that the teacher also applied this type of oral corrective feedback because the teacher did not hear clearly what the student said. The researcher only found one during did observation at class.

- S : When I cut, people will have tears
T : Piye? Piye? When I cut...?
(Pardon? When I cut...?)
S : People will have tears

Teacher used the word “Piye? Piye?” to clarify the student’s error in delivering her sentence. The student pronounced the word “tears” in low voice and the teacher clarified it to make sure that what the teacher heard was correct.

d. Metalinguistic cue

The researcher also found this type of oral corrective feedback was applied by the teacher. Most of the time teacher gave comment to attract students’ attention. There were two occasions where the researcher found the teacher used it.

- S : I was not there when I open, who am I?
T : kalau open kok pake was?
(if it’s open why do you use was?)

In here, the teacher knew that the student made grammatical error and the teacher asked question in order to make the student correct her own sentence based on the right grammar tense. When the student said “I was not there when I open, who am I?” and the teacher said, “kalau open kok pake was?” or if it’s translated becomes “if it’s was why do you use open?”. The teacher confirmed to the student by asking that kind of question so that the student knew that there was an error in her speech. By using this type of oral corrective feedback, student demanded to think about the correct form of her statement.

- S : What goes /gɔ:s/ up and never goes /gɔ:s/ down
T : Bentar...masak goes /gɔ:s/?
(Wait.. are you sure goes /gɔ:s/?)
S : Goes /geus/. What am I?

In this case, the student made error in pronouncing the word “goes” into “goes /gɔ:s/”. When the teacher noticed this

error, she corrected it by giving comment such as “bentar.. masak goes?”. The teacher only provided comment where the student made error so it made the student realized where she made error. After that the student corrected her statement straight away by pronouncing the word “goes” into correct one “goes /geus/”.

e. Repetition

The researcher also found this type of oral corrective feedback applied by the teacher during students’ presentation in front of the class. There were two occasions where the teacher applied this type toward students’ error.

- S : I’m not human not an animal and not a plant. Im always /ɔ:l.wəz/
T : Always /ɔ:l.weɪz/
S : Always / ɔ:l.weɪz/

When the student said “I’m not human, not an animal and not a plant. I’m always /ɔ:l.wəz/”, the student made mistake in pronouncing the word “always”. The teacher recognized this mistake and straight away corrected this mistake by using repetition oral corrective feedback. Since it demands the teacher to adjust the voice in order to draw student’s attention that indicates the student’s mistake, the teacher repeated the word “always /ɔ:l.weɪz/” in correct pronunciation and after that the student followed how the

teacher pronounced the word in a correct way.

- S : What is full of holes but /bu:t/ still...
T : But /bʌt/
S : But still hold /hɔld/
T : hold /həʊld/

In here, another student made the same error in pronunciation. When the student pronounced the word “but /bʌt/”, it sounded “but /bu:t/” and then teacher realized this error and helped the student corrected the error by saying “but /bʌt/” in correct pronunciation. Then the student continued the statement but the student made another error also in pronunciation. The student pronounced the word “hold /həʊld/” as “hold /hɔld/” and the teacher corrected it by adjusting her voice to attract student’s attention so student knew that there was an error in his speech.

Based on the finding above, the researcher wanted to discuss about five types of implemented corrective feedback that done by the teacher.

1. Explicit correction :

Based on the finding of this ntype above. The researcher found the same case as in Sultana (2015: 15) “It’s not ‘he go’ but ‘he goes’.”, another case was found in Tedick and Gortari (1998) in French speaking class, “Et la grue. On dit grue.” Or if it is translated into English will be “And the crane.We say crane.”

2. Recasts:

In this part, the finding of this type also showed similarity with Sultana (2015: 16) “You mean, can I borrow your book?”. Another case was found from Tedick and Gortari (1998) “L’eau d’érable. C’est bien.” Or if it is translated into English will be “Maple sap. Good.”

3. Clarification request:

In this part, the researcher found the same thing in Sultana (2015: 16) “Excuse me?” and also the researcher found the same case in Tedick and Gortari (1998) “Pardon?”

4. Metalinguistic cue:

The same thing stated by Sultana (2015: 16) “You need plural.”. Teddick and Gortari (1998) provides example from their research “Est-ce qu’on dit *le* éléphant?” or if it is translated into English will be “Do we say *the* elephant?”

5. Repetition

The researcher found the similiary as in Sultana 2015: 16) about repetition, “He are...? But it’s one people, right? You see your mistake? You see the error? When it’s singular. It’s he is.” Another example case provided by Tedick and Gortari (1998) “*Le* girafe?” or if it is in English will be “*The* giraffe?”

IV. Conclusion

Based on the research result data, the researcher concluded that in teaching process especially in teaching speaking the teacher applied some types of oral corrective feedback strategy. The teacher had already applied this strategy in X-MIPA 4 class. In applying this strategy, the teacher asked the students to present their work in front of the class one by one in speaking. The teacher also used three languages when she taught at class, such as, Javanese, Indonesian and English.

The corrective feedback types which the teacher applied were: explicit correction, recast, clarification request, metalinguistic feedback, and repetition. Explicit correction was used to correct students’ errors by directy pointing out students’ errors, this helped student understood easily when the teacher mentioned which part that was wrongly spoke. The teacher also applied recast, this recast corrective feedback happened when the students made errors in their speech and the teacher repeated students’ error but in correct form.

Another type of corrective feedback that was applied by teacher is clarification request, this type of corrective feedback was used when the teacher did not hear what the student said clearly so the teacher clarified it by asking clarification questions which has mentioned in the previous

chapter. The next type of corrective feedback which was used by English teacher is metalinguistic feedback. In here, when the teacher noticed students' errors, the teacher gave comment or questions related to the errors that the students made. So the students could recognize what kind of mistake did the students made in their speech.

The last type of corrective feedback that was applied in class is repetition. The way teacher corrected students' errors were almost the same like recast but this one made the teacher to adjust her voice to draw students' attention so that they knew they made errors in particular speech.

Regarding to the result of the finding and the discussion of the research, it can be concluded that corrective feedback implementation in speaking class of tenth grade students ran well in general. It means both teacher and the students had very good interaction in teaching and learning process.

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