

STUDENTS' PREFERERNCES TOWARD TEACHERS' ORAL CORRECTIVE FEEDBACKS ON SPEAKING AT SMK NEGERI 4 MEDAN

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ABSTRACT

The objectives of this study were to investigate the types of teachers' oral corrective feedback on speaking skill that the students prefer in grade tenth of SMK Negeri 4 Medan. This research used descriptive qualitative method and the data were collected through documentation and interview. The framework undertaken is proposed by Lyster and Ranta and the interview questions were adapted from Thorsteinsen. The data was analyzed in four steps: 1). Data Collection, 2) Data Reduction, 3). Data display, 4). Conclusion and Drawing verification. The findings found that there were 4 kinds of oral corrective feedback that the teachers gave, namely Clarification Request, Elicitation, Explicit Correction, dan Metalinguistic Feedback. The most dominant of teachers' oral corrective feedback that the students prefer was Explicit Correction. It was 10 data or 41,7%. Based on the analysis interview, the reason why students prefer the type of teachers' oral corrective feedback on speaking was because it could make the students easy to understand and know the correct answer not in a long time because the teachers gave it immediately. The finding suggested that the English teacher should give the written feedback to students' writing task to enable them improve the writing skill.

Keywords: *Students' Preferences, Teachers' Oral Corrective Feedback, Speaking.*

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INTRODUCTION

Background

Speaking is the ability to express or convey the thoughts and feelings in speech. By speaking, people can say everything they have in their mind. People put their ideas into words, talking about perception, and feelings they want other people to understand. Fulcher (2003:03) states that speaking is the verbal use of language to communicate to others. In communication, there must be the speaker and the listener. The speaker and the listener have to understand each other. The speaker has to formulate their ideas in grammatically acceptable sentences. So the listener will try to reconstruct the perceptions that they are meant to understand. When students produce their speaking ability, they usually have some errors in the process of learning. According to Dulay *et al*, (1982), making errors is an inevitable part of the language learning process because students cannot learn language without first systematically committing errors. Norrish (1983) defined 'an error' as a systematic deviation that happens when a student has not learnt something and consistently 'get(s) it wrong'. Afterwards the appearance of oral error while using English cannot be denied. At this time, the role of teacher is very important. The teacher has to give some correction to the learners about their error that they have made so they will not make the same errors. One of correction is by giving oral corrective feedback to the student that made an error is very important.

Based on the preliminary data, the students made errors by saying the wrong object pronoun, verb, and auxiliary and the teacher corrected the errors immediately. The teacher used the repetition feedback to corrected the error of object pronoun by repeating the error with different intonation. The repetition feedback is the teacher repeated the student's error with different intonation to indicate that there is an error so the student will pay attention to it (Lyster and Ranta, 1997). For correcting the error of verb and the used of auxiliary, the teacher gave the explicit correction to the student, by providing the correct form. Lyster and Ranta (1997) mention that explicit correction refers to the explicit provision of the correct form. The oral corrective feedback that the teacher gave was implicit and explicit feedbacks. Ananda, *et al* (2017) mentions that corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance and explicit feedback provide additional or clear information for students to correct their error. The teacher used the explicit feedback which is the teacher provided the correct form, he or she indicates that the student had said was incorrect.

In teaching English, the teacher should consider what kind of feedback that they should give to the students in the classroom in order to encourage them in acquiring English and avoiding them to make some errors. Correcting students' errors sometimes lead students to be demotivated. Inappropriate correction or negative feedback from teacher might influence student's anxiety, which means it might cause fossilization (Vigil and Oiler 2000; Rahimi & Dastjerdi 2012) and it can cause student blanking on to say something in the target language (Ortega, 2009). Therefore, giving correction to students' errors should meet their expectation (Odalejo, 1993; Katayama, 2007), so that, they still can revise their errors and improve their English, in way of correction that they can accept. Since, students expect feedback from the teachers every time they try to speak English. For them, feedback is one way to make them closer to English and finally acquire it as their second language.

Students' preferences toward oral correction from their teacher are very important. Not only about kind of corrective feedback which is used by the teacher, but also how and when corrective feedback should be given by the teacher being important things to be considered by teacher. By knowing students' preferences, it will help teachers to achieve their objectives in teaching language in classroom. Nunan (1995) proposes, "Lecturers should find out what their students think and feel about what and how they want to learn". Since, students' beliefs will give impacts in students' attitude while teaching and learning process, it is important for a teacher to know how they want to be taught and what they want to learn. When teachers know what their students want in teaching and learning process, the teachers can prepare the appropriate method in teaching and it will help students in understanding the subject which they learn in the classroom.

As the facts above, the writer found a problem. The problem is that many students have difficulties when they speak English. Thus, the researcher is interested to find out what kind of teachers' oral corrective feedback that the students prefer in the learning process when they speak English and the reasons of the student to choose particular kinds of teachers' oral corrective feedback to help them in mastering speaking skill.

REVIEW OF RELATED LITERATURE

Feedback

Kluger & Denisi (1996) defines feedback as information provided to someone referring to his or her performance, and to assess their progress (Harmer, 2001), is crucial for students so that they will be able to improve and develop their ability in the target language as well as

other subject matter knowledge (Chaudron, 1988). It is concluded that feedback is the information provided by the one who perceives someone's performance.

a. Purpose of Feedback

Lewis (2002) states that feedback is like the way of telling the student about the progress they are making and also facilitating them in the area of improvement. In giving feedback, Lewis has listed some of the research based purposes that have been suggested. The purposes are motivational and some have to do with providing information to the students: Feedback provides information for teachers and students, feedback provides students with advice about learning, feedback provides students with language input, feedback is a form of motivation, and feedback can lead students towards autonomy

b. Forms of Feedback

Cohen (1990:109) proposes two forms of feedback included; oral feedback and written feedback. Oral feedback is also known as oral conference, refers to personal consultation between teacher and students during the evaluation of composition. In this feedback teacher need to have sufficient time. Written feedback can be formed as comments, correction and marks, it is given to students' written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs.

c. Kinds of Feedback

Gattullo (2000) and Harmer (2001) divide feedback to evaluate the student's performance into three different kinds which are evaluative feedback, strategic feedback, and corrective feedback. Evaluative feedback is given by teacher in using words and phrases to indicate to which students' performance is good or not, for example: "good", "excellent", or "poor performance". Evaluative feedback will be given to indicate how good or bad the performance is taken. Harmer (2001) mentions strategic feedback is used to improve students' performance and become self-reliant by giving some advice and technique. In other word, a teacher gives suggestions or advices to the students how to overcome their error by themselves. Tsui (1995) suggest that strategic feedback can enhance student learning and make them more confident. Corrective feedback is used to correct the error that made by the students. This type will explain how the utterance that the students make is correct or wrong. In language learning, corrective feedback is related with accuracy (Ananda, et al 2017).

Corrective Feedback

Corrective feedback is used to correct the errors that the students made by the teacher. Ellis (2009) states that corrective feedback is feedback that a teacher provides on a student's

utterance that contains an error. Lightbown and Spada (2003) describe corrective feedback as “an indication to a learner that his or her use of the target language is incorrect”. Corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance. So, while teacher gives implicit feedback, usually the teacher does not interrupt the conversation but directly correct the error that student makes. Explicit feedback types offer additional or clear information for students to correct their error. Teachers will provide any information about the correct form of the language and indicate how the utterance is erroneous (Ananda, et al 2017).

a. Purpose of Giving Corrective Feedback

The purpose of giving corrective feedback is to repair student’s error. (Brown & Douglas, 2000) emphasized two importance of feedback: First, by giving appropriate portion on affective and cognitive feedback, positively or negatively, it will reinforce students to continue the communication in the target language and internalize particular speech patterns. Second, basically, students expect to receive feedback and be corrected on their errors. Therefore, by giving feedback, teacher has fulfilled their expectation.

b. Kinds of Oral Corrective Feedback

Lyster & Ranta (1997) identify six different corrective feedback types which were classified into two corrective feedback categories: reformulations and prompts which is explained in Figure 2.1.

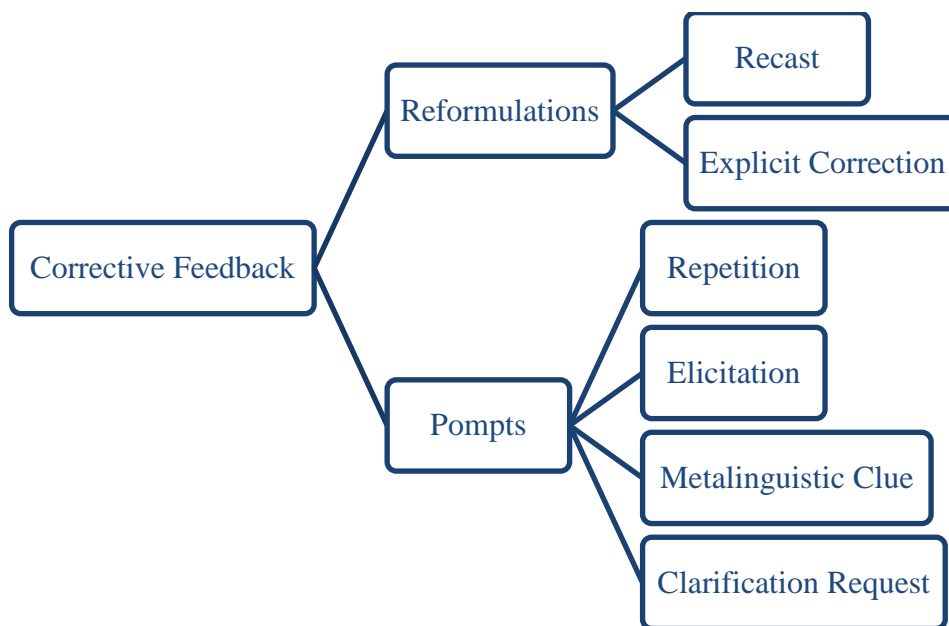


Figure 2.1 Corrective Feedback (Lyster & Ranta, 1997)

Reformulations include recasts and explicit correction, because both these sorts of corrective feedback supply students with the correct way of saying a certain word or a sentence. Although recast and explicit correction are placed under reformulation, recast is considered an implicit way of giving corrective feedback to students. In **Recast**, teacher repeats student's error by providing the correct version, usually teacher does not use phrases such as "You mean..." or "you should say..." (Lyster & Ranta, 1997). Meanwhile the **Explicit Correction** allows teacher to provide information or questions link to the error that student made without correct it explicitly (Lyster & Ranta, 1997).

On the other hand, prompts include a variety of signals other than reformulations such as elicitation, meta-linguistic clues, clarification requests and repetition. Further, according to Tedick (1998), **Elicitation** means that "the teacher directly elicits the correct form from the student by asking questions and pausing to allow the student to complete the teacher's utterance or by asking students to reformulate the utterance". There are at least three techniques that the teacher uses to directly elicit the correct form from the student. First, teacher use questions to elicit correct forms. Second, "elicit completion" pausing to allow the student complete teacher's utterance.

Furthermore, **Metalinguistic Clue** is also a type of explicit corrective feedback and is similar to elicitation except that the teacher does not provide the correct form. While these two types of corrective feedback within prompts are explicit, clarification requests and repetition are considered implicit. **Clarification requests** contain questions just like meta-linguistic clues and elicitation but are not as noticeable and explicit as them.

Finally, repetitions are implicit forms of corrective feedback that differ from the three corrective feedback forms defined earlier. **Repetition** means that the teacher repeats what the student said with a certain intonation in order to indicate an error (Lyster et al., 2013.). By drawing the student's attention to it, s/he will be made aware of the error and correct it (Tedick, 1998).

Student's Preference

The term 'preference' refers to the stable likes and dislikes that individuals possess. These likes and dislikes may be either present- or future-oriented (Sullivan, 2016). It is concluded that students' preference is the thing that the students like and dislike.

Student's Preferences toward Teachers' Oral Corrective Feedback

Corrective feedback as one form of instruction is likely to be effective when the students' cognitive and affective preferences are taken into consideration (Zhang, Zhang, & Ma, 2010). Cognitive deals with the intellectual side of learning and affective includes objectives relating to interest, attitude, and values relating to learning the information (Keuntjes, 2019). Considering the students' preferences may be a good starting point for teachers to a better correction.

RESEARCH METHODOLOGY

This research conducted by using descriptive qualitative in which the data will be in the form of teacher oral feedback on students speaking by collecting, analyzing the data and drawing conclusion based on the data analysis.

The data of the research was the sentences consist of students' preferences toward teachers' oral corrective feedbacks on speaking. The source of the data was taken from 2 English teachers (ER nad KI) and students of Welding Engineering (*Teknik Pengelasan*) and Light Vehicle Engineering (*Teknik Kendaraan Ringan*) 3 grade tenth at SMKN 4 Medan. The researcher determined the object of this research randomly, and takes 2 English Teachers and 50 students. The instrument of data collecting that the researcher used were recorder, transcript, and interview.

The procedure of data collecting that the researcher had done by observing the teaching and learning process in classroom, then recorded the conversation between teacher and students, and identified the oral corrective feedback that given by the teacher. After that the researcher interviewed the students and wrote down the transcript from the recording, then identified the students' preferences toward teacher's corrective feedback and the reasons they choose particular corrective feedback that given by the teacher. This research was analyzed by using the data analysis by Miles, Huberman and Saldana (2014). Miles, Huberman and Saldana stated that there are four steps in analytical method, data collection, data reduction, data display and conclusion or verification.

RESEARCH FINDINGS AND DISCUSSION

Research Finding

The research finding is answering of the problem statements that formulated before. The data are presented based on the observation and interview with the informant, and analysis of the data. In this section, the researcher will present the students' preferences

toward teachers' oral corrective feedbacks and the reasons the students' prefer particular teachers' oral corrective feedbacks. After analyzing all the data, the researcher found out some findings as following:

1. Students' Preferences toward Teachers' Oral Corrective Feedbacks

The researcher did the interviews to 24 students about which kinds of teachers' oral corrective feedback that they prefer and the reasons, it showed that 10 out of 24 students preferred Explicit Correction (41,7%), 7 out of 24 students preferred Elicitation (29,2%), 5 out of 24 students preferred Metalinguistic Clue (20,8%), 2 out of 24 students preferred Repetition (8,3%) and non of the students preferred Clarification Request (0%). The result presented in Figure 4.1 below.

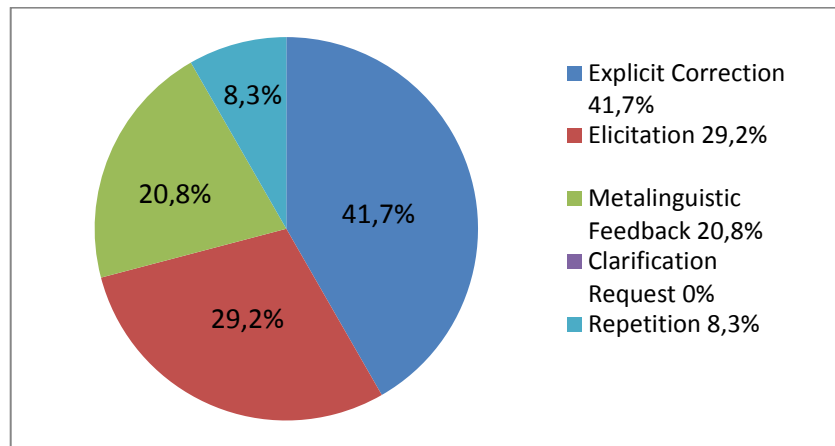


Figure 4.1 Students' Preferences toward Teachers' Oral Corrective Feedbacks

On the data which has been collected, it has the result which shows 24 students' preferences toward teachers' oral corrective feedback in Figure 4.1 above, Explicit correction got the highest rank rather than the other teachers' oral corrective feedback that reached 41,7% because there were 10 out of 24 students preferred it which means most of the students chose Explicit Correction as their preference. Elicitation in the second rank after Explicit Correction that reached 29,2% because 7 out of 24 students preferred Elicitation as their preference which is fewer than Explicit Correction. Metalinguistic Clue become the third rank that reached 20,8% because 5 out of 24 students preferred Metalinguistic Clue which is fewer than the other preference. Meanwhile, Repetition only reached 8,3% because only 2 students out of 24 preferred Repetition as their preference which is the least preferred teachers' oral corrective feedback and 0% preferred Clarification Request because none of the students chose it as their preference.

2. The Reasons the Students' Prefer particular Teachers' Oral Corrective Feedbacks

The data analysis found out the students' preferences toward teachers' oral corrective feedback and the reasons by the interview. The interview was done to get information in detail about it.

Table 4.2 Students' Preferences toward Teachers' Oral Corrective Feedback

Class	Students' Preferences toward Teachers' Oral Corrective Feedbacks				
	EC	Repetition	MC	Elicitation	CR
Percentages %					
The Students of X Welding Engineer	20	20	30	30	0
The Students of X Light Vehicle Engineer 3	57,1	0	14,3	28,6	0

Notes:

- EC : Explicit Correction**
- MC : Metalinguistic Clue**
- CR : Clarification Request**

Where:

$$\text{Percentages} = \frac{\text{Total Preferences}}{\text{Total Students}} \times 100$$

On the data which has been collected, the researcher has the result which is showed in **Table 4.2**, there are the students' preferences toward teachers oral corrective feedback in each class. There are 20% students of X Welding Engineering who preferred Explicit Correction and Repetition because it has the same total of frequencies which was only 2 students who preferred it. Elicitation and Metalinguistic Clue as much as 30% because it also has the same total frequencies which was only 3 students that preferred it, and 0% prefer Clarification Request because there was none of the students preferred this kind of teachers' oral corrective feedbacks.

There are 57,1% students of Light Vehicle Engineering who preferred Explicit Correction because most of the students preferred this kind of teachers' oral corrective feedbacks which was 8 students who preferred it. Explicit was preferred because it was not difficult for students to understand since teachers gave explanation as well. Besides, Explicit was more detail and clearer. It also made students could learn more and students did not have to wait to know the correct version because in implicit correction teacher took time for

students to self-repair and finally they gave the correct version. Elicitation as much as 28,6% because it has fewer students which was only 4 students that preferred it. Metalinguistic Clue as much as 14,3% which is only 2 students who preferred it. And 0% preferred Repetition and Clarification Request because none of the students preferred these kind of teachers' oral corrective feedbacks.

From the result of the interview, the reasons the students preferred particular kinds of teachers' oral corrective feedback are: 1) Explicit Correction, it was not difficult for students to understand since teachers gave the correct form immediately, which makes it more comprehensible. It also made students could learn more and students did not have to wait to know the correct version. 2) Elicitation because it made students think deep when the teacher give a hint and it also make students could learn more. 3) Metalinguistic Clue because it made students recall their knowledge and made them more capable in English. 4) Repetition because it made the student to think and notice the error and correct it after noticing the error. In addition, these kinds of corrective feedback were challenging and made them feel comfortable.

A. Discussion

In giving the oral corrective feedback the teacher have to consider the student's preference in order to give the appropriate correction to the students and giving good impact to the students on their speaking. Considering the students' preferences may be a good starting point for teachers to a better correction. Further, it appears that students often learn better if the instruction matches their preferences. When there is a gap between the students' expectations and the teaching practice, the students may become unmotivated to learn (Schulz, 1996) which probably will give negative results in learning.

The condition in the classes of X Light Vehicle Engineering (*Teknik Kendaraan Ringan*) 3 and X Welding Engineering (*Teknik Pengelasan*) at SMKN 4 Medan when the teachers (KI and ER) gave the oral corrective feedback to the students on speaking, the teachers often corrected the students in explicit and implicit correction directly. In one performance of the pair of students, the teacher can give more than one corrective feedback depends on the students error and how many times the students did the error.

From the data that was taken from the interview and being analyzed from the transcription, Explicit Correction is in the first rank and then second is Elicitation come along with Metalinguistic Clue and Repetition as the most preferred teachers' oral corrective feedback by the students. It can be compared to the research which conducted by Noorezam

(2015), Atma and Widiati (2015) and Fitriana, Suhatmady and Setiawan (2016). The three of the researches have similar result which is most preferred teachers' oral corrective feedback by the students is Explicit Correction.

In this study, Explicit Correction became the most preferred kind of teachers' oral corrective feedback by the students and Repetition was being the last preferred kind of oral error corrective feedback. It has the same result with the previous researches which was done by Noorezam in (2015) that investigated about the student's preferences when the teacher correct their error by using questionnaire to collect the data and get the result Explicit Correction as the higher preferred corrective feedback from the students. Atma and Widiati in (2015) conducted a research to investigate the students preferences, the perception of corrective feedback, types of error to be corrected, timing of correction, sources of correction by doing the interview and questionnaire to collect the data and get the result Explicit Correction as the most preferred corrective feedback from the teachers. And another research that was conducted by Fitriana, Suhatmady and Setiawan (2016) that investigated about the students preferences when the teacher gave them the corrective feedback and also the reason they preferred the corrective feedback by doing the observation, interview and questionnaire and get the result Explicit Correction as the most preferred corrective feedback. But in this study, the researcher only investigated the students' preference toward teachers' oral corrective feedbacks and the reason by doing the observation and interview to collect the data and get the same result as the previous researches. Dabaghi and Basturkmen (2008) states Explicit Correction leads to more attention on the part of the learners and when the learners are corrected explicitly on their errors, a contrast with the form in their inter-language is created. By using Explicit Correction, the students will know their error right away because the teachers directly correct their error.

Two other results which have the highest rank after Explicit Correction, Elicitation, Metalinguistic Clue, and Repetition that encourage the students to do self-correction. In Elicitation, the way to encourage students' self-correction is by asking question, pausing in the middle of sentence to allow students complete the teachers' utterance, and asking question which reformulate the utterance. In Metalinguistic Clue, the teacher gives comments, information, or question related to the correct form of student's utterance, without explicitly providing the correct form (Lyster and Ranta, 1997). Metalinguistic comments such as, "Can you find the correct form?". Meanwhile, in Repetition, the teacher repeated the error that the student made with different intonation which indicates that the student said the incorrect utterance.

On these four highest ranking in the finding, we can see that most of students' preferences in teachers' oral corrective feedback which are encourage them to improve their speaking skill. They want their teachers to show or give a hint that there is an error in their utterance with correcting it immediately. The teachers usually give corrective feedback which corrects it directly or in some occasions, the teacher asked the other students in the class to give the corrective feedback to their friend's errors directly.

CONCLUSION AND SUGGESTION

Conclusion

The aim of this study is to find students' preferences toward oral error corrective feedback given by teacher and the reasons the students prefer particular kinds of teachers' oral corrective feedbacks. The data were collected through interview and it was distributed to 24 students who are the students of Pengelasan and *Light Vehicle Engineering (Teknik Kendaraan Ringan)* 3 in SMKN 4 Medan. Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. There were 5 kinds of teachers' oral corrective feedback found on students' speaking at grade tenth of SMKN 4 Medan. They were Clarification Request, Elicitation, Explicit Correction, Repetition dan Metalinguistic Clue. From 5 kinds of oral corrective feedback that the teachers gave to the students, Explicit Correction (41,7%) is the most preferred, Repetition (8,3%) is the least preferred and none of the students preferred Clarification Request (0%).
2. From the students' interviews, it can be found that the reasons why the students preferred 1) Explicit Correction, it was not difficult for students to understand since teachers gave the correct form immediately, which makes it more comprehensible. It also made students could learn more and students did not have to wait to know the correct version. 2) Elicitation because it made students think deep when the teacher give a hint and it also make students could learn more. 3) Metalinguistic Clue because it made students recall their knowledge and made them more capable in English. 4) Repetition because it made the student to think and notice the error and correct it after noticing the error. In addition, these kinds of corrective feedback were challenging and made them feel comfortable.

Suggestion

The teachers has some suggestion for the teachers about this study, the teachers need to be more sensitive to the students' needs to language on speaking, to have balance and be encouraged to practice the kinds of oral corrective feedback, the teachers are expected to provide corrective feedback when the students commit errors considering that most of the students want their errors to be corrected and to accommodate the students' preferences in the teaching practices because the students' preferences could affect the way they acquire the target language.

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