

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The research was conducted to answer the two questions mentioned in the formulation of the problem. They are the types of corrective feedback used by the teacher in speaking activities and type of corrective feedback is most frequent used by the teacher in speaking activities.

A. Findings

The research problem that would like to be answered in this research are (1) What are the types of corrective feedback used by the teacher in the speaking activities of the ninth grades at MTs Sabiilul Muttaqin kelumpang hilir kotabaru south kalimantan? (2) What are the types of corrective feedback most frequently used by the teacher in speaking activities of the ninth graders at MTs Sabiilul Muttaqin kelumpang hilir kotabaru south kalimantan?

In order to answer the first research problem, the researcher was do observation and interview. Observations have done from August 22nd 2017 until September 8th 2017 with recording all the things occurred in the class in field note form.

Interview given to an English teacher on August 21st 2017 in the teachers' office at MTs Sabiilul Muttaqin.

To answer the second research problem, the researcher analyzing the field note result data and combine it with interview data.

1. The types of corrective feedback used by the teacher in the speaking activities of the ninth graders at MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan

The researcher used six type of corrective feedback in speaking activities proposed by Lyster and Ranta (1997) to answer the research question about The types of corrective feedback used by the teacher in the speaking activities of the ninth graders at MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan and the most frequent of corrective feedback. The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

From the collecting the data, this research recorded six meetings of classroom speaking activities by the field note with interview as the reinforcement data.

a. Findings on 1st Observation

Based on the first observation on August 22nd 2017, the language focus was about comparison, where the students were asked to make comparison sentence and practiced it in front of the class with the object that they used in their sentences.

While the learning process, the researcher found that the teacher used three kinds of corrective feedbacks. The first corrective feedback was Explicit Correction, the teacher gave corrective feedback with pointed up the error on their speaking and gave the correct form directly. This is line with the result of interview with the teacher which she said “*saat mereka melakukan kesalahan dalam penyebutan kata saya langsung membenarkan bagian yang salah agar mereka dapat langsung membenarkan kesalahan mereka*” (When they did mispronunciation word error, I corrected it in order to they could revise their own mistake.) [Interview result on Tuesday, August 22nd, 2017]. Explicit Correction given twice by the teacher, for example when the students practice the sentence:

Student1: This book (book1) is bigger than this book (book2) and this book (book2) is smaller than this book (book1).

When practicing the sentence, there were some pronunciation errors made by student 1 which is the pronunciation of "Than (Thæn)" to "Ten" then "Smaller (smɔller)" becomes "smaller".

The second corrective feedback was Metalinguistic Feedback, this type of corrective feedback contains comments, information, or question related to the well-formedness of the student's utterance, which is given one, for example when the student practice the sentence:

Student2 : This worksheet is bigger than this book and this book is smaller than this worksheet.

In practicing the sentence made by student2 he practiced the sentence with a halt and there was one word that wrong in the way of pronunciation as than said to Ten. The teacher gave corrective feedback directly about mispronunciation to the student by asking questions to other students. "Class, Thæn or Ten?" Then the students immediately answer Thæn.

The third corrective feedback given was recast, the teacher gave corrective feedback with repeat the students' wrong sentence into correct form, which is given one, for example when the student practice the sentence:

Student4: My house is very big than Fadli's house and Fadli's house is smaller than my house

Student4 is very fluent in practicing the sentence but there is an error in comparative sentence making. Should use "bigger" but students use the word "very big" and then the teacher gave corrective feedback to the students by repeating the wrong sentence into the correct form (My house is bigger than Fadli's house and Fadli's house is smaller than my house).

In the end of the lesson, the teacher gave feedback to all students with asking them to repeat the words the teacher mentions as "Than, smaller, bigger, taller and shorter". What the teacher did was match with the

information the researcher got in interview that the teacher does not only give corrective feedback to a student (interview result on Tuesday, August 22nd, 2017). Then the teacher assigns the students to make a dialogue about daily activities for next meeting and the teacher explains a little about the material. Then the teacher asks the students, 'Do you understand?' The students replied, "Yes". Teacher ended the day's lesson by praying together.

b. Findings on 2nd Observation

Based on the second observation on August 25st 2017, the teacher reminded the assignment given at the previous meeting. And then the teacher ask some students to practice their dialogue with his/her partner.

During the lesson, the researcher found that the teacher used three kinds of corrective feedbacks. The first corrective feedback was Elicitation, the teacher gave corrective feedback with triggered them to say the correct sentence with complete what the teacher said. Elicitation given once by the teacher, for example when the students practiced the dialogue:

Saras : Hello, may I ask you?

Elsa : Ok, no problem. What is that?

Saras : What are you usually do after school?

Elsa : Well, I usually change my cloth first but yesterday, I eat first because I'm so hungry

Saras : Haha, and what are you doing?

Elsa : I'm checking my message box in my cellphone.

The form of the correction is the teacher gave feedback on the performance of 2 students "Yes, it is quite fluent" then the teacher directly gave corrective feedback to a student named Saras. "Ok saras, please re-read the sentence that there are words "What are you doing?" Then the teacher triggered the students to say the correct sentence by asking the students to complete the teacher's greeting sentence. "And what are you doing"? Students immediately replied, "now"

The second corrective feedback was metalinguistic feedback. This type of corrective feedback contains comments, information, or question related to the well-formedness of the student's utterance, which is given one, for example when the students to practice the dialog:

Aldi : What do you read last night?

Husen : I read Dibawah Lindungan Ka'bah Novel

Aldi : Do you finish read it?

Husen : Yes

Aldi : How was the story?

Husen : It is fantastic, Buya Hamka, the writer was a great man

The form of the correction is the teacher gave correction feedback by asking the other students "Class, is it true to say 'Do you read last night?'

Some students replied, "No" one student replied, "Did you read last night" the teacher replied, "ok, well. Why use 'did', not 'do'?" "The student replied" because past tense "the teacher replied," ok, good students ".

The third corrective feedback given was Explicit Correction, the teacher gave corrective feedback with pointed up the error on their speaking and gave the correct form directly. The teacher gave Explicit Correction four times. For example when the students wrong in pronouncing "eat", "was", "night", and "great" in their dialogue.

In the end of lesson, the teacher asked the students to remake their dialogue because there are many students whose make the dialogue out of the topic that is daily activities and made them sure about it in the next meeting.

c. Findings on 3rd Observation

Based on the third observation on august 29th 2017, the lesson material was the same with previous meeting i.e. about daily activities dialogue. The teacher asked some students to practice their dialogue with his/her partner.

While the learning process, the researcher found that the teacher used three kinds of corrective feedbacks. The first corrective feedback was Explicit Correction, where the teacher gave corrective feedback with pointed out the error on their speaking and gave the correct form directly. Explicit Correction

given twice by the teacher, once in the dialog 1 and once in the dialog 2, for example when the students practiced the dialog:

(Dialog 1)

Nurus : Hi, Khusnul.

Khusnul : Hello, Nurus.

Nurus : What do you do after you get up in the morning?

Khusnul : after I get up, I wash my face, take wudhu then playing

Nurus : What else?

Khusnul : I prepare my books, after that, I take a bath then I have breakfast. How about you?

Nurus : after I get up, I always check my phone, then after around 5 minutes, I go to the bathroom and wash my face, take wudhu and praying at 6 o'clock, I take a bath and then are not too different with you.

Khusnul : don't you prepare the books?

Nurus : I always prepare my books on the night before

Khusnul : Great.

(Dialog 2)

Risna : Hi, sarah

Sarah : Hi Risna

Risna : What are you doing after school?

Sarah : after coming home from school, I immediately help my mother to prepare food for lunch and then had lunch together. After that, I take a nap and in the afternoon, I went to the Koran

Risna : you are so diligent kid. When is your time to study?

Sarah : I usually study in the morning around 3 am until dawn. And you?

Risna : Almost as much as you. After school I have lunch and take a nap. In the afternoon, I play around the house

Sarah : study?

Risna : I study before sleep, about 8 pm every night.

The Explicit Correction in dialog 1 given by the teacher was "Ok, good After I get up, I wash my face, take wudhu then playing, playing is 'bermain', if 'berdoa', just praying." The Explicit Correction in dialog 2 given by the teacher was justifies the mispronunciation of students directly in the word Dawn / dɔn / not / daun /. Then the teacher asks the students to repeat the word the teacher saying.

The second corrective feedback is Elicitation, the teacher gave feedback with trigger them to say the correct sentence with complete what the teacher said. Elicitation given once by the teacher for example when the student practicing the dialog 1. The correction form of Elicitation was when the teacher wrote "prepare", the students read it / pripar /, then the teacher asked whether anyone can justify then some students replied / pri'pær /. The teacher asked Khusnul and Khusnul replied, "pri'pær".

The third corrective feedback is Recast, the teacher gave corrective feedback with repeat the students' wrong sentence into correct form. Recast given twice by the teacher for example when the student practicing the dialog 1. The correction form of recast was the teacher said , " I went to the Koran, what is your mean, Sarah? Sarah replied "it means I'm going to read Qur'an ". The teacher responds to "Ok, I see" the teacher directly provides corrective feedback by repeating the sentence with the correct form "I read the Koran". The other recast was when the teacher gave question to one of student that is "What are you doing, Yusefa?" The student replied, "I am study English". The teacher gave recast by repeating the wrong sentence to the correct form. "I am studying English".

In the end of lesson, the teacher explains the material for the next meeting that is oral test of present continuous and simple past where the teacher asks and the student should answers.

d. Findings on 4th Observation

Based on the fourth observation on august 30th 2017, the lesson material was oral test. The procedure of oral test was the teacher asked one by one to the students and the students directly answer the question they got.

While the learning process, the researcher found that the teacher used five kinds of corrective feedbacks where recast was given 3 times, elicitation was once, explicit correction was once, metalinguistic feedback was once,

repetition (the teacher gave feedback with repeat what students said in correct form but just on the wrong part) was once.

The recast correction form were: 1) the teacher corrected the student's error that is "I am reading a novel" with "I am writing a novel" as the correct one. 2) the teacher corrected the student's error that is "I am eat nugget" with "I am eating nugget" as the correct one, 3) the teacher corrected the student's error that is "I went the beach" with "I went to the beach" as the correct one.

The elicitation corrective form was when the teacher triggered the student to answer with the correct form "I?" Then the student replied with complete sentence and uttering haltingly "I bought cookies".

The explicit correction form was when the teacher gave feedback directly to students' answer structurally "If you used 'went', it is unnecessary to add 'go' as the student's answer that was "I went go to uncle's house".

The metalinguistic feedback form was when the teacher corrected directly by asking the other students "is it true to say I write last night?" as the student's answer that was "I write English last night".

The repetition form was when the teacher repeating students' answer to the correct form but only on the wrong part that was "Eat? Ate, I ate fried chicken."

5. Findings on 5th Observation

Based on the 5th observation on September 5th 2017, the lesson material was only read a letter text and 2 dialogues. Firstly, the teacher asked a student to come forward the class to read the letter text. After that, the teacher asked two students to come forward to read the first dialogue and two students to read the second dialogue.

While the learning process, the researcher found that the teacher only used explicit correction where the teacher corrected the error with pointed out the error on their speaking and gave the correct form directly. The teacher gave Explicit Correction eight times.

To: Katrin

Just want to inform you, I can't come to your house tonight to do the wall magazine project as we have planned. My grandmother has just come and she wants me to accompany her to my aunt's house. I will meet you at school tomorrow.

Arini

Dialogue 1

Leni : Titi, it's already 12.15. What about having lunch now?

Titi : You go first. I am still busy with my work.

Leni : What are you doing, dear?

Titi : I am still typing the English article. Mr. Sumadi asked me to finish it tomorrow before 12.00

Leni : Are you sure about it?

Titi : I'm definitely sure. You go first.

Leni : All right then. I'll go first and I'll have lunch with Tommy.

Titi : What?!

Dialogue 2

Hendra : Making an article is quiet difficult, isn't it?

Rudi : Well, I'm not sure about it. Mr. Tito told me that as long as we often practice and never give up, writing an article isn't difficult.

Hendra : You'd better be sure about it.

Rudi : Well, let's prove it. Whose opinion is the correct one! You or Mr. Tito! Deal?

Hendra : Deal!

The forms of explicit correction given to the students' errors from the text were in the words "Want", "Tonight", "Magazine", and the teacher corrected the error's meaning of "*mendatangi*" to "*menemani*".

The forms of explicit correction given to the students' errors from the dialogues were in the words "Typing", "Sure", "Difficult", and "Practice".

In the end of lesson, the teacher explains the material for the next meeting that is present perfect tense and asked the students to learn about V3 or past participle.

6. Findings on 6th Observations

Based on the 6th observation on September 8th 2017, the lesson material was about present perfect tense. Firstly, the teacher asked the students one by one to reply the V1 the teacher gave with proper V3.

While the learning process, the researcher found that the teacher used 3 kinds of corrective feedback i.e. Clarification request only once, explicit correction 6 times, and metalinguistic feedback only once.

The clarification request form was when the teacher asked the student that was “what is past participle of ‘speaking?’” then the student replied with ‘speaking’ then the teacher corrected it with asking, ”Speaking?”

The explicit correction forms were when the teacher corrected the words *Found, Bought, Seen, Arise, Became, and Bargain*.

The metalinguistic feedback form was when the teacher explained the students by saying “Wrote is verb 2 of write”.

From six times English teaching and learning processes in which there were classroom speaking activities, it was found that the teacher gave six types of corrective feedback. The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition. This is in line with the result of interview with the teacher which she said that “I use recast, explicit correction,

elicitation, metalinguistic feedback, and sometimes I use repetition and clarification request, too”.

2. Type most frequently corrective feedback used by the teacher in speaking activities.

To find out the types of teacher’s feedback in the speaking activities, the students and teacher interaction in classroom speaking activities were documented by observation sheet. There were six meetings in the English teaching and learning process focusing on speaking that were observed and taken as the data of this research. Then, the teacher’s feedbacks were analyzed and classified to find out, whether they were included into six types of teacher’s corrective feedback in speaking proposed by Lyster and Ranta (1997). The types are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

To get the result, the total numbers of teacher’s feedbacks in the speaking activities were calculated. Then, how many feedbacks in the form of recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition were calculated. The last step was counting the percentage of each type of feedback. The data of the type of teacher’s feedback in the speaking activities are presented below.

Table 1. Type of Correction Feedback

No	Type of Corrective Feedback	Total	Percentage (%)
1	Explicit Correction	23	60.53
2	Recast	6	15.79
3	Clarification Request	1	2.63
4	Metalinguistic Feedback	4	10.53
5	Elicitation	3	7.89
6	Repetition	1	2.63
	Total	38	100

Table 1 shows the preferences of teacher's feedback in the speaking activities as well as the total distribution of each type of feedback. The single largest category is explicit correction, which accounts for over half (60.53%) of the total number of teacher turns containing feedback. The other feedback types are distributed in decreasing frequency as follows: recast (15.79%), both clarification request and repetition feedback have the same proportion (2.63%), Metalinguistic Feedback (10.53%), and Elicitation (7.89%). It means that the teacher's feedback in the speaking activities is mostly in the form of explicit correction. The teacher clearly indicates that the student's utterance is incorrect and provides the correct form to them directly.

The frequency of the use of corrective feedback found explicit correction with 23 data or about 60,53%, recast 6 data or about 15.79%,

clarification request and repetition feedback have the same proportion 1 data or about 2.63%, Metalinguistic Feedback 4 data or about 10.53%, and Elicitation 3 data or about 7.89%.

The most dominant type of using corrective feedback used by the teacher in speaking activities of the ninth graders at MTs Sabiilul Muttaqin is explicit correction where that was found 23 data. This finding matches with the interview result with teacher. She also explained that explicit correction is useful for correcting students' pronunciation. When students doing oral test, and they make an error so the teacher correct the error directly. According to the teacher, this way is useful to make the students learn about the correction from their error. (Interview result on Tuesday, August 22, 2017)

B. Discussion

The researcher's problem statements are: "What are the types of corrective feedback used by the teacher in the speaking activities? And What types of corrective feedback most frequently used by the teacher in speaking activities?". Hence, the question looked for the answer. To answer the problems of study above, the researcher has done the observation and interview to the subject in this research. Based on the observation, the teacher gave feedback to all of the students either individually or collectively. The students have speaking activities twice a week. Teacher's feedback was given after the students had performed speaking task. It is in line with Harmer's opinion (2001) that feedback should be given after the performance so that it does not interrupt in mid-flow of language production to point out pronunciation and grammatical error.

1. Type of corrective feedback used by the teacher in the speaking activities

The results of observation six meeting held on August 22th 2017 until September 8th 2017, observation and interview showed that there was evidence indicating the all of type of feedback used by the teacher, the researcher pointed out that the teacher used all of the type of feedback that classified by Lyster and Ranta in Lightbown and Spada (1999);

a. Explicit correction

According to Lyster and Ranta in Lightbown and Spada (1999) the teacher gave corrective feedback with pointed out the error on their speaking and gave the correct form directly. Speaking activities at the ninth graders the teacher uses explicit correction as the corrective feedback. It was found 23 data of corrective feedbacks, below is the sample of explicit correction did by the teacher:

S: This book is bigger than this book. This book is smaller than this book.

T: Than [Thæn] not [Ten].

In the example above, the teacher asked one of her students to make a sentence about comparison and the student said:

“This book (1) is bigger than this book (2). This book (2) is smaller than this book (1)”

The student pronounced ‘Than’ incorrectly because he didn’t pronounced it /thæn/ otherwise he pronounced it /ten/. To correct the mistake, the teacher directly gave the correct pronunciation and pointed out to the student’s mistake by saying

“Than [thæn] not [ten]”.

b. Recast

Recast can be defined as the teacher’s reformulation of all or part of a student utterance minutes the error. In speaking activities the teacher

uses recast as the corrective feedback. There were found 6 data of corrective feedback, below is example of recast did by the teacher based on the observation:

T: what are you doing, Yusefa?

S: I am study English

T: I am studying English

In the example above, when the teacher gave question to the student “What are you doing, Yusefa?” The student answered: “I am study English”. The student answered incorrectly. It should be using ‘studying’ because the question used present continuous tense. Then the teacher gave corrective feedback by repeating the wrong sentence to correct form. She said: “I am studying English”. Lyster and Ranta in Lightbown and Spada (1999) said that “They are generally implicit in the way that they are not introduced by phrases such as ‘You don’t say ...’, ‘You mean ...’, ‘Use this word.....’, or ‘You should say ...’. By implementing recast, the teacher would not indicate or point out that the students have made error but he/she merely gives a correct form”.

c. Clarification Request

This type of corrective feedback is used when there are linguistic problems in the learner's turn and also when the learner's utterance is not comprehensible. In speaking activities the teacher uses clarification request as the corrective feedback. It was only found 1 data of corrective feedback, below is example of recast did by the teacher based on the observation:

T: what is the past participle of speak?

S: speaking?

T: speaking? Are you sure?

S: spoken.

In the example above, the teacher asked one of the student to answer her question about past participle and she said: "What is the past participle of 'speak'?" the student answered: "Speaking". The answer should be 'spoken' then the teacher gave corrective feedback with asking the students to trigger them to answer with right form, the teacher said: "Speaking? Are you sure?" According to Lyster and Ranta in Lightbown and Spada (1999) clarification request can refer to problems incomprehensibility and usually present in the form of question such as 'Pardon me?', 'I'm sorry? What do you mean by? And act, which attempt to reveal the intended form of the error with the rising tone.

d. Metalinguistic feedback

According to Lyster and Ranta in Lightbown and Spada (1999), metalinguistic feedback is type of corrective feedback contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. In speaking activities the teacher uses metalinguistic feedback as the corrective feedback. Four data of corrective feedback were found. Below is example of recast did by the teacher based on the observation:

T: what is the past participle of write?

S: wrote

T: wrote *itu verb ke dua dari* write (wrote is the second form of verb)

S: written

In the example above, the teacher asked one of the student to answer her question about past participle and she said: "What is the past participle of 'write'?" The student answered 'wrote'. It should be 'written' and then the teacher directly gave corrective feedback in the form of clue to student in order to he could answer correctly. The teacher said: "wrote is the second form of verb". After the teacher gave it, then the student answered correctly.

e. Elicitation

In speaking activities the teacher used Elicitation as the corrective feedback. It was found 3 data of corrective feedback, below is the example of elicitation based on observation:

T: what did you buy last night, Karima?

S: cookies

T: I

S: I bought cookies.

In the example above, the teacher asked one of the student to answer her question and she said: “What did you buy last night, Karima?” The student answered ‘cookies’. Then the teacher directly gave corrective feedback with triggered her to say the complete sentence by saying “I.....” Then the student replied it completely and uttered haltingly, she said: “I bought cookies”. This is in line with Lyster and Ranta in Lightbown and Spada (1999) stated that “It refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for example, ‘It’s a ...’). Second, teachers use questions to elicit correct forms (for example...’How do we say x in English?’).” Third, teachers occasionally asked students to reformulate their utterance.

f. Repetition

Repetition refers to the teacher's repetition, in isolation of the student's incorrect utterance. In speaking activities the teacher used repetition as the corrective feedback. It was only found 1 data of repetition, below is the example of elicitation based on observation:

T: what did you eat last night?

S: I eat fried chicken

T: eat? Ate. I ate fried chicken

In the example above, the teacher asked one of the student to answer her question about past participle and she said: "What did you eat Last night?" the student answered: "I eat fried chicken". The answer should be 'ate' because the teacher ask used past tense. And then the teacher gave corrective feedback with repeat what students said in correct form but just on the wrong part, the teacher said: "eat? Ate. I ate fried chicken?". Lyster and Ranta in Lightbown and Spada (1999) state that "the teachers adjust their intonation to highlight the error. The teacher repeats the student's incorrect form to attract his attention to it."

In addition, from the observations it is revealed that the teacher used all the type of corrective feedback above. The observation also revealed that the

teacher did not use *wrong way feedback* (Iron, 2008: 65). However, Iron argued that the use *wrong way feedback* can cause negative impact which discourages students' motivation to learn. Moreover those students in the junior high school have certain psychological characteristic, they are sensitive to criticism, and therefore they will easily get offended. Students may feel embarrassed or threatened when the teacher uses discouraging corrective feedback to respond to their speaking activities.

Errors made by students in speaking activities mostly about mispronunciation and grammatical error. This is in line with Lyster (1998) that there are three categories of students' errors in speaking that lead the teacher to give corrective feedback. They are phonological errors (e.g. mispronunciation, addition of other elements, pronunciation of silent letter, etc.) and grammatical errors (e.g. genders, tenses, verb morphology, negative for, etc.), and lexical errors (e.g. inappropriate choice of items, incorrect derivation, etc.).

2. The type of corrective feedback most frequently used by the teacher in speaking activities

Based on the data taken from field note as the result of observation and interview with the teacher, the result are most of the teacher's corrective feedback was in the form of explicit correction and the error that often corrected was pronunciation error. The teacher's feedback supported the

students in their speaking. It made them know their speaking error and the correct one. It also motivated and encourage the students to improve their speaking. Most of the students followed the teacher's corrective feedback.

The students are very much helped in correcting their pronunciation error with explicit correction given by the teacher. Explicit correction is very easy to use when correcting students' error whether the student who has high intelligent or student who has low intelligent. This explicit correction is very easy to understand by the students because this type of feedback is correcting the error directly. Therefore, the students are not feel confused where is their error when the teacher gives the correction.