

**TYPES OF ORAL CORRECTIVE FEEDBACK TECHNIQUES USED BY
ENGLISH TEACHERS AT THE ELEVENTH GRADE OF SMA N 10
PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirement
to Obtain Strata One (S1) Degree*



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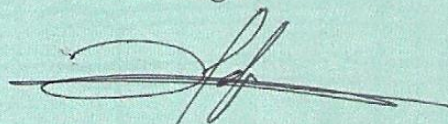
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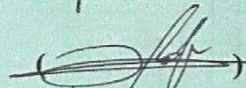
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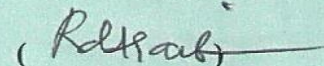
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Dengan ini menyatakan, bahwa tugas akhir saya dengan judul *Types Of Oral Corrective Feedback Techniques Used By English Teachers At The Eleventh Grade Of SMA N 10 Padang* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

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ABSTRAK

Annisa. 2015. “**Types of Oral Corrective Feedback Techniques Used by English Teachers at the Eleventh Grade of SMA N 10 Padang**. *Skripsi*. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengungkap teknik koreksi langsung pada kesalahan verbal siswa yang terjadi di tingkatan kelas sebelas di SMA N 10 Padang dan alasan-alasan apa sajakah yang mendasari guru untuk menggunakan tipe-tipe tersebut. Teknik pengumpulan data yang dipakai dalam penelitian ini adalah rekaman video dan wawancara. Dalam observasi, peneliti merekam proses belajar mengajar dengan menggunakan kamera video. Hasil rekaman ini ditranskripsikan dan dianalisis menurut teori Panova dan Lyster (2012). Setelah tipe-tipe koreksi langsung yang paling banyak dipakai telah diketahui, peneliti mewawancarai kedua guru mengenai alasan mereka menggunakan tipe-tipe koreksi langsung tersebut. Hasil penelitian menemukan terdapat 8 tipe-tipe koreksi langsung yang digunakan guru dalam mengoreksi kesalahan verbal siswa adalah *recasts*, *clarification request*, *metalinguistic feedback*, *elicitation*, *explicit correction*, *repetition*, *translation*, dan *ask another pupil*. *Recast* merupakan tipe koreksi langsung yang paling sering digunakan oleh kedua guru. Kedua, Alasan-alasan guru dalam menggunakan tipe koreksi langsung tersebut adalah, pertama, guru 1 menggunakan *recast* atas dasar respon otomatis terhadap kesalahan siswa. Kedua, Guru 2 menggunakan *recast* atas dasar kepentingan manajemen kelas atau ketika menemui kesalahan pengucapan yang tidak dapat ditoleransi

Kata Kunci: Koreksi langsung, Umpan balik-koreksi, Kesalahan dalam pengucapan,

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Padang, August 2015

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English learning in the classroom occurs through meaningful interaction that involves teacher and students. There are many interactions that happened in the classroom. Chaudron (1988: 131-136) states there are 4 interactive features of classroom behaviors. They are turn taking, questioning and answering, negotiation of meaning and feedback. Feedback is necessary for teacher to give to the students which include error correction to increase learning. Feedback can be positive and negative. Positive feedback happened when the teachers reward students for a good answer. This can help them to develop selfconfidence. On the other hand, negative feedback or corrective feedback is used to help the students to understand what supposed to be changed in an utterance or a sentence in order to avoid an error.

Students tend to make errors in the classroom interaction between teacher and students. The students' errors are unavoidable. It is natural phenomena in the language classroom and sometimes students do not realize when they are making errors. Therefore, teacher should inform what their errors to make it helpful for them. As Paul and David (2010:122) states that it is important errors not go uncorrected. The teacher should not let the errors that students made uncorrected. It is teachers' responsibility to correct

students' errors. In correcting students' error in the classroom interaction the teachers need to maintain students' accuracy by focusing on the correctness of their utterance. To do this the teachers usually use some techniques. One of important techniques employed by teachers to correct students' error is oral corrective feedback technique. Oral corrective feedback technique is where the students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say. By using this technique the teacher will help the students to maintain their accuracy in producing foreign language .Gass (1997) states that the use of corrective feedback is to let the learners notice the gap between their errors in producing L2 and the form targeted.

Unfortunately, the teachers generally find the difficulty in treating students' oral error. There are some major problems that have arisen with regard to the use of corrective feedback or its absence in the language classroom. First problem is stated by Hernández & Murrieta (2009). They said that the problem of the use of corrective feedback is the teachers' acceptance of errors because fear to interrupt the communication. The teachers tend to be worried to correct the student's error because they think that it will reduce students' motivation in communicating their ideas in the class. The second problem is stated by Mohamed Al-Faki (2013) state that some teachers have poor teaching performance due to lack of teaching techniques or due to lack of judging timely interference to modify learners' oral error during classes. In the other words, the problem of using oral corrective

feedback is due to lack of teachers' strategy in giving correction. Therefore, students' personalities and level of proficiency need to be taken into consideration. Some teachers use only one type of corrective feedback with the students regardless of their proficiency level. The teachers want the students to learn from the mistake, but they should have a good strategy to correct students' error appropriately.

Based on an observation to an English teacher at SMA N 10 Padang, it was found that the teacher did not use oral corrective feedback techniques effectively. The teacher should not let the errors that students made uncorrected. It is teachers' responsibility to correct students' errors. Ideally, the teacher should maximize and vary the use of oral corrective feedback to improve students' accuracy in producing foreign language. Hence, it was important to investigate the use of Oral corrective feedback techniques in the classroom because it was good to be used to help students to maintain their accuracy in producing foreign language. Panova and Lyster (2002:582-585) divide the corrective feedback into seven types: recast, clarification request, metalinguistic feedback, elicitation, explicit correction, repetition and translation. Based on the consideration above, this study identified the types of oral corrective feedback techniques used by teachers in the classroom at SMAN 10 Padang.

B. Identification of the Problem

Based on the background, students tend to make errors in the classroom interaction between teacher and students. The teacher should not let the errors that students made uncorrected. It is teachers' responsibility to correct students' errors. One of important techniques employed by teacher to correct students' error is oral corrective feedback techniques. Based on the observation, it was revealed that the teacher did not used oral corrective feedback effectively. The teacher should not let the errors that students made uncorrected. It is teachers' responsibility to correct students' errors. Ideally, the teacher should maximize and vary the use of oral corrective feedback to improve students' accuracy in producing foreign language. Hence, it was important to investigate the use of Oral corrective feedback techniques in the classroom because it was good to be used to help students to maintain their accuracy in producing foreign language. Panova and Lyster (2002) propose seven types of oral corrective feedback: recast, clarification request, metalinguistic feedback, elicitation, explicit correction, repetition and translation. Based on the consideration above, this study identified the types of oral corrective feedback techniques used by teachers in the classroom at SMAN 10 Padang.

C. Limitation of the Problem

This research is limited in identifying oral corrective feedback techniques used by the teacher in the classroom based of the theory proposed

by Panova and Lyster (2002). This study will cover the percentage of oral corrective feedback used by the teachers in the classroom interaction, the types and the frequency of oral corrective feedback used by the teachers in the classroom interaction, the most frequent of a certain type of oral corrective feedback used by the teachers in the classroom interaction.

D. Formulation of the Problem

The problem in this research is formulated in this following question: “What oral corrective feedback techniques are used by English teachers in classroom interaction of the year eleventh students of SMA N 10 Padang?”

E. Research Questions

Based on the formulation of the problem above, there are two questions that will be answered in this study:

1. What oral corrective feedback techniques are used by English teachers in classroom interaction of the year eleventh students of SMA N 10 Padang?
2. What are the teachers’ reasons in choosing a particular technique?

F. Purpose of the Research

The purposes of this research are:

1. To identify the types of oral corrective feedback are used and what type of oral corrective is most frequently found in the classroom interaction.
2. To identify the teachers’ reasons in choosing a particular technique?

G. Significance of the Research

Theoretically, this study offers some information on the application of oral corrective feedback in the classroom interaction in SHS.

Practically, this research is advantageous for teachers to recognize different types of oral corrective feedback and apply them in their classroom interaction by suiting with students' development and needs. In this case, Allwright (1975, in Panova and Lyster, 2002:574) states that study on corrective feedback is able to show the effectiveness of instructional process in the classroom and it can also describe how language learning happens. In this case, this research is expected to enable teachers to see how the feedback may influence students' language learning through interaction in the class.

Professionally, this study can be a reflection for the researcher and other teachers in giving oral corrective feedback to the students. It is hoped that this research can give information for teachers about various types of oral corrective feedback and give the teachers hints in choosing certain type of oral corrective feedback.

H. Definition of Key Terms

- a. Oral corrective feedback: The feedback that the teacher gives toward students' oral error in the classroom interaction.
- b. Classroom interaction : Teacher and the students are interacting with other to get certain information such as asking and answering questions, making comment, and discussion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The result and discussion in chapter four brought the researcher to two conclusions, which answered the two research questions. First, the oral corrective feedback techniques types those the eleventh graders English teachers of SMA N 10 Padang used in correcting students' oral production errors were eight types of oral corrective feedback techniques; there were corrections by using technique recast, clarification, request, metalinguistic, feedback, elicitation, explicit correction, repetition, translation and ask another pupil technique.

This first finding, clarified that if it came to the frequency of distribution of all eight oral corrective feedback techniques types, recasts was still the dominant. Second, there were various reasons underlying both the eleventh graders English teachers' choice of using oral corrective feedback technique. Those reasons were, first, teacher 1 had used recasts when correcting her students' oral production errors automatically without any interference from personal motivation. Second, teacher 2 had used recast because of his concern over class management issue and students' bad pronunciation. Third, both teachers used repetition because both teachers believed that repetition could make students realize their own errors. The last, teacher 1 used metalinguistic feedback to deal with errors over something that

has been explained many times and over something that the teacher considered as very basic English.

B. Suggestion

As the result of the research is revealed, researcher would like to give suggestions both to English teachers who have participated in this research and to the students of English Education study program. Firstly, for both English teachers who have participated in this research, better understanding about the types of oral corrective feedback techniques should be gained. This is important, since by having sufficient knowledge about the types of oral corrective feedback techniques, teachers can avoid the chance of using oral corrective feedback techniques randomly without knowing what the effects for the students are. Secondly, for the students of English education study program, this research still does not cover all aspects of the use of oral corrective feedback techniques in EFL environments and there still are few, if exists, studies over this field in Indonesia. Therefore, the opportunity to conduct research over the field of the use of oral corrective feedback techniques is still wide open.

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