

Teacher's Corrective Feedback on Spoken Error and Students' Perception

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ABSTRACT

The teacher has an important role in giving feedback to the students about their errors to avoid fossilization. This research aimed to find out corrective feedback teacher's types provided on spoken error and to examine the students' perception toward the corrective feedback. This research was document analysis toward some research related to the corrective feedback. The result indicated that explicit correction and recast are the most frequent type used by the teacher. Moreover, students' perception of the teacher's corrective feedback was positive. Students agreed that errors should be corrected. The researcher also found that corrective feedback did not always give positive effects but also negative effects. It is crucial to give feedback in an appropriate way to avoid students' anxiety.

Keywords: Corrective feedback, spoken error, students' perception

1. INTRODUCTION

To be capable in a foreign language is not a short and simple process. Especially to be fluent in speaking. In teaching learning process, there are still the problem and errors made by the students on spoken error. The teacher has an important role in giving feedback to the students about their errors to make the students understand and learn it. Furthermore, giving feedback in students' error is beneficial for avoiding fossilization. So that, the teacher should give correction on students' errors. The teacher can provide feedback in many ways, the one is corrective feedback. The feedback of teacher in improving students' speaking ability is very crucial for correcting them to get better input. By extending the correction to the students, the students could learn and know which language item they need to work on and which feature they have made progress. Lewis (2002) noted that feedback means telling learners about their progress and showing them their errors in order to guide them for improvement. The correction could help the students to comprehend the formulate concept of the target language.

This research uses some kind of errors as reported by Donald (2003) as it are: translation error, interpretive, syntactic, phonological, pragmatic; and lexical error. In relation to the error correction approach, there are six kinds of error correction that are offered by Ranta and Lyster (1997) that are: (1) Repetition is giving intonation to attract students' attention in order aware to the error, and the teacher should repeat the error that students make; (2) clarification request which is the students should give confirmation in order the teacher understand about what the students talking about; (3) recast means correction the students' error implicitly. The teacher tells the students'

error and make up the all parts of error without carry the error; (4) explicit is specific correction that the teacher tells to the students explicitly that their utterances are mistaken and give proper form of the utterances; (5) elicitation is the students give the correct form to teacher by completing and reformulating the utterance; and (6) Metalinguistic feedback is the teacher's questions, comments, or information that relevant to students' errors without giving the correction explicitly

Actually, the teacher has many way in giving feedback. Nevertheless, the teacher as a facilitator and has a role in giving feedback should be aware that giving feedback is not always accepted by students. We might think that corrective feedback is agreeable in language learning. However, some students are not open to receive the feedback or when the feedback is not given in good manner. It could be devastated for the students. Hence, in giving feedback the teacher should consider some points such as students' characteristics, timing, learning technique in giving feedback, and type of error the students make.

It appears some researcher concur that teacher has role in giving feedback as long as consider on situation, and type of corrective feedback. The teacher needs to take action, evaluates, and know how significant the students' error (Akhter, 2007). In teaching learning process, the teacher could use various types of corrective feedback. It is not only efficient to use explicit feedback but also could use delayed feedback. In this case, the teacher need to guide students to correct themselves or correct each other. However, the teacher should know what kind of error is made by the students before giving the correction

Some studies show how the teacher giving feedback to the students' errors and type of corrective feedback that is

used. In addition, there are some research talking about students' impediment in learn speaking and reduce the errors, the relation among giving feedback and students' anxiety. On the other hand, some research show about corrective feedback should no be proposed since giving negative effect for students. Therefore, corrective feedback has variety effects to the students. It could be negative or positive impact. In this case, the teacher need to consider how to correct the error, and knowing about the characteristics of students.

Moreover, Lasagabaster (2005) showed that the teacher should convey the correction when had enough time and further explanation since the students did not notice the correction. The students need more interpretation about feedback that teacher already given. On the other hand, Tsang (2004) noticed that the teacher thought the students should not always repair the error during repetition which would result in repairs. In phonological errors, the teachers mainly used explicit and recast type. Using variation type of correction would be helpful than offering the correct one. So that, the students would admit their teacher corrections.

2. METHOD

This research used a descriptive research design. A content or document analysis design was used in this research to strengthen the procedure to figuring out the corrective feedback. In relation to that, the data of this research were collected from the documents. In this case, the documents are journal of corrective feedback. In addition, the major indication is about corrective feedback teacher's types provided on spoken error and to examine the students' perception toward the corrective feedback. There are some journals that become the sources of data for this research, namely :

- a. Anit (2014); Teacher's corrective feedback on students' spoken error in EFL classroom
- b. Ulgu and Irfan (2013); Error correction in language teaching: the teachers' perspective
- c. Alkhamash and Fahmeedah (2019); Oral corrective feedback techniques: an investigation of the EFL teachers' belief and practices at Taif university
- d. Arif (2016); The effectiveness of positive feedback in teaching speaking skill
- e. Regasa and Tamilu (2016); Students' errors on spoken English at shambu school
- f. Degirmenci (2017); Teachers' perception on spoken error correction; in foreign language class
- g. Tomczyk (2013); Perception of oral errors and their corrective feedback: Teachers vs students

Moreover, after collecting the data from the documents, the data analyzed qualitatively. Before that, the data were compared and identified to separate the suitable data that can be presented in this research. The data was done by classifying the findings of all the journals.

3. RESULTS AND DISCUSSION

By looking after some articles as the sources of the data, it is found that in the first articles Anit (2014) showed that

there were two reasons why the teacher giving feedback on errors that students make; the first is while the teacher and students were communicating and discussing about learning English. The second is when the students make an error apparent on their pronunciation. It means that the teacher could give the correction when have conversation with the students and the errors are to obvious. On the other hand, the teacher should not always give the feedback since some reasons. (1) if the teacher always correct the errors especially in syntactical, it shall take a lot of time. (2) the teacher worried that the students would be respond negatively if the teacher always correct the errors. It is better not corrected the error every time to avoid the anxiety. In this article, the recast strategy was mostly employed during the students were presentation at the class. The correction is giving immediately as soon as the error is made. In addition, the students would not take exception when the teacher giving feedback at the class. This conclusion is in step with a studies result through Mulyani (2009) which has mentioned that students reveal the good reacted when the teacher correct the error even on their presentation at the class. Furthermore, the recast type was mostly provide by the teacher to correct to the students' error.

In the second articles, Ulgu and Irfan (2013) noted that in corrected students' error, the teacher preferred to correct immediately rather than delayed because immediate error correction could avoid the fossilization although it might harm for the students. The teacher should not delay error correction cause the time of error had passed and students could forget about the error. In addition, there is a question of should error correction be among the peers or individually?. Chunhong and Griffiths (2009) reported that error correction within the peers may give rise to loss of individual confidence. Truscott (1996) showed that correcting error is seen a natural role of teacher in the classroom and students desire to be corrected by their teachers rather than peers for most of the time. It means that it would be better the error is correcting by the teacher rather than peers because could reduce the anxiety.

Moreover, Alkhamash and Fahmeedah (2019) found that corrective feedback strategy frequently used to help develop learners spoken proficiency, but the teacher should consider the correct time on giving feedback. One of the student said that in his study stressed that sometimes error should be ignored in order not to break students' flow of thought. It means that corrective feedback not only giving positive but also negative effect since affect their confidence. Teacher should know how and when to provide feedback to avoid discouraging students to use target language. In addition, the teacher employed the highest preferences to the techniques of elicitation, repetition, and recast.

Then, Arif (2016) observed that students think their spoken error should be corrected and get feedback from their teacher. The students also agree to get corrective feedback as soon as an error made. In addition, the students want their teacher focus more on. They also agree if their friends should correct their error. The most popular corrective feedbacks in teaching speaking are the explicit correction, elicitation, and repetition.

Regasa and Tamalu (2016) said that correction feedback is not only could be given by the teacher but also students could lend the correction each other. Furthermore, in this article depicted that teacher should not always correct the students' error. The teacher need to select the errors because it was not needed to give feedback through every error that students made. Additionally, the teacher as a facilitator in giving feedback need to be aware while correct the errors. The teacher should use sufficient way in giving feedback to help students improve their ability in speaking. In addition, the teacher should avoid criticism which make students unwilling to speak. The teacher were recommended to create save and supportive class, make sure the students feel enjoy at the class in order to avoid the students feeling anxious and frustration.

Furthermore, Degirmenci and Selami (2017) reported that to enhance students' skill in speaking, the teacher giving correction to the students. Teacher thought that giving feedback could help students to develop through correct error by themselves or each other, students' proficiency, and applicability of the target language precisely. In this research, the teacher used some correction type in giving feedback. The explicit type was most frequently used by the teacher. It was suggested that the teacher need to consider and aware in giving correction, timing while giving feedback, and the correction type that teacher used.

Then, Tomczyk (2013) observed that some teachers think errors as failures in teaching especially in language aspects, and students realize errors as failures to acquire what they are supposed to know. Hence, giving feedback is necessary part in teaching learning process especially in language teaching. Teachers are supposed to provide corrective feedback when errors appeared. In addition, students more expected their teacher rectify their errors rather than peer correction. The students wanted the teacher reintroducing for the wrongly used item, but the teachers need to regard how much the corrective feedback should be provided to students. Giving overmuch feedback would be not good for the students, and always remember that is to correct students' error in a good manner to avoid students' anxiety. Furthermore, the teachers tend to use explicit correction type to correct the students' errors.

4. CONCLUSIONS

To sum up, it can be concluded that corrective feedback has important role in teaching learning process particularly correcting on spoken error. The corrective feedback is benefit to avoid the fossilization. The recast and explicit type are the most frequently employed in giving correction. Furthermore, the students appeared positive and negative effect toward the corrective feedback that teacher provided. Most of the students did not feel anxious since they thought corrective feedback is crucial to improve their speaking skill. However, some of the students felt anxious and frustration over teacher corrected the errors. In this case, the teacher should not give correction too much and corrective feedback should be given in a good manner to avoid the students' anxiety. The most important point is how the teacher should correct the error.

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