

## **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 research question. They are the types of corrective feedback used by the teacher in pronunciation activities and type of corrective feedback is most used by the teacher in pronunciation activities.

To get the data related to the kind of corrective feedback that is used by the teacher and how the teacher applies corrective feedback in pronunciation activities, the researcher came to the classroom and conducted some activities such as observation and doing an interview with the teacher. The researcher observed and checked on some important points during the teaching and learning process.

The research problem that would like to be answered in this research are; (1) What kinds of corrective feedback that are used by the teacher in pronunciation activities to the 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin? (2) How does the teacher apply corrective feedback in pronunciation activities to the 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin?

#### **A. FINDINGS**

In order to answer the first question the researcher did observation and interview. Observations have been done from May 9<sup>th</sup>, 2019 until May 18<sup>th</sup>, 2019 with recording all the things occurred in the class in field notes. Interview

given to the English teacher on Thursday, May 9<sup>th</sup> 2019 in the class English UPB to the 68<sup>th</sup> group of English UPB at UIN Antasari Banjarmasin.

### **1. The types of Corrective Feedback**

To answer the problems of study above, the researcher has done the observation and interview in this research. Based on the observation, the teacher gave feedback to all of the students either individually or collectively. The students have pronunciation activities twice a week. Teacher's feedback was given after the students had performed pronunciation words. 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 error.

Corrective feedback is more appropriate to improve student's pronunciation. Students need to know how to speak correctly and where their made error in pronunciation. 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 speak with the help of the correction this feedback very important in pronunciation, there are five areas of knowledge (mechanics) namely stress, ryhtm, intonation,vowels, and consonant. It means that speaking accuracy involving pronunciation is needed to make an understandable communication.

Based on the analyses of the research finding, it can be inferred that the kinds of corrective feedback that are used by the teacher is direct corrective feedback. According to Ellis (2009, p.99) direct corrective feedback provided by indicating students' pronunciation error with the correct form. 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 (1997).

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 use 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, metalinguistic feedback, elicitation and repetition. So the result of the apply type of corrective feedback used by teacher are types of recast, clarification request and repetition which the students' error was corrected on pronunciation errors.

The result accordance with the teacher's statement in interview that done on (Thursday, May 9<sup>th</sup>, 2019). Teacher of the pronunciation class used all types of corrective feedback and the dominant types of

teacher's corrective feedback in pronunciation class are recast, clarification request, and repetition, clarification which the number of use highest than other types.

a. Recast

Recast can be one of the best forms of feedback. Gass & Selinker (2008,p. 334) assert that "recasts are another form of feedback; though they are less direct and more subtle than other forms of feedback. Lyster and Ranta (1997) said that a recast is a reformulation of an incorrect utterance that maintains the original meaning of the utterance.

Recasts are the teacher's reformulation of all or part of a student's utterance minus the error (Lyster and Ranta, 1997). Recasts are unobtrusive to the flow of communication, immediate, and are believed to help learners "notice" the error. Recasts involve the teacher's reformulation of all or part of a student utterance, minus the error.

Recast is a where the teachers repeat learners' utterances using the correct forms regarding the errors made by the learners but he do not draw attention to the errors and maintains central focus meaning. In pronunciation activities the teacher uses recast as the corrective feedback.

b. Clarification Request

According to Spada and Frohlich as cited in Lyster & Ranta (1997), requests “indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required.” Clarification requests indicate to students either that the teacher has misunderstood their utterance or that the utterance is ill-formed in some way and that a reformulation is necessary (e.g., excuse me, pardon?).

Clarification request where the teachers indicate to the learners that utterance has been misunderstood or that there is an error in it and repetition is needed. In pronunciation activities the teacher uses clarification request as the corrective feedback.

#### c. Repetition

This refers to “the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error” (Lyster & Ranta, 1997). Repetition refers to the teacher’s repetition, in isolation, of the student’s erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error (e.g., must to?).

Repetition where teachers adjust their intonation so as to highlight the error. Repetition refers to the teacher’s repetition, in

isolation of the student's incorrect utterance. In pronunciation activities the teacher used repetition as the corrective feedback.

To get the data, the researcher doing observed the teaching and learning process, after that the researcher interviewed the teacher recorded. Here are some ways to get the data:

a. Information by observation

In observation, the researcher observed the learning process in pronunciation activities taught by the pronunciation teacher. There were six meetings to find what kinds of corrective feedback used by teacher to students of pronunciation activities in group 68<sup>th</sup> at English UPB. According to Lyster and Ranta (Lyster and Ranta, 1997:37-66), the types of corrective feedback are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition. The observation result is elaborated on the excerpt of observation bellow.

1. First Observation

Based on the first observation on May 9<sup>th</sup> 2019, same like the general meeting in the beginning class, the teacher started the class by pray and asked their news that day. She did not also forget to review the last meeting. That day, she began to discussed new unit about "Family". She explained the material by showed her family's pictures and asked them to mention their family's members by their family pictures showed by LCD as a media. Many of them made some errors

when they mentioned the vocabulary one by one. The following words were the incorrect pronunciation when they said it:

- Niece /ni:s/ became /nais/
- Daughter /dɔ:tə(r)/ became /daughter/
- Nephew /'nefju:/ became /nephew/
- Aunt /ɑ:nt/ became /aunt/

Something that the teacher did after she found some errors in their pronunciation was gave them direction by said the right pronounce directly. It same as the her answer when reasearcher asked by interview:

*Teacher : “When I found some errors in my students’s re-correct directly, also sometimes I say that any errors in their pronunciation because I want to know how far they direct it correctly.”*

According to her answer when interviewed with her practiced when teaching that day, mostly the kind of corrective feedback she used was “Recast”, reformulation of an incorrect utterance to the the correct, directly”.

It was more appeared when she continued the lesson by asking them to played a game by group. One group stood by 4 students but before they did it, she played some sounds about vocabulary in family. She said that, it will helped them to find the correct way how to pronounce the word so that they made a little bit mistakes to pronounce

it. The exercise after that was students had to find 1 vocabulary about family for one student then they had to say before write it on the whiteboard according to the kind male/ female in family member. Although the teacher had played the sound before game started, many of them still did error pronunciation. The following words were the incorrect pronunciation when they said it:

- Son /sʌn/ became /son/
- Brother /'brʌðə(r)/ became /brother/
- Children /'tʃɪldrən/ became /chailren/

She tried next exercise was conversation, she asked them to practice it after that she asked some questions and the students tried to answer it. Then, the incorrect pronunciation words were written by her on the whiteboard. After the students finished, she continued to discuss all the words on the whiteboard and gave them example how to say it correctly before she closed the class. All the students followed and repeated her and some of them aware of their errors in pronunciation.

The first observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback straightforward student's dialogue not right after student's dialogue. The teacher applies each type of corrective feedback, they are: recast and repetition. The categories of pronunciation that teacher give



corrective feedback to students are: stress, vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

## 2. Second Observation

Based on the first observation on May 10<sup>th</sup>, 2019, same like the general meeting in the beginning class, the teacher started the class by pray and asked their news that day. She did not also forget to review the last meeting. That day, she continued the previous material use family tree. Then, teacher asked them to listening the audio on page 39 of book. They answered together. That day, teacher mostly explained many things related to the topic like the used of apostrophe ('s), asked them to finished the task by wrote on the book, discussed by group. One thing they discussed that almost spent many long time was discussed between nephew and niece. After that, teacher continued to explain about the use of Simple Present Tense and Present Continues Tense. Then, they ended the class by made a sentence after she asked

them to sit by circle. Teacher corrected their writing by went around them and gave many suggestions for their sentences they made.

The second observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback straightforward student's dialogue not right after student's dialogue. The teacher applies each types of corrective feedback, the are: recast and repetition. The categories of pronunciation that teacher give corrective feedback to students are: vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

### 3. Third Observation

Based on the first observation on May 11<sup>th</sup> 2019, same like the general meeting in the beginning class, the teacher started the class by pray and asked their news that day. She did not also forget to review the last meeting. That day, she began to reviewed the differences between simple present tense and present continuous tense by answered

the exercises, the teacher choosed one student for a question directly, and the following words were the incorrect pronunciation when they said it:

- Studying /'stʌdiŋ/ became /studing/
- Watching /'wɒtʃɪŋ/ became /watching/
- Playing /'pleɪɪŋ/ became /playing/
- Living /'lɪvɪŋ/ became /laifing/
- Grandmother /'granmʌðə(r)/ became /grandmother/
- Staying /'steɪɪŋ/ became /staying/
- Aunt /ɑ:nt/ became /aunt/
- Having /'hævɪŋ/ became /having/
- Visiting /'vɪzɪtɪŋ/ became /visiting/
- Work /wɜ:k/ became /work/
- Company /'kʌmpəni/ became /company/
- High /haɪ/ became /high/
- Likes /laɪks/ became /likes/
- Everyday /'evrɪdeɪ/ became /avrydey/
- Leave /lɪv/ became /laɪf/
- Finish /'fɪnɪʃ/ became /finis/
- Classes /klæsɪz/ became /klases/
- Arrive /ə'reɪv/ became /arive/
- Working /'wɜrkɪŋ/ became /working/
- Exam /ɪg'zæm/ became /exzam/

- Dining /'daɪnɪŋ/ became /dining/
- Talking /'tɔkɪŋ/ became /taking/
- Checking /'tʃekɪŋ/ became /checking/
- Drinking /'drɪŋkɪŋ/ became /drinkin/
- English /'ɪŋɡlɪʃ/ became /english/
- Program /'prəʊgræm/ became /program/
- Word /wɜrd/ became /wod/

Next exercises was she asked them to read the vocabularies on the books, some students read the vocabularies uncorrectly, the following errors were:

- Countries / 'kʌntrɪz/ became /kantrais/
- United /ju'naɪtɪd/ became united
- Western /'wɜstən/ became/westren/
- Choose /tʃuːz/ became /chose
- Different /'dɪfrənt/ became difren
- Often /'ɒfn/ became /often/
- Always /'ɔ:lweɪz/ became /always/
- University /ˌjunɪ'vɜsəti/ became /university/
- Support /sə'pɔ:t/ became /suppot/
- College /'kɒlɪdʒ/ became /kolege/
- Apartment /ə'pɑːtmənt/ became /apartement/
- Share /ʃeə/ became /shar/

- People /'pipəl/ became /pepoel/
- Usually /'ju:ʒuəli/ became /usually/
- Down /daʊn/ became /down/
- Early /'ɜrli/ became /early/
- Service /'sɜrvIs/ became /serpis/
- Although /ɔl'ðo/ became /altough/
- Strong /strɒŋ/ became /strong/
- Student /'stju:dnt/ became /student/
- Example /ig'zæmpl/ became /exampel/
- Village /'vIIIdʒ/ became /vilag/
- Continue /kən'tInju/ /continu/
- Region /'ridʒən/ became /rejin/
- Young /jʌŋ/ became /young/
- Written /'rItrn/ became /written/
- Many /'meni/ became /many/
- Married /'mærid/ became /married/
- Expensive /Ik'spensIv/ became /expensiv/
- Friend /frɛnd/ became /frind/
- Tried /traId/ became /tried/
- Live /IIv/ became /laif/

After that, they continued to wrote the next task and finished the class by reviewed some errors on the beginning class.

The third observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback straightforward student's dialogue not right after student's dialogue. The teacher applies each types of corrective feedback, the are: recast and repetition. The catagories of pronunciation that teacher give corrective feedback to students are: stress, intonation, vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

#### 4. Forth Observation

Based on the previous observation on May 16<sup>th</sup> 2019, same like the general meeting in the beginning class, the teacher started the class by pray and asked their news that day. She did not also forget to review the last meeting. That day, she started the new topic about "Be Healthy and be Happy". But before she began, she reviewed again the last material by ask them to prepared a piece of paper for on student. First, they discussed the Simple Present Tense and Present Continuous Tense and also wrote on a

paper. Then, she checked their tasks and correct them directly one by one. After finished the review, she asked them to made a group then continued the lesson by read the conversations. The following words were the incorrect pronunciation when they said it:

- Hospital /'haspItl/ became /hospital/
- Eight /et/ became /eght/
- Fruit /frut/ became /fruit/
- Vitamin /'vaItəmIn/ became /vitamin/
- Sport /spɔrt/ became /spot/
- Branch /brænt/ became /branch/
- Headache / 'hɛd,ɛk/ became /hedache/
- Fever /fivə/ became /fiper/
- Cold /koold/ became /cold/

Finally, the teacher asked them to review the conversation again by read correctly, she asked them repeatly so that they did not read incorrectly.

The fourth observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback staightforward student's dialouge not right after student's dialouge. The teacher applies each types of corrective feedback, the are: recast and repetition. The catagories of pronunciation that teacher give corrective feedback to students are: stress, imtonation, vowel, and

consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

#### 5. Fifth Observation

Based on the previous observation on May 17<sup>th</sup>, 2019, same like the general meeting in the beginning class, the teacher started the class by pray and asked their news that day. Then, the teacher started to reviewed the lesson by asked them to read the conversation and the dialogiue one by one. The following words were the incorrect pronunciation when they said it:

- Medicine /'mɛdɪsɪn/ became /medicin/
- Headache / 'hɛd,ɛk/ became /hedache/
- Dentist /'dɛntɪst/ became /dentsis/
- Fever /fɪvə/ became /fiper/

Next, she asked them to practice in front of their friends by made an actions the kind of health problems. Then, another students gave to



him/ her some advices. But before it, the teacher divided them into groups stand by 4 students per group. They did it by guessed the health problem first then gave some advices. The following words were the incorrect pronunciation when they said it:

- Anything /'eni,θɪŋ/ became /anything/
- Exactly /ɪg'zæktli/ became /ezakly/
- Sometimes /'sʌm,tʌɪmz/ became /somtaims/
- Never /'nevə(r)/ became /neper/
- Breakfast /'brekfəst/ became /brekpast/
- Usually /'ju:ʒuəli/ became /usually/
- Midnight /'mɪd,naɪt/ became /midnaight/
- Ever /'evə(r)/ became /eper/

Before finish the class, the teacher asked them to listened to the audio then follow the next instructions.

The fifth observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback right after student's dialogue not straightforward student's dialogue. The teacher applies each types of corrective feedback, the are: recast and repetition. The catagories of pronunciation that teacher give corrective feedback to students are: stress, intonation, vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She

used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

#### 6. Sixth Observation

Based on the previous observation on May 18<sup>th</sup>, 2019, same like the general meeting in the beginning class, the teacher started the class by pray and asked their news that day. To reviewed the previous lessons, the teacher asked them to practiced the conversation in a pair students. The following words were the incorrect pronunciation when they said it:

- Always /'ɔ:lweɪz/ became /alwais/
- Rain /ren/ became /rain/
- Work /wɜrk/ became /work/
- Rarely /'rerli/ became /rearly/
- Vegetable /'vedʒtəbəl/ became /vegetabel/
- Wake /wek/ became /wik/
- Exercise /'eksərsaɪz/ became /eksersais/

The teacher continued the lesson by explained the grammar focus “adverb of frequency”. After that, she asked the students to finished the exercise by interviewed their classmate about how he/she kept a healthy

life. She asked them to create the questions used adverb of frequency. The topic might include:

- Eating habit
- Sleeping habit
- Exercise habit
- Way of relaxing

Because that day was the last day to finished the unit before went up to the next lesson/ unit, the teacher asked them to read the text about “Home Remedies” by themselves. She tried to went around the classroom to checked their reading rules one by one. Students was asked to answered the questions and submit before went home. Before the teacher closed the class that day, she gave them also a writing exercise to finished at home then would be submit on the next meeting before went up to next lesson.

The sixth observation teacher’s corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback straightforward student’s dialouge not right after student’s dialouge. The teacher applies each typesof corrective feedback, the are: recast and repetition. The catagories of pronunciation that teacher give corrective feedback to students are: stress, vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student’s learning process in pronunciation. She used English and Indonesia Language

when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

Overall, the observation showed that the teacher generally corrected the students errors directly by said yes and correct the mistakes or by giving a reward first the teacher mentioned the right form directly. The students felt that the teacher carefull with them by giving them some motivations and rewards. The techer also finished the class by did some fun games and role plays so that the students were not bored with the lessons and the students finished the class or lessons by followed all the teacher's instruction in learning process.

b. Information by interview

Interview gave to the English teacher on Thursday, May 9<sup>th</sup>, 2019 in group 68<sup>th</sup> at English UPB at UIN A ntasari Banjarmasin. In interview, the researcher interviewed the teacher of English UPB, the researcher asked her learning model in teaching process, the teacher answer that she always used direct method for every teaching especially in pronuntiation activities.

When the researcher asked this question to the teacher, she said that some errors were corrected directly. The reason was she wanted to know

how many words the students knew and how many words the students did not know especially in how to pronounce it in English. She said that some errors were corrected directly. She was not sure about the names of corrective feedback she used. But surely, she told the researcher that the corrective feedback that she used was giving advices, giving the correct form directly. The function she told was for helped the students to finished the task or something like exercises for learning process that suitable in learning target class.

When the researcher asked twice about kind of corrective feedback, she asked the researcher about the kind of first then she tried to answer. The teacher said, she usually used recast, clarification, and repetition. She thought they were more effective the other ways, even she review again about her thesis about recast as corrective feedback. That was also the reason why did she chose those action to corrected her students errors, because she believed it would be effective. She used or gave the corrective feedback to the students' error. She answered the researcher that she used it usually when she found the errors. And the students did it usually.

When the researcher asked this question to the teacher, she answered that sometimes she repeated the sentences correctly and sometimes she said that was error and asked them to corrected the mistakes. Actually, the students followed the teacher instruction directly. Surely, the teacher said that sometimes her students aware about their errors and rictly they re-

corrected their mistakes by themselves without asked the teacher to helped them because they already knew about the form and the teacher usually gave them an exercise or some tasks after she explained the lessons that was why did they corrected directly. The teacher said that the students sometimes finished the task or exercise by worked in pair, worked in group pr individually. She told the researcher that she gave the corrective feddback according to the task or exercise they finished that they. If the students finished the exercise individually, she corrected also individually but might would listened by the other students in the classroom. But usually she also gave the correct form by wrote on the whiteboard or said the form loudly so that there was no the same mistakes from the other students.

When the researcher asked her about what language she used to correct the students errors, she surely said English because she taught English it will helped the students to understand directly what the teacher mean about the lessons. Teacher said that sometime she corrected the students form by said “yes” first without the students knew that they were already error after they aware that they errors The teacher explained about the kind of learner of her classroom in this question. She said that the students she taught were in beginner level who studied English just in formally without any real goal for example to helped them got their dream would be by English. But, their teacher said that they were the smart students who focus when learning process on going because the teacher finished the class by did some fun games and fun role plays. The teacher

made a rate for giving the reward to the students especially in comment. She told the researcher, if the students did it clearly so, she would say “excellent”, if the students did it most true she would say “good job” or “good student”. Because she thought that reward was a kind of motivation in learning process.

The teacher explained about her class process that sometimes she finished the class by asked them to worked in a big group. She could not finished the class by coaching one by one because she thought it would take a long time and the class lessons would not finished in time although it was better than finished in big group. But she did it rarely. The researcher surely said that “yes”, the students felt that their teacher care with them and many motivations they found when the teacher showed their mistakes and gave them some advices especially about English. The teacher surely said that the purpose in giving corrective feedback to students for got the goal of learning, correct the students error and made them sure that they had to be able to understand about the lesson clearly.

## **2. Corrective Feedback Implemented in Pronunciation Activities**

To answer the research problem, the researcher analyzing the video and field note result data like observation sheet then combine it with interview data. Researcher analyzed how does the teacher apply corrective feedback in her class. Researcher found that the teacher mostly used direct corrective feedback when the students mistake pronuntiation word in her class and the teacher correct the students error.

To find out how does the teacher apply corrective feedback in pronunciation activities, the students and the teacher interaction in classroom pronunciation activities were documented by observation. There were six meetings in UPB of English teaching and learning process focusing on pronunciation that were observed and taken as the data of this research.

Based on the researcher's observation The first observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback straightforward student's dialogue not right after student's dialogue. The teacher applies each type of corrective feedback, they are: recast and repetition. The categories of pronunciation that teacher give corrective feedback to students are: stress, vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

The second observation teacher's corrective feedback in pronunciation class. In this case, the teacher gave corrective feedback straightforward student's dialogue not right after student's dialogue.



The teacher applies each types of corrective feedback, the are: recast and repetition. The catagories of pronunciation that teacher give corrective feedback to students are: vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

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and repetition. The categories of pronunciation that teacher give corrective feedback to students are: stress, intonation, vowel, and consonants. The teacher gives feedback to students individually and collectively. Directly the teacher gave comment related to student's learning process in pronunciation. She used English and Indonesia Language when giving corrective feedback. In her class, directly the teacher gave correction about student's error in pronunciation. She also directly, state about students' error in pronunciation. The teacher always repeat the word of students' error in pronunciation. And the last, the teacher motivate the students to improve their pronunciation when giving corrective feedback.

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Beside doing observation, researcher also conducted by interview to find how does the teacher applied corrective feedback in the class especially in pronuntiation activities. From interview with the teacher, she said that some errors were corrected directly. The reason was she wanted to know how many words the students knew and how many words the students did not know especially in how to pronounce it in English. She said that some errors were corrected directly. She was not sure about the names of corrective feedback she used. But surely, she told the researcher that the corrective feedback that she used was giving advices, giving the correct form directly. The function she told was for helped the students to finished the task or something like exercises for learning process that suitable in learning target class. When the researcher asked twice about kind of corrective feedback, she asked the researcher about the kind of first then she tried to answer. The teacher said, she usually used recast, clarification, and repetition. She thought they were more effective the other ways, even she review again about her thesis about recast as corrective feedback. That was also the reason why did she chose those action to corrected her students errors, because she believed it would be effective. She used or gave the corrective feedback to the students' error. She answered the researcher that she used it usually when

she found the errors. And the students did it usually. At that time the student can correct their mistake until clear.

From some analyzed above, it can be concluded that the teacher applied or implemented corrective feedback in pronunciation activities almost directly. By gave corrective feedback, the students know what their mistake. Beside, important to give students corrective feedback because there is no mean if they just learn by their understood whether is true or false or without the teacher guidance again after they did pronunciation mistake.

## **B. DISCUSSION**

Based on the analysis of the research finding, the researcher conduced on pronunciation activities at group 68<sup>th</sup> of English UPB at UIN Antasari Banjarmasin, the researcher aims to look the kinds of corrective feedback and how does the teacher apply corrective feedback in pronunciation activities. 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 pronunciation class of at group 68<sup>th</sup> of English UPB at UIN Antasari Banjarmasin. So the result of the apply type of corrective feedback used by teacher are types of recast, clarification request and repetition which the students' error was corrected on pronunciation errors.

Corrective feedback is the common feedback that found in pronunciation activities. In processing pronunciation, the students need correction in pronouncing of words, in order to get a better pronunciation. The teacher gave correction to students in form of stress, intonation, vowel, and consonants. According to Burns (2012, p. 172-176) facilitate feedback on learning, the teacher provides learners with feedback on their performance. Many problems usually occur in student's pronunciation, there were some problems found in foreign language learners, for example lack of communication strategies, poor vocabulary, poor pronunciation, communication 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 pronunciation accuracy.

Corrective feedback is more appropriate to improve student's pronunciation. Students need to know how to speak correctly and where their made error in pronunciation. 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 pronunciation. It means that pronunciation accuracy involving pronunciation is needed to make an understandable communication.

