

## Corrective Feedback in Speaking Class

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### **Abstract**

*The objectives of the research are to: (1) find out types of corrective feedback used by the lecturers in Speaking activity at the second semester of English Department Students of Universitas Riau Kepulauan Batam in the academic years of 2013/2014; and (2) find out student's response towards the lecturer's feedback. The research was carried out at Universitas Riau Kepulauan Batam, from March 2014 to May 2014. The subject of the research is the second semester of English Department Unrika. The researcher did observation to take the data of corrective feedback used in class and used closed questionnaire, observation, and interview to find out student's response towards the lecturer's feedback. Then, the data was analyzed by using triangulation. Based on the result of data analysis, it was found that the lecturer used five types of corrective feedback. Recast was the feedback mostly used by lecturer. It was followed by repetition, metalinguistic feedback, elicitation, and explicit correction. The student's response toward feedback given by the lecturer were mostly negative. Most of the students were not comfortable with themselves when given feedback by the lecturers. However, some of them found it was okay because it was for their own good.*

*Key Words: Corrective Feedback; Speaking Skill; and Student's Response*

### **INTRODUCTION**

This research is done based on the result of the researcher's previous study namely "Psychological Factors Affecting Speaking Skill: Speaking Anxiety." In the research, it was found that speaking anxiety is one of fundamental psychological factor which affects student's speaking skill. The researcher then try to find a way to reduce student's speaking anxiety. After classifying aspects of speaking classroom, the researcher investigates that corrective feedback might affect student's performance. In this research, the researcher tries to examine corrective feedback used by the lecturers in speaking classroom. In speaking class, there are some things which need to consider to make an effective speaking. Classroom condition definitely plays an important role towards student's willingness to perform well in speaking class. To create a warm atmosphere, the teacher should make an approach to explore student's speaking competence. In language learning, the students often make error or mistake, therefore the teacher's role to correct the student's performance is needed.

As stated by Ahmad, et al (2013) “Corrective feedback improves learning skills of learners through error correction. In addition, Askew (2004: 5) characterizes feedback as a gift from the teacher to the learner. By giving the corrective feedback, the students will not be confused about their mistakes and they would try to change it to be better for the next opportunity. However, the students are often do not feel comfortable with the way the lecturer gives feedback. They tend to have wrong intention about the feedback given and it increases a negative self criticism. It leads to the rising of their speaking anxiety and reduce their self confidence to speech. Therefore, teacher should consider students’ respond in choosing the most effective feedback to the students.

Based on the phenomenon, the researcher tries to describe kinds of corrective feedback used by the lecturers in speaking class and figure out the student’s response toward it. It is hoped that the result of this research can be used to find out the most effective way for correcting student’s error in speaking classroom so it can reduce their speaking anxiety and increase student’s self confidence.

## **MATERIALS**

Speaking is always considered as the most complex language skill for foreign language learners. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. (Brown, 2004). According to Shrouf, “Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication.” It means that speaking accuracy involving pronunciation and grammar is needed to make an understandable communication. Moreover, as stated by Baseer and Azeem (2011: 38-39) that there are three areas of knowledge (mechanics) namely pronunciation, grammar, and vocabulary. While according to Brown (2004, 406-407), speaking assessment includes five criteria, namely grammar, vocabulary, and comprehension, pronunciation, and fluency. Based on theories above, in speaking class, the students are expected to develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

According to Burns (2012, 172-176), there are some stages in Speaking class, they are:

- a. Stage 1 : Focus learners' attention on speaking. It is a stage in which the learners are encourage to plan their speaking. They should be familiar with the task, expected outcome, and how they will complete it.
- b. Stage 2 : Provide input and/or guide planning. In this preparation stage, 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.
- c. Stage 3 : Conduct speaking tasks. The aim of this task is mainly the learners communicative competence. Therefore, in this stage, fluency is more important than accuracy.
- d. Stage 4: Focus on language/skills/strategies. After trying to build learners' communicative competence in stage 3, the next stage is to build up their speaking accuracy. Language features that need attention are pronunciation, grammar and structures, as well as vocabulary.
- e. Stage 5 : Repeat speaking tasks. In this stage, the learners repeat the activity in stage 3, but the difference is they will apply their experience in stage 4 as well.
- f. Stage 6 : Direct learners' reflection on learning. Monitoring and evaluating their performance which lead to reflection can be done individually, in pairs, or even in small groups. The reflection should include the demands of the speaking tasks which they have become aware of, the strategies that are useful to meet the demands of the task, their informal assessment of their capabilities and performance, areas of their performance that show improvement, areas to be further improved, and plans for improving specific areas.
- g. Stage 7 : Facilitate feedback on learning. In this last stage, the teacher provides learners with feedback on their performance. During the stages, problems usually occur in student's speaking, as stated by Richards, 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 has been defined simply as responses to learner utterances containing an error and a complex phenomenon with several functions (Lyster, Saito & Sato, 2013: 2). Sheen (2011:133-132) mentions that corrective feedback entails the presence of an error, whereas feedback as such could be encouragement. While Lyster et al (2013:1) describes it as the teachers' responses to learners' erroneous utterances. The categories below are all from Lyster et al model.

1. **Explicit Correction** refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (e.g., "Oh, you mean," "You should say").
2. **Recasts** involve the teacher's reformulation of all or part of a student's utterance, minus the error.
3. **Clarification Requests** indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This is a feedback type that can refer to problems in either comprehensibility or accuracy, or both.
4. **Metalinguistic Feedback** contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (e.g., "Can you find your error?," "No, not X," or even just "No.>").
5. **Elicitation** refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank" (e.g., "It's a . . ."). Such "elicit completion" moves may be preceded by some metalinguistic comment such as "No, not that. It's a . . ." or by a repetition of the error as in the following example: S: "The big dog runs fastly" T: "The big dog runs fastly? The big dog runs...".

6. *Repetition* refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

## METHODS

This research carried out in Universitas Riau Kepulauan in the academic year of 2013/2014. This research was held from March 2014 to May 2014, starting from observation, writing the research proposal, up to the last activity that is writing the research report. The population of this research taken from the students of second semester students at Universitas Riau Kepulauan in the academic year of 2013/2014. The subject of this research is second semester students in English Department of Universitas Riau Kepulauan. The researcher took 30 students as subjects of this research.

The researcher collected the data by using observation to find out the types of corrective feedback used by the lecturers in speaking class. The observation was done three times to meet the requirements of time triangulation. Then, to find out the student's response, the researcher used closed questionnaire, observation, and structured interview. The second data was analyzed and compared by using triangulation.

## RESULTS

In order to answer the first research question, the researcher did observation and found that each student approximately made 1-4 errors during one performance. In first observation, it was found that all students made 68 errors. The lecturer's feedback found mostly during first observation were recast (31 times), repetition (12 times), metalinguistic feedback (10 times), elicitation (7 times), and explicit correction (6 times).

During second observation, the students made 34 errors. We can see that errors made by the students has decreased to some level. The lecturer's feedback found during second observation were recast (14 times), followed by repetition (6 times), metalinguistic feedback (9 times), and elicitation (5 times). In the third observation, there were 33 errors found. The lecturer's feedback found during second observation were recast (18 times), repetition (9 times), metalinguistic feedback (2 times), elicitation (3 times), and explicit correction (1 times).

To analyze student's response toward lecturer's feedback, the data from observation, closed questionnaire, and structured interview were gathered. The researcher then tabulated and compared all data to make an analysis of the second formulation.

## **DISCUSSION**

Based on the analysis, it was found out that 40% subject feels positive towards corrective feedback. They think that corrective feedback was useful for them. They realized that the lecturer's intention was to correct them and made their speaking skill better. They also took note everytime the lecturer gave feedback to them as well as to the other students. Even though, they do not feel too comfortable with some types of feedback such as elicitation and repetition. Mostly, they enjoyed when the lecturers used recast, metalinguistic feedback and explicit correction. They admitted that corrective feedback were significantly useful for them as it expanded their knowledge and gave them a lot of new experience they had not know before. It was confirmed that they do not mind to be interrupted them while they were performing their speaking, even they are waiting for receiving new information. It did not obstruct their self confidence in speaking nor increase their speaking anxiety.

For the rest of the students who had negative experience toward found that almost all of them felt uncomfortable, nervous, losing some ideas about their speaking and felt down. The researcher also found that most of subject felt not sure about their speaking. The researcher could conclude that there were subject didn't feel like to be interrupted while performing their speaking, because it could make their confidence fall down and make them feel uncomfortable as well as break their concentration in performing speaking. Some of them agreed to be corrected privately or after they finished their performance.

Correcting students' error means that the teacher showed to the student about their error. In speaking class, everyone paid attention while students were performing their speaking. Correcting students' error while performing speaking not only make the speaker knows about their error but also let the other knows about it. The researcher analyzed that corrective feedback affect negatively for more than half of subjects of study. Based on the result of interview, mostly, students felt shy, nervous, have no idea what to say next and afraid of others judgment when they were making error in speaking English.

## CONCLUSION

Based on the description of the data analysis, it comes to the finding as follows: There are five types used to give corrective feedback in speaking class namely recast, repetition, metalinguistic feedback, elicitation, and explicit correction. Recast was used most frequently, while explicit correction was hardly used. The students feel mostly negative towards corrective feedback used by the lecturers for some reason, especially for their self-confidence as it makes them feel insecure in speaking activity. On the other hand, some students respond positively towards corrective feedback as they consider it as guidance and knowledge transferred by the lecturers. Recast, which was used frequently, is one of the student's favorite feedback. Then, it is followed by metalinguistic feedback and explicit correction as the most enjoyable feedback.

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