

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The research was conducted to answer the two questions mentioned in the problem formulation. They are the types of spoken corrective feedback that teacher use in learning English and how students perceive spoken corrective feedback that has been given by teachers when learning in class.

A. Findings

The research questions to be answered in this study are: (1) What type of spoken corrective feedback is applied by the teacher in English class? (2) How are students' perceptions of the teacher's spoken corrective feedback?

1. The Types of Spoken Corrective Feedback Applied by Teacher in English Class

From the four meetings in class XI MIPA SMAN 1 Kelumpang Barat, the researcher found that there were five of the seven types of spoken corrective feedback used by the teacher from 24 corrective feedback defined for students. The seven main types of corrective feedback it was initially conceived by Fanselow and it is further developed by Lyster and Ranta, Sheen and Yao. To answer the research question about the types of spoken corrective feedback used by teachers in teaching and learning activities for class XI MIPA SMAN 1

Kelompok Barat. The types are recast, elicitation, explicit corrective feedback, repetition, explicit with metalinguistic explanation, clarification, and metalinguistic.

The finding shows that among the seven types of spoken corrective feedback applied by the teacher in classroom learning. The results of applying the corrective feedback types used by the teacher are five of the seven types of corrective feedback in students, namely recast, elicitation, explicit corrective feedback, explicit with metalinguistic explanation, and metalinguistic. Explicit with metalinguistic explanation is the type most widely used by teachers teaching students. Meanwhile, repetition and clarification are categorized into less used types. For more information relating to the types of spoken corrective feedback applied by the teacher, it will be demonstrated the following explanation:

a. Recast

Through this recast type, the teacher reformulates the wrong utterance into the correct form for the students. The teacher reformulates without clearly indicating which words or phrases are wrong, and the teacher does not give an explanation. When teachers use this type, usually students are able to correct their mistakes, but other times they seem confused. They sometimes ignore teacher feedback. Then, they immediately express their ideas without realizing that they have made a mistake.

To find out the actual recast feedback, you can see the script below:

S: personal letter is **a** informal letter....

T: personal letter is **an** informal letter...

S: personal letter is an informal letter that we send to someone.

(Observed 1, January 17, 2023)

The script above reveals that in this case, the teacher immediately says "personal letter is an informal letter". Then, the teacher gives the correct form without showing that the word "a" is incorrect. In this script, it can also be understood that the teacher reformulated the wrong sentence form throughout the sentence. Corrective feedback was given orally. After that, the teacher repeats the students' words in the correct form. It seems that students only repeat the correct form without a sufficient understanding of the grammar usage in the article. They don't really know why the teacher said "an" instead of "a". It was proven through the repetition of errors occurring after feedback corrections were submitted.

When the teacher writes "How was your holiday?" on the whiteboard and asks students to respond to the teacher's question in English, suddenly, one of them answers, but in the wrong form, "I'm enjoy my holiday." Then the teacher corrects her with a 'recast' type and says, "I enjoyed my holiday." In general, at the first meeting of learning, students still made a lot of mistakes both in pronouncing

words and sentence forms. But the writer unconsciously pays attention to their actions when the teacher gives the "recast" strategy. Some of them just whispered to themselves that the sentence they said was wrong, and the teacher corrected their sentence. Below are some words and sentences that they said in the wrong form, and the teacher tried to justify them with "recast":

Tabel 4.1 The Type Recast of Corrective Feedback:

Students	Teacher
I'm enjoy my holiday	I enjoyed my holiday
byutiful	/'bjutəfəl/
maIbi	/'meɪbi/
What happent?	What happened?

(Observed 1 and 3, January 17 and January 31, 2023)

b. Elicitation

In this elicitation type, the teacher conveys corrective feedback by asking other students to produce the correct shape. The teacher can use expressions or phrases such as "how do you say or how do you pronounce this in English x or y," which one is correct x or y. When this type is used, it seems that not all students understand what the teacher is correcting. Only a few students were able to answer or decide the correct form of words and even phrases asked by the teacher. Meanwhile, the others were confused.

To find out the actual elicitation feedback, you can see the script below:

S: Ali how are you today? I hope you're okay. I **am** want to tell you about my birthday. At that point I got really good shoes gift

from my father. And when the evening, i wear shoes and bring sleep.

T: I **am** want or I want?

ALL: I want

T: excellent! (Observed 2, January 24, 2023)

Script 2:

S: Jl. Plamboyan No. 89(eighteen-nine) Pematang

T: 89 (eighteen-nine) or 89 (eighty-nine)

ALL: 89 (eighty-nine) miss

T: okay, good job! (observed 3, January 31, 2023)

The script above reveals that what is given by the teacher is an alternative form of correcting student errors. Then, other students provide their responses, there is no evidence that these student responses are related to their understanding.

c. **Explicit Corrective Feedback**

When practicing the text there is a pronunciation errors made by students ie the pronunciation of 2014 (**tu:'θaʊzənd 'fɔ:'ti:n**) to 2014 (**dua ribu empat belas**). After practicing the text, the teacher then gives feedback by showing student errors.

S: November 8, 2014 (dua ribu empat belas).

T: Not 2014 (dua ribu empat belas), but it is 2014 (tu:'θaʊzənd 'fɔ:'ti:n) in English.

S: Thank you miss (Observed 2, January 24, 2023)

The example above shows that when students are wrong in expressing "2014 (dua ribu empat belas)", the teacher gives feedback corrections. The teacher said, "not 2014 (dua ribu empat belas)". After that, the teacher continued the correct form saying, "but it is 2014 (tu:'θauzənd 'fɔ:'ti:n) in English". This script shows that students only express their ideas when the teacher provides corrective feedback. It was finished without repeating the words corrected by the teacher. In this improvement, there is no evidence of whether students understand or not.

d. Explicit Corrective Feedback with Metalinguistic Explanation

The use of these types can be described in the following script:

T: You can open an electronic dictionary. Do you bring your
handphone?

S: yes, I have

T: Are sure I have? not I have, but I do. Have is "*mempunyai*" in
Indonesia, while the question is bring "*membawa*". (Observed
1, February 21, 2023)

In order to the script above, it can be seen that when students say "I have", the teacher provides feedback correction by confirming whether the correct form is "are you sure 'I have'?". Then, the teacher said "I do". Then, the teacher explains that "I have" has a different meaning. After that, the teacher gives corrective feedback by saying,

"not I have, but I do". Then, the teacher explains to the students why the word or phrase is wrong. When the teacher gave that explanation, the students seemed to realize they had made mistakes.

Another script of the type using explicit corrective feedback with metalinguistic explanation:

S: I wish I see you at school tomorrow.

T: *sedikit correction ya untuk penggunaan "I wish" sepertinya kurang tepat. Jadi lebih baik kalo menggunakan kata "hope". I Hope I see you at school tomorrow. Meskipun mereka memiliki arti yang sama, but penggunaanya berbeda. Okay, any question? (Observed 3, February 21, 2023)*

Script 2:

S: I'm like the doll that you gave me for my birthday last week.

T: I'm like or I like? You say I'm like, but the correct is I like. *Kalau I am like apa artinya bedakan ya artinya?. Okay I like not I'm like. Like it is verb and misalkan kalau pakai to be akan berbeda artinya, saya peserti boneka jadinya. (Observed 2, February 21, 2023)*

In order to the script above, it can be seen that when students say something wrong, the teacher provides corrective feedback. Then, the teacher gives the correct answer and gives an explanation.

e. Metalinguistic

Metalinguistic feedback is the fifth type of corrective feedback used by teachers. The teacher provides comments, information, or questions about students' incorrect utterances in this type. It can be seen in the script below:

S: I am visited my grandma in Yogyakarta last week.

T: Use the simple past tense tidak pakai “am”.

(Observed 2, January 24, 2023)

According to this script, it can be understood when the student is wrong in saying, "I am visited". The teacher provides corrective feedback by giving students some information about using the simple past tense without "am". The teacher didn't inform the correct sentence to replace the sentence "I am visited".

The findings above are also supported by data collected through interviews. The researcher asked participant about how to provide corrective feedback to students. The answer given to the participant, she said that *“usually corrects student errors indirectly/delays correction”* (Interview 1, February 21, 2023). This is because it will not disturb the concentration of students and does not hamper the flow of conversation.

Regarding the answers from the participant above, it can be interpreted that even though the teacher uses more than one type of corrective feedback, five of the seven type corrective feedback used by the teacher are also defined during the recording. The difference is only

in the frequency of using these types and teacher tend to use indirect corrective. This is often followed by further explanation/comment. The answers from the participant were similar to what the researcher found during the observations. The teacher is more likely to provide corrective feedback by giving indirect forms. The teacher gives the correct answer and also explains why it is wrong.

2. The Students' Perception of the Teacher's Spoken Corrective Feedback

There were 19 of 23 students interviewed to find out students' perceptions of the corrective feedback given by the teacher in learning English in class. The following data presents student perceptions regarding the feedback given by the teacher. Several themes were clarified based on opinions consisting of positive and negative perceptions of the corrective feedback given by the teacher. In the following, the researcher will describe various student perceptions of spoken corrective feedback based on the results of interviews conducted with interviewees.

a. Positive Perceptions

Most students have a positive perception of the corrective feedback given by the teacher, such as motivating and helping them in learning English. Based on interview data, students were very amenable to being corrected when they made spoken errors. The

most common reason is that teacher correction can improve students' speaking skills in English. "*Feedback from Miss is important so we can improve and become even better at speaking and provide motivation to learn more English.*" (Interview 2, February 28, 2023). This shows that students' perceptions of teacher feedback have a positive influence. Feedback is very necessary when learning. Therefore the teacher plays an important role in classroom situations. They must teach and motivate their students well.

There are a variety of other students' positive responses to corrective feedback. Overall, the explicit correction was the type students preferred for corrective feedback, which was mentioned a lot in the interviews. While in other interviews, elicitation feedback placed the second most spoken corrective feedback mentioned by students among the other five types. "*I prefer the type where sometimes the teacher says it's wrong even though it's true like this, and the teacher also gives an explanation why it could be wrong.*" (Interview 1, February 21, 2023). The results of the interviews show that students prefer to be shown the mistakes they make and can find indications of errors made and corrections made or corrected explicitly but differently. This is also in line with the results of observations which show that the explicit type is used more by teachers than the other types. Then, from the elicitation feedback, students can know that they made a mistake because the teacher gave

a signal by asking a question, and other students answered. This type indirectly builds a classroom atmosphere to respond to teacher corrections actively.

From the findings of the interview data, there are differences in perceptions between students regarding giving corrective feedback. Some prefer to be corrected after speaking/delayed, and some prefer to be corrected immediately or after making a mistake, even if it hinders the flow of the conversation. *"I prefer to be corrected after I finish speaking/reading because if I am corrected right away, sometimes I can't focus anymore."* (Interview 2, February 28, 2023). Some students prefer to be given indirect feedback. There are also students who are more comfortable when the teacher provides direct feedback. *"I think if given direct input, it's okay. Because I feel fine and it saves time too. Sometimes even if the feedback is given indirectly, it takes a long time."* (Interview 1, February 21, 2023)

These findings indicate that even though there are differences of opinion among students, the perceptions they give are still positive. This correction is very important, whether the correction is given immediately after the error is made or the correction after the student has finished speaking. It can find errors and be directly corrected by the teacher. However, most learners find corrective feedback very helpful and necessary. They want to be corrected

regularly in class. It can be concluded that students who have positive perceptions about corrective feedback provide benefits for students in learning to speak. Spoken corrective feedback is very helpful as an effective guide to improving students' speaking skills.

b. Negative Perceptions

This negative perception is not a bad perception of the feedback given by the teacher. This perception does not appear much in this study, and it's just that students don't agree or understand something. In the interview, a student mentioned, "*The feedback is clear, but sometimes it's hard to understand. As it is not yet known, some may be the same as me and have not reached what the teacher explained*" (Interviewed1, February 21, 2023). The point here is that the feedback given by the teacher is clear, but sometimes there are times when it is difficult for students to understand what the teacher corrected. Students wonder why this is wrong or why the correct correction can be like that.

There is a negative perception about the need for corrective feedback, where they are less motivated to learn English at school. "*less motivated because I'm less interested in English.*" (Interviewed 2, February 28, 2023). The student thought less about the need for corrective feedback, and he did not respond to the feedback given by the teacher in learning because the student was not interested in learning English from the start. Even though this is a subject, they

cannot escape, no matter what.

Move on from the negative perceptions of students towards the teacher's corrective feedback. The teacher's role and motivation are very important in providing corrective feedback. When students think negatively, it cannot be denied why this is the reason. If seen from the observation, the researcher can know this. For example, when the teacher uses implicit feedback or any type without explanation, some students need clarification in terms of facial expressions, why it is wrong, or why the correct correction is like that. Because these students lack in terms of understanding of the material, if students understand, they know why they were corrected and where they went wrong. They also know the correct teacher's correction and why it is like that because there is a reason, and the teacher doesn't have to explain it again. If it is concluded that students who have negative perceptions, it can be said that they have less understanding in English. So they expect the teacher to continue to explain the corrections given to them.

B. Discussion

After the data is processed, this section presents a discussion of the finding from observations and interviews with the theories collected in chapter two about the types of spoken corrective feedback and students' perceptions of the feedback given by the teacher. The researcher discuss the findings into two objectives of this study: (1) The Types of Spoken

Corrective Feedback, (2) The Students' Perception of the Teacher's Spoken Corrective Feedback.

1. The Types of Spoken Corrective Feedback

The findings of this study reveal that the type of teacher's corrective feedback is based on the theory of Lyster and Ranta (1997); Sheen (2004) is recast, elicitation, explicit corrective feedback, repetition, explicit with metalinguistic explanation, clarification, and metalinguistic, where the teacher uses this type of corrective feedback in the teaching and learning process in class XI MIPA SMAN 1 Kelumpang Barat. The results of implementing the corrective feedback types used by the teacher are five of the seven types of corrective feedback for students: recast, elicitation, explicit corrective feedback, explicit with metalinguistic explanation, and metalinguistic..

Explicit with metalinguistic explanations are the most frequently used types. This finding is relevant to what Swain (1993) said, preference for explicit corrective feedback with metalinguistics is the most effective. Then, Pyne (2012) believes that this type will be better for students in improving it explicitly by providing some explanations, significantly accelerating the language learning process by giving feedback and limiting the use of language.

The teacher must provide excellent and positive criticism because it will make them know their mistakes, especially in speaking, so they don't make the same mistake. The mistakes made by students in

speaking activities were mostly pronunciation and grammatical errors. This is in line with Lyster (1998) that there are three categories of students' errors in speaking that cause the teacher to provide corrective feedback. They are phonological errors (e.g., mispronunciation, the addition of other elements, pronunciation of silent letters, etc.) and grammatical errors (e.g., gender, tenses, verb morphology, negative form, etc.), and lexical errors (e.g., improper selection of items, wrong derivatives, etc.).

There is the feedback that the teacher gives directly without delay, and in the end, after students practice the dialogue/text. When providing feedback, teachers often provide feedback on a indirect/delayed, as in interviews with teachers. This is intended because the teacher wants to maintain concentration and not interrupt when students are talking. This is in line with Harmer (2001) that feedback should be given after the performance to avoid disrupting the flow of language production to point out pronunciation, phonological, grammatical, lexical, or interpretive errors.

2. The Students' Perception of the Teacher's Spoken Corrective Feedback

The results of this study have shown that the emergence of students' positive and negative perceptions has an effect on the corrective feedback given by the teacher. Both positive and negative perceptions were found in this study. The teacher has provided

corrective feedback following the expectations or needs of students. Some prefer to be corrected after they have finished talking/delayed. Some prefer to be corrected immediately or after making a mistake, even if it hinders the flow of the conversation. This has the same results as Quinn's research (2014); most students prefer if the teacher immediately provides feedback to correct oral errors. It was because students couldn't wait to find out what mistake they had made. They can't wait to find out. If corrective feedback is delayed, students may need to remember what mistakes they have made or said, and it may be difficult to analyze what mistakes they made. Supporting Truscott's (2007) study shows that most students in his research want their mistakes corrected by the teacher in the classroom. Even though students' perceptions differ in providing corrective feedback, they still provide a positive perception of this. In line with Ananda (2017) stated that most students indicated that they were fine when the teacher gave them corrective feedback. They were not annoyed or angry, meaning that most students showed a positive perception of the verbal error correction feedback given by the teacher.

In the interview findings, there were several negative perceptions about the corrective feedback given by the teacher. Because these students need more understanding of the material, if students understand, they will perceive the feedback as positive. They know they were corrected and where they went wrong, and they also know the

correct teacher's correction. It is like that because there is a reason, and the teacher doesn't have to explain it again. This is in line with the opinion of Panova and Lyster (2002) that feedback can be seen as negative evidence by more or less capable learners; however, capable learners take it as proof positive, and they pass it on unnoticed if it is concluded that students who have negative perceptions, it can be said that they have less understanding in English. So they expect the teacher to continue to explain the corrections given to them.

The findings of students' positive perceptions are also because the teacher has played an important role in the classroom. However, the results of negative perceptions were mostly found in the first question of the interview because students did not like English and considered it a rather difficult lesson. Therefore, teachers must teach and motivate students well. Because motivation is the key to learning and privilege, the teacher must participate in motivating students to encourage students by providing feedback in a good way (Iron, 2008). On the other hand, using corrective feedback can increase student motivation and build a supportive classroom atmosphere (Harmer, 1998). Students indicated that they preferred to be shown the mistakes they made and could find out the indications of the mistakes made and the errors corrected or corrected explicitly but in a different way. This is also in line with the results of observations which show that the explicit type is used more by teachers than the other types.