

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

In this chapter, this research describe the result of research in the field which were collected using data collection technique using content analysis. This research was conducted on Teacha Karen, a video content producer. In the material, there are three of english learning videos that emphasize speaking skills for students by employing the free talk approach, so that students feel comfortable speaking with the teacher and are not dependent on textbooks.

Along with a few of these videos, the video creator, who is also the teacher in the video, uploads various types of learning and multiple types of students he teaches. In this study, using three learning videos uploaded to YouTube by the account Teacha Karen, the researcher employs the content analysis technique to examine the three learning and research videos. This incorporates and responds to the framing of the research's problems. In the phrasing of the problem, namely what type of feedback is usually used by the teacher in the video in the lesson, the corrective feedback on the speaking abilities employed is the solution.

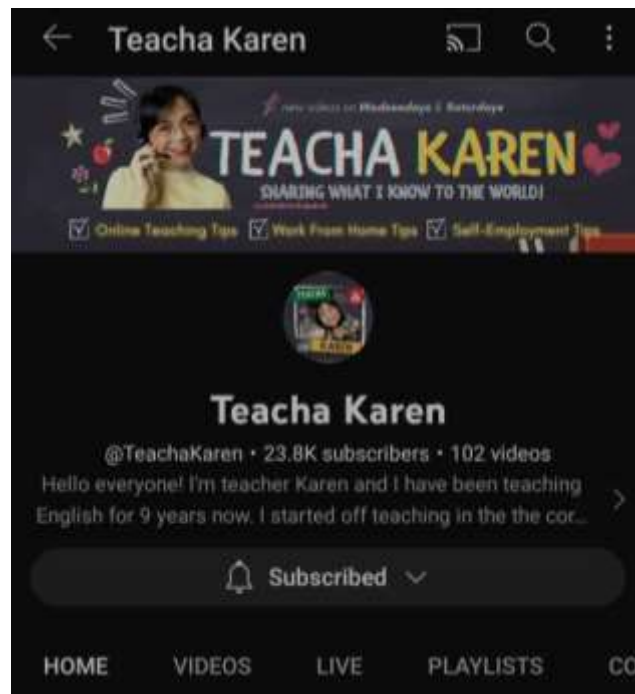


Figure 2 Youtube content source

This research analyzed the type of corrective feedback on speaking abilities that the instructor provides to students in the learning video and how the teacher expresses this feedback in the video. English Teacher at the video used types of techniques in given feedback performance speaking class:

## 1. Recast

S1: I experience 5 , more than 5

**T : So we can Called a magnitude 5 earthquake**

S1: a magnitude 5 earthquake

In this conversation the teacher corrects the words spoken by the students by saying the correct sentences and the students immediately correct the word "Magnitude 5 earthquake" as in the meaning of recast.

**S1: Flying trip ??**

T: it start with F ... Fiii

**S1: Feeling ... ??**

**T : It's a Field trip. a field trip**

Students made a mistake in pronounce the word when the student said "Flying trip" and "Feeling" and in these words the teacher corrected it by saying "It's Field trip A field trip".

S1: I can swim distance **for** of 50 meters

T : I can **a** distance **of** 50 meters

S1: I can swim a distance of 50 meters

In this conversation the students made mistakes in the pronunciation sentences and the teacher immediately corrected them by emphasizing and replacing them with the correct words such as "I can a distance **of** 50 meters" and the students immediately corrected them by repeating the correct sentences.

S1: The first time, first time **i scared about water**

T : The first time **i was scared about water**

The teacher explain the language the students' grammatical errors in the sentence "first time i scared about water" and the teacher immediately tells the correct sentence like "The first time i was scared about water" on errors in the use of grammar by these students focused on the sentences used by the teacher on the use of feedback.

S1: can you dance ? what **syllable**

T : **Style**, that was it style

S1: **Style** of dance do you like ?

Students error in pronouncing sentences on “can you dance ? what syllable” and the teacher immediately tells the correct word by directly replacing it with the correct word like “Style, that was it style” and the student change the error with correct word.

S1: Can you **sky** ? how many times have you tried ?

T : That one is **ski**

S1: **Ski**

S1: No. i can't, **i can't ski**, i have never try

T : Oh i see , I have never try ski

Student error in pronouncing the writing on the screen is correct but the student does not know how to pronounce the word “ski (skEE)” students pronounce it with “sky(skai)” and in the use of constructing sentences the teacher also corrects student errors in sentences “No. i can't, i can't ski, i have never try” by directly changing the correct order of sentence “Oh i see , I have never try ski”

T : Would you like to when you back to japan after covid 19 ?

S1: Yes, **maybe i would go**

T : Ok you say, maybe i will give it a try when i go back to Japan

S1: Maybe i will give it a try when i go back to japan

Teacher immediately changed the error in selecting sentences for students “Maybe i would go” due to errors in grammatical use by students and immediately replaced by the teacher by saying “Maybe i will give it a try when i go back to japan” without explanation of the wrong sentences used by students and immediately corrected and followed by students.

T : Number 4 what do you want to cook when you little older

S1: **Fried...**

T : **Stir, Stir fried**

S1 : Stir fried eggplant

In this discussion students make mistakes in using sentences like "Fried" and at that time the teacher provides feedback by giving answers telling

answers "Stir, Stir fried"Teacher tell the right answer to the student when the student make an error with the answer the results of the lesson and the teacher directly tells the correct sentence.

T : Very good, number 5 you should wear ?

S1: **Eerphones**

T : Ear ('IR)

S1 : Ear

Student mispronounce statements in a way that alters the meaning of words “Eerpnone” because of the student's incorrect pronunciation, the teacher immediately changed it to be correct.”Earphone ('IR)”, and the teacher rapidly corrects them.

S2: **It's Annie's scarf**

T : **One more time the name is Anna**

S2: **It's Anna scarf**, it hers

T : Very good, it hers

Students make errors with pronunciation when pronouncing words and don't pay enough attention to each word's pronunciation. “It's Annie's

scarf” The teacher immediately reminds the student of the error by directly stating the correct answer. “One more time the name is Anna” without a comprehensive explanation of the student's error.

T : So again if it's just one construction site you say “i work on a”

S3: I work on a stuct...

T : **On a constructions**

Mispronunciation of words such as by students in student conversations “I work on a stuct” In an error in pronunciation, the student forgets the word to be spoken, and the teacher immediately corrects it by saying the improvement by directly stating the correct word. “On a constructions” afterwards, the student directly corrects by following the teacher's correction.

S3: Office workers works with people

T: Office workers works with people ? Office workers work with people

S3: Office workers work with people

In the student's conversation with the teacher there was an error in the use of the sentence with the aim to be conveyed in the sentence “Office workers works with people” in this approach, the teacher immediately



corrects the details of the sentence by directly repeating it with the correct sentence structure.

## 2. Explicit Correction

S1: Close the light mom

T : Alright, now do you say close the light, close the light mom. Please say turn off the light

S1: Turn off the light

The students mispronounce the structure of the sentence, and the teacher provides feedback by notifying the correct use of the sentence by explaining the pronunciation error in the sentence and explaining the correct sentence in explicit feedback, such as highlighting the correct sentence structure. “Alright, now do you say close the light, close the light mom. Please say turn off the light”.

S1: The first time, first time i scared about water

T : The first time i swam, (swam is the past of swim) i swam i was scared of water you are not scared about water ,you scared of water so, could you read that please

S1: The first time i swam i was scared of water

The teacher explains in details by pointing out students' errors and emphasizing on the usage of correct sentences “The first time i swam, (swam is the past of swim) i swam i was scared of water you are not

scared about water ,you scared of water” correct sentences by explaining the wrong use of sentences by explaining the correct use of sentences and explaining how the sentences are structured.

S1: Maybe my, i think they were never dance

T : You mean you to say the members of your family don't dance

S1: The members of my family don't dance

Students make errors in their use of words in sentences, and the teacher provides feedback by correcting the errors and explain the sentences with the proper structure.

S2: Class

T : Live, L.i.v.e ? Or Life (laɪf) class?

S2: Life (laɪf) class

T : Life class, okay so, you could say my least favorite subject is ...

S2: My least favorite subject is Life class

Students make errors when pronouncing words in sentences, such as when saying "Live (lɪv)" when the correct word to use is "Life (laɪf)." The teacher corrects these mistakes by telling students the correct word to

use and offering suggestions like "So, you could say" to correct the correct sentence structure. The teacher also informs students of their mistakes.

T : His name was Levi Levi

S3: **Livi, Livi**

T : **No, not Livi it's Levi**

S3 : **Levi**

On student errors when describing the way students pronounce a word "Livi, Livi" the teacher immediately explained and confirmed that the student's pronunciation was incorrect, and then provided the right pronunciation, as follows "No, not Livi it's Levi" Thus, the teacher uses it expressly to identify pronunciation errors among students.

### 3. Elicitation

T : Yes, have you eaten dinner Bernie?

S3: Yes, i am eating ..

T : Oh are you **eating** now ?

S3: No

T : What time did you eat dinner ?

S3: I ate dinner at 7 o'clock

Students made errors in the use of grammatical and similar terms in their spoken sentences. “Yes, i am eating” when a student makes an error, the teacher instantly provides feedback by giving guidance by saying “Oh are you eating now ?” with the purpose of emphasizing students' errors in employing word structures and, by emphasizing these words, forcing students to immediately fix these errors by changing them with the right word pattern.

#### 4. Clarification request

S2:	<b>Vasity</b> team
T:	Say it again ?
S2:	Varsity team
S2:	Yes my school

In conversation, students frequently make an error in pronunciation, and what they say seems a bit confusing ” Varsity team” During this pronunciation, the student made an error with the letter's pronunciation. The teacher then requested the student to repeat what he said previously in the sentence., “Varsity team” “Yes my school” ang with sentence “In my school use the book too” with clear answers the teacher ensures student understanding by the teacher.

T : What about in a restaurant?

S3: Serv

T : Pardon? repeat

S3: Server

In this conversation between the students and the teacher, the teacher inquired about the outcomes of the material teacher had presented to the students. “What about in a restaurant?” in order for students to mention a job at a restaurant, and for students to respond, “Serv” with unclear pronunciation and continued with the teacher requesting the student to repeat with “Pardon?” then students answer correctly with the answer “Server”

##### 5. Metalinguistic Feedback

S3: Today

T : Yes, the past, go is the present tense, look at the chat box.

You said i go back to school today, **what is the past tense, the past tense of the word “go”**

S3: Went

T : Yaa, could you say that sentence again this time use the past tense, I...

S3 : I go back... aaa I went back to school today

The teacher acknowledges helping students identify errors in their own language in this statement, as the teacher states “what is the past tense, the past tense of the word go”. From the teacher's statement, it may be inferred that the teacher requires students to pay close attention to the line is repeating so that they can identify the error in the sentence and repair it, such as by changing the word “Went” this confirms the past tense of the sentence.

## **B. Discussion**

This study analyzed several videos as subjects that are used as material to find the content of learning videos that contain teacher errors corrected in students on students' speaking skills, in its analysis this study focused on giving feedback used by teachers and corrective feedback, this research contains research question, about what types of corrective feedback are often used by teachers in giving oral corrective feedback on students' speaking abilities. According to the explanation, there were 5 types of corrective feedback used by the teacher and from several of these types.

As a result, feedback is very beneficial and vital in the teacher's process of communicating material to students, and the material is conveyed appropriately with teaching strategies regardless of the type of learning. Based on some research that discusses feedback, particularly corrective feedback on the type of feedback, several things emerge, one of

which is the recast type, which is frequently used by teachers in the process of teachers providing feedback to students in several causative factors, namely in the learning delivered the teacher sometimes makes student mistakes that are only related to a few misspelled words and students' lack of understanding of a material and the teacher.

Feedback is essential in the learning process. In this form of feedback, it is important to adjust the learning environment and the material delivered, such as when students do not comprehend the material. Another advantage of feedback is that it provides information about one's performance and comprehension. The objective of feedback is to tell the teacher of any gaps between what has been comprehended, what is intended to be understood, and what should be done next.

Pratami (2021) in previous research this research conducted research at An-nur Tangkit Boarding School. In the same situation, regardless of the fact that there are different research subjects and data collection techniques, this research employs the same data analysis technique, and it has been discovered that the corrective feedback recast type is frequently utilized in the learning that this research employs.

Despite the fact that they have similar results in that teachers frequently use type recast in learning, the findings from research differ in that the results of this study did not only find the type of recast used by teachers in learning videos, but also other types such as explicit correction, elicitation, clarification requests, and metalinguistic feedback.

In the type of explicit correction identified in this study, it was also discovered that many were used by the teacher in the learning video for the type of teacher using it by providing feedback providing explanations for errors found in students in learning and these students needed an explanation of the errors that happened. And with this type of content, it is highly important and required for students who do not comprehend the material and the feedback provided, so this feedback truly necessitates a significant input from the teacher as the delivery of the material.

Where the teacher provided correct and explicit feedback on student errors, this is called explicit feedback. According to the findings of the study, English teachers usually utilize specific corrections in the proper form to emphasize student faults. (Mulyadin, 2022).

The next type of feedback found in this research is elicitation, which is feedback given by the teacher to students by emphasizing student mistakes without providing a direct explanation but by suppressing the intonation of the wrong words used by students to students so that students immediately stimulate the correction and students understand the feedback given directly change and understand the teacher's correction.

This type may be less effective if it is frequently used because in video learning, not all students immediately understand this type of feedback correction even if it is not frequently used by the teacher, but this feedback can still be used by the teacher so that giving feedback by the



teacher with elicitation adjusts the students' abilities. Similarly to research (Mulyadin, 2022) According to the previous study, this type requires students to repair problems in a variety of methods, so that students may identify verbal errors in them using keywords from the teacher.

The teacher's for clarification request conveys to the students that teacher did not understand what the students were about to say. In this method, the teacher requests that the student repeat what student said. According to the data, the teacher used the clarification request type multiple times. In this type, the teacher requests clarification from students because what they say or explain is not understood by the teacher or there is an error in what they mention, forcing the teacher to ask students to explain what he was talking about again.

This research finding also contained metalinguistic feedback. Insight is indeed an oral corrective feedback approach in which the teacher provides remarks, information, or questions about faults in student utterances without offering the correct form. This type is utilized by the teacher by delivering codes and directives so that students understand from faults in students such as grammatical use errors that frequently occur, the teacher notifies without mentioning the error.