



The Level and Type of Teachers' Spoken Corrective Feedback in the Classroom Activity

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ABSTRACT

In classroom activities, feedback is essential and provided by the teacher because the teacher maintains the language used by students. In order to fulfill the expectations, the teacher must provide appropriate levels and types of feedback to students. Thus, students can focus on their deficiencies. The purpose of this study is to look into (1) the level of feedback the dominant level used by English teachers and (2) the types of corrective feedback and the dominant used by English teachers during junior high school classroom activities. There were four English teachers who participated in this research. The teachers' utterances in the classroom were the data used in this research. In this qualitative study, the spoken feedback of four teachers was transcribed as the data, which was then analyzed based on levels of feedback and types of corrective feedback. The results revealed all levels feedback has been used in the classroom, where the task level was the most dominant. Then, self-regulation was the less dominant level of feedback used by the English teacher. On the other hand, the types of corrective feedback found were conversational recast, didactic recast, explicit correction, explicit correction with metalinguistic explanation, metalinguistic clue, elicitation, clarification request. Explicit correction was the most dominant type used by the teachers in giving corrective feedback to students.

Keywords: *Level of feedback, types of corrective feedback and teacher spoken feedback.*

1. INTRODUCTION

One of the teachers' roles is giving feedback to students in order to improve their language in the classroom. Sometimes students need a help in correcting their mistakes, thus by providing an effective feedback that appropriate it is helpful for students. Hence teachers' comment during classroom activities is essential to maintain students' mistake in their language use [1]. As feedback gives impact to students that help students to decrease their errors, in giving feedback teacher can provide through spoken or written.

Teacher needs to provide an effective feedback that appropriate with students'. Hence, feedback becomes a crucial aspect in language learning process. A good feedback can be effective when it appropriate with learning context. In classroom activity, teacher may provide positive or negative feedback. feedback can be more effective when addressing students lack or their error [2]. In order to understand how well the feedback promote learning effectively and why some others do not, they proposed model that consist of several level of feedback.

Furthermore, corrective feedback is common term used to refer teacher's correction related to students' error. Ellis claims corrective feedback is part of negative feedback, it refers to reaction related to students'

language error [3]. According to Herra and Kulińska corrective feedback not only promote students' deficiencies in their language accuracy but also provide students self-regulation to avoid the same error in future [4].

However, during classroom teacher commonly provide spoken feedback to students. Teacher's feedback can be delivered in spoken and written form. Spoken feedback contains verbal interaction between a teacher and a student or between two students. It may target a group or multiple individuals. Then, collective feedback occurs when the teacher collects the most frequent errors and corrects them in class without singling out any particular student; this could be referred more group-focused spoken feedback. Students' error during the classroom activities can be received spoken feedback to highlighting their error. Therefore, the students become aware of their areas of weakness [1].

Previously, the topic of feedback was addressed in level of feedback and corrective feedback. Alsolami discovered that teacher-provided spoken feedback had a positive effect on students' linguistic skills [5]. The teacher's involvement in demonstrating students' common faults and errors through verbal feedback by emphasizing students' errors assisted students in

recognizing and avoiding the errors. When a teacher delivers feedback alongside a correction, it should include polite and courteous manners [6].

Aisyah and Wicaksono [7] did a study on the degree of feedback used by EFL teachers in junior high school speaking classes in order to determine the most common level of feedback used by EFL teachers. Based on the findings of their study, it can be concluded that teacher feedback is an essential tool for promoting an active learning environment. Then, they suggested conducting research on the implementation of the Hattie and Timperley model of level of feedback in other areas of English language skill, such as listening and writing, in order to provide novel and profound insight into the effectiveness of providing students with level feedback.

Therefore, spoken feedback from teachers is crucial to the teaching and learning process in classroom activities. Support for the researcher's desire to identify the spoken feedback of English teachers in the classroom teaching and learning process. In order to obtain the research purposes, this research employed two research questions, as follow:

- 1.1 What are the levels of feedback and the most frequent level of teachers' feedback?
- 1.2 What are the types of corrective feedback of teachers' spoken feedback and the most frequent types of teachers' feedback?

2. RELEVANT THEORETICAL REVIEW

2.1 Feedback

Teachers are frequently use feedback to provide their comment to student in classroom. According to Ur Feedback is information provided to a learner regarding his or her performance on a learning assignment, typically with the goal of enhancing this performance. Therefore, teacher need to give meaningful feedback that has effect to enhance students. Based on Hattie and Timperely [2] effective feedback must address three important issues, such as; what are the objectives? what progress is being made toward the objective? And what activities need to be undertaken to make better progress? This indicates that these issues resemble feed up, feedback, and feed forward. The level at which the feedback operates determines in part how well answers to these questions help to close the gap. These include the level of task performance, the level of the process of comprehending how to carry out a task, the level of supervision or metacognition, and the level of the individual. In summary, the impacts of teachers' feedback vary depending on the level.

2.2 Feedback Level

Hattie and Timperely each levels of feedback has their own effectiveness, then they classify the level of feedback into four major level, namely; task level, process level, self-regulation level and self-level [2]. However, they also claim that regulations and process level are effective in providing deep information and tasks mastery, task feedback is useful to increase

strategy and self-regulation even it is rarely and self as person becomes less effective.

Task level refers to information provided related to how well students produce their task or performance. This level consists of giving correction, giving new information or providing more knowledge. In another words task level contains of correctness or often called as corrective feedback. For example the feedback at task level includes "That is correct, this is incorrect". However, this level of feedback is effective to be applied in misinterpretation situation that needs to be clarifying whether it is correct or incorrect.

Process level refers to give information related to the process of doing the task. In specific, this level deals with the way students' process the information, strategies used and their acquisition in comprehending the task or performance. The process level feedback is placed during learning process, hence this level become more effective [8]. Thus, feedback at level process is useful to provide deep learning. The example of process level feedback "Is there a connecting theme between these different points?"[9]

Self-regulation level contains students' regulated their selves in learning process by monitoring their commitment, control, direct and regulate the action that they take related to the learning goal. Feedback in this level assists students to find, accept and accommodate the information. Beside process level, regulatory level is effective to be provided by teacher in the learning process [8]. The example of self-regulatory feedback is "You already know the key features of the opening of an argument. Check to see whether you have incorporated them in your first paragraph" [7]

The ability to create internal feedback and self-assess, the willingness to invest effort in seeking and dealing with feedback information, the degree of confidence or certainty in the correctness of the response, the attributions about success or failure, and the level of proficiency in seeking help are all parts of self-regulatory level feedback.

Self-level or feedback of self as person involves compliment or praise about students are given by teachers that often used in classroom than the other levels. Self-level is less of task information then it is rarely to connect with students' commitment to the learning goal, self-efficacy or understanding about the task. Personal feedback may include, such as "Good girl" or "Great effort".

Furthermore, a compliment as reward and a compliment that contains information of the students' performance or task are needed to differentiate both of them. A compliment with information related to task can be included as feedback whereas complement as reward can increase students teacher relationship [10]. In contrast, Brooks exclude this level on his study because it is contains negative impact to learning process for students.[9]

2.3 Corrective Feedback

Feedback may be positive and negative. Positive feedback confirms that a student's reaction to an exercise is accurate. It may indicate the accuracy of a student's utterance's content or the utterance's linguistic correctness. Negative feedback indicates that the student's utterance is linguistically incorrect or lacks sincerity. It takes the form of a reply to a student speech that contains a grammatical mistake [3].

According to Lyster and Ranta classified six types of corrective feedback in their study, namely; explicit correction, recasts, clarification request, metalinguistic feedback, elicitation and repetition [11]. Those types of feedback can be used together; hence teacher can combine them more than one in giving feedback. However, this type is called as multiple feedbacks.

In addition, Lyster at al., distinguished the types of corrective feedback into nine. They are; a) *Conversational recasts*, when a teacher rephrases a student's statement to try to fix a communication issue. These frequently come in the form of confirmation checks. b) *Didactic recasts*, when a teacher cannot understand what a learner has stated and reformulates it to determine whether it served the intended communicative goal. c) *Explicit correction*, when teacher provides correct form of students' error. d) *Explicit correction with metalinguistic explanation*, teacher points out a mistake and suggests the correct form. e) *Metalinguistic clue*, teacher makes a metalinguistic comment but does not use the proper form. f) *Elicitation*, in order to encourage self-correction, teachers will repeat students' statements exactly where the mistake appears. g) *Paralinguistic signal*, a gesture or facial expression from the teacher communicates indications about the students' error. h) *Repetition*, teacher repeats student's statement while emphasizing the error clearly. i) *Clarification request*, the teacher communicates that something is wrong with the students' utterance with indirect request cues [12].

3. RESEARCH METHODOLOGY

The qualitative approach was used to obtain a clear description of purposes employed in this study related to teachers' spoken feedback. The analysis of this study was descriptive method. The participants of this study were 4 English teachers who teach in junior high school. The data from transcript of teachers' spoken during classroom activity were analyzed in order to gain teacher level of feedback and type of corrective feedback. Then, the data of transcript classified into level of feedback and types of corrective feedback used by the English teachers this study also counted the frequency of the most dominant level and types of feedback.

4. FINDINGS AND DISCUSSION

4.1 Findings

Based on the result of transcript from four English teachers, the finding showed that all levels task, process, self-regulation and self as person level were found

during classroom activity. Meanwhile, there are eight types of spoken corrective feedback revealed in classroom activity except paralinguistic signal. The detail description presented below:

4.1.1 The Level of Feedback

The level of feedback occurred sixty seven times in classroom activity where task level occurred forty two times. In task level, teachers' feedback directed students to the learning goals, for example; *Apa artinya? What is the meaning?, Who knows?* The following examples were obtained from data:

Excerpt

S : Miss, kalau ga ada "new"nya miss?
T : Dia harus ada newnya. Kalau ada "new house complex"nya benerin. Tapi kalau lengkapnya "a new house complex".Ok, thank you nazar.

Excerpt

S : Miss kalau whitenya tu ga ada h nya?
T : Salah, harus benar ya tulisannya. White W-H-I-T-E graynya juga G-R-A-Y.

Process level of feedback occurred 11 times in classroom activity. In this level, teacher focused on the approach or strategy to complete the task or performance. The following are the detail description of feedback:

Excerpt

T : So, the function of announcement is giving?
S : information
T : into?
S : the public.
T : Okay, that's it. Where can we find announcement?
S : School, airport, bus station, mall, market.
T : right, we can find announcement in every public place?
S : Yes.

Self-regulation level occurred 2 times in classroom activity. This level attempts students' to self-monitor, direct and regulate their own progress toward the goal. The following example was obtained from data:

Excerpt

S : On of them.. [Mispronouncing]
T : One of them
S : On of them is star fruit tree.
T : Kalau satu apa bahasa inggrisnya?
S : One [Mispronouncing]
T : Bacanya /wan/
S : One of them

Self as person level occurred 12 times in classroom activity. This level focuses on students' personal quality and characteristic. The following is the detail description of the feedback:

Excerpt

T : *what is ability? Apa itu ability?*

Rini?

S : *(silent)*

T : *apa itu ability kemarin?*

S : *kemampuan*

T : *kemampuan, very good.*

Based on the result of analysis, it is found that the most frequent level of feedback employed by the teacher during the classroom activity is feedback of task. It is proved because this level of feedback occurs 41 times during the classroom activity. Teachers provided students correction during classroom activity by provided correction, information or new knowledge related to students' work. The students got clarification from teacher related to correct or incorrect work.

Table 1. The level of feedback

Level of Feedback	Frequency	Percentage
Task	41	61.19%
Process	11	16.41%
Self-regulation	3	4.4%
Self as a Person	12	17.91%

Based on the table above teacher have implemented all level of feedback in their classroom. In order to be more effective teacher need to increase level of self-regulation to promote their autonomy in classroom by monitoring their commitment, control, direct and regulate the action that they take related to the learning goal.

4.1.2 Type of Spoken Corrective Feedback

Meanwhile, the types of spoken corrective feedback revealed thirty seven times in the classroom. Conversational recasts related to teacher reformulate students' incorrect utterance by triggering through students' error, for example:

Excerpt

S : *white and gray, berwarna putih dan abu-abu*

T : *Apa yang berwarna putih dan abu-abu tu?*

S : *pagarnya, eh rumahnya.*

T : *tapi dia ga ada pagar rumahnya.*

In didactic recast teacher provides correction related to students error partial or full. This was occurred 6 times. The following is the detail description of feedback:

Excerpt

T : *Apa artinya? Apa artinya, Aldo? One of them, one, one of them.*

S : *salah satu*

T : *salah satu dari semuanya*

S : *adalah pohon buah belimbing*

T : *Salah satu dari semuanya adalah pohon belimbing.*

Explicit correction appeared twelve times during classroom activity. The teachers provided correct form explicitly to students in order to help students noticed their error. The example was provided below:

Excerpt

T : *Okay, some shoes*

S : *have, memiliki*

T : *udah?*

S : *kalau are miss?*

T : *salah, no. have ya have.*

Explicit correction with metalinguistic explanation found that eleven times. The teachers give students correct form and more explanation related to their error, for example:

Excerpt

S : *color [Mispronouncing]*

T : *colour atau color?*

S : *color*

T : *okay, colour itu boleh, dua bentuk penulisan bisa pakai u dan tidak pakai u. colour, jangan ada yg bilang colours lagi. Colour, colour. Apa bacanya?*

S : *colour*

T : *Okay.*

Metalinguistic clue encourages students to do self-correction by giving some clues. This type of corrective feedback found four times in classroom. The following example was obtained from data:

Excerpt

S : *On of them is starfruit tree.*

T : *Kalau satu apa bahasa inggrisnya?*

Elicitation revealed once in classroom activity. In the classroom teacher repeated students' correct utterance then stop on students' error in order to help students realized their error.

Excerpt

S : *there is a big stone in front of my house*

T : *there is a big stone in front of*

Repetition found that seven times as types of corrective feedback used by teachers. In this type, teachers repeat students' incorrect utterance then attempt the error. The following example was obtained from data:

Excerpt

S : *There are [mispronouncing]*

T : **There are**

S : *There are two trees [mispronouncing] in house*

T : **There are two trees in house**

Clarification request occurred once in classroom activity. The teachers gave students an indirect clue in

by asking clarification request. The following example was obtained from data:

Excerpt

S : *nefermin friend [mispronouncing]*

T : **Ha?**

Based on the transcript the frequency and percentage of the types of corrective feedback used by the English teachers in classroom activity was presented in table below.

Table 2. The types of corrective feedback

The Type of Corrective Feedback	Frequency	Percentage
Conversational recasts	1	2.5%
Didactic recasts	3	7.5%
Explicit correction	12	30%
Explicit correction with metalinguistic explanation	11	27.5%
Metalinguistic clue	4	10%
Elicitation	1	2.5%
Paralinguistic signal	-	-
Repetition	7	17.5%
Clarification request	1	2.5%

The result analysis found that explicit correction (30%) as the most dominant types of corrective feedback used by the teachers during the classroom activity. The teachers provide the correct form after students did an error to help students notice and correct their error easily. Meanwhile, the teachers did not use paralinguistic signal to provide their corrective feedback. Conversational recast, elicitation and clarification request used once (2.5%) in classroom, it became the less dominant used.

4.2 Discussion

4.2.1 The Level of Feedback

Based on the finding of the research, the level and types of corrective feedback from teachers' spoken feedback in classroom activity, there were four level of level of feedback used by teachers. The task level of feedback obtained the higher frequency and percentage than the other level of feedback. The result of this research is in line with Brooks et al., Harris et al., Lipsch-Wijnen and Dirx they found that task level was the most feedback given by the teacher [9], [10], [13]. Students receive task level feedback to develop basic understanding. Before utilizing deeper understandings and relational thinking processes, basic understanding is necessary [14].

In contrast, Aisyah and Wicaksono found that three level of feedback used by English teacher, namely: task, process and self as person with the most dominant level was self as person [7]. They claimed the teachers used this level as their effort in order to accomplish the activities. However, Hattie and Timperely teacher need to combine the level used in classroom because their proposed different effectiveness [2].

Meanwhile, the result found that self- regulation obtained less frequency and percentage because it was rarely found in classroom. Harris at al., and Aisyah and Wicaksono in their study also claimed that self-

regulation level were rarely used or even cannot be found in classroom [7], [13].

4.2.2 Type of Spoken Corrective Feedback

The result of the research found that almost all the types of corrective feedback except paralinguistic signal. They were conversational recast, didactic recast, explicit correction, explicit correction with metalinguistic explanation, metalinguistic clue, elicitation and clarification request. Explicit correction became the most dominant type used by teachers in classroom to correct their students' error. This is in line with Tersta and Gunawan they found that teacher used explicit correction frequently, then they believes that teacher, the best way to scaffold students' English learning is to correct by motivating them and emphasizing their mistakes [15]. In relation with Ramadhani's research, she found that students tend received explicit correction when they committed errors[16].

In another hand, Devi discovered that recast was the most frequently used type because the teacher views it as being more acceptable. The teacher's feedback is well-received by the students, who believe it could help them become more fluent in English [17].

5. CONCLUSION

Feedback becomes necessary component of English language teaching because teacher can maintain language use in classroom in order to help students to achieve the goal. Teacher needs to provide students by combining level of feedback because they contain different effectiveness. Highlighting students with corrective feedback help them to their weakness. Thus, in order to achieve the goal teacher need to provide appropriate level feedback and types of spoken corrective feedback.

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