

**TEACHER'S CORRECTIVE FEEDBACK STRATEGIES  
ON STUDENTS' SPEAKING PERFORMANCE  
AND STUDENTS' PERCEPTION TOWARD  
CORRECTIVE FEEDBACK**

**AN ARTICLE**

**By:  
NURMIATI  
NIM F1022131071**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ART EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
TANJUNGPURA UNIVERSITY PONTIANAK  
2017**

**TEACHER'S CORRECTIVE FEEDBACK STRATEGIES  
ON STUDENTS' SPEAKING PERFORMANCE  
AND STUDENTS' PERCEPTION TOWARD  
CORRECTIVE FEEDBACK**

**(A Case Study on an English Teacher and the Tenth Grade Students of Marketing 1,  
SMKN 3 Pontianak in Academic Year 2016/2017)**

**AN ARTICLE**

**Proposed by:**

**NURMIATI**  
**NIM: F1022131071**

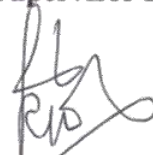
**Approved by:**

**Supervisor I**



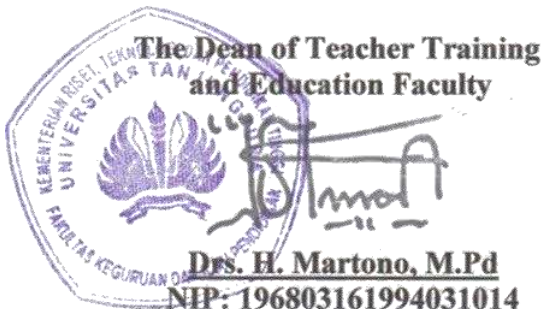
**Urai Salam, Ph.D**  
**NIP.197001111998031001**

**Supervisor II**



**Wardah, M.Pd**  
**NIP: 197810072005012003**

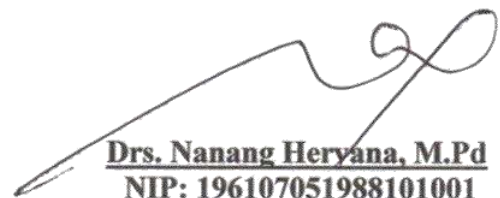
**Legalized by:**



**The Dean of Teacher Training  
and Education Faculty**

**Drs. H. Martono, M.Pd**  
**NIP: 196803161994031014**

**The Head of Language and Art  
Education Department**



**Drs. Nanang Heryana, M.Pd**  
**NIP: 196107051988101001**

# TEACHER'S CORRECTIVE FEEDBACK STRATEGIES ON STUDENTS' SPEAKING PERFORMANCE AND STUDENTS' PERCEPTION TOWARD CORRECTIVE FEEDBACK

NURMIATI

Program Studi Pendidikan Bahasa Inggris FKIP Untan Pontianak

Email: nurmiatiwawaw17@gmail.com

## **Abstract**

*This study is aimed to investigate corrective feedback strategies used by the teacher to respond students' speaking error and explain students' perception toward corrective feedback by using case study method. The participants in this research were an English teacher and 40 students of the tenth grade of marketing 1, SMKN 3 Pontianak. From direct observation, it was found that the corrective feedback strategies used by the teacher were recast (31,82%), explicit correction (22,73%), elicitation (18,18%), repetition (15,91%) and clarification request (11,36%). The strategy that mostly appeared was recast, where to correct the students' error in speaking, the teacher directly facilitated the students with the correct form. Furthermore, there were two questionnaires given to the students to know students' perception toward corrective feedback. The result showed that most of the students (50%) preferred explicit correction where the reason was they thought that it was helpful for them to know the part of their error and also made them easier to correct the error to avoid the same error in the future performance. The students also gave positive response because they thought that corrective feedback given by the teacher was very helpful, they also learned much from the feedback, they felt satisfied and did not resent of being corrected and thought to correct their error.*

**Keywords:** *Corrective Feedback, Speaking, Perception*

## **INTRODUCTION**

Speaking as a productive skill gives some difficulties that lead the students to the errors. To correct the students' speaking errors, the teacher has a role to give feedback. Ellis (2009) said that when a feedback is given to correct students' error, it is called corrective feedback. Corrective feedback is one of the types of negative feedback. Zhang and Chatupote (2014) explained that corrective feedback constitutes one type of negative feedback. It takes the form of a response to a learner utterance containing a linguistic error. According to Ellis (2009), there are six strategies that can be used by the teacher in giving correction, those are explicit correction, recast, clarification request, elicitation, repetition, and paralinguistic signal. Explicit

correction is a correction given by teacher by indicating an error that has been done by students. The teacher identifies the error and provides the correction. In using recast strategy the teacher immediately changes and corrects the error utterance. In this case, the teacher does not identify or show which utterance is incorrect. In utilizing clarification request, the teacher indicates that he/she has not understood what the learner said, so the teacher usually asks the students to clarify their utterances. Elicitation happens when the corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal that the learner should complete it. Repetition strategy is done by the teacher by repeating the learner utterance and highlighting

the part of learner's error by means of emphatic stress. Furthermore, in using paralinguistic signal, the teacher uses a gesture or facial expression to indicate that the learner has made an error.

Teacher's corrective feedback becomes very important in teaching learning process. The teacher as a vital role to correct students' error can avoid the errors of being recursive. Razavi and Nagizadeh (2014) said that in learning speaking, learners have problems not only in pronunciation and grammar but also in using correct words in a conversation. Because of that, the teacher needs to play an important role. Furthermore, the teacher has to give some correction regarding the error made by the learners. It is believed that teacher's corrective feedbacks can be regarded as input for the students to improve English (Khunaiwi & Hartono, 2015). It means that if the students do not get feedback from the teacher, they will be confused and unmotivated to improve their ability because they do not know what should be done and exactly they are unable to achieve learning goals. Razavi and Nagizadeh (2014) said that because of the lack of some teachers' knowledge in using the correct feedback, some learners lose their self-confidence in speaking or even learning a language. However, paying much attention to the type of error made by learners and choosing the correct feedback is essential in a language classroom.ve their own point of view or perception toward the corrective feedback because the types of feedback and the way it is given can be differentially effective (Hattie & Timperley, 2007). It is also the teacher's responsibility to teach not only the language but also how to be a language learner so there is not a mismatch between teacher's and learner's view (Nunan, 1986). That is why finding out the students' perception is also recommended for the teacher so the teacher can easily decide the best method in giving feedback and know how the feedback affects to the students. Risati and Bagheri (2014) said that asking the students to

express their views on teacher's teaching is really necessary because with this knowledge, teachers can be easier to improve their teaching practice so the students can experience a more effective learning process.

In SMKN 3 Pontianak, especially in the tenth grade of Marketing 1, English teaching learning process was dominated by speaking activity. The English teacher of this class said that the students should be invited to practice more in speaking because in curriculum 2013, most of the materials in English book are taught through speaking to improve communicative competence. Based on the researcher's experience in teaching practice, the students faced some difficulties to perform speaking. The students had difficulties to speak English fluently with correct pronunciation, the lack of grammar knowledge made many of their utterances were constructed ungrammatically. Because of the difficulties, the researcher found there were some errors made by students in speaking performance that led the teacher to give corrective feedback. The errors that mostly appeared were phonological and grammatical errors, the students could not pronounce some words correctly and made errors in constructing sentences, prepositions, pronouns, pluralization and other aspects of grammar.

Based on the previous paragraphs, error could not be avoided in students' speaking. How the teacher gives corrective feedback need to be observed because it is very significant to overcome the errors and the way it is delivered also can give different effect to the students. Therefore the researcher is interested in investigating corrective feedback strategies used by the teacher to correct students' error in speaking and students' perception toward corrective feedback on the tenth grade of Marketing 1, SMKN 3 Pontianak. The purpose of this study is to describe the strategies of teacher's corrective feedback on students' speaking performance

and students' perception toward teacher's corrective feedback.

## **METHOD**

This research was designed with qualitative research in the form of case study. The researcher focused on investigating the teacher's corrective feedback strategies on students' speaking performance and students' perception toward corrective feedback as it naturally occurs in the environment. The participants of this research were an English teacher and the tenth grade students of Marketing 1, SMKN 3 Pontianak in Academic Year 2016/2017. There were 40 students in this class. To collect the data the researcher used two techniques, those were observation and questionnaire.

### **Observation**

The researcher did observation to see directly the process of teaching and learning that aimed to find out the data of teacher's corrective feedback strategies on students' speaking performance. To get more valid data, this observation was done in three meetings. The length of time in one meeting was 90 minutes. There were three activities that led the students to perform speaking observed in this research. The observation in the first meeting took place on dialogue practice, the second was on reading aloud story about *The Badger and the Magic Fan* and *How the Zebra Got Stripes*. After the students finished reading the stories, the teacher also invited the student to retell the story. The last meeting observed was on singing and telling the meaning of an English song. In this observation, audio-recording and note taking was used to gather the data of verbal and non verbal interaction between the teacher and students.

### **Questionnaire**

There were two questionnaires used in this research, questionnaire 1 and questionnaire 2. These questionnaires were tended to students

to gather the data of students' perception toward teacher's corrective feedback that was seen from two aspects those were teacher's corrective feedback strategies preferred by the students and students' response toward corrective feedback. These questionnaires were given to the students after the researcher had finished collecting the data of observation. Both of the questionnaires were in Indonesian. The time given to answer the questionnaires was 45 minutes.

To answer the research problem, the data from observation and questionnaire were analyzed. The data of observation was analyzed to find out the corrective feedback strategies used by teacher. To analyze the data, the researcher conducted three phases analysis model of Best & Kahn (2006). The first phase was organizing the data. Here are the processes of organizing the data in this study. First, the researcher was selected the data. The researcher just took the data concerning about corrective feedback strategies. The researcher also selected the data from note taking to support the data of audio recording. After selecting the data, the researcher developed a table to classify or group the data based on Ellis's theory that is divided feedback into six strategies, those are recast, repetition, clarification request, explicit correction, elicitation, and paralinguistic signal. After that, the researcher calculated the percentage of each strategy. The second phase was description. In this stage, the researcher described strategies used by the teacher along with the examples or situations of each strategy. The researcher also conducted descriptive statistics to describe how many times each strategy appears in the context and what strategy mostly used by the teacher that will be reported in percentage. At last, after the data had been organized and described, the researcher began the final and most critical phase of the analysis process, interpretation. Here, the researcher constructed the discussion and conclusion.

The data of questionnaire was analyzed to describe the students' perception toward teacher's corrective feedback that was seen from two aspects; corrective feedback strategies preferred by students and the students' response to the corrective feedback. The data of questionnaire 1 was analyzed to find out corrective feedback strategy preferred by students. first the researcher categorized the students' responses base on the corrective feedback strategies they preferred. The highest number of students means the strategy is mostly preferred by the students. After that, the students' reasons in preferred strategy were coded. Students' reasons with the same meaning were placed in the same code. It aims to make the researcher easier to summarize students' reason. As the report, the researcher described the corrective feedback strategy preferred by the students along with the reasons that have been summarized. To find out the result of students' response to the corrective feedback, the data was taken from questionnaire 2. To analyze the data of questionnaire 2, the researcher checked whether there was an error or not in entering the data to the table of analysis. Then, the researcher calculated the data to find out the percentage of every statement and then

reported it in a description (descriptive statistics).

## **RESEARCH FINDING AND DISCUSSION Finding**

The finding of this research was divided into two main themes. The first theme was that teacher's corrective feedback strategies on students' speaking performance and the second theme was that students' perception toward corrective feedback. Each of themes were explained below.

### **Teacher's Corrective Feedback Strategies on Students' Speaking Performance**

In investigating teacher's corrective feedback strategies, all of the data were taken from the observation on students and teacher interaction in classroom speaking activities. To get the result, the total numbers of teacher's corrective feedback strategies on students' speaking performance were calculated. The total number of feedbacks in the form explicit correction, recast, clarification request, elicitation, repetition, and paralinguistic signal were calculated to know the percentage of each strategy. The result of data analysis of teacher's corrective feedback strategies on students' speaking performance are presented below.

**Table 1. Teacher's Corrective Feedback Strategies**

<b>No</b>	<b>Corrective Feedback Strategies</b>	<b>Total</b>	<b>Percentage (%)</b>
1	Explicit Correction	10	22,73
2	Recast	14	31,82
3	Clarification Request	5	11,36
4	Elicitation	8	18,18
5	Repetition	7	15,91
6	Paralinguistic Signal	0	0
	Total	44	100

The table shows corrective feedback strategies used by the teacher which also reports the preferences of teacher's corrective feedback strategy on students' speaking performance and the total distribution of each

strategy. The strategy that mostly used by the teacher was recast which the percentage is 31, 82% from the total number of teacher turned containing corrective feedback. It means that from all of errors found in students' speaking

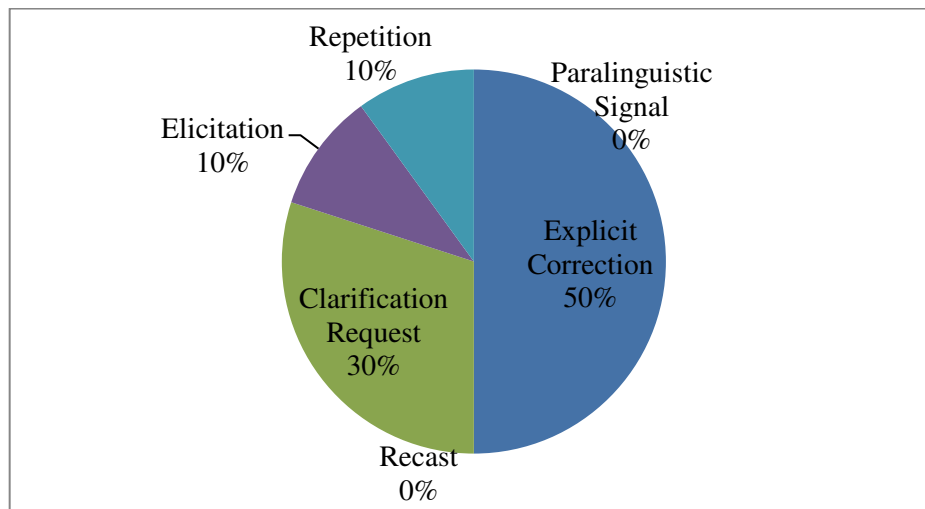
performance, the teacher preferred to directly give the correct form to make reformulation of the error part of students' utterance. The teacher immediately changed and corrected the error utterance without pointing out the error part. Other strategies applied in lower percentage to respond students' error were explicit correction (22,73%) and elicitation (18,18%) and then followed by repetition (15,91%), and clarification request (11,36%). From three meetings of teaching learning process in which there were classroom speaking performance, it was not found that the teacher gave corrective feedback in the form of paralinguistic signal.

Additionally, the teacher mostly used L1 (Indonesian) in delivering the corrective

feedback. The teacher sometimes used more than one strategy to correct one error made by the student. It happened when the strategy she used did not work to correct student's error in speaking so she need to use other strategy or sometimes when the error still happened, the teacher invited the other students to help their friend.

### Students' Perception toward Corrective Feedback

The result of student's perception was seen from two aspects, those were corrective feedback strategy preferred by the students and student's response toward corrective feedback was taken from the result of questionnaires.



**Figure 1. Percentage of Corrective Feedback Strategy Preferred by Students**

The result of corrective feedback strategy preferred by the students can be seen from the chart of figure 1. The chart shows that there is a mismatch between the most corrective feedback used by the teacher which in the form of recast and the students' preferences. From the questionnaire concerning about the students' preferences of teacher's corrective feedback strategy in speaking, the result is twenty students or a half of participants (50%)

preferred to receive explicit correction than other types of feedback, twelve students (30%) preferred to receive clarification request, four students (10%) preferred to receive elicitation and four students (10%) preferred to receive repetition strategy of corrective feedback.

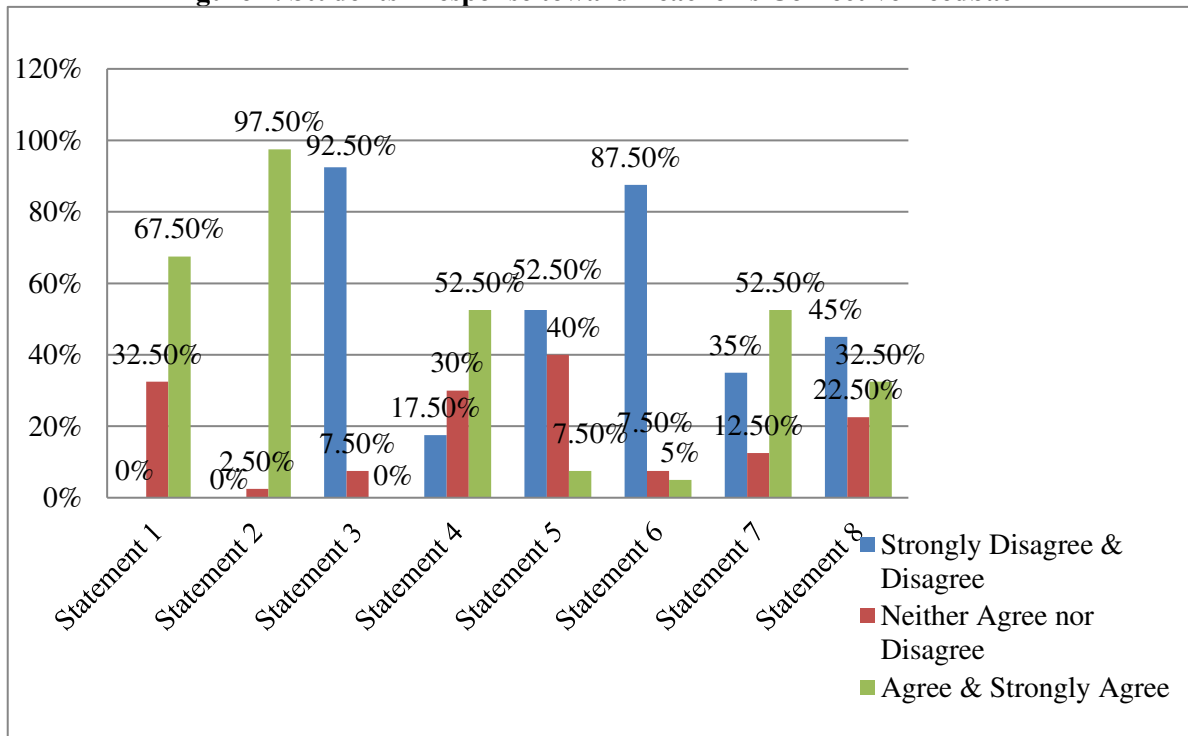
It can be inferred that most of the students preferred to receive explicit correction. They like when the teacher directly showed their error and then provided them with the correct

utterance. They thought that it was very helpful for them to know the error part of their utterance and they also feel facilitated with how to correct the error so they can avoid the same error in the next performance. They also thought that this strategy was beneficial to compare which is the wrong and right utterance and it did not waste too much time.

The students who preferred the other corrective feedback strategy also had their own reason. The students who preferred clarification request thought that the strategy

more effective to correct their pronunciation or speaking, it also made them understand more about what they pronounced and also helped them to make clearer intonation in speaking. The students who preferred elicitation thought that the strategy made them to be more careful in speaking. Furthermore, other reason also showed by the students who preferred repetition, they thought that repetition gave them chance to correct the error that should be corrected by themselves so they knew the error in speaking English.

**Figure 2. Students' Response toward Teacher's Corrective Feedback**



Explanation:

Statement 1: learnt a lot from correction

Statement 2: Corrective feedback is necessary and helpful

Statement 3: resent the correction when making speaking error

Statement 4: worry about making speaking errors

Statement 5: correction makes the students doubt themselves

Statement 6: resent being corrected in the class

Statement 7: get upset when do not understand the correction

Statement 8: afraid of being corrected

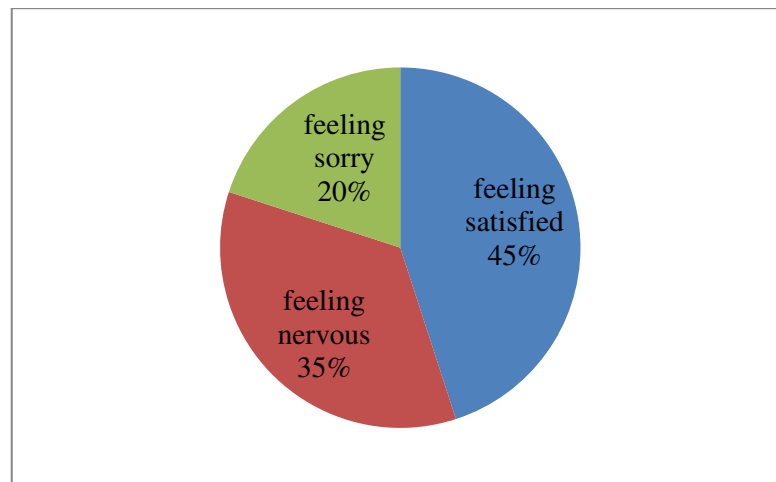


The result of students' response toward corrective feedback can be seen from the chart of figure 2. As displayed in the chart, especially for statement 1 and 2 which concern about the effectiveness of corrective feedback, most of the students (67,5%) recognized that they have learned a lot from the feedback provided. Additionally, the statement 2 which obtained the highest percentage clearly proved that corrective feedback was very helpful for the students. In fact, most of students (97,5%) acknowledge the need and usefulness of the corrective feedback provided by the teacher in their speaking performance.

In spite of giving the effectiveness for the students, corrective feedback given by the teacher also respect to the students emotional response. Several statements provided were very helpful in giving information on how teacher's corrective feedback emotionally influenced EFL learners and how the students respond or react to the corrective feedback. From the table, it can be seen that over half of

the students (92,5%) assumed that the they did not hate or resent of being corrected by the teacher (statement 3) although over half of them still (52,5%) felt worry of making oral mistake (statement 4). It means that the students like receiving correction from the teacher.

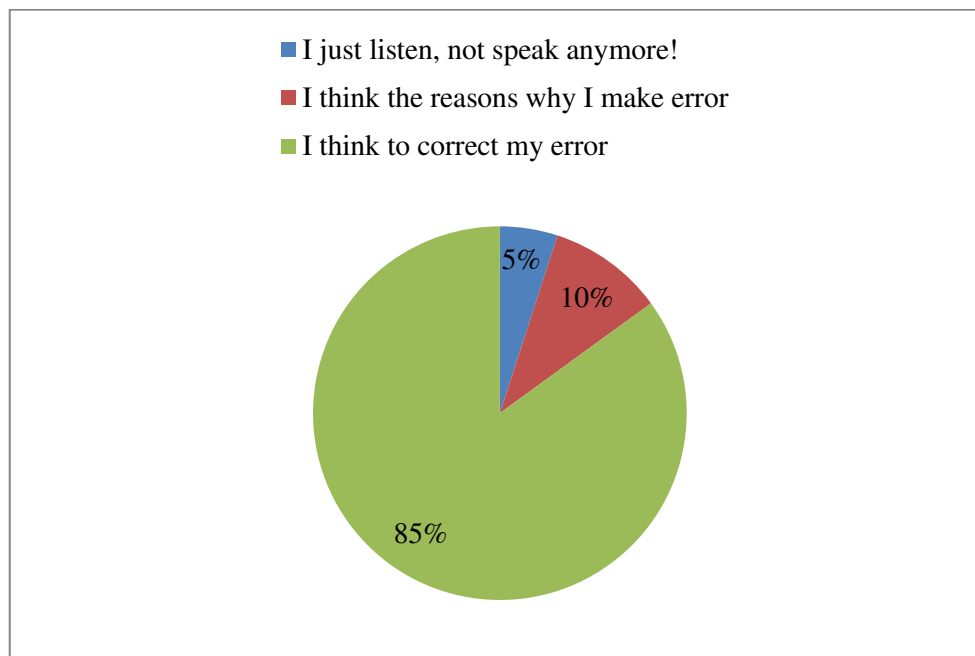
Additionally, It is also supported that the students have positive emotional respond to the corrective feedback by over half of the subjects surveyed (52,5%) disagree that they hate making oral mistakes which made them doubt themselves (statement 5). However, while most respondents (87,5%) did not resent to be corrected by their teachers in the classroom (statement 6), 52,5% of the participants recognized feeling confused when they do not understand what their teachers are correcting (statement 7). Additionally, only 32,5% were actually afraid that their teachers are ready to correct every mistake they make in class (statement 8).



**Figure 3. Students' Response toward Teacher's Corrective Feedback**

Positive emotional response was also showed by the students in responding to the question of how EFL learners actually feel when their teachers immediately correct their mistakes, several choices were considered. As

illustrated in Figure 3, It can be seen that 'feeling satisfied' becomes the top choice (45%), followed by 'feeling nervous' (35%) and then 'feeling sorry' (20%).



**Figure 4. Students' Response toward Teacher's Corrective Feedback**

In responding to the question of what EFL learners actually think and what they do after the teachers' immediate correction, several options were also assessed. As illustrated in Figure 4, it can be seen that about more than half of the students (85%) think to correct the error and followed by thinking the reason why they make error (10%), and then their refusal to continue speaking and just listen to the teacher correction (5%). It means that most of the students reacted positively when they got corrective feedback because they were motivated to correct their error.

### **Discussion**

As mentioned in the previous explanations, there are two main problems of this research; the teacher corrective feedback strategy on student's speaking performance and student's perception toward teacher's corrective feedback. Based on the observation, teacher gave corrective feedback to all of errors made by the students in speaking, especially phonological (pronunciation) and grammatical errors. The teacher's feedback was given to the

students individually both immediately or after they perform speaking. It is in line with Pawlak's (2014) opinion that corrective feedback can be given immediately or the teacher can delay the correction until the student finish speaking.

Based on the result of observation, the teacher applied five from six strategies proposed by Ellis (2009). The teacher used more than one strategy to correct students' errors those are recast, explicit correction, elicitation, repetition, and clarification request but what mostly used by the teacher was recast strategy. The teacher more likely corrected the students' error by directly changed the error with the correct one. Additionally, most of corrections given were delivered by the teacher in Indonesian and the teacher usually used more than one strategy to correct one error made by the student. It happened when the strategy she used did not work to correct student's error in speaking so she need to use other strategy or sometimes when the error still happened the teacher invited the other students to help their friend.

The results from questionnaire were surprising where here the researcher found a mismatch between the teacher's and student's perception as what had been said by Nunan (1986) that several studies indicates clear mismatch between teachers' and learner's views of language learning. It also happened in this study, the researcher observed that the teacher was more likely to use recast strategy to correct students' error in speaking but no student preferred that strategy, the students preferred to receive explicit correction because they thought that explicit correction more helpful for them to correct their error and know the part of their error, so they can avoid the same error in the next performance and they also thought that the strategy does not consume too much time.

In speaking, corrective feedback is an essential part. Corrective feedback can help students in correcting their error. As what have been studied in this research, the students have positive perception. The students considered that the corrective feedbacks given by the teacher were very helpful in correcting their speaking and they also have learned much from the correction.

This positive response also showed by the students from their emotional response and reaction. It means that the teacher corrective feedback was in line with Hattie and Timperley theory (2007) who said that feedback is more effective when it is addressed not carry high threats to self- esteem. In this study, most of the students perceive that they do not hate of being corrected by the teacher although some of them still feel worry of making mistake in speaking.

The correction given by the teacher also did not make the students doubt themselves, it means that the correction given did not make the students lose their self confidence. However most of students did not resent to be corrected by their teacher in the classroom, they needed a clear correction very much because they recognized that they feel

confused when they do not understand what their teachers are correcting. Additionally, most of the students were not afraid of being corrected because most of them feel satisfied of accepting the correction. It is supported by the students' reaction that most of them were motivated to correct their error.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the findings and discussion in the previous chapter, the conclusions are drawn. The teacher mostly used recast in giving corrective feedback on students' speaking performance. The teacher directly changed students' error in speaking with the correct form. It means that the teacher directly provided the correct form. There were only few corrective feedbacks in the form of explicit correction, elicitation and repetition. None of her feedback was in the form of paralinguistic signal.

At the end of this research, there was a mismatch between corrective feedback mostly used by the teacher and students' corrective feedback preferences, the teacher mostly used recast but the students' mostly preferred explicit correction which the reasons were explicit correction was helpful for them to know the part of their error and also made them easier to correct the error so they can avoid the same error in the future performance. Although there was a mismatch between teacher's and student's preference, students' perception toward teacher's corrective feedback tended to be positive because they thought that corrective feedback given by the teacher was very helpful and they also have learned much from the feedback. It indicated that corrective feedback was needed by the students to improve their speaking ability. Most of the students also did not have any negative feeling when they received corrective feedback. The corrective feedback also still keeps their motivation to learn because most of them thought to correct their error when they got corrective feedback.

### **Suggestion**

Based on the findings of this research, some suggestions are proposed to enable the teacher in providing better corrective feedback on students' speaking performance. The finding indicated that the teacher mostly used recast to correct students' error but there was no student preferred to receive recast corrective feedback strategy, they preferred explicit correction so it is suggested for the teacher to use many more explicit correction strategy and decrease the recast strategy because most of the students felt that explicit correction more helpful for them than the others.

The teacher also often used L1 in delivering her corrective feedback, so it is suggested for the teacher to use more English in class because it is beneficial for the students to make them habitual in listening English words. By listening from the teacher, they are expected can learn and make better pronunciation. The correction given also should clear enough because the students will be confused if they do not understand the correction given. The finding also showed that the students made many errors in pronunciation. Their pronunciation was very lack, so it is suggested for the teacher to give more pronunciation drills because the students need many more practices in pronouncing English word.

Some suggestions were also proposed for the students. The students should be cooperative in developing their speaking ability. They should actively participate in speaking activities as there were some of them reluctant to speak. They should really employ the teacher's corrective feedback to improve their speaking ability.

The suggestion was also proposed for future researcher. In this study, the researcher observed how the teacher gives corrective feedback just in three meetings because of the limited time. Other researchers may follow up this study in a longer time in order to find more

data so that the result will be more satisfactory and representative. There were also few participants in this research, other researcher can observe more respondents to get more valid data. The future researcher also can modify this research to investigate the corrective feedback deeper.

### **BIBLIOGRAPHY**

- Best, J. W., & Kahn, J. V. (2006). *Research in Education* (10<sup>th</sup> ed.). Pearson Education, Inc. Boston
- Ellis, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal* , 1 (1): 3-18.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research* , 77 (1): 81-112.
- Khunaivi, H., & Hartono, R. (2015). Teacher's and Student's Perceptions of Corrective Feedback in Teaching Speaking. *English Education Journal* , 5 (2): 14-20.
- Nunan, D. (1986). *Communicative Language Teaching; the learners' view*. National Curriculum Resource Center. Adelaide.
- Pawlak, M. (2014). *Error Correction in The Foreign Language Classroom*. Springer Heidelberg. New York.
- Razavi, A., & Naghizadeh, M. (2014). Corrective Feedback in Speaking in Relation to Error Types in Iranian EFL Classroom. *International Journal of Educational Investigations* , 1 (01): 148-160.
- Risati, J. M., & Bagheri, S. M. (2014). Students' Perception of Effective Teaching; a review of literature. *International Journal of Language Learning and Applied Linguistics World*, 6 (3): 420-428.
- Zhang, S., & Chatupote, M. (2014). Feedback Used in Classrooms with Native English and Non-native English Teacher. *International Journal of English Language Education* , 2 (1): 241-258.