

**Teacher's Oral Corrective Feedback Strategy in English Language  
Classroom**

**THESIS**

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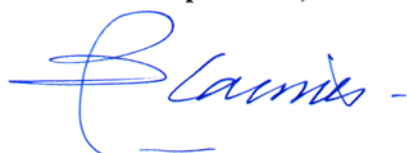
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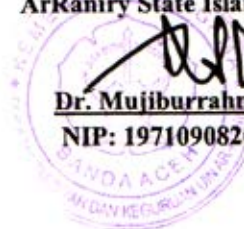
  
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: **“Teacher’s Oral Corrective Feedback Strategy in English Language Classroom”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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Banda Aceh, 25 Februari 2016

Saya yang membuat pernyataan



(Walid Amri)

## **ABSTRACT**

This study entitled “Teacher’s Oral Corrective Feedback Strategy in English Language Classroom”. The aim is to find out the English Teacher’s recast feedback strategy and discover the implementation of the strategy from their teaching. This several months long study took places in MTsN Model Banda Aceh and MTsS Al-Manar Aceh Besar with both of one each school English teacher there to be my participants. I used interview and observation to collect the data. The interview was held in two sections; pre-observation and post-observation. For the observation, I use observation form which I adapted from Brookhart as the instrument to help me in observing the teacher’s performance. After analyzing the data, I derive them into two main findings; Firstly, the interview results which are suggested by the participants, proposed their point of view upon the oral corrective feedback strategy in English classroom, especially recast, in the same and different points. Their same perceptions about the recast strategy concerned about its general points such as timing, frequency, audience and mode, and continued by its specific elaboration, for instance, recast in time, focus on a certain topic, delay to keep students answer consistency, know the student’s uptake, correction frequency depended on students’ situation and individual and collective. Then, some other diverse perceptions such as paraphrase to avoid bias, give a code to avoid bias and highlight the mistaken word. Secondly; the result from the observation showed that in general, the teachers showed positive effort in implementing the oral corrective feedback strategy, especially recast in English classroom. Their implementations were fairly perfect. Hopefully, by figuring out the strategy of recast, teachers can enrich the concept of the feedback application in their teaching performance to boost up the better educational result.

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Banda Aceh, February 25th, 2016

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## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

Teachers play dominant role toward the successful of the students' performance. They are the people who share knowledge and become a model for students. Being in that position means that teachers should be qualified as professional one who well mastering the teaching material, experienced with many models of learning and methods, have good characters and other positive attitudes that can motivate their students in learning. This is vital for a good quality of learning and development of students.

To assure the running of the students' motivation in learning, there are many points can be considered. One of them is by actively giving oral corrective feedback. According to Brookhart (2008) in a broader meaning, feedback is information (eg; correction, advised, guidance, progress) provided by teachers to their students about his performance in a given material, in order to raise up the performance. It is also very important and can give positive effect to the development of students' performance as noted by DeNisi (1996) and Hattie and Timperley (2007) in their research.

The problem then, it is believed that almost all teachers use the oral corrective feedback; positive and negative, but not all those feedback successfully have positive impact on the students. There are so many teachers correct mistake, delaying it, addressing it to all students, rather than individual, use implisit correction that make

their students fail to notice the correction and those who frequently use feedback but do not focus to the students' uptake.

As an example when we were in junior and senior high school, we met many excellent English teachers that actively offered oral corrective feedback. However, only those who well posed a good way of oral corrective feedback do impress me to study seriously among others. Those who served good oral corrective feedback, in my perception, mostly had the same strategies. For instance, remembered our name, always knew the exact time when to give it, correcting by informing than judging and addressing it individually, so that we knew what to do.

In addition, through a non formal discussion with my friends about the topic, I found that they faced the same problems and agreed that only a few of their teachers possessed good oral corrective feedback.

Related to the issue as well, there was a memorable experience that I felt by myself when in charged with eight of my friends in student teaching practice program which held by our university in one of the best public school of Banda Aceh. Over two months and half after practicing teaching like professional, my friends and I prepared them a paper for each to write down about how does our teaching performance so far. As it should, we got many opinions, critical argument and points of view such as teaching style, assessment, teaching methods, attitudes and personality and professionalism. However, thing that really matter for them, beside of assessment, was about corrective feedback. No wonder they would like to comment so, as uttered by

Brookhart (p.2), because the target of learning is to get things right. It means, we need to improve the wrong things. It is teacher the person who would tell them about it.

In addition, realizing that many teachers missed this while teaching in the classroom my teaching supervisor always point up the importance of corrective feedback. In my opinion, he was the one that has successfully managed a good strategy in giving feedback and many students loved him. This can be seen while outside of the classroom, he got many students' shakehand, where in the school, we can figure out favourite teachers by many shakehands from students.

Now, base on the experience, I believe that the problem will still happened among the students whether in junior nor in senior high school because lack understanding of the teacher in application of giving oral corrective feedback strategies. For development of education especially in Aceh, I was motivated to be the part of the people that concern to solve this problem.

As well, It is interested to know that many researchers did more studies of feedback in language teaching by having the students as the object through experimental research than observing the teacher. For instance a correlative study by Mellish, Ferreira and Moore (2007), case study by Aghaei (2013), experimental by Rashidi and Babaie (2008), Sakai (2011) and many more. Meanwhile, we know that teacher is the first actor and main person to determine the atmosphere of the classroom. Figuring out of it, I am challenged to conduct an action research that positioned the teacher as the object through study on their strategies in giving recast feedback as it the

most frequently used feedback by the teacher (55%) based on Lyster and Ranta's (1997) research.

## **B. Research Questions**

Realizing the importance of giving feedback as I have explained above, I would like to focus my research by making such limitation. The main purpose of it will be:

1. How does teachers' strategy in giving oral corrective feedback (recast) in the classroom?

## **C. The Purposes of Study**

The purposes of the study are to find out the English teacher's strategies or the way in delivering oral corrective feedback, especially recasts to the English language classroom students in MTsN Model Banda Aceh and MTsS Almanar Aceh Besar.

## **D. The Significance of Study**

The study will provide some informative data about the English teacher's strategies or the way in delivering oral corrective feedback, especially recasts to the English language classroom students. As pointed out above, to the best of my knowledge, there is no previous study specifically talked about this issue in Aceh. Therefore, I hope the data will contribute to better understanding on delivering recast oral feedback by

teacher. Besides, I hope that this study will provide a good feedback for the EFL teachers in enhancing their ability in teaching English. Also, this study can be useful for the teacher, especially for English teacher, to find out the the strategies or the way in delivering oral corrective feedback, especially recasts to the English language classroom students, and those items can be implemented in teaching learning process as well as possible.

### **E. Terminology**

There are some terms in this thesis that should be explained to ease the reader to identify and know. It would be explained clearly as possible.

#### **1. Feedback**

Base on Oxford Dictionary Online, feedback has meaning:

*“Information about reactions to a product, a person’s performance of a task, etc. which is used as a basis for improvement.”*

#### **2. Corrective Feedback**

In accordance to Lyster and Ranta (1997) there are many kinds of oral corrective feedback. Such as:

1. Explicit correction
2. Clarification request,
3. Repetitions

4. Recast
5. Metalinguistic feedback
6. Elicitation

In this research, I will focus on recast, as it is mostly used in the classroom.

## **F. Research Methodology**

In this research, I use qualitative approach and descriptive analysis method. For the data collection, the instruments that I use are as follows:

### **1. Interview**

Interview will be my main data collection method. In this case, English teachers will be my interviewer. The interview will be held twice; pre-observation and post observation. The pre-observation interview aims to find out the English teachers' strategy in proposing oral corrective feedback (recast). Meanwhile, the post-observation interview intends to seek further clarification on the things that teachers did in their teaching performance during my observation. I will provide some questions related to feedback strategy to the teacher and it will be presented in Indonesian.

To gain the accurate data, the interview was audio recorded. "The advantages for the research in using tape recorder are the researcher can be concentrated toward the information given by the participant and the data which the researcher got will be complete, so that it can ease me to analyze the data later on." ". (Mulyana,2006).



Besides, I also took note about the important things about the teachers' and students' answers when the interview occurred

## 2. Observation

Observation was part of important things in this research. As the human instrument, I watched the process lively and attended to the class about three times and concerned very much on the class progress to see the phenomenon.

## **G. Participants**

The subjects of this research were teachers who teach in English lessons in MTsN Model Banda Aceh and MTsN Almanar Aceh Besar. There were four of total seven teachers that participated as subject of my research. That's to say because those who teach in third grade students were focusing on national examination. There for, only two of them who joined to be the participant of this study.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Corrective Feedback**

Errors are natural things which are very common we find in the learning's process (Tornberg, 2005). It is an unseparated part of learning in the language acquisition. Even more it is become a tendency where learning a new language means should face with its thousand vocabularies, lexical, grammatical rules, pronunciation, and other specific features of the target language. Teacher in case of learning the new language will much focus on encouraging them to speak. In spite of errors are seen to be a reflection of a learner's stage of inter language development and natural progress of learning the second language, teachers are expected to provide them a feedback as it a common practice for them to correct students whenever they made any mistake. Otherwise, the student will internalize it into their language and will always use the wrong language.

Generally, there are many things teacher can do responding to students' errors through feedback. Nevertheless, it is tricky to give feedback freely since we should only target for effective feedback impact. Some actions like striking, anger, silent are included as feedback too, but, those traditional methods are not meant to be applied to the students because it will less effective for their development. Unless, specifically, teachers must rely on feedback that focus on correcting students' errors positively continued by providing information to them or called as corrective feedback.

Corrective feedback theories are one of those in many educational areas that have drawn such high development year to year. One that known to be an old hundred year note ever theorized is *Behaviorism* (Thorndike, 1913) a theory that once was famous among the behaviorist. This theory is a psychology oriented theory that positioned the students as stimulus respondent. It stated that positive feedback is positive reinforcement and negative feedback as punishment. But it has nothing to deal with among educational theorist nowadays, as stimulus-response connections does not much related to the learning process. Though, that was one of small steps to the feedback development.

Since 1990 up to now, the growth of research in feedback areas is increased. The findings on minimal and excessive of feedback are dominantly done by them (Bangerts-Drown, Kulik, Kulik and Morgan, 1991; Butler and Winnie, 1995; Hattie and Timperley, 2007; Klugger and DeNisi, 1996). Others focus on figuring the characteristics of effective feedback (Johnston, 2004; Tunstall and Gipps, 1996; Brookhart, 2008; Mendez, Arguelles and Castro, 2010).

Those researches have donated some positive input on how to respond the role of the student in the feedback process that their job is to make meaning from every school activities instead of responding to the stimuli (Brookhart, 2008: ). This action need *self-regulation*; using and controlling one's own thought processes (p.3) as Butler and Winnie's (1995) have summarized that there is what called as teacher feedback or external feedback and students feedback (self-regulation) or internal feedback, which both much affect to their knowledge and beliefs and aiding them to catch their next learning goals, providing strategy and

“manual book” to reach the target and stimulating of a real movement. However, it should be underlined that teacher feedback is not assumed as teacher regulation, because teacher cannot drive the students’ motivation to be in the lesson. In short, teacher input, along with student’s self-input will make it works in deciding what to attain, reach and to overcome.

Other participants that have contributed their studies of feedback are Klugger and DeNisi (1996) who end with a conclusion that the effects of feedback depend on the nature of feedback through their meta-analysis research. Their overall finding was that the average effect of feedback intervention on performance was .41. This means that across all the studies, groups receiving feedback on average outperformed their respective control groups by .41 standard deviations—the equivalent of moving from the 50th to the 66th percentile on a standardized test. Conversely, more than 38 percent of the effect sizes from the various studies that went into this .41 average were negative—that is, showed that control groups outperformed feedback groups.

Hattie and Timperley (2007:89) refer to that findings and collaborate it with their own research to create a feedback that focuses on its meaning assisted by using formative assessment questions or called feedback questions, such as, Where am I going? How am I going? Where to next? They realized the role of feedback in formative process that able to provide the students a clue what to do next. Further, they also propose a model of feedback that distinguishes four level: (1) feedback about the task (such as feedback about whether wrong to get more information), (2) feedback about the processing of the task (such as feedback

about the strategies that could be used), (3) feedback about the self-regulation (such as feedback about student self-regulation or student-confidence), and (4) feedback about the student as a person (such as praising or pronouncement that a student is “good” or “smart”). The level of feedback is focused influences its effectiveness. Feedback about qualities and strategies while in doing a process is the most that drawn success. It happened so because the student gets a signal that the teacher is care about their work and it make them realize they will get the result as they want if able to consistently keep doing and effort. However, personal comment (“*good girl!*”) will not work optimally for their learning.

Long (1996), close to positivism, views the feedback in both positive and negative. Positive feedback, when we can give the students a good model of what is grammatical and acceptable in the target language. In other side, negative feedback is when we provide them any information of the target language with direct or indirect things and what is unacceptable. Yet, the student’s position here is not to respond to the stimuli, indeed, to look and make perception to the lesson given. Lightbrown and Spada (1999) define it as “any indication to the learners that their use of the target language is incorrect”.

More findings on feedback exploration that have done, Gatullo (2000) divided feedback into three; corrective, evaluate and strategic. About corrective feedback, he stated that its focus is on helping learners and correcting errors, while, it also will be concerned primarily with accuracy.

In short, students could get many responses due to corrective feedback. In this case for case in point when a student says, “*He change his mind*”, the

correction from teacher can be explicit. He would say, “*No, you must add “s”, “changes”, “he changes his mind.”* Or rather by implicitly, “*yes, he changes his mind*”, and may not include the repetition to stimulate them or as a clue, eg; he change?. (p. 171-172).

Regardless of various method and theories, providing feedback to correct errors and confirm the right things to do on students’ performance is an important aspect of teaching. It can enhance students’ motivation in studying. It tells the student that his work is good, almost good or even bad. Ur (1996: 242) says that “in the context of teaching in general, feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance.” As Littlewood (1981) and Lewis (2002) noted, feedback means telling learners about their progress and showing them their errors in order to guide them to areas for improvement. Keh as cited in Kwun Man defined teacher feedback as any input which is provided by teacher to the student for revision. Irons (2008) stated that feedback is every information, process or activity that done to accelerate student’s learning that based on related commentary with the material itself. In the other hand, Tulgan (1999) views feedback as a reactive communication that become as response on every action or input. It is also described as a gap of identification process between the achievement needed and the reality giving the student clue how to solve the gape (Joghin, 2009).

Although some researchers have reached to a conclusion that corrective feedback is inconsistent, ambiguity and ineffective because of teacher application in the classroom (Long, 1977), a series of corrective feedback researches

investigated by Mendez, Argüelles and Castro by some dimensions ground (theoretical and pedagogical) shows good impact to raise student's confidence in learning. Further, over many SLA researches that have been conducted year to year such, Mackey and Goo (2007), Russell and Spada (2006) in Roy and Lyster, (2010), shows that corrective feedback is very effective to develop the student's performance in learning language and inspiring for more future studies.

## **B. Types of Error**

When correcting, it is vital to be selective to filter the types of error that students make because it is not the case teachers want or need to correct everything. Makey et al. (2000) and Nishita (2004) (cited by Yoshida, 2008) have been categorize the errors as;

1. Morph syntactic error. Errors about incorrect use of word order, tense, conjugation and articles.
2. Phonological error. Learners mispronounce words.
3. Lexical error. Inappropriate use of vocabulary or they code switch to their first language because their lack of lexical knowledge.
4. Semantic error, misunderstanding of a learner's utterance, although there is not any grammatical, lexical or phonological error.

Jack C. Richard (1970) point out some error types to be;

1. Over-generalization: learners create an unusual structure on the basis of his experience of other structures in the target language. E.g.: in using “-s” in plural form and “ed” for past form (p.7)
2. Ignorance of the rule limitations: failure to observe the limitations of existing structures.
3. Incomplete application of rules; the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.
4. False concepts theorize: faulty comprehension of distinctions in the target language.

All students who study language will make fault at the stages of their learning as mentioned above. The case happened may cause by the conjecture of the first language like words in both inter-language that can be the same in writing and pronunciation or called as “false friend” (p. 3) but different in meaning like “kecap” in Indonesian Language means “sauce” in English but not exactly “ketchup”. Then, gramitical dissimilarities between students’ first language and target language also a thing that can bring about language error. For occasion in using article, third person rule (suffix –es), and using past tense and perfect tense for student of Indonesian language.



### **C. Oral Corrective Feedback**

The way of delivering feedback or called as “mode” (Brookhart, 2008) are two; written and orally. Oral corrective feedback devinetelly is about offering feedback by mentioning it to the students promptly or through other students’s utterance.

In general, there are six methods of it according to Lyster and Ranta (1996) that will be displayed in the next page.

### **D. Recasting**

Recast is one of corrective feedback methods that have been widely used by the teacher in the classroom. It is the way of restatement the correct form of student’s incorrect utterance by teacher without telling that he is false. The method that was once called by Schachter (1981) as “paraphrase” was figured by Lyster and Ranta (1997) on their studies about teacher corrective feedback in four French immersion classrooms at the primary level about. In the findings, they classified the corrective feedback into six types; explicit correction, recasts, elicitation, metalinguistic feedback, clarification request and repetition. The example presented in a table below.

### EXAMPLE OF THE SIX TYPES OF CORRECTIVE FEEDBACK

<b>Explicit correction</b>	<b>St: he take the bus to go to school</b> <b>T: oh, you should say he takes. He takes the bus to go to school</b>
<b>Recasts</b>	St: he take the bus to go to school. T: he takes the bus to go to school.
<b>metalinguistic feedback</b>	St: he take the bus to go to school. T: do we say he take? T: How do we say when it forms the third person singular form?
<b>clarification request</b>  <b>Repetition</b>	St: he take the bus to go to school. T: pardon me? St: he take the bus to go to school. The take?

Table 2.1 *Example of The Six Types of Corrective Feedback* by Ruilu Chu, (2011)

Extracted from their research that teachers tend to use recasts (55%), followed by elicitation (14%), then clarification request (11%), and others are lesser than 10% (metalinguistics;8%; explicit;7%; repetition;5%). So, there are more teachers perform recasts than some others corrective methods. Even more, specifically, in term of implicit feedback (explicit correction; recasts), recasts are more often used by teacher (Long, 1996; Long and Robinson, 1998; Lyster, 1998a).

In the era of content base and communicative classroom, where the errors correction is saw as stage of development and it is best to avoid, it is really obvious if teachers offer recasts feedback to the students. That's to say because recasting does not touch the self-repair area of the students perfectly and has

lowest rate of uptake (p.455). It is mean that recasting is no longer suitable for the current language learning approach. Even more, in Lyster (1998a) some said that feedback is ambiguous because when teacher recasting on student's utterance, he may realizes that is a feedback but in the same time may also do not know that the teacher means to correct on his statement. As shown in example;

L: To her is good thing. To her is good thing.

T: Yeah for her it's a good thing.

L: Because she got a lot of money there.

(Loewen and Philip, 2006)

Further, it can also interpreted by student as teacher reaction to meaning or a simple replay to his words.

However, some researchers like Saxton (1997); Schmidt's (1990); Doughty (1999); Long (1991); Sakai (2011), have positive views on the effectiveness of recasts in L1 and L2 learners. Saxton for example proposed what is called as Direct Contrast Hypothesis, found that the method is very helpful for the students to compare between what they said to the adult's utterance. It will affect their perception to the differences as "*there is something wrong*" and lead them to correct their statement.

Schmidt's (1990), the most cited source for recasts benefits (Nicholas et, al. 2001) with his "noticing hypothesis," also exclaimed that in order to get new features of linguistics, learners must notice these features in the input. The possibility of comparing the new linguistic form to the new linguistic forms that encode the same meaning that they had attempted to convey in their interlanguage utterance can be done through recasts.

Evidence of effectiveness recasts for noticing a gap in learning language proofed by Sakai (2011) that end to a conclusion; “the results suggest that recast do facilitate L2 learners’ noticing of errors even when they did not notice their linguistic problems of error at the moment of production.”

Ellies and Sheen (2006) in Ding (n.d) made a statement about the benefit of recast for students in learning to figure the new language forms:

“...It remains possible that recasts will prove more effective in promoting acquisition of new linguistic features, although this remains to be demonstrated empirically, as the majority of existing studies examined features of which learners already have partial knowledge.”

Some saw that recasts as it one of corrective feedback methods, do not included as providing information about something not acceptable in target language sentence (negative evidence) but included as providing information about positive evidence. In other meaning, when a teacher recasts a student, he would not feel being corrected. If he feels being corrected, it would bring a good effect for him (Schwartz, 1993).

Particularly, recasting in the environment of L1 students that has been conducted by some researchers (Farrar, 1992; Morgan and Travis, 1989; Saxton, 1997) points out the effectiveness of it since children in learning would do much imitation on what teacher said frequently and significantly than those others feedback (p. 729)

In the environment of L2 students, recast is considered as “pedagogically useful strategies in communicative language classroom” (Nassaji, 2009). Further, he also hypothesized that recast could be “more beneficial for learning new form”.

Doughty and Varela (1998) proposed that recasts are “potentially effective, since the aim is to add attention to form to a primarily communicative task rather than to depart from an already communicative goal in order to discuss a linguistic feature” (p. 114). Because the benefit of recasts that can maintain the students to pay attention on meaning of the sentence given while at the same time permit the teacher to work on the linguistic form. Loewen and Philip (2006, p.537) called it as pedagogically expeditious” and time-saving.”

Moving from the positive and negative view of recasts, let’s pay attention on the types of it that proposed by Roy Lyster;

### **1. Types of Recasts**

According to Lyster (1998) There are four types of recasts;

1. *Isolated declarative recast*; Restating the full sentence of student’s utterance followed by correcting it with “falling Intonation and no additional meaning” to provide a confirmation.

*e.g.; St: Avant que quelqu’un le prendra.*

“before someone will takes it.”

*T3: Avant que quelqu’un le prenne.*

“before someone takes it.”

2. *Isolated interrogative recast*; restating a part or all part of student's statement followed by correcting it with "rising intonation and no additional meaning" for finding the student's confirmation.

e.g.; St: *On pense que, qu'il est prisonnière, comme, um, quelque part.*

"they think that, he's a prisoner [feminine form], like, um, somewhere."

T4: *Prisonnier?...*

"Prisoner?..."

3. *Incorporated declarative recast*; restating all part of student's utterance and added by longer statement to give additional information.

e.g.; St: *Ou une bateau*

"Or a boat."

T5: *Oui, c'est vrai ça pourrait être un bateau, mais là on donne des adresses.*

"Yes, that's true that it could be a boat, but there they're giving address."

4. *Incorporated interrogative recast*; restating all part of student's utterance and make it as question to get more information.

e.g.: St: *Elle changer de couleur*

"It change color."

T3: *Pourquoi elle change de couleur?*

"Why does it change color?"

(Lyster, 1998: 58-59)

From the four types of recasts listed above, we know that, responding to the semantic content, recasts has function as reformulating the student's utterance by (a) providing or (b) seeking confirmation, or by (c) providing or (d) seeking additional information related to it.

In the same case, as cited in Nicholas et. al. (2001), Nelson, Carskaddon, and Bonvillian (1973) have pointed out that recasts have three possible functions:

1. Fill the gaps in children's utterances.

Child: Ball small

Adult: Yes, the ball is small.

2. Provide correct grammatical models of sentences in which children have made errors

Child: Trucks is big

Adult: Yes, the trucks are big

3. They can provide alternative patterns for the utterances produced by children.

Child: The bunny chased fireflies

Adult: The bunny did chase fireflies, didn't he?

## **2. Uptake**

Defined by Lyster and Ranta (1997:49), uptake means "a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance. Simply, uptake is student's understanding followed by responding on the teacher's recasts while it is offered. The level of

comprehensive is different and can be seen from their answers, responding to the recasts. The figure is as follow;

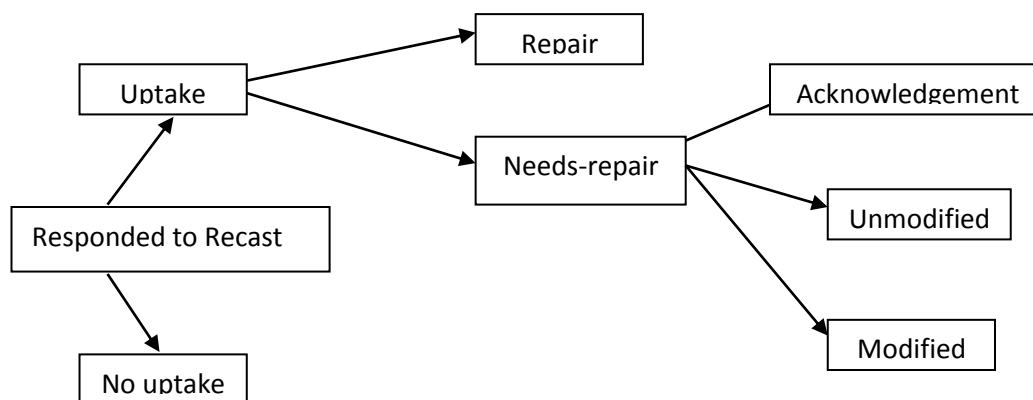


Table 2.2 *Students' Uptake to Recast* and Table 2.3 *Uptake Types and Recast Definition* (Asari, 2013: 23)

Uptake Type		Definition
Repair		Cases where learners successfully corrected the original error that had triggered a recast by either a) repeating all or part of the recast or b) incorporating the recast into a longer statement.
Needs-repair	Modified	Cases where learners successfully corrected modification or imperfect correction
	Unmodified	Cases where learners repeated the original error with no modifications, expressed difficulty responding to the recast linguistically, or circumvented the problematic form altogether even though the response was clearly a reaction to some aspect of the recast
Acknowledgement		Cases where learners simply acknowledged the recast (e.g., by saying "yes", "no", "I see").

(Asari, 2013)



As the long explanation about corrective feedback and recasts above, now teacher should equip himself with a set of strategies in order to get a good feedback result. Otherwise, the feedback that he meant to be a powerful weapon will be ineffective, ambiguity and inconsistent (Allwright, 1975).

### **E. Feedback Strategies**

According to Brookhart (2008), there are four strategies of feedback in general; Timing, amount, mode and audience.

#### **A. Timing**

It is tricky when to give feedback since there is a tendency that teachers, when they catch the student say something incorrectly, they would hold themselves to correct the students because afraid it will down their motivation, interrupt them, make them feel embarrassed in front of others, even resulting to make them trauma each time they want to try to communicate in English. There for, to end up awkward feeling like that, teacher should be wise about timing of giving feedback.

Timing is about to choose when to give feedback and how often will it be given. It can be immediately given or delayed is depended to the situation and condition of the classroom (p. 11). Still, as many researchers have conducted, most of the studies have reported better performance when feedback was given immediately. For example, Kulik and Kulik (1988) through 53 meta-analysis studies with many methodologies variation, immediate feedback get better result in actual classroom compared to delayed feedback. But they added that the

classroom itself is the key factor. For them, delayed feedback was better while it applied in laboratory test in spite of Butler et al. (2007) protested this conclusion in case the possibilities of students' responses to its process are varied. However, Kulhay and Anderson (1972) found that delayed feedback is better than immediate 8 time's successes from 11 experiments that they have surveyed as well as in their reported study. Last, Metcalfe, Cornell, Finn (2007) on their vocabulary research investigated that "delayed feedback resulted in performance superior to those with immediate feedback".

Choosing of feedback timing, Brookhart (2008) noted that giving feedback while returning test and assignment promptly for instance when the teacher conduct a test today and return the answer sheets along with score on the next day completed by reviewing the answer with the students is a good timing. Providing immediate oral responses to questions of fact or while students is misconception is also a good timing. She added that the purpose of immediate feedback is to keep them power up to chase the learning target while they are still mindful to it and still have time to do more on it (p. 11). For her, bad timing is when delaying the returning of test and assignment. In short, for her, immediate feedback is the best choice. Moreover, she just tolerates to delay feedback but slightly, when it can give students a time to think a process the review comprehensively (p. 5). But she advised not to delay feedback if it makes a difference between students.

Asari (2013) points out that timing in recasts inclusively about reformulating or noticing the learners' incorrect utterance by correcting it directly to the point (immediate) or simply giving a clue that begun with some words before the incorrect one (delayed)

### 1. Figuring feedback utterance based on timing through recasting

Immediate: e.g.:

Teacher: *How long has he been working in the construction industry?*

Student: *My father works in*

Teacher: *My father has been (recast)*

Student: *My father has been working in [name of a company]*

Delay: e.g.:

Student: *Yellow Knife temperature is maybe about minus 20 degrees is highest temperature.*

Teacher: *The temperature in Yellow Knife is about minus 20 degrees? (recast)*

Student: *Yes. The highest.*

(Asari, 2013: 25)

She reported that there is no such a significant influence between delayed and immediate recasts (50%-56%). In other word, there is no impact of timing for the learners. However, the study was conducted in the environment of intermediate and advance learners. Alternatively, she suggested that immediate recasts would work well for L2 learners or beginners.

### **B. Amount**

Actually, things that made some researchers willing to attribute feedback as ineffective, inconsistency and ambiguity is affected by the role of teacher when giving it (Alwright, 1975). Teachers have been found to adopt ambiguous and unsystematic corrective feedback techniques or approaches. Sometimes they

accept errors for fear of interrupting the communicative flow, and at other times they correct the same errors (Mendez, Arguelles, Castro; 2010). Lyster and Mori (2006) point out as a problem the random and unsystematic feedback on errors by teachers. Some teachers avoid correcting their students because they know that correcting too much is not good too for the students because they would have a negative notion about error correction (Akhter, 2007). In accordance to that, teachers should pay much attention to adjust the amount of feedback to give.

Perhaps, making decision about the how much the correction to be given is the complex thing to do. Because, as teachers, we tend to correct everything. How much, how many points of feedback to state by are requiring deep knowledge and consideration on the following (Brookhart, 2008));

1. The topic in general and learning target or targets in particular.
2. Typical developmental learning progressions for those topics or targets
3. The student itself.

In addition, making a judgment about the amount of feedback requires considering all three simultaneously. Teacher feedback should be right only on the target of the learning points. It means does not enlarge out of it scoop. For instance when teacher and students have been working hard on learning past tense, he finds his student bad in pronunciation some words and using mismatch words. Meanwhile, he also finds some incorrect pattern spelled by the student, it is wise for him to correct the misspelled formula rather than the commenting on the false utterance words. It is vital to get the primary attention in order to minimize correction.

To be wise, we can also use the *Goldilocks principle* in offering number of feedback; the Goldilocks principle says, “Not too much, not too little, but just right.” Apposite varies case by case, and here is just one illustration to make it clear.

“This is my story when I **am** in Lampuuk beach on Sunday.  
Yesterday **is** Sunday, I am with my friend went to Lampuuk beach for swimming and fishing. We went there by **riding** car. We arrived there at 8.00 AM in the morning from Lueng Bata that **take** time about 40 minutes. After we **put** our car in parking, we **go** to bathroom to **changing dress**. And then we swimming and fishing until 11.00 AM and **go** home.”

Responding to some incorrect and mismatch highlighted words above, as it said before, teacher should be focus about correcting the things related to the point of the topic such as, “*is*” to be “*was*”, “*take*” to be “*took*”, and “*go*” become “*went*”, “*changing*” become “*changed*”, instead of mismatching word such as “*riding*” become “*driving*” and “*put*” become “*parked*”, not fixing all of them to avoid many correction that would risk of “danger” situation where student will lose motivation because of too much feedback exclaimed.

A figure by Brookahart (p.13) about amount of feedback as displayed below:

Purpose: <ul style="list-style-type: none"> <li>• For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case)</li> <li>• For students to get feedback on “teachable moment” points but not an overwhelming number</li> </ul>	
Example of Good Amount of Feedback	Example of Bad Amount of Feedback
<ul style="list-style-type: none"> <li>• Selecting two or three main points about a paper for comment</li> <li>• Giving feedback on important learning targets</li> <li>• Commenting on at least as many strengths as weakness</li> </ul>	<ul style="list-style-type: none"> <li>• Returning student’s paper with every error in mechanics edited</li> <li>• Writing comments on a paper that are more voluminous than the paper itself</li> <li>• Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers</li> </ul>

Table 2.4 *Amount of Feedback*

The presented table shows good and bad and the purpose of feedback in the classroom by teacher in general. In my point of view, she means to direct them for both written and oral feedback. However, it just about to customize them as our class environment into oral correction feedback as needed.

### C. Mode

There are many ways to deliver feedback; written and orally. Written can be implemented by reviewing, writing some comment on the student’s paper, annotation etc. orally can be applied by commenting promptly, explicitly, recasting, recalling, so on and so forth. Simply teacher can choose one that proper to the condition of the classroom and the task that teacher gives. Specifically, recasting is delivered orally, since it is one of oral corrective feedback methods.

#### **D. Audience**

A key decision for teachers that will determine the successful of an effective and efficient feedback offered is audiences. It is whether to provide feedback to learners individually or in groups. Race et al. (1998) suggest that “It can be worth giving general feedback about common mistakes to group rather than individual.” This might help other learners to avoid that mistake in future. On the other hand, Harmer (2001) suggests that to avoid frustration and to motivate our learners we should not always correct them in front of the class. Alternatively, Brookhart (2008) recommends individual feedback than group because it can give the student precise information for individual improvement. However, it is vital to know the characteristic of the student first. Afterward, she also proposes to offer the correction if it sounded as equal information or helpful news for everyone. In addition, mixing both individual and collective feedback is possible to apply too in accordance to her. (p. 17).

### CHAPTER III

#### RESEARCH METHOD

#### A. Brief Description of Research Locations

##### 1. MTsN Model Banda Aceh

MTsN Model Banda Aceh is one of very famous Islamic junior high schools in Banda Aceh. It is located on Jln. Pocut Baren no. 114 Jambo Tape and has been operated since 46 years ago as it was become a goverment's public school on January 02<sup>nd</sup>, 1968. This school has 33 classrooms. Besides studying rooms, it also has some facilities such as administration office, academic office headmaster's office, teachers' rooms, security post, student's counseling room, library, students' activity center, physics and multimedia laboratories, volleyball and basketball field, and badminton court. MTsN Model also equipped with praying room, canteens, school health unit, 14 toilets and garden for biology experiment. All of these facilities are made for 1188 students.

As it has a large number of students, MTsN Model also has many teachers that mostly graduated from UIN Ar-Raniry and others are from University of Syiah Kuala and some employees. Students and teachers' data will be displayed in the table below:

**THE NUMBER OF TEACHER AND EMPLOYEE**

<b>Keterangan Personil</b>	<b>Laki-laki</b>	<b>Perempuan</b>	<b>Jumlah</b>
Guru Tetap*	11	45	56
Guru Tidak Tetap/Honorar	-	-	-



Guru Kontrak	-	-	-
Guru GTT Biasa	3	3	6
Peg. TU Tetap	4	3	7
Peg. TU Tidak Tetap (PTT)	5	4	9
Petugas Pustaka	-	2	2
Pesuruh Tetap	-	-	-
Pesuruh Tidak Tetap	-	-	-
Satpam	1	-	1
Petugas Jaga Malam	1	-	1
Petugas Lab Komputer	1	-	1
Petugas Lab IPA	-	1	1
Petugas UKS	-	1	1
Petugas Lab Bahasa	-	1	1
Petugas Kebersihan	2	-	2
<b>Jumlah</b>	<b>29</b>	<b>60</b>	<b>89</b>

*Note: Head master is not included*

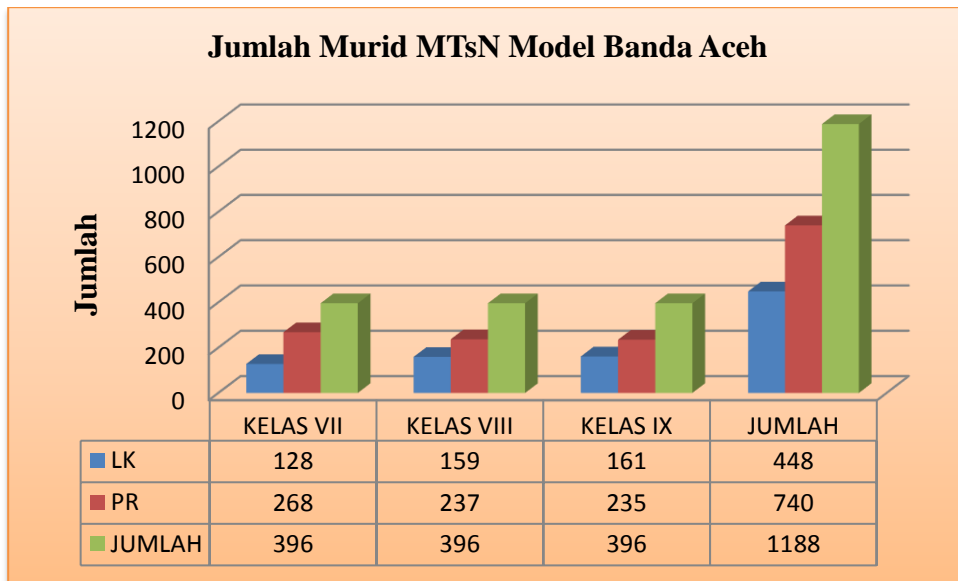


Table 3.1 and 3.2: The number of teacher's staffs and employees and students at MTsN Model Banda Aceh.

Source: *The Data from Administration Office at MTsN Model Banda Aceh*

## 2. Al-Manar Aceh Besar

Al-Manar Islamic Boarding School Aceh Besar is an Islamic Junior High School under the control of The Ministry of Religious Affair. The school is located in Lampermai, Cot Irie, Aceh Besar.

Furthermore, the school has complete facilities. Based on the data given by the administration officer, the school has ten classrooms. Two of them are for the tenth year's students, two classes for eleventh year students, and two classes for the twelfth year's students. Each of the classes is occupied by 14 up to 21 students. Besides, it also has four other rooms. They are headmaster's room, teacher's room, main hall, academic office and administration office. Furthermore, the school also has a library, computer laboratory, mosque, sport field and two canteens.

### 1. Students

Al-Manar senior Islamic Boarding School Aceh Besar has 106 students. They are classified into three grades. There are two classes for the tenth grade's students, two classes for the eleventh grade's students, and two classes for the twelfth grade's students. The tenth grade consists of 38 students; the eleventh grade consists of 37 students, and the twelfth grade consists of 31 students. The following table shows more detail about the students of the school.

Table 3.3 *The Number of Students in Al-Manar Senior Islamic Boarding School Aceh Besar.*

No	Class	Sum
1	2	3
1	X A	24 Students
2	X B	14 Students
3	XI C	16 Students
4	XI D	21 Students
1	2	3
5	XII E	15 Students
6	XII A	16 Students

Source: *The Data from Administration Office at MTsS Al-Manar Aceh Besar*

## 2. Teachers

The total number of teacher at Al-Manar Senior Islamic Boarding School Aceh Besar is 28. 25 of them are permanent teachers and 3 of them are part-time teachers. It also has seven administration officer. Five of them are permanent and two of them are non-permanent officer.

## B. Research Design

Al-Manar Senior Islamic Boarding School Aceh Besar has three English teachers. The one of them are still pursuing English under graduate program. The following table shows more detail about the English teachers of the school.

The research was conducted at MTsN Model Banda Aceh and it aimed to investigate the teacher's oral corrective feedback strategy in English classroom and to observe their teaching performance in the classroom. At the first, I conducted the interview with two teachers; MTsN Model teacher (T1) and MTsS Al-Manar teacher (T2). I called it pre-observation interview. Afterwards, I observed their teaching performance to discover to what extent they implemented their feedback strategies in the classroom. Then, for more additional data, several questions were also addressed to some of students as confirmation on their teachers' works. Next, I did post-observation interview to reconfirm what teachers were doing during based from my observation. Both interviews (pre-observation interview and post-observation interview) were audio recorded

### **C. Participants**

The subjects of this research were three English teachers; one is at MTsN Model Banda Aceh and the other are at MTsS Al-Manar Aceh Besar.

### **D. Method of Data Collection**

I used the following methods to collect data.

#### **1. Interview**

In this research, I used interview to obtain deep data about teacher's oral corrective feedback strategy in English classroom. I conducted the interview twice; pre-observation interview and post-observation interview. The pre-observation interview aims to find out their answer about strategy of giving recast feedback to the students in the classroom. Meanwhile, the post-observation interview purposed to seek further clarification on the things that teachers did in their teaching performance during my observation. Further, a group of students that is randomly

chosen will clarify on what their teacher doing during teaching as additional data but it is considerably useful. They were sat into FGD ((Focused Group Discussion). “The purpose of interviewing people is to find out what is on their mind, what they think and how they feel about something” several questions that I designed for this interview were written in Indonesian language.

## 2. Observation

After interviewing the English teachers, I did a direct observation on their teaching performance at MTsN Model Banda Aceh in which this research was conducted. It was conducted to cover off the implementation of the corrective feedback strategies that were mentioned by them during interview, in the other hand also to discover things that were not covered at the time. Further, this observation is significant for me to measure the validity of the previous data.

In this study, the English teachers whom I interviewed were observed twice. But exception for the Al-Manar teacher, whom observation was held once because there was no available time for me to observe him any more.

During the observation, I used an observation form; teacher observation form which I adapted from Brookhart, 2008. The purpose in using teacher observation form is to ease me in observing the teachers by having some lists or items that represent the teacher recast strategy and to discover to what extent they implemented the items in their teaching performance.

## **E. Method of Data Analysis**

The data for this research will be analyzed qualitatively. Meanwhile “analyzing data in a qualitative study involves synthesizing the information the researcher obtains from various sources such as observations, interviews and document analysis into coherent description of what he or she has observed or discovered” (Fraenkel and Wallen, 1993)

The process of data analysis is presented through the following steps. *Firstly*, I organized and prepared the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information. *Secondly*, I read through all the data. The reading aimed to obtain general sense of information and to reflect on its overall meaning, such as the general ideas of my participants. *Thirdly*, I began deep analysis with a coding process. Coding means the process of organizing the material or information. It involves taking text data, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term.

*Then*, I used the coding process to generate a description of the setting or people as well as categories or themes for analysis. *At last*, I made an interpretation or meaning of the data. These lessons could be my personal interpretation, couched in the individual understanding that the inquirer brings to the study from her or his own culture, history, and experiences. Also, it could be a meaning derived from a comparison of the findings with information from the literature or theories in my chapter 2. In this way, the findings confirm past information or diverge from it.

In short, both the findings of interview and observation were analyzed qualitatively. I explained the answers from each participant descriptively into some paragraphs. The interview was analyzed to answer the first research question; How does teachers' strategy in giving oral corrective feedback (recast) in the classroom. Meanwhile, the findings from classroom observation are to enrich the data and further explanation which is uncovered from the interview.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. The Analysis of Interview Results**

In this chapter, I would like to explain my findings about the teachers' oral corrective feedback strategy in English language classroom especially recast.

For a good and systematics' flow of writing, it will be noted in three sections as follow:

##### **1. Participants' profile**

In this study, I interviewed one of English teachers of MTsN Model Banda Aceh and another one from MAS Al-Manar Aceh Besar. Both of the participants are professional and have many experiences in their environment as English teacher. Here I would list their short profile included with many education programs that they have followed. However, for some reason they asked me not to put their real name in the writing. So, to help me analyzing the data, I symbolize them to be T1 for the MTsN Model teacher and T2 for the MTsS Al-Manar teacher.

T1 is one of senior English teachers in MTsN Model Banda Aceh that was graduated from English Department of IAIN Ar-Raniry in 1991 (before it becomes UIN) and had ever taught in two other MTsN in Banda Aceh. He had many times attended to some trainings such as Training of Teacher's Profession at Diklat Keagamaan Medan in 2006, TOT (Training of Trainer), MGMP

(Musyawarah Guru Mata Pelajaran) at Department of Religious Affairs in 2010 (as leader) and Department of Educational Affairs in 2005 up to now, and many others.

Meanwhile, T2 is a teacher of MTsS Al-Manar that also graduated from English Department of Ar-Raniry in these recent years. However, he has been teaching English in formal and non-formal class for more than 5 years. Once, has participated in MGMP of Aceh Besar, Training of Trainer which was held in Banda Aceh and actively become as English language mentor in Language Development Centre of Al-Manar.

## 2. Research's result description

The research was conducted in several times. In other meaning, I met each of them three times for investigation purposed. The participants were interviewed at different places and time because it is hard to find an exact time to put them together, since both are from different school. But I have a thought, been in separated location would ease them to express their ideas about the strategy in giving oral corrective feedback especially recast in English classroom.

So, I invited them to take part in two sections of interview; pre-observation and post observation.

## 3. Pre-Observation Interview.

The pre-observation interview aims to find out the English teachers' strategy in recasting in their classrooms. For T1, it was held outside of the school, exactly in the canteen nearby Stadion Harapan Bangsa on Friday, 12<sup>th</sup> August 2015 and Tuesday night, 4<sup>th</sup> December 2015. Furthermore, for T2, it was held at Al-Manar



teacher's room, in the morning of 4<sup>th</sup> December 2015, and 14<sup>th</sup> December 2015 was taken in a classroom of the school.

At the beginning of the conversation, I asked about profile of both teachers in separated place and time as mentioned in advance. The other day we met, on the second meeting, was discussing about some questions that I have prepared. From a deep interview, I wrapped out that both teachers had some identic answers and others are different in some aspects. The following are the same and the different opinions which they uttered about recast's strategy in English language classroom.

a. Teacher recast strategy in general

The first one to answer this question was T1. For him, not only recast, but also all of the feedback generally patterned with timing (when), frequency (how much), mode (how to give it) and audience (who). He confirmed that:

*"In teaching and learning process, if the students make mistake, there are some strategies that I use . . . it is the timing of the correction that will much determine the frequency of the question [correction] itself. And then, we have to understand the audience, whether the grade is junior high school or senior high school even university students . . . finally after all, we also have to understand the model [mode] or the way of delivering it. (T1, translated from Indonesian language)*

In the meantime, T2 also tried his best to answer the same question with different redaction but by the same message; timing, frequency, mode and audience. He stated that:

*“The basic standard strategies of recast are choosing the time to give it, the tone of voice, like stressing where the mistake. It is very influence [important]. Then, focus on what to correct only if possible and you must look the situation of the students.”*

*(T2, translated from Indonesian language)*

In conclusion, their answers were basically the same about recasts strategy. Later, eventually their opinions upon the implementation or technique would be little bit different, but still have some diverse outlooks.

#### b. Point of teachers' recast strategy

There are many answers related to the points of teachers' recast strategy. Some hold the same respond, while some are different to each other. The details are as follow.

##### 1) Recasts in time

Based on the answer about recast strategy in general, timing is pointed out as one of the focuses of the teachers in recasting. Indeed, there are many effective time options that they can choose to assert the feedback to the students. In this case, T1 suggested giving it directly when wrong. He said, *“When I get a student makes mistake, I will recast him soon.”* However, at the same time he also suggested to do a delay as well as he confirmed, *“Immediate or delay is depended on the material.”*

In line with that, T2 also hold the same opinion that recast work best directly after the students made mistake, as their answer still fresh in their mind. Conversely, he pointed it out to teacher, as it would lead to forget and lose motive to correct.

*“ . . . Indeed, the time they made mistake, that time I correct [recast], for their better understanding . . . Because, I’m afraid delaying it will make them forget [about the mistake]. Even us. We would forget too. (T2, translated from Indonesian language)*

So far, it is make sense to recasts as soon as possible to undergo the forgetfulness. For example in a short sentences; *“I cannot eat and drinking because of sprue.”* Then, right after that the teacher would recast, *“I cannot eat and drink because of sprue.”* If the teacher delays for only one minute, students must be forgot and even would result to ambiguity.

In addition, T2 added that immediate recast will help students to understand the correction easily.

## 2) Focus on a certain topic.

However, there is a considerable problem that has to be solved; how to correct if there are many incorrect answers are made? For example, when a student narrated a story in front of the class or caught in a monolog such, storytelling with two other students a long dialog. Responding to this question, T1 acknowledge that this is sometimes becomes a dilemma.

*“ . . . The focus for example on the day we learn about story, in the MTsN and SMP level it called as descriptive text . . . it uses simple present . . . mistakes made by students are about nouns and verb placement, so the correction is just about that. (T1, translated from Indonesian language)*

Here, T1 asserted about the frequency of feedback given to the students that should focus to what is learned in the day, do not do much correction because it would be leveled the students’ motivation and participation. He also added that

teacher must be wise in recasts. In other words, there are many students in the class to be recast. So, do not centered to the same students only.

On the other sides, occasionally, T2 had different respond. *“That’s simple!”*

He opened his statement. Afterward, he explained his view;

*“First of all, we need to focus on what we would like to learn about . . . when we get many mistakes, we need to correct what that they have learned. We delay [do not correct] what they have not learn yet. Just let them wait until the material is taught.” (T2, translated from Indonesian language)*

After all, however, the tone was the same; focus on the target of study and do not correct what is not taught yet. For example if we have delivered them 10% of the lesson, it means the correction must be 10% too. This is too avoiding over correction and for the balanced portion between learning and amount of correction. Moreover, he warned that correcting too much will down their braveness.

### 3) Delay to keep students answer consistency

Besides making immediate recast as priority option, actually teachers need to delay the feedback sometimes to keep the students’ consistency in a particular learning situation, such as dialog and monolog (story telling). Further investigation with T1, he sometimes delays the correction just to keep the flow of student’s performance in a monolog. However, there is no more elaboration about this.

For T2 delaying the recast is to raise his student’s motivation to speak. Later at the end of the conversation, he would recast the students upon the mistakes that he remembered and of course on what they have learned. Sometimes

he even let them to make many mistakes (leave by no feedback at all) just to make sure that they would keep talk and talk. The difference between this strategies with the one which has mentioned before, that, in this situation, the students made mistake on things they have learned, but the other ones were not taught yet. So T2 implied that not making any correction is a way of correction too.

#### 4) Paraphrase to avoid bias

The discussion with T1 that time had run about 15 minutes for the next questions. The night was not too far and at the same time our coffee also still hot. After a gulp, then, the conversation turned on talking about bias that might happened between teacher and student when recasting. The challenge of recasts. He said:

*“Sometimes, students might do not know if they were corrected . . . If this is happened, I just simply ask them to paraphrase” (T1, translated from Indonesian language)*

It seems much help to ask a student to paraphrase to avoid the bias. I believe with a direct noticing like that there will no misunderstanding between teacher and student.

#### 5) Give a code to avoid bias

Meanwhile at the other morning with the same question with T2, he luckily has different answer that could enrich the strategy of recast. He mentioned that teacher sometimes should not miss to give a signal (code) for the students while recasting. The model can be varying, depended on the teachers ‘creativity. In his statement he went with an example such as tuning up and down the intonation.

*“I will give a code to the students. It could be by motion of hand like this [waving hand], saying ‘okay’ with little stressing and standing nearby him like waiting something, if there is bias when recasts.” (T2, translated from Indonesian language)*

#### 6) Know the student’s uptake

Students’ confirmation toward the recasts is one of the major points that teachers must notice in delivering feedback. In other words, after giving feedback, teacher must see whether the students realize of being corrected or not. This time, both teachers had various answer to say.

T1 state that he knew his students’ uptake by a short respond such as “yes”, or even a longer respond like repeating his reformulation.

*“Indeed, as I said before, most of my students understand that my answer back [Recast] to them with different form is a correction. Therefore, they will respond by saying ‘yes sir’, ‘okay’ or by repeating my word.” (T1, translated from Indonesian language)*

Meanwhile, T2 has his own opinion about students’ uptake noticing. He asserted that;

*“There are many expressions do by my students against the recasts as signal that they are being corrected. One of them is nodding, or saying ‘I understand sir’. Sometimes a certain student would notice it and followed by explaining it like ‘owh, I miss the –s’ or something like that.” (T2, translated from Indonesian language)*

So far, there is only a slight diversity between T1 and T2, where the rest are the same.

### 7) Correction frequency depended on the students' situation

I wonder, whether these teachers have a limit frequency in correcting their students. As I assumed, none of them did. T1 stated that he has never set any limitation of how many correction amounts to say to his students. Despite there were many mistakes were made. He said that he was not focus on certain students, but to the whole group of the students. In other word, T1 always play the collective feedback. So, as one of his students made a mistake, the others would get recast too.

The same situation happened to T2. He either has not put any target how many times to correct. He confirmed me that the amount of correction was depended to the audience. It means, sometimes particular students may get many corrections like once or twice in a day, while other may not.

*“... The student with a step forward ability will enough by one correction, while others may get twice or three times.” (T2, translated from Indonesian language)*

### 8) Individual and Collective

Based on its audience, the students are divided into two; individual and collective. In my opinion, I believe that every teacher understands this and apply a personal correction and group correction very frequently. However, model of the application may be different between them.

In this case, he said that he frequently uses the collective strategy than individual one. From the interview recordings, he mentioned about group correction as much as three times in different question session. *“Sipat tak lhee pat*

lut [Single shot kills three birds]”, T1 opened his statement with Acehese proverb. More and more he continued;

*“By correcting ‘A’ [A certain student], then it becomes correction for everyone. May be the same mistake would be performed by other students too. That why I recast it collectively.” (T1, translated from Indonesian language)*

The utterance above indicated that T1 choose to collective recast frequently by its advantages as a one-correction for all. More on his opinion about this, he assured that collective strategy works effective for teaching in large class students than individual.

Responding to this question, T2 informed me that he often uses both individual and collective recast while teaching. He added that the main reason in recasting collectively was to save the time and to minimal the mistake that would make by other students over the same material given. While individual recast is given for introvert students or those who would feel shy if his mistake is exposed. Literally, he said;

*“As I said before, [collective recast] is used . . . so that the other can learn and will not do the same mistake that has performed by ‘A’ [a certain student] . . . and if the reason is afraid of losing face, I will recast the student personally.” (T2, translated from Indonesian language)*

In this pre-observation, T2 only specified the very basic reason of delivering the recast to the individual and collective by looking to the situation of the



students. Beyond the statement, he implied that figuring out the students' personality is included as the important part of this strategy.

In addition, he mentioned the positive and negative of it. Collective benefit such as, saving time, that by a one-correction on somebody mistake, become correction for all. It sounds good and makes sense; however, the problem is that the students with low profile (introvert) will respond to it differently. In other words, he will translate it as announcing personal mistake.

Individual correction advantage in this case is by its to-the-point correction. So, the students will now exactly what the mistake he has made. However, the challenge of this personal corrective is mainly the times that would be spent that will not enough to be used to interact with all the students one by one.

More and more on this strategy, especially individual correction, he even whispers the student to keep the personal private and raise his attention to learn English.

#### 9) Highlight the mistaken word

Actually, highlight the mistaken word can be included as one of recast codes. However, Lyster and Ranta (1997) group it in to one of types of recast; *Isolated interrogative recast*, where teacher correcting the part of wrong sentences and rising intonation without addition.

In this pre-observation opportunity, T2 mentioned it as the part of his strategy in recasting students. However, for him this is a kind of signal too. He literally said:

*“For me, all English teacher have to apply this [highlighting], so that the students will notice that there is a signal given by his teacher.” (T2, translated from Indonesian language)*

a. T1’s post observation interview

Before conducting post observation interview, I made an appointment with T1. Then on the next 48 hours, I met him again at the same classroom he taught last time where the observation taken place.

At that moment, I wanted to seek further clarification from him related to the two students that got different treatment; a boy student who was called front of the desk to performed recount text story that got many immediate recasts for every mistake he made that almost seven times without any delay. Meanwhile a girl student who did the same amounts of mistakes, also called to his desk to do the same action but she got delayed recast for almost of her many mistakes, even, some of them were not corrected at all.

Then, he confirmed me that the different treatment both students got actually bases on the psychological condition of the both students, in this case, the mental of them. Based on his answer, the boy student was identified to has strong mental, in contrary, the girl student was a low profile’s person. T1 said;

*In correcting the students, we should focus on the individual [characteristic] of them . . . for those with stronger mental can be done [corrected] many times . . . in the meanwhile, the girl student fair in twice, three times correction. At the four times she would be minder, feels embarrassing . . . however [my correction to them] still focus on the recount text.” (T1, translated from Indonesian language)*

So basically, he treated them based on their mental and did not mean to over generalized it to the whole gender, however unintentionally two of them luckily stood for the models of this research object.

b. T2's post observation interview

The next time I met T2 on post observation interview, there were some questions that appear due to some actions he did on the first observation while teaching, which were not covered in the interview on recent days.

One stood from the rest was about correcting the students by different types of recast; one with full sentence reformulation, while the others by repeating the mistaken word with little stressing. Confirming to this question, he stated some points behind the reason. First, in teaching he set the recast based on the student's ability. Because, there are some students who figured out his mistake. For them he applied to-the-point correction. In other hand, those whom were not realized the correction would be easy by full reformulation correction.

*“There are some students with ability that would understand when it comes by to-the-point correction . . . However, when it comes to the other students with the same mistake, but I recast the full sentence that he said, because I figured out his [low] ability in diagnosing the part of mistake. So I would repeat with full reformulation...” (T2, translated from Indonesian language)*

Besides, T2 also explained that his motive doing that was for others reasons such as saving time. Lots of teaching material influence the ways of the correction delivered. Further, mood was also his count on delivering the short or full recasts. Being professional teacher is still a human too, that sometimes rely on mood. However, the effectiveness of students in accepting the lesson is still his first priority.

*“I though it related to that [saving time] . . . I cut the time when it needed to to-the-point correction, otherwise, I do not . . . it also related to the mood. Sometimes teacher [I] might felt not in mood to perform full sentences reformulation” (T2, translated from Indonesian language)*

Other investigations were about the same student that he treated by twice correction, but the others only once. Answering this question, T1 confessed that the student was the one that needed more attention for building his motivation in learning English. However, there were other conditions for that reason. For example, it was related to the students' abilities. Because there are some students that would enough with once correction, and some others need twice. He added that, by that different treatment, some of his students showed an increasing spirit in learning English when more correction addressed to him as if they said, *“the teacher pay more attention to me”*. Still, some others showed the opposite action.

## **B. The Analysis of Observation Results**

Initially, I would have conducted twice observations for both teachers. However, in this case, only T1 who I conducted observation twice which taken place at class 8-3 and 8-5 of MTsN Model school on January 9<sup>th</sup>, 2016. Meanwhile, I did observation once toward T2 because at that time, it was close to the half years' examination. So, there was no teaching learning process anymore which made me could not conduct the second observation toward him. The T2's observation conducted on Friday, 14<sup>th</sup> December 2015.

In this study, the observation aims to discover to what extent the teachers implemented their oral corrective feedback strategy in English classroom especially recast. Then, to gain data from the observation, I used an observation form which I adapted from Brookhart, 2008. The purpose of using it is to ease me in observing the teachers by having some lists or items that represent the teacher recast strategy and to discover to what extent they implemented them in their teaching performance. Additionally, I chose the students randomly in the observed class and had FGD (Focused Group Discussion) to get additional information about their teachers' recast strategy.

Based on the form, I divided my focused area of the observation into 4 parts below

### **1. Timing**

Choosing a perfect timing will determine the effectiveness of the recast. As it said in advance, timing is divided into two; immediate or direct and delay.

Immediate feedback was just noted in a single category since its qualification is only recasting in time after students made mistake. However, it was depended to the sort of material given. Whether short sentence, nor long monolog such as storytelling and dialog.

Meanwhile, delay recast was divided into three criterions; delay by changing word order, delay by many mistakes and delay for avoiding interruption of student's answer flow.

By attending at T1's class that day, I could see that there were two of his students whom corrected with two different ways. The first one was treated by immediate feedback, and the other one was delayed by his many mistakes.

Temporarily, based on the observation with T2, I watched that he did many immediate recasts as much as five times from nine times of correction to the various students, two times to the same student and the rest are by delay recast. In addition, the types of delay recast itself were sort of waiting to the students' turn to finish their conversation to avoid disturbing of the answer flow.

## 2. Frequency

According to T1, every teacher has a tendency to correct every mistake and error made by students. In this case, managing the frequency of feedback will determine the successful of teaching learning.

In previous interview, both teachers agreed that over correcting would lead to disturbance of the student's concentration, lower the motivation and participation for the next time learning. On and on, both did not set the exact

amount of how many times per students to be recasted. But they hold the same strategy to narrow the recast by focus to what is being learnt and avoid what is not given yet as the recast target.

On my observation form, there are three items for frequency observation; correcting the same student, correcting every mistake and error and correcting the small part of the topic (focus).

Still with the same students on T1's class, he seemed to clearly distinguish between them. For instance, I saw that he recasted almost every mistake and error that the first student did, but that was not happened to the second student. Conversely, the correction still related with the topic of the day.

In T2 class, I marked that he did not correct all the mistake made by his students. However, he just focused on the small topic that being taught and there were at least three mistakes that he did not correct. Further investigation, he gave correction to the same students twice that confirmed to be extrovert type of student and the more cleaver one in the classroom.

### 3. Audience

Audience focus on three lists on the observation form; Collective, individual, correcting the same student.

T1 base on my observation oriented his recast purpose on collective correction. Still, I saw him approaching one of his student's desks to do a private recast.

Similar to T1, T2 in this matter also dominated his class with collective recast than individual recast. He recasted collectively as much as seven times

and two other are individual recast. He did it as there were 27 students in the class to save the time, so they can move to the next topic without disturbing the target of the lesson.

#### 4. Mode

The main activity of the recast is centered to the mode or the way of how it is delivered. It cope many items like giving code on no uptake from the students, using the different types of recast which covered in four forms and they can be used for different types of learner based on their uptake to the recast.

In the application of recast mode, T1 successfully caught by my eyes did three of the items on my observation form; giving a code by stressing the part of incorrect word, using third type of recast and questioning after reformulated the true sentence or using type four of recast.

I discovered that T2 reformulated the answer many times with falling intonation which I identified it as type one. Besides that, he highlighted the mistaken word on the sentence. Unfortunately, I did not pay attention to much on how many times each of the types uttered by him that time. However, I was sure that he covered the class with at least three types of recast.



### C. Additional Information from the Students

To gain additional information, I needed one more step process by interviewing a group of students from both classes of the teachers. Besides that, their partition helped me.

In this point, the students that assembled on FGD were five. So, it was a mini focused group. I chose them randomly from T1 class without figured out their acquaintance. After that, I gathered them in a one place still in the area of the school and gave them some questions to answer.

Base on their information's I concluded that they agreed if T1 did the recast in the classroom, especially *Isolated declarative recast* or type one. In other meaning, he reformulated the full sentence with falling intonation. In addition, the students conveyed that T1 expressed the recast collectively more often than individually. He never whispered the students or came to the desk personally to recast. In order to avoid bias, he codes the students by waving hand and acts like waiting for something. Sometimes he also put his finger on his head like thinking something which by his students become iconic. More on it, the students told me that they recognized the modification. Then, when they were recast, saying "*Oh I see*", "*I forgot sir*", paraphrase and nodding are their feedback to the T1 as uptake. In conclusion, T1 recast them collectively, the students realized the correction and showed some ways for uptake and if they did not he would give them various codes.

Then, from T2 students which were also composed of five students, I simply can conclude that they fail to notice the recast from their teacher. However, when it comes to a question about their noticing on the feedback, fairly they answered that sometimes they figured the feedback but sometimes did not. I thought it was a bias since they could not answer the first question I asked them. So, I did not go to deep anymore.

#### **D. Discussions**

This study focuses on the teachers' oral corrective feedback strategy in English classroom especially recast.

The data with two main focuses were collected by using interview and observation. The participants of this research were English teachers from MTsN Model Banda Aceh and MTsS Al-Manar, Aceh Besar. Some important points from the full analysis report from the interview and observation needed to be further emphasized and discussed.

The first research question investigated the teacher's recast strategy in the classroom. Through interview, I submitted some significant data which are needed to confirm the research interview question. According to the interview results, both teachers hold some identical opinions in some aspects, where several other were different.

The same opinions which were offered by T1 and T2 were about answering the recast feedback strategy in general which contain of timing, frequency, audience and mode. Then their response was elaborated to be recast in

time or choosing the best moment to express it. After that was about focus on a certain topic to minimize over correction to the students which would give both negative and positive impact to their motivation and future participation. The next one was about knowing the student's uptake through their response to the recast. Then talked about the correction frequency which focused on the exact amount of correction. Finally the last one was about passing the recast to the audience individually or collectively.

Some different opinions about the recast strategy such as paraphrase to avoid bias by T1, and delaying the recast to keep the students answer consistency giving a code to avoid bias and highlight the mistaken words, stated by T2.

Regarding of those teachers' answer about recast strategy, there are some experts who had the same concern related to the issue of it which supported the teachers' opinion above. Have a look to the strategy of feedback in general, it is similarly as proposed by Brookhart (2008), where feedback strategy included into four aspects; timing, amount, audience and mode (p.5).

One of the strategies which pointed by the teachers in uttering the recast is about the immediate giving and its role. According to Kulik and Kulik (2008) who have done 53 studies with many methodologies and variation, found that immediate feedback served effective result. In the same tone, Brookhart pointed out that providing immediate oral responses to a question of fact or while student is misconception is also a good timing. In other word, both agree that serving the immediate feedback is good for student's better learning. Even, one of them added

that the immediate feedback is best to chase the learning target while they are still mindful to it (p.11)

In other hand, both teachers also have initiative to delay the feedback to avoid interruption to the students' answer while in a longer conversation and other purposed. In its accordance to the delayed recast feedback as mentioned by both teacher in advance, their comment was also as noted down by Asari (2013) where in her investigation discovered that both immediate and delay recast feedback gave the same positive impact to the learners. In conclusion, delayed recast feedback also considered by its positive impact.

After that, draw attention to the strategy of T1 and T2 to reduce correction due to feedback frequency by focusing on the small part of topic learning actually was discussed by Asari (2013) and Akhter (2007) on their studies. In addition, Brookhart personally recommended that teacher should have deep knowledge and consideration on the topic in general and learning target or targets in particular and prioritizing by picking the most important points. Because too much correction would have a negative notion about error correction.

More on the strategy stated by the teachers, especially about how to eliminate bias on student's uptake, Lyster and Ranta (1997) have theorized some ways to deliver recast, which are divided into four types. In this case, highlighting the mistakes as mentioned by T2 is identified as type two according to the concept.

Last, the audience while delivering recast feedback, whether collective or individual considering to each positive and negative which have strong

relationship and depended to the students also as one of main strategies of recast feedback that called to attention to by many researchers although they had their own experience to decided which one was best to apply most. Race et al. (1998:25) suggested to collective recast as he said *“it can be worth giving general feedback about common mistakes to group rather than individual.”* However, Harmer (2001) and Brookhart more excited to apply individual considering to the precise information it could give and to avoid frustration and raising motivation. In other words, teacher should understand his students for the effective decision of this strategy. All and all, individual and collective have the same advantages when both put on the precise situation.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After finishing all the analysis process of the data and presenting the result, this study can be concluded as follows.

1. From the interview with both English teachers about the strategy of recast in the classroom, T1 and T2 hold some point of views which were quite similar and few others were different in some aspects. The same strategies which were proposed by T1 and T2 about recasting the students in the classroom for instance point of recast strategies in general. The elaborations are including timing, amount, audience and mode. Specifically, they were agreed in some aspects like recast in time, focus on a certain topic, delay to keep students answer consistency, know the student's uptake, correction frequency depended on students' situation and individual and collective. Some others diverse opinions such as paraphrase to avoid bias (T1) give a code to avoid bias and highlight the mistaken word (T2).
2. In the observation, both teachers implement the strategy they had mentioned in the interview while teaching. Even so, some additional modifications were caught on. For example T1, treated the students

differently base on their mental and psychology, and then stressing the part of mistaken word.

3. Students confirmed what their teachers did in the classroom. However, some of those elaborations were unrealized by them. Surprisingly, various model of teaching which were not covered by the teachers were mentioned by the students that could enrich the findings.

## **B. Suggestions**

After all, for the closing words, I provided some suggestions on the issue of delivering oral feedback strategy, especially recast, in English classroom.

1. Teacher should try using recast feedback in the classroom for correcting students because it is proved has positive impact to raise their motivation and spirit in learning.
2. In determining the amount of recast, teacher must understand the psychological mental of the students. Such as figure out those introvert and extrovert's personality.
3. It is important to the teacher to keep their professionalism by do not rely on mood in delivering the recast.
4. To achieve the maximum result of recast and avoid its bias, teacher must keep the consistency of providing recast.

5. T1 suggested that the campus put the corrective feedback, including recast as a single lesson with at least 2 credits since many teachers lack understanding and attention on it.



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**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Nomor : Un.08/DT/TL.00/ **7886** /2015

**TENTANG**

**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR In.01/DT/PP.00.9/7570/2013 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: In.01/DT/PP.00.9/7570/2013 tentang pengangkatan pembimbing skripsi;
- b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
9. Peraturan Menteri Agama No.21 Tahun 2015 tentang Statuta Universitas Islam Negeri Ar-Raniry Banda Aceh
10. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2013

**MEMUTUSKAN**

- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: In.01/DT/PP.00.9/7570/2013 tanggal 25 Oktober 2013

- KEDUA : Menunjuk Saudara:
- |                           |                            |
|---------------------------|----------------------------|
| 1. Drs. Luthfi Aunie, M.A | Sebagai Pembimbing Pertama |
| 2. Fadhil Ahmadi, M.Ed    | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : **Walid Amri**
- NIM : **231020605**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Teacher's Oral Corrective Feedback Strategy in English Language Classroom**

- KETIGA : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KEEMPAT : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
- KELIMA : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016.
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh, 28 Oktober 2015



**Dr. Muhiburrahman, M. Ag**  
NIP. 197109082001121001

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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Nomor : Un.08/FTK1/ TL.00/ 9288 / 2015

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Walid Amri  
N I M : 231 020 605  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : XI  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Komplek Pante Riek

Untuk mengumpulkan data pada:

**MTsN Model Banda Aceh dan MTsS Al-Manar**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Teacher's Oral Corrective Feedback Strategy In English Language Classroom**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 11 Desember 2015

An. Dekan,

Wakil Dekan Bidang Akademik,

**Dr. Saifulah, M.Ag**

NIP. 19720406 200112 1 001



BAG. UMUM BAG. UMUM

Kode: 4434,



**KEMENTERIAN AGAMA**  
**MADRASAH TsANAWIYAH NEGERI MODEL**  
**BANDA ACEH**

Jln. Pocut Baren No. 114. Telp. 23965  
Banda Aceh - 23123

NSM	2	1	1	1	1	7	1	0	3	0	0	2
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**SURAT KETERANGAN PENELITIAN**  
**No. Mts. 01.07.1/TL.007/ *gg* /2016**

Kepala Madrasah Tsanawiyah Negeri Model Banda Aceh dengan ini menerangkan :

Nama : Walid Amri  
NIM : 231020605  
Jurusan : Bahasa Inggris  
Alamat : Lueng Bata, Banda Aceh

Benar yang namanya tersebut diatas telah mengadakan penelitian pada Madrasah Tsanawiyah Negeri Model Banda Aceh, dalam rangka menyusun **Tesis** sebagai salah satu syarat untuk menyelesaikan Studi pada Program Pascasarjana UIN AR-Raniry dengan judul: **"TEACHER'S ORAL CORRECTIVE FEEDBACK STRATEGY IN ENGLISH LANGUAGE CLASSROOM"**.

Demikianlah surat keterangan ini kami keluarkan, agar dapat dipergunakan seperlunya.

Tembusan :

1. Kankemenag Kota Banda Aceh
2. Pertiinggal

Banda Aceh, 25 Januari 2016

Kepala,







KEMENTERIAN AGAMA  
**MADRASAH TSANAWIYAH SWASTA AL-MANAR**  
KECAMATAN KRUENG BARONA JAYA  
NSM : 121211060015 | NPSN : 10114383  
Jln. Blang Bintang Lama | Gampong Lampermai | Kode Pos : 23371  
Telp. 7126361 | Email : [mtssalmanar@yahoo.co.id](mailto:mtssalmanar@yahoo.co.id)  
**ACEH BESAR**

**SURAT KETERANGAN TELAH MENELITI**

Nomor : Mts. 01.04.23/133/I/2016

Kepala Madrasah Tsanawiyah Swasta Al-Manar Lampermai Cot Irie, Krueng Barona Jaya, Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini:

Nama	: Walid Amri
NIM	: 231 020 605
Prodi	: Pendidikan Bahasa Inggris
Semester	: XI
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam
Universitas	: Universitas Islam Negeri Ar Raniry

Adalah benar yang tersebut namanya diatas telah mengadakan penelitian pada Madrasah Tsanawiyah Swasta Al-Manar Lampermai Cot Irie Kabupaten Aceh Besar, yang berjudul : **“Teacher’s Oral Corrective Feedback Strategy In English Language Classroom”** pada tanggal 14 Desember 2015 s/d 16 Desember 2015 dalam rangka mengumpulkan data-data untuk menyusun skripsi.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Lampermai, 28 Januari 2016

Kepala,


**Nurmahdi, S.Pd.I**

NIP. 197905082009041004

## **PRE OBSERVATION INTERVIEW**

1. Apa saja strategy recast feedback menurut bapak?
2. **TIMING QUESTION:**
  1. Kapan biasanya bapak memberikan recast ini?
  2. Apa ada sempat bapak tunda-tunda ketika memberikan feedback itu?
  3. Misalkan dalam kondisi siswa sedang berdialog. Atau story telling, lalu siswa melakukan beberapa kesalahan, apakah bapak menunda koreksi hingga akhir percakapan atau langsung dikoreksi?
3. **FREQUENCY QUESTION**
  1. Dalam pandangan bapak/ibu, seberapa seringkah seorang siswa bisa mendapatkan recast feedback? mengapa?
  2. Jika mendapatkan siswa melakukan banyak kesalahan, bagaimana cara bapak/ibu memulai pengkoreksian?
  3. Apa prioritas yang menjadi pilihan bapak/ibu saat mengkoreksi kesalahan yang banyak tersebut?
4. **AUDIENCE QUESTION**
  1. Biasanya, bapak/ibu lebih sering memberikan recast feedback secara individu ataukah kolektif?
  2. Apakah ada pertimbangan yang bapak/ibu lakukan saat akan memberikan feedback secara kolektif maupun individu

3. Apa menurut bapak/ibu kelebihan diantara kolektif dan individu?
4. Apakah bapak/ibu juga memberikan feedback dengan cara berbisik?  
Mengapa?
5. Bagaimana penilaian yang bapak/ibu lakukan terhadap siswa yang harus dibisikkan daripada mengatakan langsung dikelas?

## 5. **MODE**

1. Setelah memberikan recast feedback, apakah bapak/ibu menyuruh siswa mengulangi kembali (paraphrase) ucapan tersebut?
2. Ketika memberikan recast feedback apakah ibu menekan (highlight) pada kata yang salah diucapkan siswa sebagai kode?
3. Jika ternyata siswa tersebut tidak menyadari jika dia sedang dikoreksi, apa yang selanjutnya bapak/ibu lakukan?
4. Apakah bapak/ibu memberikan recast feedback yang disesuaikan dengan tingkat perbedaan kemampuan siswa?

## **POST OBESERVATION INTERVIEW**

### **A. Post Observation Questions for T1**

1. Ada siswa yang waktu itu bapak koreksi dengan cara berbeda. Pertama laki-laki yang banyak sekali bapak koreksi secara Immediate Recast. Sedangkan yang putri, dengan jumlah kesalahan yang hampir sama dengan siswa laki-laki, bapak tidak banyak dikoreksi dan cenderung di Delay Recast. Apa alasan dibalik hal tersebut?

### **B. Post Observation Questions for T2**

1. Pada saat proses belajar mengajar saya melihat ustad memberikan beberapa model koreksi yang berbeda pada siswa. Apa alasan dbalik hal tersebut?
2. Tadi ustad melakukan koreksi pada anak yang sama sebanyak dua kali. Apa latar belakangnya?

### **C. Students Question**

1. Kalian pernah dikoreksi sama ustad kalian dengan model begini;  
"He always read Al-Qurán every morning"  
"He always reads Al-Qurán every morning"  
Tanpa diberitahu salah atau disuruh mengucapkan apa yang sudah ustad kalian ucapkan?
2. Pernah ada yang dibisik-bisik waktu dikoreksi?
3. Biasanya berapa kali kalian sehari dikoreksi kalau salah?

4. Pernah gak sesekali merasa gak sadar kalau ternyata itu sedang dikoreksi?

## **OBSERVATION SHEET**

### **1. TIMING**

Immediate/ recast in time

Delay by changing word order

Delayed by many mistakes

Delay to end of the class for personal feedback

Delay for avoiding interruption of student's answer flow

### **2. FREQUENCY**

Many correction for the same student

Correcting every mistakes

Correcting the small part of the topic (focus)

### **3. AUDIENCE**

Collective

Individual

Correcting the same student

Whispering the introvert

### **4. MODE**

Code on no uptake

Using Type 1

Using Type 2

Using Type 3

Using Type 4

Choosing different types of recast for different level  
of student's uptake

## **AUTOBIOGRAPHY**

Name : Walid Amri

Place/date of Birth : Barat Lanyan/01 March 1992

Sex : Male

Religion : Islam

Nationally : Indonesia

Marital Status : Single

Occupation : Student

Address : Lueng Bata, Lueng Bata-Aceh Besar

Educational Background

SD : MIN Matang Glumpang 2 Graduated in 2004

SLTP : MTsS Ulumuddin Graduated in 2007

SLTA : MAS Ulumuddin Graduated in 2010

Department : Department of English of The Faculty of Education and Pedagogy of IAIN Ar-Raniry 2010-2016

Student's Number : 231020605

Father's Name : Drs. Syafruddin

Father's Occupation : Civil Servant

Mother's Name : Zuraida

Mother's Occupation : Teacher

Address : Barat Lanyan, Jangka-Bireun

Banda Aceh, Februari , 2016  
Writer

**(Walid Amri)**