

CHAPTER IV

FINDING AND DISCUSION

A. FINDINGS

This research was done at English Department of Tarbiyah and Teachers' training of UIN Antasari Banjarmasin located on Jl. A.Yani Km 4,5 East Banjarmasin. The object of this research is Teacher's feedback especially corrective feedback used by teacher on speaking class in the third semester students at English Department of UIN Antasari Banjarmasin. This research has been done because to investigate the kind of teacher's corrective feedback and the dominant types of teacher's corrective feedback. This chapter presents the finding of data that is collected from interview and observation. This chapter also provides the discussion of the finding.

1. The Kind of Corrective Feedback used by Teacher to Students Speaking Class at English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin.

To find out the kind of corrective feedback used by teacher in speaking class the researcher by interviewed the teacher with recording and also by observed the teaching learning process taught by speaking teacher. There were 10 meeting times divided into 2 meeting times for each class' from class A, class B, class C, class D and class E, with same topic taught by speaking teacher. There is one speaking teacher that becomes the subject of this research that teaches in third semester. Then,

the teacher's strategies were analyzed and classified to find out whether the teacher were included six types of teacher's corrective feedback in speaking class, as stated by Lyster and Ranta (1997: 37-66) about teacher's corrective feedback the types are explicit correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, Repetition.

a. Information of speaking teacher by interview

In interview, the researcher interviewed the speaking teacher, the researcher asked her about corrective feedback, it found what the kinds of corrective feedback used by teacher in speaking class and the dominant type of corrective feedback used by the teacher, which can be seen in the following excerpt of interviewing transcript (Tuesday, September 26, 2017).

Interview : What do you do when you find students' error in speaking?

Teacher : Based on my experience before, I usually give directly the correction if the students makes error in speaking when they do the dialogue, for example the student said "development" I directly give the correction development about their mispronunciation, but I think this is not effective for students it just make students down or nervous, and now I give correction after the students do dialogue.

The teacher said in interview (Tuesday, September 26, 2017), gave directly correction on students' speaking error when the students do the dialogue, but the teacher thinks

to give correction directly it was not effective it just made the students nervous. Then, the teacher gave correction after the students do the dialogue.

Interview : what kind of corrective feedback do you usually use? Why?

Teacher : ok, I usually used, clarification request, and I give correction to students more be dominant on mispronunciation like your explanation is explicit correction and related on grammar about students error in speaking or recast, also repetition, if metalinguistic I use this type but seldom.

The teacher said in interview (Tuesday, September 26, 2017), the teacher usually used types of corrective feedback to correct students speaking error are clarification request, explicit correction, recast, repetition and metalinguistic feedback. The teacher said that the dominant type of corrective feedback is explicit correction.

Interviewer : ok miss, how often do you give corrective feedback to students? Why?

Teacher : often, because I usually give the correction after the students do dialogue 1 or 2 students have finished role play and then I give correction or all of students have finished role play. Because, by giving correction, the students will know their mistake and can improve their skill.

Interview : What do you state directly about students' error in speaking? Why?

Teacher : I will not directly state because the characteristic of students have different and if state directly it just make students nervous or down.

Interview : Do you directly give correct answer when you give correction to students' error in speaking? Why?

Teacher : yes, of course I will directly give correct answer, because this is correction so I have to provide correct answer but sometime I give chance to others students about correct answer.

Interviewer : How do you explain your corrective feedback to students, individually or collectively? Why?

Teacher : collectively, because I think if give correction individually just make student nervous, so I give correction collectively in order to make funny situation.

The teacher said in interview (Tuesday, September 26, 2017), the teacher always give correction in teaching learning process. Because the teacher thinks by giving correction to the students can improve their skill and the teacher don't state the student made error in speaking. The teacher directly gave to correct answer and give a chance to students about how the correct answer. The teacher gives correction collectively, because the teacher thinks if give correction individually just make the students nervous.

Interviewer : what is your purpose in giving corrective feedback to students?

Teacher : sometime I give motivation to improve their skill, pronunciation and grammar, so my purpose by giving corrective feedback to the students in order to make the student know their mistake and improve their skill.

The teacher said in interview (Tuesday, September 26, 2017), the teacher purpose in giving feedback to students in order to the students know their mistake and improve the students skill.

From interview excerpt above, found that the teacher used five kind of corrective feedback, they are explicit correction, recast, clarification request, metalinguistic feedback and repetition.

b. Information of speaking teacher by observation

In observation, the researcher observed the learning process in speaking class taught by the speaking teacher. There were ten meetings with twice observation in each class with the same topic to find what kinds of corrective feedback used by teacher to students of speaking class in third semester. According to Lyster and Ranta (1997:37-66), the types of corrective feedback are explicit correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, Repetition. The observation result is elaborated on the excerpt of observation below.

1. First observation

First observation was done on (1) Monday, October 1, 2017 at class A, (2) Thursday, October 4, 2017 at class D, (3) Friday, October 27 2017 at class E, (4) Friday, October 27, 2017 at class B, (5) Wednesday, November 1, 2017 at class C. One meeting for each class with the same topic "*It's all about myself*" is taught by the speaking teacher. Look on the table observation below.

Table 1.IV: first observation teacher's corrective feedback in speaking class

No.	Teacher's Strategy		Classes				
			A	B	C	D	E
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue				√	
		Right after student's dialogue	√	√	√	√	√
2.	The teacher applies each types of corrective feedback.	Explicit correction	√	√	√	√	√
		Recast					
		Clarification request	√				√
		Metalinguistic Feedback			√	√	√
		Elicitation	√				
		Repetition	√	√	√	√	√
3.	On what categories the teacher gives corrective feedback to students?	Pronunciations	√	√	√	√	√
		Grammar	√	√	√	√	√
		Vocabulary					
4.	The teacher gives feedback to students	Individually					
		Collectively	√	√	√	√	√
5.	Does the teacher give comments related to students' learning process in speaking?	Yes	√	√	√	√	√
		No					
6.	Does the teacher use English or Indonesia when giving corrective feedback?	English	√	√	√	√	√
		Indonesia	√	√	√	√	√
7.	Does the teacher give correction about student's error in speaking?	directly give correct answer	√	√	√	√	√
		not directly give correct answer					
8.	Does teacher directly state about students' error in	Directly state					

	speaking?	not state	√	√	√	√	√
9.	Does the teacher always repeat the words of students' error in speaking?	repeat	√	√	√	√	√
		not repeat					
10,	Does the teacher motivate the students to improve their speaking when giving corrective feedback?	motivate	√	√	√	√	√
		Not motivate					

On the first observation, the teacher gave corrective feedback each class right after the students did the dialogue. The researcher found in class D that teacher gave correction straightforward because the students always made mistakes in speaking or pronunciation when they did the dialogue, the students produced error in speaking for example:

S. A : where were you born?

S. B : I was born in Canada.

T : Gave correction Canada (Explicit Correction)

S. A : what is your hobbies?

S.B : my hobbies are reading, listening and swimming.

T : gave correction, what are your hobbies? (Recast)

The teacher used *explicit correction*, when the students did dialogue there were some mistake in pronunciation that done by the students such as mispronunciation, when the student said “*Canada*”, the teacher gave correction after

the students did the dialogue and gave correct answer directly, the correct pronunciation by the teacher “*Canada*”.

The teacher used *clarification request*, when the teacher asked to students to make interrogative sentence “*How do you ask someone?*” then there was a student said “*Are you single?*” the teacher asked to the students “*sorry what did you say?*” then the student said “*Are you single*”, teacher said “ooo, are you single”.

The teacher used *metalinguistic Feedback*, when the teacher asked to the class about how the correct sentence “*class, is true to say, where were you born?*” some students said “*yes miss*”, then the teacher asked “*is there to say No?*”, after that, the teacher explain “*yes, where were you born? Why use were not Did? Because born is past participle, so the correct is “where were you born?” and we will answer “I was born in.....”*”.

The teacher used *elicitation*, when the teacher asked to the class “*class, which one is correct? Where were you go or where did you go?*” Students said “*Where did you go?*”, and then the teacher asked to students where....? The students completed the teacher’s question “*Did you go*”, then the teacher said “*yes, good*”.

The teacher used *repetition*, when the students did the dialogue and student A said “*Did you grow up there?*” students B answered “*No, I don’t. I grow up in Canada.*” then the teacher gave correction to the students by question and repeated the students utterance “*no, I don’t or no I didn’t?*”.

The teacher gave corrective feedback collectively not individually, the teacher did not state directly the students made error in speaking. The teacher gave correction after the students did the dialogue and then teacher explained and gave correction in grammar or pronunciation also provided correct answer.

In teaching learning process, the teacher used English and indonesia when explaining or giving correction, the teacher always asked to repeat together the correction of students' error in speaking and also gave motivation to improve their speaking. The teacher applied the following types of corrective feedback in learning process: Explicit correction, clarification request, Metalinguistic feedback, elicitation and repetition when gave correction. In interviewed conducted on (Tuesday, September 26, 2017), the teacher usually used types of corrective feedback to correct students speaking error are clarification request, explicit correction, recast, repetition and metalinguistic feedback.

2. Second observation

This observation was done on (1) Thursday, October 26, 2017 at class D, (2) Friday, October 3, 2017 at class A, (4) Tuesday, October 31, 2017 at class B, (3) Wednesday, November 1, 2017 at class C, (5) Friday, November 3, 2017 at class E. Each class was observed in the meetings with the same topic "*Talking about my friends*" is taught by the speaking teacher. Look on the table observation below.

Table 2.IV: Second observation teacher's corrective feedback in speaking class

No	Teacher's Strategy		Classes				
			A	B	C	D	E
1.	The way of teacher to give corrective feedback.	Straightforward the students do dialogue					
		Right after the students do dialogue	√	√	√	√	√
2.	The teacher applies each types of corrective feedback.	Explicit correction	√	√	√	√	√
		Recast	√	√	√	√	√
		Clarification request	√	√			
		Metalinguistic Feedback				√	
		Elicitation					
		Repetition	√	√	√	√	√
3.	On what categories the teacher gives corrective feedback to students?	Pronoun	√	√	√	√	√
		Grammar	√	√	√	√	√
		Vocabulary					
4.	The teacher gives feedback to students	Individually					
		Collectively	√	√	√	√	√
5.	Does the teacher give comments related to students' learning process in speaking?	Yes	√	√	√	√	√
		No					
6.	Does the teacher use English or Indonesia when giving corrective feedback?	English	√	√	√	√	√
		Indonesi	√	√	√	√	√
7.	Does the teacher give correction about student's error in speaking?	directly give correct answer	√	√	√	√	√
		not directly give correct answer					
8.	Does teacher directly state about students' error in	Directly state					

	speaking?	not state	√	√	√	√	√
9.	Does the teacher always repeat the words of students' error in speaking?	Repeat	√	√	√	√	√
		not repeat					
10,	Does the teacher motivate the students to improve their speaking when giving corrective feedback?	Motivate	√	√	√	√	√
		Not motivate					

It can be inferred from the second observation which had different topic from first observation. The teacher gave corrective feedback in collectively not individually and the teacher also did not state directly the student made error in speaking, the teacher gave correction after the students did the dialogue and then the teacher explained and gave correction in grammar and pronunciation and also provided correct answer.

The teacher used *explicit correction*, when the students did the dialogue there were some mistakes in pronunciation that done by student such as the student said “*listen*” then the teacher gave correction after the students did the dialogue and gave correct answer directly about the student’s utterance “*listen*”.

The teacher used *recast*, when the Students said “*she have two brother*” but there was a mistake on student’s utterance, then teacher gave correction “*she has two brothers*” the teacher does not state that the students made error, but directly gave the correct answer.

The teacher used *clarification request*, when the teacher asked to students “*what the topic about in conversation?*” Student said “*about jobs*”, then teacher asked to students “*sorry what did you say?*” student said “*job*”.

The teacher used *metalinguistic feedback*, when the students finished the dialogue and the teacher gave correction such as “*class, is true to say “she has born?”*” the students said “*no, she was born*”, then teacher explained “*yes, she was born*”.

The teacher used *repetition*, when the students finished the dialogue, then the teacher gave correction about their utterance such as the student said “*he likes to playing*” then teacher gave correction “*he likes to playing or he likes to play?* “

In learning process, the teacher used English and Indonesia when explaining or giving correction. The teacher always asked to repeat together the words of students’ error in speaking and also gave motivation to improve their speaking. The teacher applied types of corrective feedback in learning process such as explicit correction, recast, clarification request, metalinguistic feedback and repetition when gave correction. In interviewed conducted on (Tuesday, September 26, 2017), the teacher usually used types of corrective feedback to correct students speaking error are clarification request, explicit correction, recast, repetition and metalinguistic feedback.

From the interview and observation, it found what kind of corrective feedback used by teacher. It found the teacher used all kinds of corrective feedback in teaching learning process that are explicit correction, recast, clarification request, Metalinguistic feedback, elicitation and repetition.

1. The Dominant Types of Corrective Feedback that used by the Teacher in Teaching Speaking Class at English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin.

To find out the dominant types of teacher's corrective feedback in the speaking class, the teacher interaction in classroom speaking activities were documented through observation. There were ten meetings divided into 2 meetings for speaking class A,B,C,D and E. The teacher's corrective feedback were observed and taken as the data of this research. Then, the teacher's feedbacks were analyzed and classified to find out, whether the teacher were used six types of 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 dominant types of corrective feedback used by teacher, we can see the total number of teacher's feedbacks in the speaking class which showed the dominant of use. The data of the type of teacher's feedback in the speaking classes A, B, C, D and E are presented below.

Table 3.IV: Teacher's corrective feedback in Class A

No.	Types of corrective feedback	Data 1	Data 2	Number of use
1.	Explicit Correction	8	7	15
2.	Recast	0	2	2
3.	Clarification Request	2	1	3
4.	Metalinguistic Feedback	0	0	0
5.	Elicitation	1	0	1
6.	Repetition	2	2	4

Note: Data 1: First observation

Data 2: Second Observation

The table 3.IV shows the dominant types of corrective feedback used by teacher in speaking class A. the teacher was using five types of corrective feedback; they are explicit correction, recast, clarification request, elicitation, and repetition. The frequency of type of corrective feedback was different. The frequency of explicit correction used is 15, recast is 2, clarification request is 3, elicitation is 1, repetition is 4. The meaning of number shown previously is how many times the teacher used certain types of corrective feedback in teaching learning process. Therefore, it can be seen that the highest frequency is explicit correction which was used 15 times. It showed that the teacher more be dominant on explicit correction as stated by teacher in interview (Tuesday, September 26, 2017) I give correction to students more be dominant on explicit correction.

Some example of each types of corrective feedback can be seen in the following observation excerpt.

Table 4.IV: The examples of teacher's corrective feedback in Class A

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction " <i>originally</i> " (<i>mispronunciation</i>)	√					
2.	Student's say " <i>are you single</i> " and the teacher asks sorry what did you say?			√			
3.	The teacher gave an example pattern of simple past positive sentence "S + V..? Students said V1, teacher repeat students utterance V1 or V2? S + V2.						√
4	Class, which one is correct? Where were you go or where did you go? Where?					√	
5.	Students said " <i>she have two brother</i> " teacher gave correction " <i>she has two brothers</i> "		√				

Note: EC: Explicit correction

MF: Metalinguistic Feedback

R: Recast

E: Elicitation

CR: Clarification request

RP: Repetition

The table 4.IV is the example how the teacher gave corrective feedback to students. The teachers used explicit correction if the students made error in speaking or mispronunciation and the teacher provided correct answer. The teacher used recast if in students utterance is not complete like there is not verb in sentence and the teacher directly gave correct answer and the teacher did not state the students made error. The teacher used clarification request if the student did not clearly in his utterance and the teacher as a corrector clarified what the student means about their speaking. The teacher used elicitation in this types the teachers us question to students and repeat part of students utterance that the students should complete it, and

the last the teacher used repetition in this type. The teacher also used question to students by repeating student's error in speaking and the teacher provided correct answer.

Table 5.IV: Teacher's corrective feedback in Class D

No.	Types of corrective feedback	Data 1	Data 2	Number of use
1.	Explicit Correction	7	8	15
2.	Recast	0	1	1
3.	Clarification Request	0	0	0
4.	Metalinguistic Feedback	1	3	4
5.	Elicitation	0	0	0
6.	Repetition	4	1	5

Note: Data 1: First observation

Data 2: Second Observation

The table 5.IV shows that the teacher also used kinds of corrective feedback in teaching learning process on class D. The teacher used types of explicit correction, recast, metalinguistic feedback, and repetition, in this types that more dominant is Explicit correction which use 15 times in teaching learning process, recast is 1, metalinguistic feedback is 4, and repetition is 5, as stated by teacher in interview (Tuesday, September 26, 2017) I give correction to students more be dominant on explicit correction.

The example of each types of corrective feedback can be seen in the following observation excerpt.

Table 6.IV: The examples of Teacher' corrective feedbackin Class D

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction “ <i>listen</i> ” (<i>mispronunciation</i>)	√					
2.	Gave correction “ no, I don’t or no I didn’t? no I didn’t.						√
3.	Class, is true to say “ where were you born?				√		
4	Students say “she is child” teacher gave correction “she was child”		√				

Note: EC: Explicit correction MF: Metalinguistic Feddback

R: Recast E: Elicitation

CR: Clarification request RP: Repetition

The table 6.IV is example the used types of corrective feedback in teaching learning process by teacher on speaking class D. Many of students made error in speaking like mispronunciation, grammar. On class D first observation found the teacher used three types of corrective feedback. They are explicit correction, metalinguistic feedback, and repetition. On second observation found the teacher used four types. They are explicit correction, recast, metalinguistic feedback and repetition.

The teacher gave correction if the student makes error in speaking, for example; mispronunciation on the student speaking “Canada” this is called explicit correction. If the student makes error in speaking “ where were you born” and the teacher asked to the class, is true to say “where were you born?” this is called

metalinguistic feedback. The students said “she is child” then the teacher gave correction “she was child” but did not state the students made error and directly gave correct answer this is called recast. The teacher repeated the student utterance and gave question like “she and me or she and I?” then the teacher provided correct answer “yes she and I” this is called repetition.

Table 7.IV: Teacher’s corrective feedback on Class E

No.	Types of corrective feedback	Data 1	Data 2	Number of use
1.	Explicit Correction	6	7	13
2.	Recast	0	3	3
3.	Clarification Request	3	0	3
4.	Metalinguistic Feedback	1	0	1
5.	Elicitation	0	0	0
6.	Repetition	3	1	4

Note: Data 1: First observation

Data 2: Second Observation

From class E observation showed the teacher corrective feedback in teaching learning process used five categories. The teacher always used explicit correction in teaching learning process which was used is 13 times gave correction to student’s error in speaking, recast is 3 times, clarification request is 3 times, metalinguistic feedback is 1 time, and repetition is 4 times, it showed the teacher more dominant on explicit correction with the highest frequency, as stated by teacher in interview

(Tuesday, September 26, 2017), I give correction to students more be dominant on explicit correction.

It is some examples of teacher's corrective feedback on class E can be seen on table below.

Table 8.IV: The examples of Teacher' corrective feedback in Class E

No .	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction on students utterance " <i>listen</i> " (<i>mispronunciation</i>)	√					
2.	Student asks to her friend " <i>did you like to watching movie?</i> " Her friend says " <i>yes, I did</i> ". Teacher says "sorry what did you mean? Do you ask your friend present or past, student" present". So you have to use "Do" and your friend answer "yes, I do".			√			
3.	Which one the correct sentences " <i>color favorite or favorite color</i> "? <i>favorite color</i>						√
4	Class, how do you say " <i>English</i> "?				√		
5.	Student said " <i>she smart girl</i> " the teacher gave correction " <i>she is smart girl</i> "		√				

Note: EC: Explicit correction MF: Metalinguistic Feddback

R: Recast E: Elicitation

CR: Clarification request RP: Repetition

The table 8.IV is example each type of corrective feedback used by teacher in teaching learning process on speaking class E. Some of students made error in speaking like mispronunciation and grammar. On class E first observation found the teacher usedfour types of corrective feedback. They are explicit correction,

clarification request, metalinguistic feedback and repetition. On second observation found the teacher used three types of corrective feedback. They are explicit correction, recast, and repetition.

The teacher gave correction if the student makes error in speaking, for example; mispronunciation on the student speaking "*Listen*" this is called explicit correction. If the student makes error in speaking "*English*" then the teacher asked to students like; Class, how do you say "*English*"? this is called metalinguistic feedback. The student said "*she smart girl*" teachers gave correction "*she is smart girl*" but not state the student made error and directly gave correct answer this is called recast. The Teacher repeated the student utterance and gave question like "Which one the correct sentences "*color favorite or favorite color*?" the teacher provided correct answer this is called repetition. The teacher used clarification request if the student not clearly in his utterance and the teacher as a corrector clarifies what the student means about their speaking such as the student asked to her friend "*did you like to watching movie*?" Her friend said "*yes, I did*". Teacher says "sorry what did you mean? Do you ask your friend present or past? Student said" present". So you have to use "Do" and your friend answer "yes, I do".

Table 9.IV: Teacher's corrective feedback in Class B

No.	Types of corrective feedback	Data 1	Data 2	Number of use
1.	Explicit Correction	10	1	11
2.	Recast	0	6	6
3.	Clarification Request	0	2	2

4.	Metalinguistic Feedback	0	0	0
5.	Elicitation	0	0	0
6.	Repetition	3	1	4

Note: Data 1: First observation

Data 2: Second Observation

The table 9.IV shows the dominant types of corrective feedback used by teacher in speaking class B. the teacher used four types of corrective feedback. They are explicit correction, recast, clarification request, and repetition which each type of corrective feedback has different frequency used by teacher in teaching learning process. The teacher used explicit correction is 11 times, recast is 6 times, clarification request is 2 times, repetition is 4 times. The number of use is how many times the teachers used types of corrective feedback in teaching learning process.

It can be seen that the single largest category is explicit correction which the highest frequency is 11 times. It showed the teacher more dominant on explicit correction, as stated by teacher in interview (Tuesday, September 26, 2017), I give correction to students more be dominant on explicit correction.

Some example of each type of corrective feedback can be seen in the following observation excerpt.

Table 10.IV: The examples of Teacher' corrective feedback in Class B

No	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Teacher gave correction on students utterance " <i>second times</i> " (<i>mispronunciation</i>)	√					
2.	Students said " <i>she first child in her family</i> " teachers gave correction " <i>she is the first child in her family</i> "		√				

3.	Students said “ <i>his ambition is a teacher</i> ” teacher gave correction “ <i>his ambition is to teach</i> ”			√			
4	Student said “ he likes to playing” teacher gave correction “ he likes to playing or he likes to play? he likes to play						√

Note: EC: Explicit correction MF: Metalinguistic Feedback

R: Recast E: Elicitation

CR: Clarification request RP: Repetition

The table 10.IV is example each type of corrective feedback used by teacher in teaching learning process on speaking class B. Some of students made error in speaking in form of mispronunciation and grammar. On class B first observation found the teacher used two types of corrective feedback. They are explicit correction and repetition. On second observation found the teacher used four types of corrective feedback. They are explicit correction, recast, Clarification Request and repetition.

The teacher gave correction if the student makes error in speaking, for example; mispronunciation on the students speaking “*second times*” this is called explicit correction. The student said “*she first child in her family*” than the teacher gave correction “*she is the first child in her family*” and did not state the students made error and directly gave correct answer this is called recast. The teacher repeated the student utterance and gave question such as the student said “*he likes to playing*” teacher gave correction “*he likes to playing or he likes to play?* the teacher provided correct answer Yes, “*he likes to play*” this is called repetition. The teacher used

clarification request if the student not clearly on his utterance and the teacher as a corrector clarifies what the student means about their speaking such as when the students said *“his ambition is a teacher”* then the teacher gave correction *“his ambition is to teach”*.

Table 11.IV: Teacher’s corrective feedback on Class C

No.	Types of corrective feedback	Data 1	Data 2	Number of use
1.	Explicit Correction	10	7	17
2.	Recast	0	1	1
3.	Clarification Request	0	0	0
4.	Metalinguistic Feedback	1	0	1
5.	Elicitation	0	0	0
6.	Repetition	1	1	2

Note: Data 1: First observation

Data 2: Second Observation

The table 11.IV shows the dominant types of corrective feedback used by teacher in speaking class C. the teacher used four types of corrective feedback. They are explicit correction, recast, metalinguistic feedback, and repetition which each type of corrective feedback has different frequency used by teacher in teaching learning process. The teacher used explicit correction is 17 times, recast is 1 time, metalinguistic feedback is 1 time, repetition is 2 times. The number of use is how many times the teacher used types of corrective feedback in teaching learning process.

It can be seen that the highest frequency is explicit correction with number of use 17 times. It showed the teacher more dominant on explicit correction, as stated by teacher in interview (Tuesday, September 26, 2017), I give correction to students more be dominant on explicit correction.

Some example of each type of corrective feedback can be seen in the following observation excerpt.

Table 12.IV: The examples of Teacher' corrective feedback in Class C

No.	Data	Types of Feedback					
		EC	R	CR	MF	E	RP
1.	Student said " <i>by the way</i> " the teacher gave correction " <i>by the way</i> " (<i>mispronunciation</i>)	√					
2.	Student said " <i>two little sister</i> " teacher gave correction " <i>two little sisters</i> "		√				
3.	Class, how to say Where and were?				√		
4	Which one the correct sentences " <i>favorite food or food favorite</i> "? <i>favorite food</i> .						√

Note: EC: Explicit correction MF: Metalinguistic Feedback

R: Recast E: Elicitation

CR: Clarification request RP: Repetition

The table 12.IV is example the used types of corrective feedback in teaching learning process by teacher on speaking class C. Some of students made error in speaking in form of mispronunciation and grammar. On class C first observation

found the teacher used three types of corrective feedback. They are explicit correction, metalinguistic feedback, and repetition. On second observation found the teacher used four types. They are explicit correction, recast and repetition.

The teacher gave correction if the student makes error in speaking, for example; mispronunciation on the students speaking “*by the way*” this is called explicit correction. If the teacher asked to class, how to say “Where and were” this is called metalinguistic feedback. The students said “*two little sister*” then the teacher gave correction “*two little sisters*” and not state the student made error and directly gave correct answer this is called recast. The teacher repeated the student utterance and gave question such as “*favorite food or food favorite?*” and then the teacher provided correct answer “*yes favorite food*”.

B. DISCUSSION

Based on the teacher’ corrective feedback in teaching learning process, the researcher conducted on speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin, the researcher aims to look the kind of corrective feedback and the dominant types of corrective feedback used by teacher on speaking class. 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 speaking class of third semester.

1. The kind of corrective feedback used by teacher

From the interview and observation found that the teacher used all kind type of corrective feedback that are clarification request, explicit correction, recast, repetition, elicitation and metalinguistic feedback, as stated by Lyster and Ranta (1997: 37-66), the types of teacher's corrective feedback are explicit correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, Repetition .The teacher gave corrective feedback after the student did dialogue or role play and directly gave correct answer, some of students feel nervous when they did dialogue or role play in front of to the class as stated by Kaur (2005), it is related to teacher's service to the students. As EFL learners usually feel afraid, anxious, and insecure when they talk in front of their peers, the teachers need to give meaningful feedback to them. It is important for EFL teachers to gives meaningful feedback to the students' efforts at speaking in a classroom.

Corrective feedback is the common feedback that found in speaking class. In processing of speak or role play, the students need correction in pronouncing of words or correction on grammar of students' utterance, in order to get a better pronunciation. The speaking teacher gave correction to students in form of grammar, vocabulary and pronunciation. According to Burns (2012: 172-176) facilitate feedback on learning, the teacher provides learners with feedback on their performance. Many problems usually occur in student's speaking, there were some problems found in foreign language learners, for example lack of communication

strategies, poor vocabulary, poor grammar, 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 speaking accuracy.

Corrective feedback is more appropriate to improve student's speaking. Students need to know how to speak correctly and where their made error in speaking, supported by Ahmad, Saeed and Salam (2013: 36) "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 speaking as stated by Baseer and Azeem (2011: 38-39), there are three areas of knowledge (mechanics) namely pronunciation, grammar, and vocabulary. It means that speaking accuracy involving pronunciation and grammar is needed to make an understandable communication.

Corrective feedback divided on six types, 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. In English department of UIN Antasari Banjarmasin, the speaking teacher used all kind of corrective feedback in teaching learning process on speaking class third semester. The kinds of corrective feedback used by teacher in teaching learning process:

1. Explicit correction

Explicit correction refers to the explicit provision of correct form. The teachers as a corrector showed clearly the students' error and also provided the correct answer so that student can identify their error with the help of the teachers' correction (Lyster and Ranta, 1997:3 7-66).

When the students did the dialogue there were some mistakes in pronunciation that done by the student such as mispronunciation "Canada, south Africa, originally, born, high school, meet. The teacher gave correction after the students did the dialogue and provided correct answer directly about their mispronunciation.

2. Recast

By using recast, the teacher as a corrector does not state that the students made error, but directly give the correct answer (Lyster and Ranta, 1997:3 7-66).

When the students said "she have two brother" but there is mistake on student's utterance, the teachers gave correction "she has two brothers" the teacher did not state that the students made error, but directly gavethe correct answer.

3. Clarification request

For clarification request, the teacher as a corrector clarifies what the students' means about their speaking. The teacher states that he or she have not understood what the students speak (Lyster and Ranta, 1997:3 7-66).

The teacher asked to the student to made interrogative sentence about how to asking someone? And then there was student say "Are you single?" the teacher asked sorry what did you say? Are you single? Student said yes Are you single.

4. Metalinguistic Feedback

This type contains comment, information or questions that related to the form of the students' utterance without directly providing the correct answer (Lyster and Ranta, 1997:3 7-66).

When the teacher asked to the student, class is true to say "where were you born? Yes miss, is there to say No?" then the teacher explained "yes, where were you born? Why use "were" not "Did"? Because born is past participle, so the correct is "where were you born?" and we will answer "I was born in.....".

5. Elicitation

For elicitation, the teacher as a corrector repeats part of utterance but not erroneous part and uses question to sign the students' utterance and uses

question to sign the students should complete it (Lyster and Ranta, 1997:3 7-66).

When the teacher asked to the student, class which one is correct? Where were you go or where did you go? Students said “Where did you go? then the teacher asked to the student where....? Student “Did you go”, teacher yes, good.

6. Repetition

In this way, the teacher as a corrector repeats the students’ utterance and provided the correct answer (Lyster and Ranta, 1997:3 7-66).

The students did the dialogue and student A said “Did you grow up there?” students B answered “No, I don’t. I grow up in Canada. The teacher gave correction “no, I don’t or no I didn’t?.

1. The dominant types of corrective feedback used by the teacher

Corrective feedback is significant for students’ progress, but this type is not always realized by the teacher. Corrective feedback is given to students might not fulfill students’ expectation. Students’ preference and expectation on teachers’ feedback are feedback for teachers to develop their practice.

In English Department of UIN Antasari Banjarmasin, speaking teacher used all types of corrective feedback in teaching learning process and the most teacher gives correction about grammar and pronunciation as stated by Bygate (1987: 56), The former holds that ‘ability to speak the language derives from the systematic study

of grammar, phonology and lexicon, language use can occur only after the learner has learnt the grammar and vocabulary of the language. Most of students makes error in pronunciation and grammar on their utterance when did dialogue or role play then the teacher gave correction about the students error in speaking. Kaur (2005), says that when the students are given feedback related to their speaking, they seem to make more effort to correct their errors in the next performance.

The teacher gave a task to students, the teacher asked the students to speak in front of to the class to telling about his friend, many mistakes that done by students in speaking and this is good ways that is used by teacher to improve student knowledge to think more about what should be delivered in front of the class, as mentioned by Burns (2012, 172-176), about strategy of teacher in Speaking class, Provide input and/or guide planning. Brainstorming activities are introduced by activating their linguistic knowledge, developing their linguistic knowledge, giving new language to the learners, and pushing them to do the task.

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 uses 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. Therefore, the result of the dominant type of

corrective feedback used by teacher is type of explicit correction which the students' error was corrected on pronunciation and grammar.

The result accordance with the teacher's statement in interview that done on (Tuesday, September 26, 2017).

Interview : What kind of corrective feedback do you usually use? Why?

Teacher : Ok, I usually use, clarification request, and I give correction to students more dominant on mispronunciation like your explanation explicit correction and related on grammar about students error in speaking or recast, also repetition, if metalinguistic I use this type but seldom.

For observation on all classes, the results showed the students' speaking ability of third semester at English Department of Tarbiyah and Teachers Training Faculty of UIN Antasari Banjarmasin, the students got corrective feedback during speaking class. Teacher of the speaking class used all types of corrective feedback and the dominant types of teacher's corrective feedback in speaking class is explicit correction which the number of use highest than other types.