TYPES OF CORRECTIVE FEEDBACK USED BY FOUR LECTURERS ON STUDENTS' SPEAKING PERFORMANCE

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Abstract: *The objective of this study was to identify the types of corrective feedback used by the 4 lecturers in correcting students' speaking performance This was descriptive research. The participants were 4 English lecturers who handled speaking class for the first year students at IAIN Batusangkar. Seven major types of corrective feedback which was initially conceived by Fanselowand is further developed by Lyster and Ranta, and Sheen and Yao become the grand theory in this study.The data were gathered by means of observation, video recording and guided interview. The observation and interview results demonstrate that of the seven types of the corrective feedback applied by the 4 lecturers on students' speaking performance, recast feedback is the most frequently used. Most theories and previousfindings signify that it cannot locate the errors and it is not appropriate for EFL students. It is concluded that the type of corrective feedback that mostly used by the lecturers has not appropriate yet. That was estimated becomes the cause why the corrective feedback was not successful yet. It is recommended that those lecturers try to reconsider the type of corrective feedback which he or she frequently used since the appropriateness of type will influence the success of corrective feedback itself*

Keywords*: Corrective feedback, descriptive study, speaking*

INTRODUCTION

In learning process, it is not avoidable the mistakes occurred. It is especiallywhen the students perform their speaking. For example when the writer did the preliminary observation on English class on the first year student at IAIN Batusangkar, she still discovered many mistakes which the students made every time they spoke whether in pronouncing the word, in constructing the sentence into the correct grammar even in choosing the appropriate vocabulary**.** As a proof**,** the students often pronounced the word "library, now, and done", by */library/, /no/,* and */don/*.Furthermore, the students also often said " I *am like, I am have,* and I *am go"* to express I like, I have and I go. Moreover, they

also mostly express *"I am long"* to say I am tall etc. Those mistakes almost happened every time they spoke.

Indeed, mistakes or errors is accused as the process of language development but I does not mean that it just let them go since it brings the long lasting mistakes.Especially for Indonesia as non English speaking countries. There is no sufficient English speech community which give the opportunity the students to listen the correct language frequently to improve their oral proficiency in English. The students will never know the correct form of the language, realize their mistakes. As a result, the similar mistakes will always occurred. Surely, it will become an obstacle for the students in communication**.** What they said cannot be understood by their interlocutor and might cause misunderstanding and ambiguity among them. For that reason, the lecturers should be able to solve that problem by finding the solution. One of that is by giving corrective feedback.

Corrective feedback based on many experts gave the benefit effect.Carrols (2008) have proven that corrective feedback is something positive because it gave the benefit impact for the language development in learning language especially for learning English as a foreign language (EFL).They don't have a capability to correct the language by themselves because of lack of exposure.They only get the correct form of the language through corrective feedback, especially which are from the teachers ever the lecturers. It is slightly different from students whose English as a second language (ESL). They have more speech communities to communicate in English. That allowed them to have opportunities to get more exposure of English since most of people included them use that in their daily activity at least in formal situation. Then, Carrolalso states that it effects the better achievement for adult learners. Then, Han (2004) claims that the absence of corrective feedback is one putative causal factor of fossilization among the second language learner. Moreover, corrective feedback becomes necessary because it is an important component of explicit teaching that aims at raising the learners' awareness of the formal features of the input and facilitating

their noticing of the gap between these features and those in their own inter language (Deyker, 1994).

In line with the importance of corrective feedback, the lecturers who teach on English subject at IAIN Batusangkar have tried to give corrective feedback when the students do some mistakes. Unfortunately, it seems that it is not successful yet. As a proof, the students tend to express the similar mistakes when they find the similar words even though they have been corrected before.Absolutely, that condition raises a big questionwhether providing the correctivefeedback became useful or not. Actually, the successof corrective feedback depend on the appropriateness of types of corrective feedback itself (Lyster and Ranta, 1997).Related to the information above, the writer were interested to conduct the study to identify the types of corrective feedback used by 4 lecturers at IAIN Batusangkaron students' speaking performance.

REVIEW OF RELATED LITERATURE

A. Types of Corrective Feedback on Speaking performance

According to Lyster and Rynta in Nunan (1996:19), there are six types of corrective feedback can be used. They are "recast, elicitation, explicit with metalinguistic, explicit corrective feedback, metalinguistic, repetition, and clarification". Meanwhile, Sheen and Yao (2004:3) add one more type of corrective feedback. It is explicit with metalinguistic linguistic.All of them will be explained below:

1). Recast

This belongs to an implicit type of corrective feedback. On this type, the lecturers try to reformulate or expands the mistakes or incomplete sentences, words or incomplete phrases. It is expressedthrough unclear way or unobtrusive way (Lyster and Panova2002:28). In this case, she or he directly mentions the correct form of the words or phrases without telling that those words or phrases are incorrect.For example, the students say : My father is long, then the lecturers may say : oh yeah your father is tall. It

can be understood that by using this type, the lecturers do not give the corrective feedback by indicating the students' mistakes but they just give the correct form directly.

2). Clarification

It is an elicitation of a reformulation or repetition from the students. Several phrases are used on this type such as *Excuse me*?,*sorry*, *I don't understand*, and *pardon me* (Lyster and Rynta,1997:25). For example, when the students say "*How many years do you have*"?, then, the lecturers give corrective feedback by expressing " *I am sorry*? (Sheen and Yao, 2011:2).

That example indicates that when the lecturers use this type, they repeat the incorrect words or phrases that the students said. It is to remind the students toward the incorrect words or phrase they expressed. It is expected that the students will be able to realize their mistakes. They will have the capability to express the correct form of the words or phrases. Moreover, the phrase " *I cannot get your point*"

also can be used on this type (Yoshida, 2010:5).

3). Elicitation

By using this type, the lecturersprompt the learner to do self corrective feedback. The lecturers repeat what the students said to prompt what they expressed have been wrong. They do not conveythe corrective feedback by giving the correct form by themselves but they only ask along with let the other students to give or produce the correct form of a phrase or a word. Furthermore, the lecturers or the teachers use some phrase such as , "*how do we say this in English, which one is correct*? In addition, sheen and Yao (2004:3) states that the students' mistakes also can be corrected through asking the studentsto complete the sentence.Moreover, the lecturers may raise a question such as " what is the (x) form of (y). It may also include the expression" It may say x or y?(Maolida, 2014:122).

For example: when the students express: "behind" to

say "before" then the corrective feedback can be conveyed by saying "before or behind". Then, the students will decide the correct word. It signifies that in elicitation type, the lecturers guide the students to discover the correct form of the words they express. The self correction is supposed to do by the students.

4). Metalinguistic

On this type, thelecturers provide comments, information, or questions related to the incorrect utterances which the students produced " (Lyster and Rynta, 1996:19). It implies that the lecturers only give the clue related to the incorrect words or phrases which the students expressed. He or she does not directly give the correct form. Furthermore, besideproviding information, the lecturers also can use the utterances such as "*Do we say it like that?*" (Yoshida, 2010:5).As an example, when the students say: I am here since January, the lecturers say: *well, okay,*

but remember we talked about the present perfect tense?.

That example indicates that when the students say "I am here" to say I have been here, the lecturers give corrective feedback by giving the students the information that tenses in this sentence is present perfect tense. They correct them by saying " I have been here". They only give the clue. It is expected that the students will realize that the sentence they express was wrong.

5). Explicit corrective feedback

Based on this type, the lecturers point out the students' mistakes and provide the correct form of a word or a phrase (Lyster and Rynta in Nunan, 1996:27). The lecturers do not give the students the keys or some clues in order to correct their mistakes but they give the correct form directly. Moreover, they also provide the students with the correct form with a clear indication of what is being corrected. Furthermore, the lecturers use

the word : not *X*but Y (Sheen, and Yao, 2004:3).

For example: When the students say: when I have 12 years old.... then, the lecturers give corrective feedback by saying : "No, not have, but when I was 12 years old", (Lyster and Rynta, 1997:27). It means that on this type, the students receive the correct word directly. They don't need to think the correct words even the phrases they should express. Therefore, the students will be able to correct their mistakes directly. In addition, Tingding (2001:4) states that explicit corrective feedback refers to provision of the correct form. The lecturers use the phrases" *oh you mean, you should say* ".It is not different from the previous expert, this expert also has the similar opinion in defining the concept of explicit corrective feedback. Through this type, the corrective feedback is pure from the lecturers.

6). Repetition

On this type, the lecturers repeat the ill formed part of the students' utterances. It is usually doneby changing intonation (Lyster and Ranta in Nunan, 1996:27).When the students express the wrong words or phrases, the lecturersrepeat that words. It is to remind the students that the words they said are wrong. For example: when the students say : I am have three sister, then, the lecturer give the corrective feedback by saying: *I am have?*. That example explainthat the lecturers repeat the sentence "I am have". Then, she or he put the rising intonation at the end of sentence. It is expected that the students will be able to realize the sentence "I am have" is wrong.

Furthermore, Daughty and Varela's in Kennedy (2010:14) state that "repetition occurs when the teacher repeats learners' ill-formed utterances without any change"**.** It is similar with what the previous expert say. When the students

are wrong in expressing the sentences even the phrases, there is a repetition expressed by the lecturers toward the incorrect word, phrases even the sentence. There is no change into the correct form. It indicates that by rising their intonation, it is expected that the students will be able to repair the incorrect words even the phrases by themselves.

7). Explicit with metalinguistic

Through this type, the lecturers deliverthe correct form and tell why the students are wrong, (Sheen and Yao, 2011:3).They do not only indicatethe students' mistakes clearly and give the correct form but also provide some explanation why the utterances which the students expressed are wrong.

In line with the experts' explanations above, it can be concluded that there are seven different types of corrective feedback which English lecturers can use to correct the students' mistakes in speaking

performance. Some types are given explicitly. In this case, the lecturers give the correct form directly. Then, they explain why they are wrong. On other hand, the other types are delivered implicitly. In this case, the lecturers can use the various ways such as by giving information, question, specific intonation and also by clarifying what the students said. It is expected that the students will realize to express or produce the correct form of the utterances that they express. Thus, the lecturers only remind the students' mistakes.

All types of corrective feedback explained above would be used as a guideline in relation to types of corrective feedback on this study.

METHOD OF THE RESEARCH

This was a descriptiveresearch. Four lecturers who handled English for the first year students at IAIN Batusangkar had became participants of this research.

Then, it was conducted at IAIN Batusangkar.

Next, in order to gather the data, the researcher used two instruments. The first was observation checklist which was accompanied by video recorder. In this case, the researcher recorded the lecturers' utterances and the students' speaking performance. It was done sixteen meeting, four meeting for each lecturers. That observation checklist was designed based on the indicators and sub indicators of corrective feed back types. It was initially conceived by Fanselow and it is further developed by Lyster and Ranta, Sheen and Yao. Then, the second instrument is guided interview. It is to clarify the data got from the observation.Meanwhile, in order to get the validity of the observation checklist and guided interview, the researcher only used content and construct validity by using experts' judgment.

After the data were gathered, then they were analyzed by using formula suggested by Sugiono, (2005). It was F/N x 100. Meanwhile, the data gotten from the guided interview were analyzed through the theory proposed by Miles. They are data reduction, data display, conclusion drawing/ verification.

FINDING AND DISCUSSION

The findings of this research are described below:

From sixteen meeting, four meetings for each lecturers, it was found that there were seven types of corrective feedback used by the lecturers from 494 corrective feedback identified on students' speaking performance. Those types are recast, elicitation, repetition, metalinguistic, explicit corrective feedback, explicit with metalinguistic, and clarification. The frequency of each of types will be shown in the following table:

Types of Corrective Feedback Usedby the 4 Lecturers on the First Year Students' Speaking Performance at IAIN Batusangkar

No	Types of Corrective Feedback	Frequency	Percentage
1.	Recast	254	51.41 %
2.	Elicitation	90	18.21 %
3.	Explicitcorrective feedback	74	14.97 %
4.	Repetition	34	6.88 %
5.	Explicit with metalinguistic Explanation	17	3.44 %
6.	Clarification	14	2.83%
7.	Metalingustic	11	2.22 %
	Total	**494**	**100**

The table above discloses that among seven major types of corrective feedback applied by the lecturers, recast became the most frequently type used by the lecturers on students' speakingperformance. Meanwhile, metalinguisticwas categorized intothe lest frequently types used. The information above was still in the form of number. For more information related to the types of corrective feedback which the lecturers used, it will be demonstrated in the following explanation.

a. Recast

Through this type, the lecturers reformulated the incorrect utterances with the correct form. It was done without pointing out clearly which words,phrases were incorrect. The lecturers did not provide explanation. When the lecturers used this type, occasionally the students were able to correct their mistakes, but some other time they seemed to be lost in confusion. They just ignored the lectures' corrective feedback. Then, they directly express their ideaswithout realizing their mistakes.

In order to know the real example of recast feedback, it can be seen on the script below:

Student: She name is Rika Yanti...
Lecturer   : Her name is..
Student   : Her name is Rika
                Yanti . She have eye
Lecturer   : She has eye

The script above revealed that that when the students expressed */she name is/* to say / *her name is* /, the lecturer gave corrective feedback by reformulating the students' utterances with the correct form. In this case, the lecturers directly said " *her name is*". Then, he gave the correct form without indicating the word "*she*" was wrong or incorrect.

On that script, it also can be understood that the lecturer reformulated the incorrect form in the whole sentences. That corrective feedback was given orally. Afterwards, she repeated the students' utterances with the correct form.The students reproduced the correct form which the lecturer reformulated. It seemed that the students only repeated the correct form without enough understanding about the use of pronoun. They didn't really know why he said "*her*" not "*she*". It was proven through repetition mistakes occurred after the corrective feedback delivered.

b. Elicitation

According to this type, the lecturers convey corrective feedback by asking the other students to produce the correct form. They can use the expression or phrases such as *"how do you say or how do you pronounce this in English x or y,"which one is correct x or y.* When this type is used, it seems that not all students understood what the lecturers corrected. Only one or two students were able to answer or decide the correct form of the words even phrases that the lecturers asked. Those particular students performed are better than others. Meanwhile, the other were lost of confusion.

The real example of elicitation type can be illustrated on the script below:

Student   : Ok My friend, I will introduce you about my self. My name is wahyu Desra. My nick name is Wahyu.. Eeee I am tall... I am have black hair...

Lecturer   :I am have or..... I have?

The Other
Student   : I have
Student   : I have black Hair

The script above discloses that the lecturers gave the alternative form in order to correct the students' mistake. Then, the other students gave the response. There was no evidence that the students' responses were related to their understanding. As an example, when the students said " *I am have"*, the lecturer corrected it by providing the options whether it was "*I am have*" or "*I have*".

Afterwards, the other student said *"I have"*.

c. Explicit Corrective Feedback

The following script will illustrate the use of explicit corrective feedback.

Student   :She is tall, her body is slim. She is round eyes. She has nose pointed.
Lecturer : Not nose pointed but pointed nose.
Student   :She is wearing brown shoes,,, orange scarfand she is wearing watch. She is diligent. I think that's all thank you.

The example aboveinforms that when the student was wrong in expressing *"she has nose pointed"*; then, the lecturer gave corrective feedbackby pointing out the students' mistakes. She said *"Not nose pointed "*. After that, he continued the correct form by expressing *"but pointed nose.* Onthis script, it also can be seen that the students just goto express their idea when the lecturer gave corrective feedback. It was done without repeating out the words which the lecturer corrected. There were no proof whether the student understood or not.

d. Repetition

During the lecturers used this type, some students were able to correct their mistakes but the othersare not. In addition, when the lecturers used this type, sometimes, it was accompanied by other types such as recast. They gave the correct form to the students.

As the evidence, the following script is given:

Student   : Ok friend, I will introduce you about Rina's family. Her full name is Rinahandayani. His father is Mukhlis.
Lecturer : His father?.
The student :EE, her father is Mukhlis, she is eee......he

According to script above, it can be seen that the lecturer corrected the students' mistakes by saying the incorrect phrases with rising intonation. She said *"His father*?". In addition, that script also described that even though the student was able to correct his mistake but it seems that he did not understand why the word he used was wrong. It was proven by the similar mistakes which still occur

for the next sentence althoughthe duration between the corrective feedback and the sentence expressed was very short.

e. Explicit Corrective Feedback with Metalinguistic Explanation

The use of this type can be pictured in the following script:

Student : What kind of music do you like?

Student : I am like film horror.

Lecturer *: I am like or I like ?, you say just now I am like.. I like. Kalau I am like apa artinya bedakan artinya? , Ok. I am like bukan I like, Kan like tu kata kerjakan,,,aaa.....kalau disana pakai to be akan berbeda artinya. Jadi saya seperti jadinya.*

In accordance with the example above, it can be seen that when the student said "*I am like*", the lecturer gave the corrective feedback by confirming whether the correct form" *I am like or I like*". Then, he said "*I like*". Then, he continued by giving explanation that" *I am like*" had different meaning. After that, the lecturer gave corrective feedback by expressing " *not I am like but I like*".Then, he explained the students why " *I am like*" was wrong. When the lecturer gave that explanation, it seems that the student realized their mistakes.

f. Clarification

There are several expressions delivered by the lecturers when she or he used this type such as " what do you mean, sorry, *maksudnya apa*?". During observation, it was found that most students didn't realize directly what they said was wrong. Theyseem to be confused. That's why, the lecturers mostly used the other type to repair the students' mistake such as by saying" *how do you say that in English*". Sometimes, the lecturer gave the correct form directly.

To know more about the use of this type of corrective feedback, there was a script given. It was as follow:

Student : She takes a bath. After that, at 6.20. she story with her family.

Lecturer *: Sorry? What do you mean by she story with her family?.*

Students *:Dia bercerita dengan keluarganya mister.*

Lecturer *:She talks with her family.*

Student : After that, she read the holly qur'an.

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Script above informed that when the students said, "*she story with her family?*", then, the lecturer gave corrective feedback by expressing" *sorry*", *what do you mean by "she story with her family?"*. After listening those utterances, the student seemed to be confused. Afterwards, the student said " *Dia bercerita dengan keluarganya mister*".

g. Metalinguistic

Metalinguistic became the seventh type of corrective feedback used by the lecturers. On this type, they provide comments, information, or questions related to the incorrect utterances which the students produced. The following example will give the further understanding.

Student: She cleaning the bathroom a half past five.
Lecturer: Use the simple present tense ndak pakai ing .

Based on this example, it can be understood that when the student was wrong to say*she cleaning*, the lecturer corrected it by expressing "*sh*e clean". He gave corrective feedback by providing some information to the

students in order to use simple present tense without *"ing"*. The lecturer didn't inform the correct sentence to replace the sentence "*she cleaning*".

The information above was also supported by the data gathered through the interview. The writer asked the participants regarding how do they give corrective feedback on students' speaking performance. Related to that, the participants gave variousanswers. First answer given by the lecturers one. Hesaidthathe usually prefer to correct the students' mistakes directly. Itwascausedby thelimitationamountoftime.

Meanwhile, lecturer two said that she gave corrective feed back by giving the correct form directly. She invitedtheother students to correct it.It indicated that she corrected the students' mistakes by providing the correct for man negotiation of form.Then, the third lecturer answered that she frequently gave the direct corrective feedback. She often provide the correct form even though sometimes she indicated

the students' mistakes clearly and gave some explanation.

Next, slightly different answer was also conveyed by the lecturer4. She mentioned that sometimes she gave the direct corrective feedback and sometimes by asking the other students to decide which words or phrases are correct. In addition, sometime she corrected the students by listening the correct pronunciation from the lecturer itself. Based on the answer of the lecturer 4, it seems that there was a slightly different answer given than others. She did not only focus on one types of corrective feedback even though there is a tendency to use one type.

Related to the answer of the participants above, it can be interpreted that even though the lecturers used more than one type although generally they more tend to use the direct corrective feedback.It is often not followed by further explanation.

The answers given by the participants were not too different from what there searcher

foundduring observation. The lecturers more tended to give the corrective feedback by giving the correct form directly. They repeated the students' utterances with the correct form. It means that what they thought was similar with what they did.

From the result of the interview above it can be interpreted that the lecturers used seven types of corrective feedback which were also identified during recording. The difference was only on the frequency of using those types. The lecturers more tended to use the direct corrective feedback. In this case, they often just give the correct form directlyrather than giving explanation or by using the other type included negotiation of form such as repetition, metalinguistic and clarification. It was caused by the students' condition and limited amount of time.

DISCUSSION

The findings of this research reveal that among seven types of corrective feedback used by the lecturers on students' speaking, recast

becomes the most frequently type used. This finding is relevant with what (Lyster and Rynta, 1997;Sheen, 2004, and Yoshida, 2010) found. They also found that recast become the most frequently used types of corrective feedback in the L2 classroom.

In addition, there are several opinion of the some experts related to recast. Lyster and Ranta (1997:23) state that recast becomes the short term memory. The students remember the words or the phrases that the lecturers corrected only when the corrective feedback given. The students will do the similar mistakes when they find the similar words even phrases. Next, Ellis (2009:6) does not agree on the effectiveness of recast because it does not make the learner to locate the error. Similarly, Larsen &Freeman in Ammar and Ahlem (2003:185) also believe that recasts will be effective when it comes to second language acquisition Then, Suraka (2007:9) indicates that recast was not a good type of corrective feedback if the lecturers wish to achieve the learners uptake. Based on the opinion of some experts above, it can be signified that recast cannot locate students' errors and appropriate

for ESL classroom. It becomes inappropriate for EFL classroom since the atmosphere and the students' condition between them are of course slightly different.

Meanwhile,Ellis (2009:5)states that they lend to support the lecturers or the teachers to use explicit with metalinguistic explanation type because it is more effective than implicit feedback. Similarly, Swain (1993:12) also reports that the preferences for explicit corrective feedback with metalinguistic is the most effective one. Then, Pyne (2012:3) believes that "in EFL environment in which the learners receive just a few hours a week of classroom exposure to English, explicit corrective feedback can significantly accelerate the process of language learning by providing direct feedback regarding the rules and the limits of language use". It indicates that it will be better for the lecturers to give corrective feedback explicitly by giving some explanation to the students.

CONCLUSION AND SUGGESTION

CONCLUSION

The findings of this research revealed that among seven types of

corrective feedback used by thelecturers, recast is the most frequently type used. Therefore, it can be concluded that actually the lecturers have given corrective feedback by using various types however, there is a tendency of the lecturers to use one type. That type of corrective feedback based on most of theories is inappropriate since it is short term memory and not effective in leading to the successful uptake. It signifies that the lecturers do not use the appropriate type. Itcould cause the corrective feedback given by the lecturers did not give the better result yet because the success of corrective of feedback depends on the appropriateness of type chosen.

SUGGESTION

Based on the conclusions above it is suggested that the lecturers should be aware of the types that they used in giving corrective feedback. They should be able to filter which corrective feedback which most appropriate for the EFL students because giving corrective feedback between EFL and ESL student are different.Then, the lecturers should reconsider to use recast since it is only

appropriate for ESL students and it is not for EFL students. That's why, the lecturers should try to use another types of corrective feedback which is more appropriate for the EFL students such as explicit with metalinguistic explanation which based on the theory it is quite appropriatefor the EFL students.

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