THE TEACHERS' SPOKEN ERROR CORRECTION IN ENGLISH CLASSROOM AT DIFFERENT LEVEL OF EDUCATION

(A study of SMPN 3 Solok Selatan and SMAN 2 Solok Selatan)

THESIS

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ABSTRAK

Widya Sri Wahyuni. 2017. Koreksi Kesalahan Ujaran oleh Guru di Kelas Bahasa Inggris pada Tingkat Satuan Pendidikan Berbeda (SMPN 3 Solok Selatan dan SMAN 2 Solok Selatan). Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan, menggambarkan, dan menganalisa teknik koreksi yang dilakukan guru dalam mengkoreksi kesalahan ujaran siswa ketika berinteraksi didalam kelas. Penelitian ini juga fokus pada (1) pengidentifikasian tipe-tipe koreksi kesalahan ujaran yang digunakan guru di dalam kelas Bahasa Inggris, (2) penjelasan bagaimana serapan siswa terhadap tipe teknik koreksi kesalahan yang digunakan guru di dalam kelas Bahasa Inggris, (3) pendeskripsian pilihan siswa terhadap teknik koreksi kesalahan ujaran yang digunakan guru didalam kelas Bahasa Inggris. Penelitian ini dilakukan di SMPN 3 Solok Selatan dan SMAN 2 Solok Selatan yang terdiri dari 3 guru dari masing-masing sekolah dan 123 siswa SMPN 3 Solok Selatan serta 143 siswa SMAN 2 Solok Selatan sebagai responden. Subjek penelitian ini adalah 6 guru dan 266 siswa. Penelitian ini termasuk penelitian deskriptif dengan menganalisis interaksi yang ada di dalam kelas. Temuan penelitian menunjukkan bahwa (1) tipe teknik koreksi yang sering digunakan guru di SMPN 3 Solok Selatan adalah *recast* dan *clarification request* di SMAN 2 Solok Selatan. (2) serapan siswa efektif terjadi oleh tipe teknik koreksi kesalahan dengan menggunakan *recast* pada SMPN 3 Solok Selatan dan *clarififcation request* pada SMAN 2 Solok Selatan. (3) pilihan siswa terhadap koreksi kesalahan ujaran yang digunakan guru di dalam kelas Bahasa Inggris di SMPN 3 Solok Selatan dan SMAN 2 Solok Selatan menunjukkan hasil yang sama. Pilihan siswa mengarah kepada koreksi yang disediakan guru dan jenis koreksi *recast* adalah jenis teknik koreksi kesalahan ujaran pilihan siswa.

ABSTRACT

Widya Sri Wahyuni. 2017. The Teachers' Spoken Error Correction in English Classroom at Different Level of Education (A Study at SMPN 3 Solok Selatan and sman 2 Solok Selatan). Thesis. Graduated Program. Universitas Negeri Padang.

This research aims to find, describe, and analyze the correction techniques used by the teachers in English classroom interaction. This research focuses to (1) identify the types of spoke error correction used by the teachers in English classroom, (2) explain the students' uptake toward the types of spoke error correction used by the teachers in English classroom, and (3) describe the students' preferences toward the teachers' spoken error correction used in English classroom. This research was conducted at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan and consist six English teachers and 266 students as respondents. This is a descriptive research which analyzes the teacher-student interaction in the classroom. The findings shows that (1) the most frequently type of spoken error correction used by the teacher at SMPN 3 Solok Selatan was recast while at SMAN 2 Solok Selatan frequently used was clarification request. (2) The students' uptake highly contributed by recast at SMPN 3 Solok Selatan while at SMAN 2 Solok Selatan was contributed highly by clarification request. (3) The students' preferences of the teachers' spoken error correction in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan referred to the teacher provided and recast as the chosen type in correcting the students' utterance erroneous.
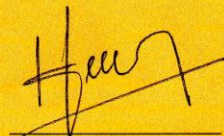
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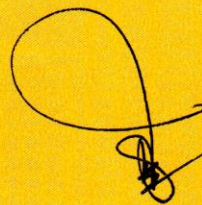
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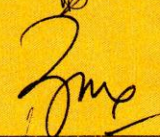Dekan Fakultas Bahasa dan
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1. Karya tulis yang berjudul "The Teachers' Spoken Error Correction In English Classroom at Different Level of Education (SMPN 3 Solok Selatan and SMAN 2 Solok Selatan)" adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.

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Padang,

Saya yang menyatakan

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CHAPTER I
INTRODUCTION

A. Background of the Research Problem

English classroom is a place where the English teaching-learning process being conducted. It involves interaction and communication between the teacher and the students. An effective interaction and communication in English classroom occurs when the students' English language skills improve. The interaction in English classroom determines the student's English learning experiences can be useful for them to stimulate their critical thinking about English on the next learning. In order to enrich the students' English learning experiences, the teacher needs to do some considerations and create the effective interaction and communication that would be meaningful for the students.

The teacher-students' interaction in English classroom is the teaching and learning process itself. Teaching commonly happens when the teacher explains information about the material or gives the feedback of the students' error in doing a specific activity in the classroom and learning is fundamental process that involves the making of mistakes. The teacher's explanation and feedback are useful to expend the students' knowledge of English. After the students gain the meaningful information about English through the teacher's briefly explanation then the students would take those information and practice it into their target language system in doing communication of certain activity in the classroom. While this activity the

teacher's spoken error correction naturally occurs as corrective feedback to the students' erroneous of their utterance.

In English classroom, the teachers' correction toward the students' error is based on their instructional concerns. Their instructional concerns may refer to form and meaning or combination of both that occurs naturally or planned and conceptualized by the teacher in his/her lesson. The form-focused instruction is language teaching-learning process which focuses on grammatical or language form such as using particular tense. For instance in Fawbush (2010), for example, in an ESL class for housekeeping workers, an oral work report given at the end of a shift (e.g., "I cleaned the room, then I changed the bed") could be used to focus students' attention on the formation of the past tense. This example shows that form-focused instruction is the lesson which focuses on grammatical or language form. Meanwhile, meaning-focused instruction is language teaching which adjusts the intended meaning into certain context. Thus, the meaning-focused instruction is the language lesson which focus on the meaning or idea rather than language form or grammatical.

However, it seems isolated instruction when the English lesson is focused only one of them because the attention of language form is isolated from language use or semantic factor. For several last period of English teaching development, both of form-focused instruction and meaning-focused instruction are being integrated and applied in English classroom which is known as integrated approach. Integrated approach is being

important consideration of language teaching principles nowadays. The conceptualization integrated approach in the language classroom enriches and colors with the teacher's corrective feedback or error correction toward the students' English interaction in the classroom. The Integrated form-focused instruction and meaning-focused instruction used in English teaching is being considerable aspects when conducting a language lesson and provide the wide range for the teachers to do correction toward the students' erroneous in their inter-language system. It is because the dominant concern not only on language form but also language use in certain context.

In correcting the students' errors, the teachers have their own perspective or tendency to use certain types of error correction. The error correction in this context is often used to ensure that learners use accurately about what they have just been learned. These error correction used by the teachers when they are doing communication and interaction with the students in English classroom are classified into several categories such as explicit correction, recasting, clarification request, metalinguistic feedback, elicitation, and repetition. Each type provides specific give signal or cue to the students about their error or sometime provide the correct one. Each type has its own sake and purpose. The types used by the teacher depend on his/ her own considerations or tendency.

Beside the teacher' error correction made in English classroom, the teacher's consideration toward the students' uptake of teacher's spoken

error correction is also necessary to be concerned. The students' uptake refers to the students' reconstruction of their error after receiving correction from the teachers. It is a crucial factor of error correction used by the teacher because the students' uptake toward the teacher's correction exhibits the effective type of spoken error correction used by the teacher. As widely range of view about the teacher's error correction toward a specific activity in English classroom, it is better also to consider the students' perception regard to the types of teacher's error correction used because it would reveal the student's belief or preference which is the preferred types for effective uptake and meaningful learning for the students in English classroom. The individual factors like the students' belief and preferences in learning would impact the students' motivation to involve actively in English classroom and the effectiveness teaching and learning process itself. According to Chamot (1999:34), learning strategies instruction has helped students in many setting. There are some important factors that influence the effectiveness of the learning strategies instruction they are individual and instructional factors. It reveals that beside the teacher's error correction used in correcting the students' error can be an instructional factor in learning process, the students' preference toward the teachers' types of error correction used also takes part as an important aspect of individual factor that influence an effective teaching-learning process.

In fact, the growing evidence about the type of students' errors and the teacher's strategies in correcting them in the same level of education has

been found and they are beneficial for English learning. Unfortunately, the teachers' types of error correction used in English classroom at different level of education have not received considerable attention. Then, the focus can be expanded into two aspects - the students' uptake and the students' preferences toward the teacher's type of error correction used in English classroom. The teachers' error correction types used, the students' uptake, and the students' preferences would be beneficial exploration which describes how the level of education plays role toward the teachers' types of error correction used in English classroom. As a result, the researcher began to focus on the teachers' types of error correction used in different level of education. It was used to identify if certain types are more or less used by the teachers in English classroom and it would be followed by several conclusions about the students' uptake and preferences toward them.

Undoubtedly, the schools which have different level of education have distinct students' standard of English capability. Hence, the English teachers who teach in different level of education have similarities of English educational level and professional degree as it occurs at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan. It was important to give more attention toward these cases whether the English teachers at different level of education would influence the teachers' option to use certain types of error correction in English classroom. This concerning is supported by Tomkova (2013),"…these approaches to second language learning that deal with error and error correction the most and pay close attention to it." Refers

to this condition, the teacher's types of spoken error correction used of different level of education were proposed to be analyzed following by the students' uptake toward them. The students' uptake toward the teacher's correction used would give description of certain type which is most effective for the learner. Last but not least, the information of the students' preferences toward the teacher's types of spoken error correction used in English classroom also became important consideration in giving effective error correction.

Thus, in this study the researcher analyzed the teachers' types of error correction used in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan. Then, it was conducted to come up with some conclusions about the students' uptake and the students' preference that might help the teachers to consider their option of spoken error correction used in English classroom.

B. Identification of the Research Problem

Associated to the explanation on background of the research problem, the integration of form-focused instruction and meaning-focused instruction are considered applied in English lesson in few past decades. The integrated instruction in English classroom enriches the error correction used by English teacher to incorporate attention to language structures within a meaning-focused activity in particular communicative setting. There are several studies about the students' error and the teachers' strategies of correction in the same level of education. Unfortunately, the

teachers' types of error correction used in English classroom at different level of education had not been received considerable attention in English classroom as it occurs at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan. So, it was needed to put attention toward these cases whether the English teachers who teach in different level of education would influence the teachers' option to use certain types of error correction used in English classroom.

There are some common types of error correction used by the teacher in English classroom such as explicit correction, recasting, clarification request, metalinguistic feedback, elicitation, and repetition (Lyster and Ranta, 1997). These error correction types are used by the teacher in order to give signal or cue to the students about their erroneous. The teachers' types of error correction also expose the different students' uptake of the teachers' error correction which informs the most effective spoken error correction used by the English teachers. Then, the students' preference toward the teachers' spoken error correction used are also important aspects that have to be considered in English classroom.

C. Scope of the Research Problem

The problem of this research was scoped into the types of the teacher's spoken error correction used in English classroom, the students' uptake toward them to reveal the effective types of spoken error correction used by the teachers and also the students' preference toward them in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan.

D. Formulation of the Research Problem

Based on the scope of the research problem, the research questions were developed as follows:

1. What are the types of spoken error correction used by the teacher in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan?

2. How are the students' uptakes toward the teachers' spoken error correction used in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan?

3. What are the students' preferences toward the teachers' types of spoken error correction used in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan?

E. Purposes of the Research

Based on the formulation of the research problem, the purposes of this research were going to analyze:

1. To identify the types of spoken error correction used by the teachers in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan.

2. To explain the students' uptake toward the teachers' spoken error correction used in English classroom at SMPN 3 Solok Selatan and SMAN 2 Solok Selatan.

3. To describe the students' preferences toward the teachers' error correction used in English classroom of SMPN 3 Solok Selatan SMAN 2 Solok Selatan.

F. Significance of the Research

The significance of this research is divided into theoretical significance and practical significance. They are stated as following:

1. Theoretical Significance

The finding of this research is expected to enrich the knowledge about the teacher's error correction used in English classroom specifically in different level of education by expanding into the students' uptake and preferences. As addition, for the next researcher who takes an interest in doing the research that is in relation to this activity, this research could be used as a reference.

2. Practical Significance

The finding of this study contributes to classroom practices especially for the teachers and the students. Firstly, for the teacher, it hopefully gives information about English classroom unique dynamic and particularly put attention of their spoken error correction used in English classroom by considering the students' uptake and preferences to figure out the best way and determine which type is have effective for learner accuracy and retention. Secondly, for the students, it is expected that the students receive more quality instruction in English lesson and

their uptake might be valuable reconstruction of English language proficiency development.

G. Definition of Key Terms

To avoid misunderstanding and to ease the readers to understand the whole content of the research, it is necessary for the researcher to define some key terms as follow:

1. Error correction is the teacher's corrective feedback toward the students' erroneous in English learning process.

2. Students' uptake is the students' notice or reconstruct after receive the teacher's correction toward their error.

3. Students' preference is the students' choice or option about the greater liking for one alternative over others toward the teachers' types of error correction used in English classroom.

4. Different level of education is the schools which have different standard of education system such as SMPN3 Solok Selatan and SMAN 2 Solok Selatan.

BAB V
CONCLUSION, IMPLICATION, SUGGESTION

A. Conclusion

Based on the finding of the research at SMPN 3 Solok Selatan and SMAN 3 Solok Selatan, the conclusion could be drawn as follows:

1. The most frequently types used by the teachers at SMPN 3 Solok Selatan were recast. Recast was the highest percentage of used rather than other types. It was followed by explicit correction. On the other hand, the types of error correction used by the teachers which most frequently used by the teachers at SMAN 2 Solok Selatan were clarification request, metalinguistic feedback and elicitation. It is safe to conclude that the teachers at different level of education used different type of error correction. The teachers inferred that the types used in English classroom were effective and appropriate to apply at each level of education.

2. The successful uptake was most frequently done by the students when it lead by recast at SMPN 3 Solok Selatan meanwhile at SMAN 2 Solok Selatan frequently occurred by clarification request. It can be inferred that the students with different level of education have different ability to notice and respond the types of error correction used by the teachers in English classroom. Thus, this research recommended the teachers to use various types of spoken error correction depend on the students' English proficiency level.

3. The students' preferences at Junior High School and Senior High School strongly preferred to teacher provided correction and recast as preferred

type. It means that the students with different levels of education expected the teachers provide the correct one and use recast frequently in correcting their error.

B. Implication

There are some implications that are needed by the English teachers related to understanding the teachers' strategies in correcting the students' error, such as:

1. The English teachers at junior high school considered recast was the effective error correction used in English classroom and the English teachers of Senior high school considered clarification request was the most effective one and appropriate to be applied at those education levels students. It implies that the teacher can apply the other types in correcting the students' error depend on their English proficiency level.

2. The students' uptake successfully occurred when the teachers aware of the students' English proficiency level in receiving the correction. This is because the students' English proficiency level influences the students to notice and respond the types of error correction used by the teachers in English classroom. So, it implies that the teachers have to understand the students' condition and ability in receiving correction.

3. When the teachers choose and use certain types of correction in correcting the students' error, the teachers have to understand the activity followed or sequence stage after the students receive the correction. The teachers also

need to give the students properly chance to do reconstruction. Because the process of learning is making and repairing mistake.

4. Although the teachers have applied recast frequently at junior high school and clarification request, elicitation, and metalinguistic feedback at senior high school, the students at this different level have the same desire for the type of error correction used in English classroom. The students preferred the teacher to use recast more frequently. It is safe to conclude that the different level education does not reveal the students' English proficiency level.

C. Suggestion

Based on the conclusion and implication of the research above, there are some suggestions that can be identified as follows:

1. It is suggested to the teacher, there many types of error correction that can be used to correct the students' error. So, by knowing, understanding, and using those types the teachers could increase the students' skill of English. Then, the teachers also have to understand the students' English proficiency level in order to understand the students' ability to notice the correction and do reconstruction. Furthermore, the teachers have to consider the students' preferences to appeal and aware of the students' English proficiency level in receiving certain type of error correction used in English classroom in order to improve the students' skill in English effectively.

2. It is suggested to other researcher to do the spoken error correction research in wider circumstances, and with larger respondents. Thus, the other researchers are able to generate the new theories and ideas in order to find the solution related to the teacher's error correction used in English classroom.

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