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**THE PRACTICE OF CORRECTIVE FEEDBACK USED BY A TEACHER IN TEACHING ENGLISH**

Endah Triwinarsih, Dwi Rukmini, Pasca Kalisa 

English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

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**Abstract**

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This study focuses on the practice of corrective feedback used by a teacher in SD Semesta Bilingual School. The objective of the study is to describe the type of corrective feedback used by a teacher in SD Semesta Bilingual School and to describe the frequency of each type of corrective feedback used by the teacher in teaching English in SD Semesta Bilingual School. This study is a qualitative research. The data were taken by interviewing an English teacher and taking video of teaching and learning process. The videos were transcribed which in the next step, they were analyzed for gaining the result. The data were analyzed in the noticing, collecting, and thinking process according to the theory of qualitative data analysis by Siedel (1998). According to the analysis, the teacher in SD Semesta Bilingual School used all kinds of corrective feedback. The result shows that explicit feedback is the most frequent corrective feedback which represents 24.14%. The other strategies are as follows: (2) Recast occurs 17.24%, (3) Clarification Request occurs 13.79%,(4) Metalinguistic Feedback occurs 13.79%, (5) Elicitation occurss 13.79%, and (6) Repetition occurs 13.79%. The most dominant type of using corrective feedback is explicit correction. The implication of using corrective feedback on English speaking is that, the student will be brave to active on every teaching learning activity especially on speaking.

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|  Correspondent Address: | ISSN 2252-6706 |
| B3 Building FBS Unnes |  |
| Sekaran, Gunungpati, Semarang, 50229 |  |
| E-mail: endahtri\_winarsih@yahoo.co.id |  |

## INTRODUCTION

#### According to Arend (2007:17), “the ultimate purpose of teaching is to help students become independent and self-regulated”. Based on the statement, teaching process should be effective in order to achieve the goal. The effectiveness of teaching depends on some parts of teaching. One of them is a teacher. Building up students’ motivation to learn is one of the requirements of the effective teacher (Arend 2007:19). In process of teaching, there are so many activities between the teacher and the students. They share ideas, solve a problem together, giving correction, discuss some issues, question and answer each other, and etc. It requires a good communication and skills both the teachers and the students.

#### Feedback can be positive or negative. Positive feedback affirms that a learner response to an activity is correct. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning (Ellis, 2009).

#### Feedback is what guides and develops a learner’s thinking and it is a very important part of the learning process. Provided that feedback is constructive, it will have a positive effect on a students’ learning (Irons, 2008). Inappropriate feedback will not effective in the learning process. An example of inappropriate feedback is when feedback is given to encourage and make students feel better even though the quality of their production in poor.

#### Lightbown & Spada (2006) explain six types of corrective feedback that have been identified in different studies, they are explicit feedback, recast, clarification request, metalinguistic feedback, elicitation and repetition. After the teacher gives feedback to the learners, they also give some responses for the teacher’s feedback such as repeating the teacher’s correction.

#### According to Ellis (2009), corrective feedback has been classified into two groups such as explicit feedback and implicit feedback or negative feedback and positive feedback. In the case of spoken corrective feedback, he created a combination of two taxonomies as illustrated in Table 1.

#### Table 1.1.

#### A Taxonomy of Corrective Feedback Strategies (Ellis, 2009: 8)

|  |  |  |
| --- | --- | --- |
|  | Explicit | Implicit |
| Input –providing | Recast | Explicit Correction |
| Output-prompting | Repetition | Metalinguistic explanation |
|  | Clarification request | Elicitation |
|  |  | Paralinguistic signal |

#### Based on the table above, recast, repetition, and clarification request fall into the category of explicit corrective feedback types whereas explicit correction, metalinguistic, elicitation, and paralinguistic signal fall into implicit corrective feedback types. Table 2 is intended to describe these strategies

#### Table 1.2.

#### Corrective Feedback Strategies (Ellis, 2009: 9)

|  |  |  |
| --- | --- | --- |
| Corrective Feedback Strategy | Definition | Example |
| Recast | The corrector incorporates the content word of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical). | L: I went there two timesT: You’ve been.You’ve been there twice as a group? |
| Repetition | The corrector repeats the learner utterance highlighting the error by means of emphatic stress. | L: I will showed you.T: I will SHOWED you.L: I will show you |
| Clarification request | The corrector indicates that he/she has not understood what the learner said. | L: What do you spend with your wife?T: What? |
| Explicit correction | The corrector indicates an error has been committed, identifies the error and provides the correction. | L: On MayT: Not on May. We say, “I will start in May.” |
| Elicitation | The corrector repeats part of the learner utterance but not erroneous part and uses rising intonation to signal the learner should complete it. | L: I’ll come if it will not rain.T: I’ll come if it….? |
| Paralinguistic signal | The corrector uses a gesture or facial expression to indicate that the learner has made an error. | L: Yesterday I go to cinema.T: (gestures with right forefinger over left shoulder to indicate past) |

#### Many studies have been done focusing on written corrective feedback to improve students’ written accuracy. Some studies also compared the influence of writing corrective feedback and critical comentaries on students’ writing (Fazio, 2001; Fathman & Whalley, 1990; Kepner, 1991; Semke, 1984) or the differential effect of different types of written corrective feedback (Chandler, 2003; Lalande, 1982). However, few studies have been done focusing on the use of spoken corrective feedback. Some of studies focused on the practice of spoken corrective feedback used by lectures at universities (Ozturk, 2016; Calsiyao, 2015; Anggoro, 2013). However, few studies have beeen done focusing on young learners spoken form. Therefore, the researcher want to find out the use of corrective feedback focussing on young learners spoken production. The writer would like to focus on kinds of spoken corrective feedback and the frequency of each type

## METHODOLOGY OF THE RESEARCH

#### This study is a case study. It was straightly related to an event or a case (Sherman and Webb 1988). The case occurred in a social life. The researcher took phenomena of the use of corrective feedback in teaching English.

#### The subject of this study was an English teacher in SD Semesta Bilingual School, Semarang. There were an English teacher and 20 students that involved in the research. The teacher was interviewed for the topic of this study. The researcher also interviewed the teacher and asked her what type of corrective feedback method she preferred to use in communicative activities and why she considered it the best one. Besides, their teaching processes were recorded as the data.

#### Lyster and Ranta (1997) indicated different types of error treatment, or corrective feedback, with student responses to that feedback. They were interested in finding what types of corrective feedback that lead students to correct their own errors. They identified six types of corrective feedback.

##### Table 2.1.

##### Corrective feedback strategies adopted from Lyster & Ranta (1997).

|  |  |
| --- | --- |
| Corrective Feedback strategy | Example |
| Recast | Teacher: What did she become when he grew up?Student: she be a teacherTeacher: Good. She became a teacher. |
| Explicit Feedback | Teacher: Where will you go next week?Student: I go to cinema.Teacher: You mean I will go to cinema.Student: Oh sorry! Yes, I will go to cinema. |
| Clarification request | Teacher: What makes you happy right now?Student: I met my old friend yesterday.Teacher: What? |
| Metalinguistic Feedback | Student: Why did go yesterday?Teacher: Who go? Subject of sentence.Student: Why did he go yesterday? |
| Elicitation | Student: She like playing basket.Teacher: Like or likes? She.Student: likes. She likes playing basket. |
| Repetition | Teacher: Why did you go to cinema yesterday?Student: I went to cinema it watch Spiderman.Teacher: it watch (with raising intonation).Student: to watch. |

#### The data of this study was the transcripts of the recorded video of the teaching process and the results of interviewing the teacher. All of them were analyzed in the noticing, collecting, and thinking process according to the theory of qualitative data analysis by Siedel (1998).

#### Noticing here meant gathering information by doing observation, interviewing objects of the study, taking a video, and etc. (Seidel 1998). In this step, the researcher observed the transcript and coded the data that indicated the use of kinds of positive reinforcement.

#### The data were coded with the requirements as follows.

##### Table 2.2.

##### Code of Corrective Feedback

|  |  |  |
| --- | --- | --- |
| No. | Kinds of Corrective Feedback | Code |
| 1. | Recast | Rec |
| 2. | Repetition | Rep |
| 3. | Clarification Request | CR |
| 4. | Explicit Feedback | EF |
| 5. | Elicitation | E |
| 6. | Metalinguistic Feedback | MF |

#### For example:

#### Teacher : Where will you go?

#### Student : I go to school.

#### Teacher : You mean I will go to school. (Rec)

#### The next step was collecting. Collecting meant sorting the data into pieces (Seidel 1998). Here, the researcher sorted the data based on the kinds of positive reinforcement. It was divided into six components. They were recast, repetition, clarification request, explicit feedback, elicitation and metalinguistic feedback. The researcher sorted the data by filling the table with certain data based on use of corrective feedback.

#### Examining the data to be analyzed was called thinking (Seidel, 1998).There were three main goals in thinking process (1) making definition,(2) searching relationship of the data, and (3)making innovation about the research (Seidel 1998). In order to achieve the goals of thinking process, the researcher counted the percentage of the use of the positive reinforcement. The percentage was counted by using this formula.

Kind of Corrective Feedback

X 100 %

Total of Corrective Feedback

#### Besides counting the percentage, the researcher used the result of interviewing the teachers and the result of counting the percentage. It was analyzed to get a new definition or innovation of the application of corrective feedback in teaching process.

#### The last step was describing. The researcher described the result of the analysis in the thinking process. The description was also supported by the result of interviewing the teachers. By describing the data, the conclusion of the research was achieved.

#### **RESULT AND DISCUSSION**

#### After analyzing the data by classifying the corrective feedback based on Lyster and Ranta’s classification (1997) to find out the corrective feedback strategies, the findings are counted to find out the frequency, percentage, and the most frequent corrective feedback strategies used by a teacher in teaching English.

#### The data analysis shows that, six kinds of corrective feedback strategies are used by the English teacher; (1) Recast, (2) Explicit Feedback, (3) Clarification Request,(4) Metalinguistic Feedback, (5) Elicitation, and (6) Repetition,

#### After counting the findings, the detailed results of the frequency and percentage of each corrective feedback strategies used by an English teacher in teaching English are displayed on the table below.

##### Table 3.1.

##### Frequency and Percentage of the Corrective Feedback

|  |  |  |  |
| --- | --- | --- | --- |
| No | Corrective Feedback | Frequency | Percentage |
| 1. | Recast | 5 | 17.24 % |
| 2. | Explicit Feedback | 7 | 24.14 % |
| 3. | Clarification Request | 4 | 13.79 % |
| 4. | Metalinguistic Feedback | 4 | 13.79 % |
| 5. | Elicittion | 5 | 17.24 % |
| 6. | Repetition | 4 | 13.79 % |
| Total | 29 | 100 % |

####  The data have a total of 29 teacher feedbacak involving 6 different corrective feedback strategies. The table shows that explicit feedback is the most frequent corrective feedback strategies used by an English Teacher in teaching the second graders of SD Semesta Bilingual School. It occurs 7 times and represents 24.14%. The other strategies are as follows: (2) Recast occurs 5 times and represents 17.24%, (3) Clarification Request occurs 4 times and represents 13.79%,(4) Metalinguistic Feedback occurs 4 times and represents 13.79%, (5) Elicitation occurs 4 times and represents 13.79%, and (6) Repetition occurs 4 times and represents 13.79%.

####  The followings are the detailed description of each corrective feedback strategies used by an English teacher in teaching the second graders of SD Semesta Bilingual School.

### Recast

#### Recast can be defined as the teacher’s reformulation of all or part of a student utterance minus the error. Thus, there was no clear indication as the case of explicit correction than an error occurred. By means of recast, teacher repeated the utterance with changes. The teacher used recast when she was teaching English in Semesta Bilingual Elementary School. There were five data of corrective feedback. Below is the sample of recast done by the teacher:

####  The teaching learning process was held in Semesta Bilingual Elementary School, based on the topic that would be discussed “Animal” where the students were asked about the last material. One of the students got his turn to answer the question.

#### *Example 1:*

|  |  |  |
| --- | --- | --- |
|  | T: | Have you done week: Play zoo? Week: Play Zoo? Okay, last meeting what page did we learn? |
|  | S: | 29 |
|  | T: | Last time, last time. |
|  | S: | 29 |
|  | T: | 28 – 29. Correct. Have you done with the work? |

#### The teacher correct the student’s error by simply repeating “29” and adding “28” without pointing out that an error has been made.

#### *Example 2*

|  |  |  |
| --- | --- | --- |
|  | T: | And animal do. They have groups. How do we group them? |
|  | S: | In family. |
|  | T: | In their family. Okay. Let’s see. Now, compare these two pictures. What pictures are they? |

#### When one of the students tried to answer another question from the teacher about “groups of animals”, then the teacher was evaluating the structure. The teacher repeats the student’s utterance “In family” and adds information by saying “In their family” to reformulate the error without pointing out that an error has been made. The teacher asked them to brave in many kinds of circumstance related with English speaking. Below is the other wxample of recast correction:

#### *Example 3*

|  |  |  |
| --- | --- | --- |
|  | T: | Okay, risky where do you put the ball? |
|  | S: | Under the parrot. |
|  | T: | Parrots. Under the parrots. Okay. Finish? Have you got your ball? |

#### The teacher repeats the student’s utterance with correct form by adding “s” on student’s utterance. She adds information by saying “Under the parrots” to reformulate the error without pointing out that an error has been made.

### Explicit correction

#### Explicit correction requires the teacher to provide the correct form and clearly shows that there is an error in the student’s utterance. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect. The English teacher in Semesta Bilingual Elementary school used explicit correction as the corrective feedback. Below is the example based on the observation:

####  *Example 4*

|  |  |  |
| --- | --- | --- |
|  | S: | Is there something you want to know about an animal? Our keepers.. |
|  | T: | Zoo keepers. |
|  | S:  | Zoo keepers can answer all your questions. |

#### When the students was doing monologue about “Animal’s Zoo”, there were some mistakes and noted by the teacher. The teacher corrects the student’s error clearly by saying “Zoo keeper” when the student makes an error when he says “Our keepers”. The teacher gives him the correct form then the student corrects his error by repeating the teacher’s utterance “Zoo keepers can answer all your questions.” Below is the other example of students’ errors and teachers’ correction using metalinguistic feedback:

#### *Example 5:*

|  |  |  |
| --- | --- | --- |
|   | S: | What about our crocodiles our.. |
|  | T: | Or |
|  | S: | Our |
|  | T: | Or |
|  | S:  | Or the snakes. |

#### The teacher corrects the student clearly by pointing out his error and directly say “or” when the student make an error by saying “or”. The student repeats the teacher’s correct form and continuing his utterance.

#### *Example 6:*

|  |  |  |
| --- | --- | --- |
|  | S: | We’ve got lots of delicious *(mispronounce)* food and drink. |
|  | T: | Ok. Please repeat after me! Delicious. |
|  | S: | Delicious |

#### The teacher corrects the student mispronounce clearly by pointing out his error when he pronounces a word “delicious” incorrectly and asks the student to repeat the correct form “delicious.”

### Clarification Request

#### In this strategy, the teacher indicates the message has not been understood or the student’s utterance contained some kind of mistakes by using phrase like “Excuse me?” or “Sorry?” Clarification request is the last possibility for teacher to have students’ errors correction to indicate them either their utterance is ill-formed or that their utterance has been misunderstood by the teacher. There were four data of clarification request corrective feedback used by the teacher in English class at Semesta Biingual Elementary School. The frequency of this strategy in the study is four times (13.79%).

#### *Example 7:*

|  |  |  |
| --- | --- | --- |
| .  | S: | Perka and bee. |
|  | T: | Sorry? |
|  | S:  | Fly and bee. |
|  | T: | Fly and bee, okay. |

#### Based on observation on English class with the topic ‘Animal’ that the students should guess some kinds of animals; one by one they answer the questions on their book. The student try to answer the question with “Perka and bee”. The teacher asks question “Sorry?” to clarify the student’s utterance. The student realizes that what he has said was incorrect then he corrects his answer from “Perka and bee” to “Fly and bee.”

#### *Example 8:*

|  |  |  |
| --- | --- | --- |
|  | S: | So baby bear tasted the porridge in little ball. |
|  | T: | Sorry? |
|  | S:  | Ball. |
|  | T: | Can you spell it? |

#### When one of the students tried to answer the teacher’s question by saying “ball”, the teacher realizes that what the student has said was incorrect then the teacher says “Sorry?” to help the student clarify his utterance and ask the student to spell that word. The correct form should be bowl not ball the the teacher asked the student to spell it. Below is the other example of clarification request:

#### *Example 9:*

|  |  |  |
| --- | --- | --- |
|  | T: | There is no “s” here so.. |
|  | S: | Yes |
|  | T:  | Yes what you mean? |

#### The teacher realizes that what the student has said has not been understood then the teacher clarifies by asking “Yes what you mean?”

### Metalinguistic Feedback

#### Corrective feedback contains metalinguistic comments, information, or questions that raise the students’ awareness of the erroneous utterances, without explicitly correct them. This means metalinguistic feedback points to the nature of errorbut attempts to elicit the information from the students.

####  The teacher in Semesta Bilingual Elementary School used metalinguistic feedback as the corrective feedback. This strategy requires the teacher to provide comment or information related to the formation of the student’s utterance without providing the correct forms. There were four data (13. 79 %) of metalinguistic feedback. Below was the metalinguistic feedback based on observation.

#### *Example 10:*

|  |  |  |
| --- | --- | --- |
|  | T: | Okay, last meeting what page did we learn? |
|  | S: | 29 |
|  | T:  | Last time, last time. |
|  | S: | 29 |

#### In speaking, the teacher opened the teaching and learning process by asking the last materials. The student tried to answer the last page they learnt. The teacher says “Last time, Last time” to help the student corrects his answer. The teacher doesn’t provide the correct form of the erroneous utterance but the teacher repeats her utterance.

#### *Example 11:*

|  |  |  |
| --- | --- | --- |
|  | T: | How do you call it Rizky? |
|  | S: | Teeth. |
|  | T:  | Teeth? Okay. This isn’t teeth. What do you think about this? |
|  | S: | It’s a beak. |

#### In the animal lesson, the teacher gave a game by asking students to describe some animals. One of students tried to answer one part of bird but he did a mistake by saying “teeth”. The teacher doesn’t provide the correct form of the erroneous; she helps the student to correct himself by repeating the student’s error “Teeth? okay. This isn’t teeth.” and asking his opinion “what do you think about this?”

#### *Example 12:*

|  |  |  |
| --- | --- | --- |
|  | S: | It’s coffee. |
|  | T: | Look at the spelling. What’s the first letter? |
|  | S:  | C |

#### Asking about the spelling of some difficult words is very important especially for young learners. The teacher in the lesson about “public place” gave an instruction to one of the students to spell “coffee”. The teacher says “Look at the spelling. What’s the first letter?” to help the student corrects his answer. The teacher doesn’t provide the correct form of the erroneous utterance but asks him to have a look at the spelling then give him the correct pronunciation of “Café”.

### Elicitation

#### The teacher directly elicits the correct form from the student by asking question (e.g. “How do you write it? Fill or feel?”) or by pausing to allow the student to complete the utterance (e.g.,”They are ….”). The frequency of this strategy in the study is five times (17.24%).

#### *Example 13:*

|  |  |  |
| --- | --- | --- |
|   | T: | Do you see letter “S” on it? |
|  | S: | Yes. |
|  | T:  | Kind or kinds? |
|  | S: | Kinds. |

#### When a student was doing monologue, she wanted to say “different kinds”, then the teacher evaluating the mistake did by the student by evaluating the plural form. The teacher tries to elicit correct form from student by asking question and giving two forms contain of correct and incorrect forms then the student can feel the difference. Below is another drillings from the teacher to improve student’s speaking skill by using elicitation technique:

#### *Example 14:*

|  |  |  |
| --- | --- | --- |
|  | T: | Snake or snakes? |
|  | S: | Snakes. |
|  | T:  | What did you say? |
|  | S: | Snake. |

#### The teacher repeats student’s utterance and gives the correct form then asks him which one is the correct form according to him.

#### *Example 15:*

|  |  |  |
| --- | --- | --- |
|   | T: | Visit *(Veh)* or visit? |
|  | S: | Visit *(Veh)* |
|  | T:  | What did you say? |
|  | S: | Visit. |

#### The teacher tries to elicit correct form from student by asking question and giving two forms contain of correct and incorrect pronunciation then the student knew her error.

### Repetition

#### Repetition strategy is signed when the teacher repeats the student’s error with rising intonation. The frequency of this strategy in the study is four times (13.79%).

#### *Example 16:*

|  |  |  |
| --- | --- | --- |
|  | T: | Andika, where is your cheese? |
|  | S: | My cheese in my locker. |
|  | T:  | The locker? (Rising intonation) |
|  | S: | The rat. |

#### The teacher realizes that what she has said is incorrect so she repeats the student’s utterance “the locker?” with rising intonation then the student can correct his answer.

#### *Example 17:*

|  |  |  |
| --- | --- | --- |
|  | T: | Where did the cat sleep? |
|  | S: | On the bed. |
|  | T:  | On the bed? *( Rising Intonation)* |
|  | S:  | In the basket. |

#### The teacher realizes that what she has said is incorrect so she repeats the student’s utterance “on the bed?” with rising intonation then the student can correct his answer.

#### *Example 18:*

|  |  |  |
| --- | --- | --- |
|   | T: | Where do you live now? |
|  | S: | In Semarang. |
|  | T:  | In Semarang? *(Rising Intonation),* more specific. |

#### The teacher repeats the student’s utterance “In Semarang?” with rising intonation that indicates the student’s answer is incorrect.

####  Giving corrective feedback to the students is one of the teachers’ microskills in teaching English. Corrective feedback is also one of the requirements of being an effective teacher. Effective teacher is expected to help the students achieving their dreams and having better behavior. It can be influenced by the condition during their study in the classroom. As the result, corrective feedback is important to be implemented by the teacher. Based on the findings, corrective feedback is also used by the English teacher at Semesta Bilingual Elementary School. She uses all kinds of corrective feedback in the teaching and learning process. They are recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition.

#### The teacher uses the type of corrective feedback based on the erroneous has made by the students. She uses recast strategy to reformulates the students’ error and provides the correction without directly indicating that the student’s utterance was incorrect. The frequency of recast strategy in this study is five times. Explicit correction makes her correct the students’ error by providing the correct utterance clearly. The frequency of explicit correction strategy is seven times. In clarification request, she shows a sign that she has not been understood by saying “sorry?” The frequency of this strategy is four times. She uses metalinguistic feedback by giving information relates to students’ utterance without providing the correct form. The frequency of metalinguistic feedback strategy is four times. She also uses elicitation during her teaching and learning process. She directly elicits the correct form by asking question such as “kind or kinds?” The frequency of this type is five times. The last, she uses repetition strategy to correct students’ erroneous. She repeats the students’ utterance with rising intonation that indicates the students’ utterance is incorrect. The frequency of repetition strategy is four times.

#### This study indicates that explicit correction is a corrective feedback strategy that often occurs during the learning process. Outcomes of the present study are in line with those of studies conducted by Kirgoz and Agcam (2014) who found that explicit corrective feedback had high percentages of students’ uptake. The teacher used explicit correction a lot more than other types. The finding is completely different with Camilia (2012), who found that recast is the most frequently used in communicative activity. It also contradicts the result done by Anggoro (2013), who found that the most dominant type of corrective feedback used in speaking class is clarification request strategy.

#### It can be seen that the study did by the researcher and the other researcher has many kinds of differences. This study are not in line with study conducted by Al-Ghazo (2016) who found that metalinguistic feedback, recast and elicitation were reported to be the most used strategies of spoken corrective feedback. While the result of the study did by the researcher that was found the frequency of recast and elicitation are 17. 24% and metalinguistic feedback found 13 79 %. The most dominant type of using corrective feedback is explicit correction that was found 24. 14 %.

#### The result of this study are not in line with study conducted by Hussein (2014) who found that recast is the most common used followed by elicitation and metalinguistic feedback. In the same way Ozturk (2016) reported that in his study the teacher had high percentage of explicit correction and recast; about 39% and the teachers preferred to use recast in dealing with the students’ error. In this study, recast was reported as the second frequently used corrective feedback type. It occurs 5 times or about 17,24 %.

#### In this study, the main focus is on the kinds of corrective feedback strategies used by the teacher in teaching young learners. Based on the interview with the teacher, she favors corrections of language errors; and she did not neglect any of the errors and treated errors immediately using different strategies. These strategies give teachers clear vision about classroom practices on how she corrects her students’ spoken errors.

## CONCLUSIONS

#### The findings show that explicit feedback is the most frequent corrective feedback strategies used by an English Teacher in teaching the second graders of SD Semesta Bilingual School. It occurs 7 times. The other strategies are as follows: (2) Recast occurs 5 times, (3) Clarification Request occurs 4 times,(4) Metalinguistic Feedback occurs 4 times, (5) Elicitation occurs 4 times, and (6) Repetition occurs 4 times. The results shows that the implementation of corrective feedback given by the teacher match with students’ needs. The teacher always adjusts the feedback with the type of error made by the students. The teacher believes corrective feedback is important to be applied in order to help students especially young learners to achieve the learning goals. It is due to the aims of the teacher’s corrective feedback which is used to make individual to think about giving better quality responses. In addition to that, the feedback given is aimed to trigger students’ curiosity so that it leads them to be engaged actively during the learning process.

#### The researcher has seen the implementation of corrective feedback and the methods how to implement it in the teaching and learning process. The teacher in SD Semesta Bilingual School used all kinds of corrective feedback. It was very good. They mostly used explicit feedback during her teaching and learning process.

#### By implementing corrective feedback, the student knew the part of their error. However, the teacher should control how to give the corrective feedback. The teacher has to see the changing of the students’ behavior. If it is good, the teacher can continue to give the corrective feedback. On the other hand, if the feedback changes the students’ behavior into the bad one or makes the student lost their confidence, the teacher should change the strategy to correct the students’ errors. As a result, the students can achieve better achievement and become great students.

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