

**AN ANALYSIS OF ERROR CORRECTION STRATEGIES USED BY THE  
TEACHER TOWARD STUDENTS' ERROR IN ENGLISH CLASSROOM**

**(A Study at SMPN 2 Baktiya, Aceh Utara)**

**THESIS**



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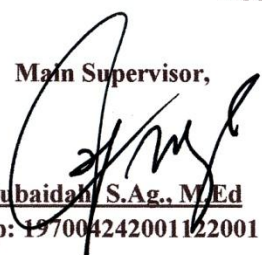
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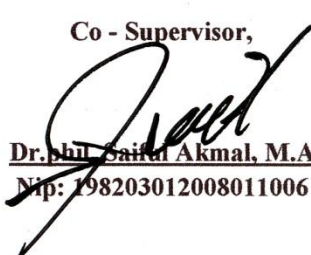
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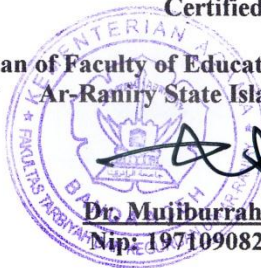
  
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Yusnidar

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul "*An Analysis of Error Correction Strategies Used by the Teacher toward Students' Error in English Classroom (A Study at SMPN 2 Baktiya, Aceh Utara)*" adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, sepenuhnya menjadi tanggung jawab saya.

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## **ABSTRACT**

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Key Words : Teachers' correction, students' error, students' preference.

This qualitative research investigated the teachers' correction strategies used in English classroom and the students' preferences on teachers' correction strategies. To do so, two research questions were addressed, including: (1) What are teachers' strategies in correcting students' oral work error in English classroom?, and (2) What types of teachers' error correction strategies more preferred by the students?. Students' oral errors in this research are including: lexical error, phonological error and syntactical error. To answer the first research question, the researcher used classroom observation sheet and interviewing the English teachers, and the researcher used closed-ended form of questionnaire to answer the second research question. The sample of this research is two English teachers and 30 students of third grade level. The overall results revealed that the teachers had a positive response about the ways their corrected students' error; they had chosen explicit corrective feedback as their favorite correction strategy because this strategy did not make the students hesitate to speak. Similar with the teachers, the students tend to choose explicit corrective feedback as their preference correction strategy and left clarification request as their least chosen.

# **CHAPTER I**

## **INTRODUCTION**

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

For greater part of the 20<sup>th</sup> century, error correction in second language teaching and learning was assumed to be an important and a beneficial practice (Alroe, 2011). This assumption is still held today by most students and many teachers. Error correction has become one of the important teaching processes in second language teaching but few teachers know a lot about error analysis and error correction in the language teaching process (Xie and Jiang, 2007). Error correction helps teacher to determine their classroom teaching practices and their teaching methodology to improve their students' proficiency. Lightbown and Spada (1991) pointed out that the usefulness of error correction is encourages the students to learn the language and contribute their communication in the target language.

According Tomkova (2013), every day in every English lesson teachers perform error correction. Since no human learning is perfect, it comes as no surprise that students of English make a lot of errors in the process of acquiring the new language. In reaction to that, their teachers must often provide them with some kind of feedback, which often takes the form of correction. Although the process of correcting might seem straightforward at first sight, it is in fact a very complex issue

that involves many decisions on the part of the teacher before any correction as such is actually carried out.

Based on pre-research during field teaching practice (PPL) in SMPN 2 Baktiya, the researcher found some problems associated with teachers' applying error correction in English classroom. For example, the teachers is not always used error correction to correct their students' error in assumption if the students' error is corrected, the students afraid to speak up again because they know they make an error. In addition, high proficient student is given very little attention by the teacher in assumption that the error committed can be self corrected. The teachers often find it particularly hard to interrupt students and point out their error, and so often let errors slip by in the process.

It is important to recognize the fact that exploring the teachers' error correction strategies are important means of understanding classroom practices and oral performance with a view to improving them for a better teaching process (Al-Ghazo, 2016). The researcher believes that the reasons stand behind students' poor oral proficiency because the English teachers don't vary the strategies they used to asses oral comprehension. They may concentrate on assessing students' comprehension at the word and sentence levels rather than concentrating on their oral or speaking comprehension.

There are many strategies that can be applied by English teachers in error correction. There are some considerations in speaking skill that have to be concerned

by English teachers. Lyster and Ranta (1997) had proposed six different ways that errors can be corrected in the classroom. These are: explicit correction, recast, elicitation, Meta linguistic clues, clarification request, and repetition. The use of these types is essential since they do away with monotony and bring variation to how we correct errors in the second language classroom.

The frequency of use the various error correction types differ from teacher to teacher and from context to context depending on many factors and good teachers understand that one size does not fit all. Individual learners may well differ in terms of the particular error correction strategies most appropriate for their unique language development needs. Choosing to learn and use a few different types of correction that seem to produce student-generated repairs increases teachers' chance of reaching more students. Ahangari (2014) said that teachers' correction will be quicker, more effective and accurate.

To know about teachers applying error correction to correct their students' error, there is a need for an investigation. Therefore, the researcher intended to conduct a research study under the title of "An analysis of error correction strategies use by the teacher toward students' error".

## **B. Research Question**

Based on the research background of the study, the problems of this study can be formulated to answer these questions:

1. What are teachers' strategies in correcting students' oral work error in English classroom?
2. What types of teachers' error correction strategies more preferred by the students?

## **C. The Aim of Study**

Based on the problems of the study above, this study is intended to investigate and collect information about error correction strategies used by the teachers in correcting student's error in speaking class. The aim of this study is:

1. To find out teachers' strategies in correcting students' oral work error in English classroom?
2. To find out the types of teachers' error correction strategies are preferred by the students?

## **D. Significance of the Study**

This research gives some significance for some better future of educational system, especially for SMPN 2 Baktiya related to teaching and learning English. There are two kinds of significances that are expected from the research as follow:

Theoretically, the result of this research can give meaningful knowledge in teaching English, especially in speaking and also will be beneficial to help the teacher to find out the strategies to correct errors committed by the students. The last, the result of this research can be used as additional reference for those who want to conduct research in the English teaching learning process.

Practically, for English teachers who teach at junior high school, especially at third grade classes, it is expected that they improve the way of correcting students' errors. For the students, it is expected that they acquire the English Language accurately. And for other researchers who want to conduct other similar research, this study will be valuable to enrich the theories and facts in the field.

#### **E. Scope of the Study**

This research focused on investigating teachers' correction strategies used in correcting students' oral work error in English classroom of the third grade classes at SMPN 2 Baktiya. The types of errors used as a basic analysis in the observation were: lexical error, phonological error, and syntactical error. Whereas the response intended to be investigated were the error correction strategies: explicit corrective feedback, recast, clarification, request, metalinguistic feedback, elicitation and repetition.

There were two English teachers and 30 students in the third grade class observed in SMPN 2 Baktiya, Aceh Utara. The teachers and students were observed

and interview. The responses of the students to the correction given by the teachers were also investigated as well as the kinds of correction preferred by them.

## **F. Terminology**

### **1. Analysis**

Analysis means “a careful study of something to learn about its part, what they do and how they are related to each other”. According to Bogdan and Biklen (1998), analysis concerns with rambling data where the researcher have to proceed a carefully examination of data, involving organizing, synthesizing, searching for pattern, discovering what is important and what to be learnt, in order to understand it better and present it into a product. The researcher would say an analysis in this research is to analyzed and observed the teachers’ correction strategy used in teaching-learning process in English classroom at SMPN 2 Baktiya, North Aceh.

### **2. Error Correction Strategies**

In speaking, error correction is defined as a special treatment toward error in order to make it right and promote proficiency. James (1998) regards correction as the improved version of what the first speaker aimed to say. In this research, the researcher formulated error correction as a special treatment: explicit, recast, clarification request, Meta linguistic feedback, elicitation and repetition. From the above elaboration, it can be concluded that error correction strategies in this research

is the way and strategies used by the English teacher at SMPN 2 Baktiya in correcting their student oral error, especially in vocabulary, phonological and grammatical errors.

### 3. Students' Error

Students' error is conscious performance of the students considering false by fluent or native speaker. In this study, what researcher means by the students' error is the error that is made by the students in term lexical error or vocabulary, phonological error or pronunciation, and syntactic error or grammar (Richard, et, al 1985:5).

In the distinction between errors and mistakes it is vital not to forget about the criterion of correction, which makes a difference, too. As Allwright and Bailey (1991, p. 92) point out, "second language learners can often correct their own mistakes, but the errors they make ... are part of their current system of interlanguage rules and hence are not recognizable (to the learners themselves) as wrong". If the learner is inclined or able to self-correct, we assume that the deviant utterance is a mistake. When, however, the learner is not able or not inclined to perform self-correction, we shall assume that it is an error. Students' error in this research is limited toward students' error at SMPN 2 Baktiya on oral interaction in the classroom and teacher's respond toward the errors.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter describes the concept of error correction, error correction stages, definition of error and mistake, type of error, cause of error, the concept of oral error, how to correct error, when to correct error, and advantages and disadvantages of error correction.

#### **A. The Concept of Error Correction**

Error Correction is defined as a special treatment toward error in order to make it right and promote proficiency. Error correction focuses on whether teachers should correct errors in students' speaking and what techniques they should use in correcting errors. Error correction has been proposed as a process that supports successful collaboration (Shaw, 1932; Sniezek and Henry, 1989). James (1998) regards correction as the improved version of what the first speaker aimed to say. In this research, the researcher formulated error correction as a special treatment: explicit, recast, clarification request, Meta linguistic feedback, elicitation and repetition.

The concept of error correction in language learning has been embroiled in a never-ending debate among researchers and practitioners in the field of second language acquisition, since its value was reassessed due to the increasing prominence of the communicative approach beginning from the 1960's. This concept originated

with Corder (1984). He played a pivotal role in the short-term resuscitation of error analysis, before he threw his support behind 'idiosyncratic dialect' (Corder, 1973). His position was that the errors in the learners' second language system were idiosyncrasies, which affected his target language or second language production, and that these same errors were not seen as idiosyncrasies in the learner's interlanguage.

When Corder (1984) speaks of errors, specifically in the context of second language acquisition, he is referring to systematic errors. This author makes the distinction between unsystematic errors, referring to them as mistakes, and the systematic errors as errors. These mistakes are produced in the learners' second language 'performance' (Chomsky, 1965). For second language learners, they bear no real significance to the language learning process. They result from situations of tiredness, tension, stress, nervousness, and carelessness, among others. With regard to 'errors', these occur in the learners' second language 'competence' (Chomsky, 1965), during the second language learning process. These systematic errors would not normally be produced by the native speakers; in other words, these are usually, and only, produced by second language learners.

It is Corder (1984) who established that learners' errors are helpful not only to teachers, but also to researchers, and to the very students who commit them: they are helpful to teachers because they shed valuable light on student progress and what else is to be learned; they are helpful to the researcher because they detail how language is learned or acquired, and reveal learner strategies in language discovery; they are

helpful to learners because, from and through these very errors, learners are able to tests various hypotheses about the new language they are learning or acquiring.

## **B. Error Correction Stages**

The process of error correction in oral practice consists of several stages. As MacDonald Lightbound (2005) observes, the simple process of locating an error is much more difficult in oral production than it is in writing. Before analyzing individual decisions teachers have to make during corrections, the researcher will thus have a brief look at the individual stages of error correction.

Linguists are not at one in identifying individual stages of working with error. Hendrich et al. (1988) identify three stages: identification (an error has occurred), interpretation (type of the error) and correction (suggesting an acceptable solution). Although Broughton et al. (2003) identify three stages too, they are slightly different: In the first stage, teachers establish what the error is; subsequently, they establish possible sources of the error in order to be able to work out an effective strategy of dealing with it and in the final stage, teachers decide on the seriousness of the error and decide whether correction should be provided (for more detail, see Broughton et al., 2003, p. 136-7).

The most detailed staging of the process of dealing with an error is provided by Choděra (2006) cited in Tomkova (2013), who identifies five separate phases: detection (noting an error has been made), identification (identifying the type of

error), interpretation of sources (identifying possible reasons for error), correction (dealing with the error) and finally prevention (remedial teaching, more practice etc.). The last stage is only optional and does not necessarily need to be present; teachers may also decide in the fourth stage against correction. Overall, this classification of stages seems to be the most fitting with respect to the complicated process leading to correction and the correction itself.

According to Corder (1981), locating errors in learners' utterances is logically achieved by comparing what is said with what the teacher believes the learner wanted to say. Corder calls those correct utterances reconstructed utterances. This is done, as Corder explains, by comparing the learner's performance with "the target language's code and identifying the differences".

### **C. Definition of Error and Mistake**

#### **1. Error**

Countless language-teaching theorists have come up with various definitions of error, always referring to different aspects concerning the error, namely native speakers' competence, target language norms, intentions of the learner and many others. In some case, such as Hendrickson (1978, p. 387) define error with reference to error correction and teachers: "an utterance, form or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse". The main flaw of this type of definition lies in the underlying

fact that the teacher is considered. In general, errors have been viewed as language learners' speech that deviates from the model they are trying to master (Allwright and Bailey, 1991). Errors are mistakes which students cannot correct without help – and which, therefore, need explanation. Errors occur when learners try to say something that is beyond their current level of knowledge or language processing. Because they are still processing and/or don't know this part of language, learners cannot correct errors themselves because they do not understand what is wrong (Chkotua, 2012).

## 2. Mistake

Mistakes are the result of the speakers' tiredness and stress. Brown (2000) a mistake refers to a performance error, which is made by language learners while producing a known structure incorrectly and comes out through a slip of tongue. He also referred to it as an "unsystematic guess". Although the correct use or form of a target item belongs to the learners' competence, mistakes are observable and acknowledged and the learners may make use of the self-correction technique. While Mc Arthur (1992, pp. 381-383) states that "mistakes are a misapprehension of meaning or a fault in execution". According to Langit-Dursin (2008), mistakes committed by second language learners constitute normal language progress and learning. Those mistakes indicate that students are figuring out the rules and patterns of the language. Mistake is then defined as something that students have not done correctly, or something students say or think that is not correct.

### 3. Error vs. Mistake

Corder (1984) has made a distinction between error and mistakes. He uses the term “errors” to refer to systematic errors of the learner’s underlying knowledge of the language. These errors display the learner’s current developmental level of the target language. On the other hand, he uses the term “mistakes” to refer to incorrect forms caused by memory lapses, slips of the tongue and other instances of performance errors. Corder states that L2 learners can correct their own “mistakes” with assurance, but their “errors” are not amendable since their current linguistic developmental stage, interlanguage, does not have the ability to recognize the difference between their utterance and that of the native speaker. Corder argues that errors are indispensable in language learning because through the errors, learners test their hypotheses about the nature of the language they are learning.

Corder (1984, p. 163) also points out two explanations with respect to learner errors. First, “the occurrence of errors is merely a sign of the present inadequacy of the teaching techniques”. That is, if it were possible for teachers to achieve a perfect teaching method, there would be no occurrence of student errors in the target language. The second explanation is that despite teachers’ best efforts, the occurrence of errors is inevitable because errors occur for many reasons. The reasons can be: interference from L1, overgeneralization, an incomplete knowledge of the target language, the complexity of the target language, and fossilization. Therefore, teachers should be more concerned with how to deal with students’ errors than the simple

identification of them. For this study, the researcher will use the terms “errors” and “mistakes” interchangeably because sometimes it is difficult to distinguish students’ errors from mistakes.

#### **D. Type of Error**

When talking about error correction strategy, it is important to know about the kind of error itself. As Dulay, Burt and Krashen (1982) observe, an accurate description of errors is completely different “from the task of inferring the sources of those errors” (cited in Yang, 2010, p. 2). Researchers have categorized errors in various ways. Burt (1975) classified errors into two categories: global errors and local errors. Global errors refer to errors that significantly hinder communication and “those that affect overall sentence organization, such as wrong word order, missing, wrong, or misplaced sentence connectors” (p. 56). On the other hand, “local errors affect single elements in a sentence but do not usually hinder communication significantly such as errors in noun and verb inflections, articles, and auxiliaries” (p. 57). Burt points out that correction of one global error clarifies the intended message more than the correction of several local errors. Furthermore, Burt argues that high-frequency errors should be the first errors teachers should correct.

From a slightly different perspective, Chaudron (1977, p.32) categorized the range of errors from the strictly “linguistic (phonological, morphological, syntactic) to subject matter content (factual and conceptual knowledge) and lexical items”.

According to Richard, et, al (1985) which are explained by Jabbari and Fazilatfar (2012, p. 139) error can be categorized into lexical, phonological and syntactic error.

*Table 2.1: Types of Students' Error*

<b>Types of Error</b>	<b>Definition</b>	<b>Example</b>
Lexical	Is referring to the wrong ways of using words in their forms, meaning and context, and word collocation. It includes inaccurate use of nouns, verbs, adverbs and adjectives in the sense of open classes.	S: (...) the coyote, the bison and the cr.... Crane". T: "And the crane. We say crane." (Explicit Correction)
Phonological	Is referring to the wrong ways of pronouncing a single word, of using word stress, sentence intonation and other phonological matters such as linking, elision, assimilation, etc.	S: "There aren't many /hotils/ in this town" T: "Pardon". (Clarification request)
Syntactic	Is referring to the wrong ways of using tenses and different syntactic structures. It means that is non-target like use of determiner, preposition, pronoun, number agreement, tense, verb morphology, and auxiliary. Additionally, error in pluralism, negation, question, and word order are considered as grammatical errors.	S: "She helper father." T: "She helps her father." (Recast)

*The table below provides an example and explanation for each type of error (Richard et.al. 1985).*



## **E. Cause of Error**

Before giving any correction to the error committed, it is better to understand more about why certain errors are made. Brown (1994, p. 213) divides it into three sources, interlingual transfer (the differences in the first and target language), intralanguage transfer (overgeneralization), and context of learning (errors due to mistaught in learning). Harmer (2007, p. 62) explains why a language learners makes an error in producing the target language in two simple reasons, they are interference of the learners' first language and developmental errors. Detail classification of the source of errors comes from Carl James (1998) in Tomkova (2013, p. 51) who comes up with six possible reasons of errors that students make:

### **1. Ignorance and avoidance**

It happens when students lack of knowledge and then creating the utterances from first language transfer or interference. Avoidance happen when students do not know the first and the target language items and find away to avoid using them somehow.

### **2. First language influence**

The errors are cause by mother tongue interference. It usually occurred when the student using their first language rules or norm to the target language.

### **3. Target language causes**

The problem arises when the students' lack of target language knowledge thus ignored the target language item, it can be overgeneralization of a rule.

#### 4. Communication strategy-based errors

It is the strategy used by the students to use near-equivalent forms, synonyms, super-ordinate terms, or antonyms instead of getting hesitated in communicate due to the unknown target language.

#### 5. Induced errors

The errors can emerged from classroom situations, students get misled by the way teachers give examples, definitions, explanations, or by the task.

#### 6. Compound and ambiguous errors

Errors ascribable to more than one cause, which are complementary. Ambiguous error happen when there are two competing diagnoses of errors and we cannot be sure which source is the true one.

Ligbown and Spada (1997, p. 111) said that the source of errors in second language classroom is different from errors committed in learning the first language (L1) itself since in acquiring L1, a child will imitate selectively and modify most; he will play “try and error” things to testify his knowledge in acquiring the language.

### **F. The Concept of Oral Error**

This research focused on teachers’ correction strategies in correcting students’ oral error and the concept of oral error is not as simple to define as one could think. Errors are typically viewed as linguistic forms which deviate from the correct, native-speaker norm (Allwright and Bailey 1991, p. 84). In this study, it is not possible to

view errors in that sense, because learners in Finnish primary school usually have non-native teachers of English. And accordingly, the language they teach in the classrooms is already a deviant form of the target language. Al-Faki (2013) investigated techniques used by teacher in correcting students' oral error in an Omani Boys School. The result of the research get that met linguistic feedback was the technique that preferred by C2 students and repetition technique was the techniques that preferred by PB students.

One definition for an oral error is that it is a form “unwanted by the teacher”, which means that it is the teacher's response to the utterance that is the best indicator to judge the form produced by the learner as an error (Allwright and Bailey 1991, p. 85). But that definition is not always clear either, because sometimes the utterance might be correct, but not the one the teacher expected and thus the teacher rejects it. Lyster (1997, p. 265) has found out that grammatical and lexical errors are more likely to be corrected than phonological errors. And very often, errors are not dealt with at all, so the teacher's reaction cannot be the factor that reveals an error alone (Krashen: 1982).

### **G. How To Correct Error**

Most teachers would agree that it is necessary to use error correction in a way supporting the learning process (Edge, 1989). What they would probably not agree on, however, is *how* to correct errors learners make. The reason for this is probably

the fact that “there is no single *best* technique for correcting errors” (Doff, 1993, p. 190). Despite that, theory suggests several strategies that teachers should be using generally in order to make their correction techniques efficient.

Many second language learner theorists agree that teachers should always suit correction to their learners’ needs and individualities: “the most important thing is for the teacher to be flexible and to be aware of the effect on each individual learner of correcting errors” (Doff, 1993, p. 190). As a result, teachers should be using different strategies and techniques according to the type of error, the learner’s personality and the situation; teachers should “make a series of instant judgments about the learner’s language ego fragility; anxiety level, confidence, and willingness to accept correction” (Brown, 2007, p. 350). Teachers may therefore decide to abandon correction if the error was made by an unconfident, highly anxious learner. It is thus always necessary, as Bartram and Walton (1991) point out, to listen to our students carefully, observe them and evaluate each situation individually.

Research into classroom practice has found some techniques more efficient than others. According to Meyer (1986, p. 228), “significant effects were found for teachers using *sustained feedback*, staying with the student who first made the error”. This type of feedback led to most improved answers and seemed to be the most effective. As Meyer states, teachers used *process feedback* – giving students hints leading to self-correction – only very rarely and thus it was impossible at that time to observe its effectiveness.

Besides the strategies already mentioned, Adrian Doff (1993) adds several that are generally found useful. In his book *Correcting errors*, Doff argues that teachers should focus on what is right instead of busying themselves over errors. Additionally, teachers should praise students for correct answers, since they will get a feeling of progress in their interlanguage development and become more willing to risk and experiment with language. Finally, Adrian Doff (1993, p. 190) observes that teachers should perform error correction quickly: “if too much time is spent over correcting errors, it gives them too much importance and holds up the lesson”.

What teachers must avoid at all costs, on the contrary, is corrective feedback that is derogatory or punitive in any way. Such feedback is viewed by learners as devaluating or insulting (Brown, 2007). Hubbard et al. (1983, p. 143) claim the same when they observe that “Nothing will undermine a learner’s confidence as much as a series of derogatory comments on his language performance”. Such attitude of teachers would be particularly damaging and would encourage withdrawal on the part of learners. It is thus necessary for teachers to maintain positive attitude towards correction and try to avoid such humiliating feedback in general. In this study, the researcher used Lyster and Ranta’s (1997) strategies as a basic of research investigation. They propose six types of error correction that can be conducted by the teacher, namely:

*Table 2.2: Types of Correction Strategies.*

<b>EC Types</b>	<b>Definition</b>	<b>Example</b>
Explicit	Indicates an error; identifies the error, and provides the correction.	S: On May T: Not on May, in May. We say, "It will start in May:
Recast	Reformulates all or part of the incorrect word or phrase to show the correct form without explicitly identifying the error.	S: I have to find the answer on the book? T: In the book.
Clarification request	Indicates that the student's utterance was not understood and asks the student to reformulate it.	S: What do you spend with your wife? T: What? (Or, Sorry?)
Meta-linguistic	Gives technical linguistic information about the error without explicitly providing the correct answer.	S: There are influence person who. T: Influence is a noun.
Elicitation	Prompts the student to self-correct by pausing, so the student can fill in the correct word or phrase.	S: This tea is very warm. T: It's very? S: Hot.
Repetition	Repeats the student's error while highlighting the error or mistake by means of emphatic stress.	S: I will showed you. T: I will SHOWED you? S: I'll show you.

*The table below provides an example and explanation for each Oral Corrective Feedback type (Lee, 2013, p. 218).*

## **H. When to Correct Error**

Another question which teachers have to answer for themselves when deciding on correction is when to correct. As Bartram and Walton (1991, p. 4) claim, “Often the spontaneous reaction on hearing an [error] is to correct immediately”. That does not mean that it is the only option possible, or the best one. The possibilities regarding the timing of correction include immediately, after a while (when the learner finishes a sentence/whole utterance etc.), at the end of an activity, later in the lesson, at the end of the lesson, in the following lesson, later in the course, or never (Scrivener, 2005); the decision for specific timing is also influenced by the type of activity the learners are concerned with.

The basic options regarding timing are either delayed or immediate correction. The problem of immediate correction is that “it often involves interrupting the learner in mid-sentence – practices which can certainly be disruptive and could eventually inhibit the learner's willingness to speak in class at all” (Allwright and Bailey, 1991, p. 103). In other words, the affective correction would be negative. On the contrary, psychology literature shows that “correction becomes less effective as the time between the performance of the skill and the correction increases” (Allwright and Bailey, 1991, p. 103). This observation makes the decision even more complicated to teachers. Moreover, classroom research does not claim general preference for delayed or immediate correction regarding its value for language acquisition.

Despite all that, teachers have to correct their learners and make decisions regarding timing of correction on everyday basis. For that reason, it might be useful to have a closer look at what theory recommends regarding individual timing options. Moreover, Gower, Phillips and Walters report that the correction depends on the aim of activities. If the focus is on accuracy, the teacher's control and correction will be tight and if the focus is on more fluency then the teacher's direct control and correction will be less (Gower, Phillips and Walters, 1995).

## **I. Advantages and Disadvantages of Error Correction**

### **1. Advantages of Error Correction**

There are many advantages of giving correction toward students' errors such as to avoid early fossilization and to develop a higher level of competence, to fulfil students' need to be corrected, and to improve oral performance as well as attain successful communication (Ommagio, 1986 p. 282, Smith, 2010, Al-Faki, 2013). By applying error correction strategies, students are provided with more opportunities to accomplish their tasks and then to obtain a sense of achievement effectively (Al-Ghazo, 2016). Tomkova (2013) conducted research on error correction techniques in spoken practice and come up with the result that correction toward errors is a part of teachers' duty with adequate frequency. The students in his study also believed that teachers' correction is needed for their own progress.



Julian Edge (1989, p. 20) points out, “Correction is a way of reminding students of the forms of Standard English”. When correcting, teachers help students become more accurate in their second language performance. It should not mean “insisting on everything being absolutely correct” (Edge, 1989, p. 33); on the contrary, correction should be perceived as a means of helping learners on their way to mastering the second language, not as a tool for reaching perfection. For that purpose, Bartram and Walton (1991) prefer the term managing to correcting, as they believe that the outcome of an erroneous utterance should be the same as of a correct one: the students will make progress (Bartram and Walton, 1991).

## 2. Disadvantages of Error Correction

Truscot (1996) who concerns with form correction said that error correction toward oral work has some losses in the teachers’ side. The teacher should deal with misunderstanding the error; it will be a little bit complicated since. According to him, most of English teachers are not expert in grammar and it consequently makes them in trouble to understand the source could be more confusing that enlightening students. Other disadvantages occur from giving error correction are the ability of a human to be consistent and inconsistent can mean correction one and not the other or offering two different types of correction for a single types of error. Truscott claims that error correction in oral practice does not work because of the following five reasons: teachers correct inconsistently, sometimes wrongly, students are sometimes

hurt by being corrected, students may not take corrections seriously, correction may interfere with fluency, learners do not learn from the correction.

While Chen (2005) conducted a research with three English instructors teaching speaking classes in Taiwan in order to analyze effective feedback and error treatment. The results mentioned by the subjects that they did not prefer to correct most of the learners' errors as learners had negative feelings, such as embarrassment and anxiety when they were corrected in class. Furthermore, the participants seemed to have a consensus that errors were natural parts of learning and need not be corrected every time, and they all agreed that errors of pronunciation were common among learners and such errors should not be ignored.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will describe the research design, population and sample, technique of data collection and technique of data analysis.

#### **A. Research Design**

This research is classified as qualitative research. Qualitative research is focused on qualitative phenomenon which is related to quality or kind. Moreover, it is concern with personal assessment of opinions, attitudes, and behaviors. He also explains qualitative research head for discovering the primary motives and needs (Kothari, 2004). In qualitative research, the researcher addresses research problems where the variables are unknown and require exploration (Creswell, 2012). Bogdan and Taylor as quoted by Moeleong (2000, p. 3) define “qualitative is as a research procedure that result the descriptive data such as words in written or oral form from people and their behavior that can be observed”. It is the process where the researcher does an observation process about teachers’ correction strategies and types of error correction strategies more preferred by the students in correcting their oral error in English classroom at second grade in SMPN 2 Baktiya.

The method used in this research is qualitative descriptive method. Nazir (1983) argue that descriptive method is a study that done to make description about

situation and condition. Descriptive method is the kind of research that give an idea or commentary on the state of things as clear as possible without any treatment of the object studied (Kountour, 2003). Also, the researcher decides to employ the method in this study because it requires her to describe something, determine the existing conditions, and analyzed the research findings without drawing a generalized conclusion from them (Sugiono, 2005).

## **B. Population and Sample**

### **1. Population**

Population refers to the group interest to the writer which may generalize the result of the study (Fraenkel, 1990 cited in Arifin, 2011). The population of this study includes four English teachers and four classes in third grade students at SMPN 2 Baktiya in the academic year 2017/2018. There are four classes for IX in this school; namely class IX/1, IX/2, IX/3, and IX/4 (each contains about 27-30 students). Thus, a number of 4 English teacher and 108 third graders are pointed out as the population of this study.

### **2. Sample**

In this study, the researcher took the sample 2 English teachers and 30 third grade students from IX/1. Therefore, the researcher took IX class as a sample because this class is one of the active classes in learning and teaching English. Barreiro and

Albandoz (2001, p. 2) defines that sample was the smallest unit of population selected as representative of the population. The researcher decided a sample after determined the population using purposive sampling. According to Barreiro and Albandoz (2001, p. 4), purposive sampling is the one in which the person who is selecting the sample and tries to make the sample representative, depending on his opinion or purpose, thus being the representation subjective. Afterwards, it is very important to choose and appropriate sample to make the study more valid and reliable.

### **C. Technique of Data Collection**

#### **1. Observation**

Observation is a qualitative data collection procedure of gathering open-ended, direct information by observing participants in order to identify and record behavior and interactions occurring at research site (Creswell, 2005, Glatthorn and Joyner, 2005). Mackey and Gass (2004) state that observations are beneficial mean to acquire in depth information about such phenomena as the language types, activities, interaction, instruction and events which happen in the classroom of second and foreign language. In addition, it pursues to discover what people think and do by watching them in action as they express themselves in various situations and activities (Pandey and Pandey, 2015).

In conducting this research, the researcher observed the activities of the students and teacher in speaking activities for two times for each teacher in their class, purposed to acquire the information needed. Furthermore, in the process of observing, the researcher focused on the errors made by the students and the responses of the teacher toward them considered as the error correction strategy. In this section, the researcher used observation sheet as the instrument in collecting data. It was used to observed teacher and students activities in teaching and learning process. The result of this observation sheet becomes additional information for researcher in completing the data to answer the first research question. Nevertheless, observation also has limitations such as the information provided was very limited and the unpredictable thing could affect the observation process. Consequently, the writer confirmed the result by interviewing the teachers after doing observation.

## 2. Interview

In order to get clear understanding of the first question: what is teachers' strategies in correcting students' oral work error in English classroom, the teachers will be interviewed. Bogdan and Biklen (1998) as cited in Haryanto (2015, p. 25) "interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. The purpose of interviewing people is to find out what they think or how they feel. Borg and Gall (1983) state that there are three methods of interview, those are: structured

interview, semi-structured interview and unstructured interview. In this study, the researcher used structured interview to gain the data from the teachers. According to Mackey and Gass (2005, p. 366) structured interview is “a type of interview which resemble verbal questionnaires and allow researchers to compare answer from different participants”. The interview section had been done by asking two of English teachers at SMPN 2 Baktiya. They interviewed after they finish their class and it take place in their office. Each interviewee spent more than 10 minutes to respond the questions and orders from the interviewer.

### 3. Questionnaire

According to Brown (2000, p. 6) as cited in Macky and Gass (2005, p. 92) questionnaires are “any written instruments that present respondent with a series of questions or statement to which they are to react either by writing out their answers or selecting them among existing answer”. In this study, the researcher was distributing the questionnaire to the students. The questionnaires are consist of ten questions in closed-ended form and there are three statements related to the kinds of error made (lexical error, phonological error, and syntactic error) which had to be matched with the error correction strategies that they preferred to choose. I had provided options for each question; the options would be choose by the students based on their point of view about teachers’ correction strategies. This method was used to find out types of teachers’ correction strategies more preferred by the students.

#### **D. Technique of Data Analysis**

In order to get the data needed, the researcher employed triangulation technique. The techniques included observation, interview and questionnaire. Mackey and Gass (2005) give the definition of triangulation as applying various methods to study a certain phenomenon. Since the data in this research was qualitative, the technique was used to analyze the data was also qualitative. It was done by describing and explaining the information based on the data gotten. It starts with the analysis of classroom observation sheet, the result of teachers' interview and the results of students' questionnaire.

In order to examine the oral errors made by the students and the strategy used by the teachers in correcting them, the researcher conducted a classroom observation by observing the teaching and learning process. The errors that students make were written down in the strategies column. Every errors will count based on their classification whether they are corrected or not. Due to the abundant of data obtained, the data from observation sheet were then analyzed and examined in descriptive explanation.

In conducting the interview, the researcher used a recorder to record what the respondents said. It was consider important in order to avoid losing important information during the process of interview. Thus, it helped the researcher to do the analysis of teachers' responses correctly. The data from teachers' interview transcript were then analyzed in order to give additional information in answering research



question number one. It was due to the reason for those of the errors that were left uncorrected and their opinion about the students' error. Later, the findings of the interview would be presented in descriptive explanation that represented the answers of each participant.

In order to get information about types of teachers' correction strategies more preferred by the students, the result from questionnaire were then analyzed by counting the choice of the students in particular strategy to correct their particular errors.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the result of research findings on the students' oral errors and the teachers' correction strategies used toward them. The findings were also sharpened by interviewing the teachers about their responses to students' errors. The students' error correction strategies preferences were elicited in the result of questionnaire given to them.

#### **A. Research Findings**

The research findings were based on the data collection on November 20, 2017 through December 7, 2017. The data findings concerning the problem stated in Chapter I are presented in the following organizations:

1. What are teachers' strategies in correcting students' oral work error in English classroom?
2. What types of teachers' error correction strategies more preferred by the students?

The results for point 1 were obtained from classroom observation and interviewing the teachers, while point 2 was collected from the questionnaire given to 30 students from the third grade IX/1 class students.

When talking about error correction strategy, it is needed to know about the error itself. The students' errors in oral were obtained from the classroom observation in two kinds of situations: teaching-learning in the morning and in additional class in the afternoon and with different teachers but in the same class, namely the third grade IX/1 class. The researcher analyzed the errors which the students made in three divisions: lexical errors, phonological errors and syntactic errors. The finding of the total errors can be seen in the table below:

*Table 4.1 Students' Error Finding*

Lexical Error	: 6
Phonological Error	: 15
Syntactic Error	: 11
<b>Total</b>	<b>: 32</b>

Therefore, from the table 4.1 can be seen that the most frequently error made by the students during observation was phonological error and the least one was lexical error.

### **1. Teachers' Strategies in Correcting Students' Oral Error**

In teaching English, especially in speaking, teachers are expected to apply various strategies in correcting students' error. It is better if teachers not only applied single strategy, but perhaps can improve various strategies for each error and for each meeting. Moreover, teachers are also responsible to choose appropriate strategies in

controlling students' error in the class. Based on research finding from observation and interview, bellows are several strategies of teachers' correction strategies in correcting students' oral errors: The total error correction used by the teachers in the whole observation can be seen as follows:

*Table 4.2 The Use of Teachers' Error Correction Strategy*

	<b>Explicit</b>	<b>Recast</b>	<b>Clarification Request</b>	<b>Metalinguistic Feedback</b>	<b>Elicitation</b>	<b>Repetition</b>
Lexical Error	2	1	-	1	2	-
Phonological Error	9	3	-	-	1	2
Syntactic Error	2	2	1	4	1	1
<b>Total</b>	<b>13</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>3</b>

Table 4.2 shows us the amount of corrections that were used in correcting each error classification. There were 32 corrections done of error made by the students during four days observation. The example of teacher utterances in correcting students' error would be presented in each items of discussion.

a. Explicit Corrective Feedback

On the first day of observation, explicit corrective feedback was mostly used in correcting phonological error. It was found three times in phonological error, and once in syntactic error. On the second day, explicit was also frequent in correcting phonological error. There were about four phonological error corrected by using this

strategy. While on the last day observation, there were two phonological errors, two times in correcting lexical error and once in correcting syntactic errors.

Explicit corrective feedback was one of the strategies that mostly used in correcting phonological error. In this kind of error the teacher used some different kind of strategies. The findings showed that rather than using any other strategy to correct students' errors, explicit was the right one. It can be seen in the example below:

*Teacher : Ok... how to say this one? (Pointing the text written 'arrived')*

*Student : [wi erift]*

*Teacher : [araivt]... ya... [eraivt] ok and this one? [Pointing 'decide']*

*Student : [desaid]...*

*Teacher : [disaidid]...*

On the above example, the teacher tried to elicit the students' answer by asking his student to pronounce the word first (elicitation) and she failed to pronounce the right sound, so that the teacher showed it explicitly. When talking about sound, the students needed a real model to show them how to pronounce it. They were unable to do it in self learning or just look it up in the dictionary.

#### b. Recast

Recast was found six times use by the teacher in total, once in correcting lexical error, three times in correcting phonological error and two times in correcting syntactical error. In asking for clarification of what the students meant, the teacher tended to use repetition strategy.

*Teacher : What are you doing last weekend?*

*Student : Last weekend I go to the beach with my sister.*

*Teacher : You went to the beach.*

*Student : Oh ya! Last weekend I go to the beach with my sister.*

It can be seen in the illustration above that the teacher repeat the students' sentence with the correct form. And the students' know that her sentence is error and she repeat again that sentences with correct form.

#### c. Clarification Request

Through the classroom observation and teachers' interview, clarification request was one of the uncommon strategies used by the teachers in correcting students' error in this research. It was only used once time in correcting the syntactical error in second day observation. There were no lexical and phonological errors found to be corrected by using this strategy. It can be seen in the example below;

*Teacher : You said 'she sister?'*

*Student : She's...*

In clarification used, the teacher delivering the question to ensure that the student said as she heard.

#### d. Metalinguistic Feedback

This kind of error correction strategy was used five times in total. It was used once time in the first day of observation when the teacher corrected the students' lexical error. While on the third day observation, there were four times of

metalinguistic feedback used in correcting syntactical error. There were no phonological errors found to be corrected by using this kind of strategy. The example of syntactical error that was made by the students and teachers' response toward it can be seen as follow:

*Student : I have many money in my pocket.*  
*Teacher : 'Many' used for countable noun.*  
*Student : Silent.....*  
*Teacher : 'Money' is countable or uncountable? We learnt about that last week.*  
*Student : Oh iya ya Bu! Countable. Berrati 'I have much money in my pocket'.*  
*Teacher : Ok good!*

#### e. Elicitation

This kind strategy was used as many as twice in correcting students' lexical errors on the first day observation. While on the second day observation, it was found once in phonological errors. While on third day observation, the researcher also found once in correcting syntactical errors. The example of lexical error that was made by the student and teachers' correction used elicitation as the strategy can be seen as follow;

*Student : In my bag, I have six books, two pens and one spidol.*  
*Teacher : And one?*  
*Student : (Look at his friend...) And one board marker.*

#### f. Repetition

In repetition strategy, it was found to be used twice by the teachers in correcting phonological error on the first day observation. On the second day observation, this strategy was also used only once in correcting syntactical error.

While in lexical errors, repetition strategy was never used in correcting students' error.

*Student : The text tells about sister... want to go to the beach and she's sister promise that...*

*Teacher : She sister?*

*Student : She's sister*

*Teacher : She sister???*

In additional, based on the result of teachers' interview, the teachers claimed that they always correct their students' errors, they argue that every single error is important to correct, included pronunciation, vocabulary and grammatical error. The teachers said that the time they correct their students' error is depend on activity, sometime they correct when the students are in speaking and sometime when the students finish their speaking. While about teachers' error correction strategy, the teachers are usually used explicit corrective feedback to correct their students' error.

They said that:

*If for the correction strategy, I prefer to directly explains the mistakes they made and then give the right answer, because they are still in junior high level, so I think their English is still very less, if we wait for them to correct their own mistakes it needs a long time for them to think or even have to look at the dictionary first.*

In their opinion, students' ability in English is still less. So, if the students made an error during speaking, the teachers are corrected with clear explanation of students' error and provide the correct form.



## 2. Preferable Error Correction Strategies by the Students

The result of questionnaire came from the questionnaire which given by the researcher. The questionnaire was intended to collect the primary data of the research. The researcher distributed the questionnaires on December 2<sup>nd</sup>, 2017 and the questionnaire was consisted of 10 questions but only three questions that related to the kinds of error made (vocabulary error, pronunciation error, and grammatical error) which had to be matched with the error correction strategies that they preferred to choose. Then from students' answers of questions the researcher was able to conclude the types of teachers' error correction strategies more preferred by them.

*Table 4.3 Error Correction Strategies more preferred by the students*

Items	Types of correction strategies mostly preferred					
	Explicit	Recast	Clarification request	Metalinguistic Feedback	Elicitation	Repetition
When I make an error in vocabulary during speaking, I want my teacher correct me in:	16	3	5	2	3	1
When I make an error in pronunciation during speaking, I want my teacher correct me in:	11	6	3	2	4	4
When I make an error in grammar during speaking, I want my teacher corrects me in:	10	7	4	5	3	1
<b>Total</b>	<b>37</b>	<b>16</b>	<b>12</b>	<b>9</b>	<b>10</b>	<b>6</b>

The table 4.3 presented the result of questionnaires that were given to the students about their preference toward their teachers' correction strategies. Items for kind of error were given in the statement. Explanation to each error correction would be obtained under its own sub-title.

a. Students' Preferences in Lexical Error

The result of the students' questionnaires revealed that when the students made lexical errors, 16 of respondent preferred to choose Explicit corrective feedback as their favorite correction strategy, while 3 of respondent chose Recast, 5 of respondent chose Clarification Request, 2 of respondent chose Metalinguistic feedback, and 3 of respondent chose Elicitation, and only 1 chose Repetition strategy. It can be conclude that teachers' correction strategy more preferred by the students to correct their vocabulary error is explicit corrective feedback.

b. Students' Preferences in Phonological Error

With regard to phonological error, 11 of respondents chose to have explicit corrective feedback as their preference correction strategy, 6 of respondent chose recast, 3 of respondents chose clarification request, 2 of respondents chose metalinguistic feedback, 4 of respondents chose elicitation. The same of always, 4 of respondents chose repetition strategy. It can be conclude that teachers' correction strategy more preferred by the students in correcting their pronunciation error is explicit corrective.

### c. Students' Preferences in Syntactic Error

In syntactical error, 10 of respondent chose to have explicit corrective feedback as their preference correction strategy, 7 of respondents chose recast, 4 of respondents chose clarification request, 5 of respondents chose metalinguistic feedback, 3 of respondent chose Elicitation, and only 1 chose repetition. So, it can be conclude that teachers' correction strategy more preferred by the students in correcting grammar error is explicit corrective feedback.

## B. Discussions

Based on the analysis of three data collecting above, the researcher explained some brief and clear description focusing on data, which had been acquired through the observation, interview and questionnaire. This research focuses on teachers' error correction strategy and preferable correction strategy by the students. The research questions are "what are teachers' strategies in correcting students' oral work error in English classroom?" and "what types of teachers' error correction strategies more preferred by the students?". After conducting observation, doing interview and give the questionnaire to the students, the researcher got the result as stated below.

There were six kinds of correction strategy: explicit, recast, clarification request, metalinguistic, elicitation and repetition strategy. The most often strategy that was used by the teachers to correct the students' errors was explicit corrective feedback. It was used for about 13 times. The next common strategy was recast with

6 times of used, metalinguistic feedback 5 times, elicitation 4 times, repetition 3 times and clarification request once time. It contradicted to what Al-Faki (2013) found in his research that the most common strategy used by the teacher in correcting students' errors was recast.

Thirty students of the third grade IX/1 class were the correspondents of the questionnaires about students' error correction preference. They were asked to answer ten questions and there are three questions related to their choice of correction strategy toward their errors. Most of the students chose explicit corrective feedback as their favorite correction strategy for every error made. It was quiet persistent with what their teacher did with their actual error that the kind of strategy used was also the most highly used strategy. The second choice also matched what was found in the observations where recast was their second favorite one. Clarification request was chosen 12 times. It was contrary to what was found in the observations where the teacher only used it as a strategy to correct the students' errors for once, which was the least used strategy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESSTION**

#### **A. Conclusion**

According to the result in the previous chapter, some conclusion can be inferred.

1. Based on the finding of classroom observation, the researcher found that there were 32 errors made by the students during four days observations: 6 lexical errors, 15 phonological errors, and 11 syntactical errors.
2. The writer found that the teachers' correction toward students' errors are: 16 times used explicit, 6 recast, 1 clarification request, 5 metalinguistic feedback, 4 elicitation, and 3 times used repetition. It's mean that from observation, error correction strategies most common used by the teachers to correct students' oral work error in IX/1 classroom are explicit corrective feedback. In addition, from the interview section, the researcher also found that teacher prefer to directly explains the mistakes students made and then give the right answer, it's mean that teacher are usually used explicit corrective feedback as the strategy they used in correcting students' oral work error.
3. From the findings of students' questionnaires, the researcher found that the students' preferred to get explicit corrective feedback as the strategy to correct their errors and it was chosen about 16 in lexical errors, 11 in phonological errors, and 10 in syntactical error.

## **B. Suggestions**

There are several suggestions which can be given based on the findings of this research:

1. It is important for the teacher to know each student personally before gives a correction due to their ability to continue their utterance after the correction, and it will be better for the teacher used vary the strategies in assessing their students' oral work error to improve their spoken language use.
2. Since the most dominant errors made by the students were phonological errors, it is better for the teacher to show directly the pronunciation of the unknown word after they are given a chance to elicit themselves.
3. Clarification request and repetition strategies were only suitable to ensure whether students understand the question or the error they have committed, in order to elicit the answer it is better to use other strategy.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-8716/UN.08/FTK/KP.07.6/10/2017**  
**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 mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- 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 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017

**MEMUTUSKAN**

- Menetapkan :  
PERTAMA : Menunjuk Saudara:
- |  |                            |
|--|----------------------------|
| 1. Zubaidah, S.Ag., M.Ed               | Sebagai Pembimbing Pertama |
| 2. Dr.phil. Saiful Akmal, S.Pd.I., M.A | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Yusnidar
- NIM : 231324255
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : An Analysis of Error Correction Strategies Used by the Teacher toward Students' Error in English Classroom (A Study at SMPN 2 Baktiya, Aceh Utara)
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT : 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.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 4 Oktober 2017

An. Rektor  
Dekan



**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**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B-10861/Un.08/TU-FTK/ TL.00/11/2017

16 November 2017

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 : Yusnidar  
N I M : 231 324 255  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl. T.Hasyim No.178 Gampong Lam Hasan Aceh Besar

Untuk mengumpulkan data pada:

**SMPN 2 Baktiya Aceh Utara**

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

**An Analysis of Error Correction Strategies Used by the Teacher toward Students's Error in English Classroom (A Study at SMPN 2 Baktiya, Aceh Utara)**

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

An. Dekan,  
Kepala Bagian Tata Usaha,  
Mu. Said Farzah Ali

Kode 7817

BAG. UMUM BAG. UMUM





**PEMERINTAH KABUPATEN ACEH UTARA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 2 BAKTIYA**

Alamat: Jalan Banda Aceh-Medan Km. 321 Alue Ie Puteh Kecamatan Baktiya  
Email : smpn2baktiya@gmail.com Kodepos 24392

**SURAT KETERANGAN PENELITIAN**

Nomor : 422.1/SMPN2 / 110

Sehubungan dengan Surat Dekan Fakultas Tarbiyah dan Keguruan ( FTK ) UIN Ar – Raniry Darussalam Banda Aceh Nomor : B-10861/Un.08/TU-FTK/TL.00/11/2017, Maka Kepala SMP Negeri 2 Baktiya Kabupaten Aceh Utara, dengan ini menerangkan bahwa:

Nama : YUSNIDAR  
NIM : 231 324 255  
Prodi/ Jurusan : Pendidikan Bahasa Inggris  
Semester : IX ( Sembilan )  
Fakultas : Tarbiyah dan Keguruan UIN Ar- Raniry Darussalam.  
Tempat : SMP Negeri 2 Baktiya Kabupaten Aceh Utara.

Benar yang namanya tersebut di atas telah melakukan Penelitian / Pengumpulan Data dalam rangka menyelesaikan Skripsi dengan Judul " *An Analysis of Error Correction Strategies Used by the Teacher toward Student's Error in English Classroom ( A Study at SMPN 2 Baktiya, Aceh Utara )* " penelitian dilaksanakan mulai dari tanggal 20 November s.d 06 Desember 2017.

Demikian surat ini kami buat untuk dapat di pergunakan seperlunya.

Alue Ie Puteh, 07 Desember 2017  
Kepala Sekolah,  
  
AZHARI, S.Pd  
Nip. 19700109 199512 1 001









### **List of Questions for Interview**

- 1) Do you correct every single error that your student makes?
- 2) What students' errors do you regard as the most important for you to correct?
- 3) When do you correct your students?
- 4) Who do you think is most effective correcting classroom errors?
- 5) Do you think it is important for students correcting each other?
- 6) Do you encourage students to correct each other?
- 7) How do your students react when another student makes an error?
- 8) How is your strategy in correcting your students' errors?
- 9) Do you think the way you correct your students' oral errors influences their motivation?



## Observation Sheet

Teachers' name :

Class :

Date :

Subject	Type of Error	Teachers' Strategies*					
		Explicit	Recast	Clarification request	Meta-linguistic	Elicitation	Repetition
	Lexical error						
	Phonological error						
	Syntactic error						

\*Adapted and modified from error correction strategies by Lyster, R. and Ranta, L. (1997) Corrective feedback and Learner Uptake: Negotiation on form in Communicative Classroom. *Studies in Second Language Acquisition*, 19, 37-66

\*\* Note for other strategies

## Students' Questionnaire

Please enter your information!

Name :

Gender :

Age :

1) When I make an error during speaking, my teacher's typical reaction is:

- ☐ Correction
- ☐ No correction
- ☐ Sometimes correction, sometimes no reaction
- ☐ No correction, other students correct me
- ☐ No correction, I must self-correct

2) When I make an error during speaking, it is very good / good / not good / bad when my teacher corrects my error and explain what was wrong and why.

- ☐ Very good
- ☐ Good
- ☐ Not good
- ☐ Bad

3) When I make an error during speaking, it is very good / good / not good / bad when my teacher tells me that I have made an error but I must self-corrected.

- ☐ Very good
- ☐ Good
- ☐ Not good
- ☐ Bad

4) When I realize I have made an error, my typical reaction is:

- ☐ Nothing at all, I continue speaking
- ☐ I admit the errors, think about it and then continue
- ☐ I ask my teacher about the error and the correct solution
- ☐ Stop to speak

5) In my opinion, my teacher corrects errors...:

- ☐ More or less the same with all activities
- ☐ Sometimes less, sometimes more - depends on the activity
- ☐ Errors of some students less and of others more, regardless of the activity
- ☐ Other (please specify):

6) I would appreciate if my teacher...:

- ☐ Kept correcting the way (s)he does
- ☐ Changed her/his way of correcting (how?):

7) In comparison with students of the same level of English, I make errors...:

- ☐ More often
- ☐ Similarly frequently
- ☐ Less often

8) When I make an error in vocabulary during speaking, I want my teacher correct me in:

- ☐ Explicit (Clear explanation of my error and provide the correct form).
- ☐ Recast (Repeating my utterance with change or paraphrasing).
- ☐ Clarification Request (Indicating my error through clarification request).
- ☐ Metalinguistic Feedback (Giving comment, information or questions related to well form of my utterance without explicitly providing the correct one).

- ☐ Elicitation (Either eliciting completion of my utterance, questioning in WH question or asking me to reformulate my utterance).
- ☐ Repetition (Repeating my utterance with correct one).

9) When I make an error in pronunciation during speaking, I want my teacher correct me in:

- ☐ Explicit (Clear explanation of my error and provide the correct form).
- ☐ Recast (Repeating my utterance with change or paraphrasing).
- ☐ Clarification Request (Indicating my error through clarification request).
- ☐ Metalinguistic Feedback (Giving comment, information or questions related to well form of my utterance without explicitly providing the correct one).
- ☐ Elicitation (Either eliciting completion of my utterance, questioning in WH question or asking me to reformulate my utterance).
- ☐ Repetition (Repeating my utterance with correct one).

10) When I make an error in grammar during speaking, I want my teacher corrects me in:

- ☐ Explicit (Clear explanation of my error and provide the correct form).
- ☐ Recast (Repeating my utterance with change or paraphrasing).
- ☐ Clarification Request (Indicating my error through clarification request).
- ☐ Metalinguistic Feedback (Giving comment, information or questions related to well form of my utterance without explicitly providing the correct one).
- ☐ Elicitation (Either eliciting completion of my utterance, questioning in WH question or asking me to reformulate my utterance).
- ☐ Repetition (Repeating my utterance with correct one).

## **AUTOBIOGRAPHY**

### **Personal Identity**

Name : Yusnidar  
Place/ Date of Birth : Alue Ie Puteh / April 21<sup>th</sup>, 1995  
Sex : Female  
Religion : Islam  
Nationality : Indonesia, Acehnese  
Marital Status : Single  
Occupation : Student  
Address : Lam Hasan, Dsn Paya Loe No. 367, Peukan Bada

### **Parent**

Father's Name : Zakaria Ansari (Alm)  
Mother's Name : Syaribanun  
Occupation : Farmer  
Address : Gp. Alue Ie Puteh, Kec. Baktiya, Kab. Aceh Utara

### **Educational Background**

Primary School : SDN 1 Baktiya (2001-2007)  
Junior High School : SMPN 2 Baktiya, (2007-2010)  
Senior High School : SMAN 1 Baktiya, (2010-2013)  
University : UIN Ar-Raniry (2013-2018)

Banda Aceh, February 01, 2018

Yusnidar