

## Spoken Corrective Feedback in Offline Speaking Lessons at MNC University

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### ABSTRACT

This study needs to be conducted because the teacher as a facilitator plays an important role in providing feedback and giving additional information in the form of an explanation regarding errors in giving verbal motivation. This research aims to fulfill some objectives: 1) To investigate the kinds of corrective feedback that are most frequently utilized by the lecturer at MNC University 2) To analyze the reasons why the lecturer used this type of spoken corrective feedback in speaking classes at MNC University. This research used descriptive qualitative research approach. This study reveals that explicit with metalinguistic feedback was the most used type of feedback found; linearity between the feedback and students' needs and objectives is the main reason why the lecturer prefers this type of feedback.

**Keywords:** spoken, corrective feedback, offline classes, speaking lesson, feedback

### INTRODUCTION

The students must master when studying English before that they must know there are four abilities, these four abilities include: listening, speaking, writing, and reading. Among these four skills, speaking a foreign language is one of the difficult abilities to learn among the three previously stated. There are two reasons why speaking is the most difficult to master, first, speaking is a skill that happens in real time: usually other people will wait for someone to speak

afterwards. The second reason is when someone speaking, someone cannot edit or revise what someone has said, as someone would if someone were writing.

Previous studies have been conducted to examine corrective feedback. Chehr Azad et al (2018) state that there is no trade-off between general correctness and temporal fluency. Furthermore, varied CF circumstances have minor impacts on EFL learners' spoken general correctness, temporal fluency, and relationships, especially

when they are focused on a single form. According to Alihar (2018) the pupils liked and found valuable metalinguistic feedbacks and explicit corrections. The lack of corrective feedback given by the lecturer to students who are in the activity of learning speaking substance can influence the way students receive the feedback given by the lecturer. This study also revealed that the pupils prefer specific remedial feedback than being told about their mistakes.

It can be seen that previous studies have examined corrective feedback, but none has been conducted at the speaking class of MNC University. This is the gap fulfilled by the current study. The following are the research questions:

1. What kinds of spoken corrective feedback are mostly utilized by the lecturer in speaking lessons at MNC University?
2. Why does the lecturer use the kinds of spoken corrective feedback to students in speaking lessons at MNC University?

This research aims to fulfill some objectives:

1. To investigate the kinds of corrective feedback that are most frequently utilized by the lecturer at MNC University.
2. To analyze the reasons why the lecturer uses this type of spoken corrective feedback in speaking classes at MNC University.

To answer the research questions, there are some theories used, which are the theories of recast, elicitation, explicit with metalinguistic, explicit corrective feedback, metalinguistic, repetition,

and clarification. Lyster and Rynta (as cited in Rahmi, 2017) found that there are seven different sorts of corrective feedback that could be employed. Among others are recast, elicitation, explicit with metalinguistic, explicit corrective feedback, metalinguistic, repetition, and clarification.

Lyster and Panova (2002) state that recast is implicit corrective feedback. Additionally, in this variety the lecturer attempts to reframe or develop the error of partial sentences, words, and partial idiom. It is expressed through suspicious or unnoticed method. Nicholas et al, Ellis, Sheen and Sato (as cited in Lyster and Panova, 2002) stated that there are various research of recast accessible that highlight recast effectiveness into point of view using a variety of linguistic, pragmatic, cognitive, and environmental limitations.

Elicitation, according to Panova and Lyster (2002), is a corrective strategy that motivates learners to self-correct, which indicates that students fix their own mistakes throughout the learning process. Lyster and Ranta (as cited in Panova and Lyster, 2002) stated that there are three approaches for eliciting the appropriate materials from students: (a) pausing and permitting the learner to complete the paragraph, (b) asking an open inquiry, and (c) asking a restructuring of the ill-formed remark.

In this way, the lecturer delivers the proper form and says to the student why they are doing it terrible. Sheen and Yaos'

study (as cited in Rahmi, 2017) state that this feedback does not only suggest the scholars' error definitely and offer them the right format; however, it also explains why the student's response is incorrect. With the expert's explanation above, we know that giving feedback must concern to the knowledge that can improve someone's ability. Starting with speaking, lecturer will give more vocabulary, phrases, and aspect that we can learn step by step. Some types are given explicitly.

Based on this, the lecturer will point out the student's error and provide the right form or phrase. According to Lyster and Ryntas' study (as cited in Rahmi, 2017) lecturer does not offer students a key or a hint to remedy their mistakes, but instead instruct them to input the right form. Furthermore, they provide students with the proper form as well as a good indication of what will be rectified.

According to Ölmezer and Öztürk (2016), without immediately providing the proper solution, metalinguistic gives technical linguistic knowledge about the situation. In this type, Lyste and Ryntas (as cited in Rahmi, 2017) stated that the teacher provides comments, gives information, or asks questions about the students' incorrect expression.

According to Ölmezer and Öztürk (2016), the repetition by the lecturer isolates the student's inaccurate assertion. In most cases, lecturer alters their tone to accentuate the error. There is repetition in which the lecturer

signifies the wrong words, phrases, and even sentences. The proper form remains unchanged. It demonstrates the lecturer increases the intonation, students are required to fix inaccurate words and sentences on their own.

According to Ölmezer and Öztürk (2016), clarification refers to the lecturer implies that the scholar's remark was not comprehended and requests that the student rephrases it. Lecturer uses this style to repeat students' wrong words or sentences. This kind is intended to serve as a reminder to students of improper words and phrases. The students are expected to recognize their own errors.

## METHOD

This research used descriptive qualitative research approach because this approach is suitable for use and adapted to research problems that occur in the teaching and learning process. Patton (2005) stated that qualitative approach is data from direct fieldwork observation, in-depth, open-ended interviews, and written materials that are analyzed in qualitative research. Qualitative approach does not use numerical data and only focuses on research directed at the phenomena around us; by using observation and doing the interviews researchers could collect the desired data according to their fields. Not only based on that, but also data can be collected through several theories from previous experts.

There are several data collection techniques used in this study. The first data collection by recording the atmosphere in speaking classes to get data in the form of corrective feedback used by the lecturer in the learning process, then the researcher made a transcript after getting the recording so that the researcher could carry out to the next step, namely conducting data analysis. The second data gathering method was to conduct interviews with English lecturer at MNC University. The purpose of this interview is to observe the lecturer's responses and points of view on feedback. Before conducting the interview, the researcher prepared interview questions then the researcher recorded the interview session, after that the recording was used as a transcript for data collection. The analysis procedure of the data used excel matrix as the instrument.

The first step of data analysis for research question one was the researcher read the results of the transcript from the recording in the class. The last step was categorizing the type of spoken corrective feedback into a table of analysis. Microsoft Excel was used as a tool to process data analysis. The second research question, the first step of data analysis was the researcher read the results of the transcript from the recording in the class. The last step was categorizing the reason why the lecturer used a particular type of spoken corrective feedback into a table of analysis.

## FINDINGS AND DISCUSSION

### *Finding*

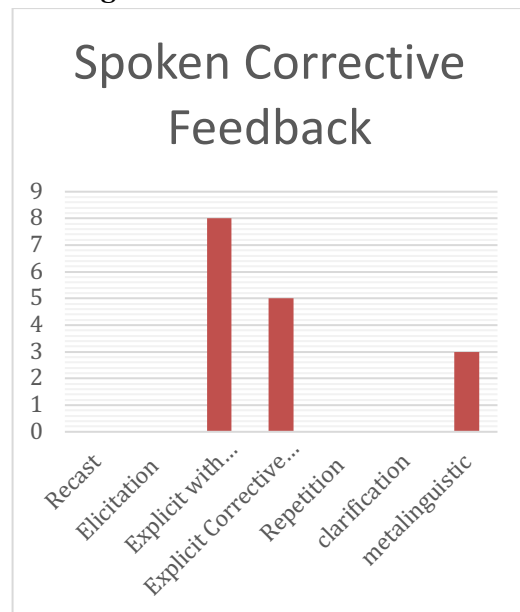


Figure 1 Spoken Corrective Feedback

The chart for RQ 1 above shows what types of spoken corrective feedback are often used by the lecturer in speaking classes. The chart shows that explicit with metalinguistic becomes spoken corrective feedback, which was frequently utilized by the lecturer when teaching in speaking classes. According to Hernández et al (2012), explicit with metalinguistic is the feedback that provides form properly with metalinguistic explanation.

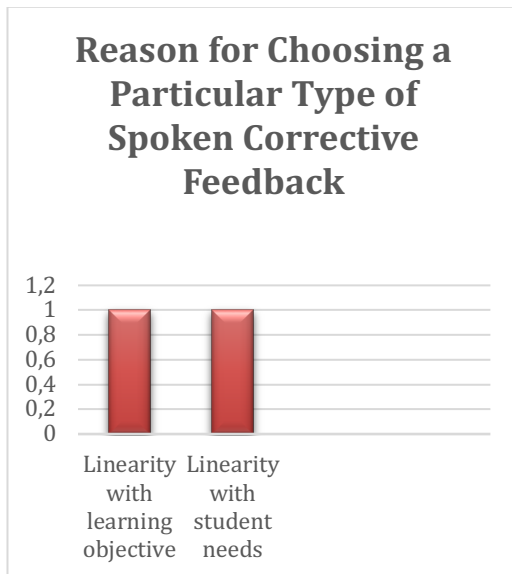


Figure 2 Reason

The chart above depicts the lecturer's response in the interview to RQ 2 that the reason lecturer utilized spoken corrective feedback was that both linearity with learning objectives and linearity with student needs.

## Discussion

### • Explicit with Metalinguistic

No	Utterances
1.	Student said "Have you take any medication?" Also lecturer "Have you taken any medication? Not have you take because you start the question with have"
2.	"the pronunciation is not when you say answer (incorrect pronunciation), but answer (correct pronunciation)"

The utterance above shows the feedback given by the lecturer in the form of explicit with metalinguistic

because the lecturer did not only point out students errors and offer them the correct format. However, the lecturer also provided an explanation. For example, the first utterance: Student said "Have you take any medication?", also lecturer said that "Have you **taken** any medication? Not have you take because you start the question with have."

The lecturer provided the proper answer by explaining the error. Students also received the correct answer, but they had to modify V1(take) to V3(taken) because the phrases were present perfect. For the second utterance: when the student was presenting, the student used incorrect pronunciation and then the lecturer said "The pronunciation is not when you say answer (**incorrect pronunciation**), but answer (**correct pronunciation**)."

In this case, the lecturer directly responded to the student's incorrect pronunciation of the word "answer" in English.

### • Explicit Corrective Feedback

No	Utterance
1.	Student said "consultate or consult?" The lecturer give correction "the <b>correct one</b> is consult"
2.	Student said "you can menemukan about the country" Also the lecturer said "to <b>find out</b> "

The terms in the table illustrate that the lecturer used explicit corrective feedback as well as

various types of corrective feedback that were offered to the students. It can easily be noticed as explicit corrective feedback because it provides the correct response without giving explanation. According to Ellis and Erlam (2006), in the instance of implicit feedback, there is no obvious indication that an error has occurred, but in explicit feedback, this indication exists.

In the table above, students said “*Consultate or consult?*” in the first utterance. Students wanted to know which of the two verbs was correct for consultation. The lecturer then responded directly, “*The correct one is consult,*” without explaining the answer. For the second utterance, student said “*You can menemukan about the country,*” also lecturer said that “*To find out.*” The first step was that the lecturer instantly provided feedback by mentioning the word “*menemukan*” if in English it means “*to find out*” it is obvious that the Cambridge Dictionary (2023) specifies that the English language to “*menemukan*” is “*to find out*”. In this case, the lecturer directly gave the correct answer without explanation.

• **Metalinguistic**

No	Utterance
1.	student said the wrong word Also the lecturer said "there are a lot of wrong words in the slides"
2.	The lecturer said "the beginning of the speech, you don't need to say, Today I'm going to deliver a speech. It's a speech. We don't say, So, we

know that you're going to do or to give a speech. Without saying, we already know that you're going to give a speech"
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Metalinguistic feedback is the third most common type of spoken corrective feedback because speaking is also connected to sentence construction in grammar or linguistic. According to Haoro and Ramalia (as cited in Harris, 1969), the criteria used for evaluating speaking ability are pronunciation, fluency, grammar, and vocabulary. Lecturer frequently utilized metalinguistic too in teaching speaking. According to the table above, some of the feedback utterances were addressed to students by asking questions about incorrect student utterances, providing comments and information related to student errors in delivering the proper answer, and explaining each student error. For the metalinguistic there are some utterances. There are various terms used in metalinguistics to give students feedback, such as “*There are a lot of wrong words in the slides.*” The lecturer only told student’s errors by providing the necessary explanations. In the second utterance, the lecturer also delivered student oversights and provided additional information about class subject.

**2. Reason for Choosing a Particular Type of Spoken Corrective Feedback**

No	Utterance	LLO/LSN
1.	depending on the objective of the learning,	LLO
	because they <b>need to know appropriate and proper use</b> of language including the social pragmatics yeah and then linguistics, so grammar, sometimes I give them feedback on accuracy. Most of the time i focuss on social pragmatics and linguistic too	LSN
<p><b>LLO</b> : <i>Linearity with Learning Objective.</i>  <b>LSN</b> : <i>Linearity with Student Needs</i></p>		

The answer to the fourth interview question, “*What factors influence your decision to offer the particular type of oral corrective feedback to a student’s error?*” has been answered using the first lecturer’s utterance, “*Depending on the objective of the learning.*” It means that the response indicates the lecturer's choice of various sorts of corrective feedback is motivated by the linearity with learning objective. The fifth question has been answered with the second lecturer’s utterance, which is “*Because they need to know appropriate and proper use of language including the social pragmatics, linguistics and then grammar, sometimes I give the*

*students feedback on accuracy. Most of the time I focuss on social pragmatics and linguistics too,*” it can be seen that the second reason for using corrective feedback is the linearity with student needs. Based on the statement above, the lecturer provides reasons for giving corrective feedback to students in order to continuously enhance students' speaking skills.

### CONCLUSION

This study was conducted with the aims to investigate the kinds of corrective feedback that are most frequently utilized by the lecturer at MNC University and to analyze the reasons why the lecturer uses this type of spoken corrective feedback in speaking classes at MNC University. The result of the study reveals that types of corrective feedback mostly used by the lecturer are explicit with metalinguistic, explicit corrective feedback and metalinguistic. The lecturer created many utterances directed to students with the purpose of telling students' error and providing explanation for their error in explicit with metalinguistic. However, the lecturer also delivered feedback through explicit corrective feedback with the goal of notifying students' problems without offering students explanations. Also lecturer employed metalinguistic as feedback to students on several occasions, with the purpose of providing comments, explanations, and questions to students.

It is hoped that future researchers will be able to conduct comprehensive research by analyzing

student errors in using certain abilities, knowing the types of feedback that are more commonly

used by lecturer, and explaining the reason why the lecturer uses various types of corrective feedback.

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