

**STUDENTS' PERCEPTION OF ERROR TREATMENT IN  
SECOND LANGUAGE SPEAKING**

**THESIS**



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## THESIS

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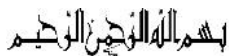
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(Mulia Wati)

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## SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: STUDENT' PERCEPTION OF ERROR TREATMENT IN SECOND LANGUAGE SPEAKING adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kekeliruan dan kesalahan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 January, 2018

Yang membuat pernyataan,



  
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## ABSTRACT

This study examines error treatment in second language speaking by correcting students' errors based on their preference to improve their speaking ability. The purpose of this research is to identify the most apparent types of corrective feedback and also to analyze the most effective type of corrective feedback based on students' perception and preference. To obtain the data, questionnaire technique was used in this study. The questionnaire was used to identify students' responses and preferences toward using types of corrective feedback in speaking. The research was conducted at English Department of UIN Ar-Raniry Banda Aceh. The population of this study was the students of English Department registered in the year of 2013-2016 while the sample was 1 unit from each generation which consist of 30 students (total 120 students) for the sample in this research. The results show that the most apparent types of corrective feedback was 'clarification request', it was 86,6%, while the result of the most effective type of corrective feedback based on students' preference was 'clarification request' as well (81,6%). It was found that applying 'clarification request' as a type of correcting student's error could improve students' interest in speaking English. The results of questionnaire also reveal a similar conclusion that is using 'clarification request' helped students produce correct forms in speaking ability.

***Key words:*** *corrective feedback; error treatment; perception; preference*

# **CHAPTER I**

## **INTRODUCTION**

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

Speaking is one of the most important skill in language learning among the four skills of English (listening, reading, writing and speaking). By speaking, we can convey information and ideas, and maintain social relationship by communicating with others. Actually, the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. Students of university are required to master speaking after graduating from their school in order to be able to communicate in English. Moreover, students are expected to be able to communicate English well. But, students often make error and complain about the difficulties of speaking English. It can be the most difficult and frustrating for them (Chen, 2005).

This study examines students' preferences for error treatment. However, making errors is an inevitable and natural process of language learning (Katayama, 2007). It is important to point out first the difference between "error" and "mistake", mistakes are similar to slips of the tongue, or one time only events. Errors, however, are systematic. The speakers who make errors will not realize that they erred. According to Dominic (2006) errors are usually produced regularly and systematically, so asking the student to try again is one

of the best ways of helping a teacher decide whether the incorrect form is an error or a mistake. Very little time needs to be spent on mistakes, but errors will need attention at certain stages of the lesson. Moreover, those mistakes can be corrected immediately since the correct form is known by the speaker. On the other hand, an error is a result of the students' lack of proper grammatical knowledge. Therefore, it occurs repeatedly and it is not recognizable by the students until it is corrected by teachers and others who are aware of the possible grammatical errors (Alamri & Fawzi, 2016).

Error treatment in speaking is a deep issue and a serious correction because each learner has different features and gives different reactions to the teachers' error correction and feedback. McKay's (2006) study identified that error treatment came up with various types such as recasts, explicit correction, implicit correction, elicitation, confirmation check, clarification, repetition of error, and metalinguistic feedback. Providing various types of corrective feedback can increase language development. Although numerous studies have investigated the effects of corrective feedback, relatively few studies investigated students' preferences and their perceptions about error correction. Many researchers have examined the relationship between students' anxiety and language performance. For instance, Kayaoglu and Saglamel (2013) investigated about "Students' perception of language anxiety in speaking classes". Gregersen & Horwitz (2002) examined about "Language learning and

perfectionism: anxious and non-anxious language learners' reactions to their own oral performance", Horwitz K, et al (1986) investigated about "Foreign language classroom anxiety" and Woodrow (2006) investigated about "Anxiety and speaking English as a second language".

It is cannot be denied for students to make errors when they attempt to use the target language before they have mastered it. Therefore, teacher should be prepared to handle the variety of errors that happen in students' speech (Park, 2010). Teachers also should consider students' anxiety when making a decision on the level of explicitness. Teachers can build students' confidence in their speaking ability via positive reinforcement. Moreover, teachers should be sensitive when correcting their students' errors and should remind them that it is natural for language learners to make errors in the process of acquiring the target language. Teachers, however, cannot and should not correct all the errors made by their students. Although students want to receive error treatment as much as possible, in reality, constant corrective feedback from the teacher can discourage student from participating in activities in class and increase anxiety. As a result, students feel uncomfortable and lose motivation to practice their speaking in class (Park, 2010). Therefore, teachers need to understand their students' various needs and expectations toward error correction by using a variety of tools, such as questionnaires, interviews, and observations to determine the students' needs.

Every speaker should be able to speak the words correctly, in order the listener will not misunderstand what she/he means. But, when speakers are learning a second language, they already have a first language. They also realized that the rules in the first language are not similar with the second language. As a result, speakers who have habit of using the rules of the first language, they will feel unusual and make errors. The next question is whether teachers should correct students' errors immediately or wait until students finish with the messages they are trying to convey, it should get special attention, because immediate error correction may inhibit a students' willingness to speak in class at all because it can interrupt the students in the middle of speech and such correction may reduce students' willingness to communicate with their teachers or classmates. Park (2010) argued that error treatment is harmful rather than helpful. In this case, the most effective method of error treatment is needed to correct oral communication, and understanding students' preference can be the first step toward leading them to speak English well.

Many studies have investigated the relative effects of implementing various types of feedback and have suggested that providing students with a variety of error treatment can help them acquire correct forms. But there is no one specific way that can always work, because different learners need different types of treatment. Other factors such as language anxiety might affect

language acquisition because anxiety can interfere students' speaking ability (Park, 2010). In order to be able to speak English well, students have to feel comfortable and confident in practicing their English. By feeling it, students will not fear of making mistakes. In fact, many students always feel uncomfortable, unconfident, and fear of making mistakes when speaking English, this fear and uncomfortable feeling may be caused by the inappropriate method that used by the teacher in correcting the errors. So, it is the best way to know student's preference and opinion about error treatment in speaking.

Based on the background of the study above, I take the title "Students' perception of error treatment in second language speaking".

## **B. Research Questions**

From the background of study that has been explained earlier, I would answer the following research questions:

1. What is the most frequent type of error treatment used in speaking ?
2. What is the most effective type of error treatment in speaking based on students' perception and preference?



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

The purpose of this research is to identify the most apparent types of corrective feedback and to analyze the most effective type of corrective feedback based on students' perception and preference.

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

Today many people are attempting to master more than one languages, especially, English, because it can get some benefits in their economic and social life. So that second language learners are recommended to speak English well. The findings will help students minimize the errors which are often made by them. Hopefully, it can give inspiration to the students to speak correctly and teacher can treat the students appropriately, so that the students would not faced any difficulties in speaking anymore. Therefore, as Park (2010) points out, "it is important for teachers to know their students' preference for error treatment in order to maximize its potential positive effect on language development" ( p. 3).

### **E. Terminology**

#### **a. Speaking**

Researchers define speaking in various ways. For instance, Brown (2004) defines speaking as "a productive skill that can be directly and empirically

observed” (p. 140). Farabi, et al (2017) defines speaking as “the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints” (p. 17). Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is equally complex (Luoma, 2004). According to Oxford Dictionary, speaking is “be able to use a language” or “make a speech to the audience”. In short, speaking means the action of conveying information or expressing one's thoughts and feelings in spoken language. Speaking here means students’ oral communication in the classroom, not written.

#### b. Students’ perception

The Cambridge Dictionary of Psychology (2009) defines perception as “the process, product, or act of creating coherence from the patterns of energy impinging on sensory organs, which allows either consciousness of objects or states of the external world or the capacity to react differentially to them” (p. 369). According to Longman Dictionary (2010), perception is “the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.)”. The Oxford Dictionary defines perception as “the way of seeing or understanding something” (2011) or “the ability to understand or notice something easily”. Students’ perception here means the way students’ think about error treatment, the teacher should understand how students want to be corrected, what type of

error treatment students prefer to correct with. Student perceptions of learning are highly correlated with their overall ratings of teaching effectiveness (Centra & Gaubatz, 2005). Students' perceptions of their educational experiences also influence their academic performance.

c. Corrective feedback

It is necessary to state first that errors are a natural part during the learning process. In second language classroom, when students speak English they will also make various errors, and if these errors are not corrected, students will stand on their own mistake. So, corrective feedback is needed in oral communication. Lightbown and Spada (1999) give corrective feedback definition such as: Any indication to the learners that their use of the target language is incorrect. The learners receive various responses.

d. Error treatment

Error treatment is a very complicated and thorny problem. As language teachers, we need to be armed with some theoretical foundations and be aware of what we are doing in the classroom. With the theories in mind, we can judge in the classroom whether we will treat or ignore the errors, when and how to correct them (Fang, 2007).

For systematic errors, since learners have already had the linguistic competence, they can explain this kind of errors and correct themselves. So teachers just remind them when they commit such errors. As to what kind of

errors should be corrected, it needs teachers' intuition and understanding of errors. At the same time, the teacher should consider the preference of the students, how they want to be corrected and analyze them in an appropriate way.

e. Preference

The Oxford Dictionary defines preference as "liking for somebody/ something more than somebody/ something else. Thing that is liked better or best" (2011, p. 346). Students' preference here means the way students' want to be corrected from errors, what type of error treatment students prefer to correct with and still happy to speak English at the same time, because when students are pleased with their surroundings, they generally tend to perform better.

## CHAPTER II

### LITERATURE REVIEW

#### A. Speaking

##### 1. The Definition of Speaking

Speaking is one of the language skills that most language learners wish perfect as soon as possible. It used to be the only language skill that was recommended to practice in order to be able to speak English well. As Brown (2004) defines on his book:

“Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test”.(p. 140)

Speaking is not only a tool for communication, but it also serves as a means of thinking, conveying, and informing knowledge or ideas. In other words, speaking is an activity involving some stages of composition speech completion. In addition, Farabi and friends (2017, p. 17) in *Using Guided Oral Presentation in Teaching English Language Learners’ Speaking Skills* reports “Speaking as the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints”.

Another definition is given by Brown (1999) who defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. In a similar view, Chaney (1998, p. 13) states that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Similarly, Luoma (2004) also defines that speaking is a complex area of language acquisition. Moreover, Richards and Renandya (2002) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

For majority of people, the ability of speaking means knowing that language well, because speech is the main tool of human communication. Cheng (2007) stated that “effective communication takes more than the ability to talk. It likewise includes the use of one’s mental capacities in the choice of words and the ability to make other person understand what one is saying and vice versa”(p. 99).

Astuti (2010) argued that the gap between English competence and performance exist because of the skills in school are not learned and practiced in a balanced way. He believed that the teaching and learning in school still widely focus on reading comprehension that the students are asked to read,

understand and answer the questions. Most of the class activities are about grammar and reading.

The listening section activity and speaking are rarely practiced. Therefore, he shows that the traditional teaching system is still applied and it affects the students' mastery in learning English as a foreign language (Dolati, 2011). The English competence that has higher priority for the students and is spent so much time is not well balanced with speaking practice to improve oral production and communicative performance (Astuti, 2010). Even though the speaking skill is taught in school or university, but the time allocation is not prevalent. As a result, when performing speaking skill in the class, the performance is not as good as the grammar competence which is mastered by the students because of lack of practice.

Have you ever noticed that people ask a foreign learner "Do you speak English?" but they never ask "Do you write in English?". Speaking ability in foreign language learning is majored and linked to being proficient in that target language. Non-Native Speakers tend to perceive their speaking ability as an important criteria of their success. Thus, they may attempt to pursue it more seriously rather than other aspects of foreign language learning.

Ur (2000) declared that "out of all the four skills ,listening, speaking, reading and writing, speaking seems the most important, people who speak a language are known as speakers of the language, as if speaking included all

other kinds of knowing a target language” (p.12). Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. The importance of speaking is best shown with the integration of the other language skills. For instance, speaking can help students develop their vocabulary and grammar and improve their writing skill. With speaking, learners can express feelings, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, students can display the different functions of language.

In some researchers’ view like Howarth (2001), speaking is a two-way process involving a true communication of ideas, information and feelings. Many researchers (e.g., Howarth, 2001) agreed that speaking is the most important skill a language learner needs. According to Wang (2009), language learners need to recognize that speaking like writing involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).



3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argued, speaking is used twice as much as reading and writing in our communication. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Celce-Murcia, 2001).

Dolati (2011) believes that English as a foreign language is difficult for Iranian learners, especially when they try to learn speaking. Some of the graduated EFL learners cannot speak fluently and accurately as well. Speaking skill is problematic for Iranian EFL learners when they graduate from high school or even university. It seems that Iranian learners find speaking difficult since the speaking activities are very rare. Therefore, it seems necessary to help learners with the use of proper instruction and corrective feedback in

developing speaking skill through appropriate techniques including free and guided oral presentations.

For the majority of people, learning English language means being able to speak and communicate well with others. Nunan (2001) said that “the ability to function in another language is generally characterized in terms of being able to speak that language” (p. 225). When someone asks, “Do you know another language?”, he/she generally means “Can you speak the language?”. To teach speaking skill effective methods should be employed to help students improve their speaking ability by correcting them appropriately.

## **2. The Purpose of Speaking**

The general purpose of speaking is to communicate with others. Therefore, three general purposes of speaking: to inform, to persuade, and to entertain. The first general purpose is to inform. Simply put, this is about helping listeners acquire information that they do not already possess. Then the listeners can use this information to understand something or to perform a new task or improve their skills. The most important characteristic of informative topics is that the goal is to gain knowledge.

The second general purpose people can have for speaking is to persuade. When we speak to persuade, we attempt to get listeners to get a point of view. A persuasive speech can make some change in listeners’

behavior or thinking. The final general purpose people can have for speaking is to entertain. Whereas informative and persuasive focused on the end result of the speech process, entertainment speaking is focused on the theme and occasion of the speech. An entertaining speech can be either informative or persuasive at its root, but the context or theme of the speech requires speakers to think about the speech primarily in terms of listeners enjoyment.

According to Harmer (2007), teaching speaking can be beneficial for three reasons: First, it gives students the opportunity of speaking the second or foreign language to known people namely teachers and classmates within the classroom. Second, in teaching speaking, students are given tasks where they take the advantage to express their knowledge freely, in order, to explore their strengths and weaknesses. Third, teaching speaking makes all of the information about language grammar structures practiced by learners and that leads them to speak fluently and without difficulty.

## **B. Corrective Feedback**

### **1. Definition of Corrective feedback**

Corrective feedback is a part of error treatment in language learning. Chaudron (1988) has pointed out the fact that the term corrective feedback incorporates different layers of meaning. In Chaudron's view, the term "error treatment" may simply refer to "any teacher behavior following an error that

minimally attempts to inform the learner of the fact of error". The treatment may not be evident to the student in terms of the response it elicits, or it may make a significant effort "to elicit a revised student response" (p. 150).

Finally, there is "the true" correction which succeeds in modifying the learner's second language rule so that the error is eliminated from further production. Lightbown and Spada (1999) define corrective feedback as: Any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, 'He go to school everyday', corrective feedback can be explicit, for example, 'no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, 'Don't forget to make the verb agree with the subject', and another types of corrective feedback.

McKay's (2006) study identified that error treatment came up with various types. They can be explained and illustrated with the data as follows:

1. Clarification request: The teacher asks the student again.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: Pardon me? Could you say it again?*

2. Repetition: The teacher highlights the students's grammatical errors by using intonation.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: I **drink**?*

3. Implicit correction: The teacher does not interrupt the student but indirectly treats the student's error.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: I drank it too yesterday morning.*

4. Explicit correction: The teacher gives the correct form to students with grammatical explanation

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: **Drink** is in the present tense. You need to use the past tense **drank** here.*

5. Confirmation check: The teacher confirms the student's utterance by giving a correct form.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: You drank it yesterday morning?*

6. Elicitation: The teacher elicits the correct form from the student.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: Yesterday morning, I...*

7. Metalinguistic feedback: The teacher gives a hint or without specifically pointing out the mistake.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: How does the verb change when we talk about the past?*

8. Recast: The teacher reformulates all or part of student's utterance.

*T: What did you do yesterday morning?*

*S: I **drink** a cup of tea.*

*T: I drank a cup of tea.*

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative (Hattie &

Timperley, 2007). In this review, feedback is conceptualized as information provided by an agent (teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance. Winne and Butler (1994) provided an excellent summary in their claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 5740). Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed. It is most powerful when it addresses faulty interpretations, not a total lack of understanding. Under the latter circumstance, it may even be threatening to a student: "If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known" Kulhavy (1977, p. 220).

## **2. The Purpose of Corrective Feedback**

The purpose of corrective feedback is to draw the attention of the students to errors in their second language so that they take note of the errors and learn the correct forms (Elsaghayer, 2014). Some researchers argued that corrective feedback is potentially harmful. It may also damage the feeling of the learners. Other researchers Loewen, et al (2009) claim that the controversy surrounding the corrective feedback can be better understood in terms of meaning-focused instruction versus form-focused instruction. Ellis (2009) reminds us that corrective feedback does not function as 'punishment' but it may inhibit or discourage learning.

Second language pedagogy has highlighted the importance of positive feedback or reinforcement in providing effective support to the learner by stimulating motivation to continue learning. Positive feedback or reinforcement is obviously something that is very important to the students. In fact, learners need to constantly feel encouraged to keep on learning. In contrast, negative evidence provided through corrective feedback may, at times, seriously damage learners' feelings and attitudes (Martinez, 2008). In short, learner individual characteristics may influence the effectiveness of corrective feedback. Emotions and feelings towards the feedback process are mainly dependent upon how feedback is actually managed (Ayedh & Khaled, 2011).



In fact, overcorrection could undermine the student's self-confidence. According to Storch (2010, p. 43), "Providing feedback on a large number of errors may overwhelm the learners, not to mention be extremely time consuming for the teachers". In this sense, teachers should know when and how to correct errors and, above all, should consider learners' sensitiveness and personality. What language teachers should actually avoid is to make learners feel embarrassed or frustrated when being orally corrected in class-fronted situations. Most importantly, the teacher should be positive and kind. Rather, corrective feedback should always be delivered carefully and in a very positive way and, above all, nicely, so that students do not feel embarrassed. As Ayedh and Khaled (2011, p. 216) claimed, "Feedback should always be personal, and never directed at the person's personality".

Although implicit as well as explicit types of feedback have been shown to be beneficial, and both lead to learning, the fact is that corrective feedback cannot be provided in such way that students immediately react by putting themselves on the defensive. Thus, corrective feedback must be highly flexible, adapted to the individual learner and to the social/situational context (Ellis, 2009). Given that anxiety can have a negative effect on the way learners benefit from the feedback process, second language teachers should be much more concerned with learners' feelings and emotions when being orally corrected in class-fronted situations. That is, they frequently worry about

hurting the learners' feelings and damaging their self-esteem. Rather and friends (2013, p. 8) pointed out that "the extent to which learners want to be corrected is generally greater than teachers' wish to provide correction". This is likely due to teachers' fear of discouraging the learners.

In fact, teachers believe that corrective feedback can induce language anxiety, affecting students' self-esteem and motivation in a negative manner. In this respect, Dornyei (1994, p. 282) insists on the idea of error treatment without generating anxiety by suggesting that we "use motivating feedback by making our feedback informational rather than controlling; giving positive competence feedback, pointing out the value of accomplishment; and not overreacting to errors". Even Ellis (2010) suggests that teachers should abandon corrective feedback if it is a source of anxiety to a learner. Feedback on error can be provided in a wide variety of ways, the fact is that learners also perceive and respond to corrective feedback in different ways (Lyster & friends, 1999). Thus, Ellis (2009) reminds us that teachers need to adapt and adjust flexibly a wide variety of corrective feedback techniques to the particular learner's cognitive and affective needs. As is evident, this does not necessarily mean that they can correct all students in the same way. In fact, feedback on errors should be individualised, even though this evidently involves an enormous challenge for teachers.

Differences in opinions are evident in responses to the key issues facing teachers and teacher educators, such as whether corrective feedback contributes to second language acquisition, which errors to correct, who should do the correcting (the teacher or the learner him/herself), which type of corrective feedback is the most effective, and what is the best timing for corrective feedback; immediate or delayed (Ellis, 2009).

### **3. The Impact of Corrective Feedback**

In one of Oliver's (2000) studies, she compared the availability and use of negative feedback, the results showed that feedback was frequently and consistently provided and incorporated into the learners' subsequent output as well. All these results provide supportive evidence that not only does corrective feedback exist but also that learners make use of the feedback in their subsequent second language production.

However, it should be noted that, in most studies, the use and usability of corrective feedback have only been assessed in terms of the learners' immediate responses to the feedback. The learner's following response to feedback cannot be equated with the ultimate use of the feedback in second language development as it may merely show a subsequent and temporary change of linguistic behavior at the moment the feedback is received. Thus, more studies which demonstrate long-lasting effects of corrective feedback on

second language development are needed to provide supportive evidence for its use and usability.

#### **4. The Issues of Corrective Feedback**

##### **a. Learners' Noticing of Corrective Feedback**

Noticing has been considered as learners taking control over the information (input) received. This function has been deemed critical by some SLA theorists based on the assumption that only noticed input can be converted into intake. For example, proposes that intake is *what is available* within input and *what learners attend to*, hypothesizing that only attended-to information could serve as a basis for language learning. Gass (1991) also asserts that input can only be available for intake into a language learner's existing conceptual system when it is consciously noticed. As a conscious process, noticing may enable learners to carry out a comparison of what they have heard in the input and what they can actually produce on the basis of their current second language systems: this process is known as *noticing the gap* (Schmidt & Frota, 1986).

**b. Mismatches between Teachers' Intentions and Learners' Interpretation**

A high proportion of apparent mismatches between teachers' intended pedagogical focus and students' actual attentional focus have been reported in the SLA literature. Understanding learners' internal systems seems a primary factor that should be considered in order to prevent the potential mismatches (Kim, 2004).

Corder (1967) affirms the role of a learner's internal learning processes in terms of a *built-in* syllabus, an internally *programmed* sequence of learning. He contends that teachers should adapt themselves to learners' needs rather than impose teachers' perception of how, when, and what learners should know. Sharwood Smith (1991) also cautions that "what is made salient by the teacher may not be perceived as salient by the learner" (p. 120). Thus, it is important to consider "the learner's own natural learning and processing mechanism" which involves a kind of internally generated input enhancement.

In addition, Han (2001) found that a student's persistent errors on a linguistic feature corrected by a teacher stemmed from the teacher's misunderstanding of the nature of the student's errors. These studies elucidate a cause of potential mismatches between teachers' intentions

and learners' interpretations, namely, teachers' lack of adaptation to learner. If that is the case, what should teachers consider when it comes to providing corrective feedback? Han (2002) proposes three core requirements: (1) learners' errors should be understood as a natural product of learning, (2) teachers should have knowledge of their students, such as; learning backgrounds, level of proficiency, cognitive strategies, and their linguistic and psychological readiness to learn a particular linguistic feature at a certain point in time, and (3) teachers should not expect that feedback will result in instant improvement but should keep in mind that learning takes time. For this reason, teachers should "make allowance for the process by repeating the corrective attempt" (p. 13).

### **c. Accuracy vs Fluency**

Knowing a language is not merely knowing the grammatical rules but also knowing when to say what and to whom, that is knowledge of how the system is put to use in the performing of social actions of different kinds. Accuracy and fluency are the two factors which determine the success of English language students in the future. It is a general problem faced by language teachers today, whether to focus on accuracy or fluency.

Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also is able to speak accurately. Fluency refers to a level of proficiency in communication. It is the ability to produce spoken sentences with ease, efficiency, without pauses or a breakdown of communication. Generally language teachers have to deal with heterogeneous students having different language background and language skills, different world views, age levels, experiences and point of view (Srivastava, 2014). Some students are accurate in writing but hesitate to speak in public. On the other hand few students are fluent but not accurate.

Every student wants to be accurate as well as fluent in speaking. But there are many kinds of learners' differences in classroom that makes teaching sometimes very challenging and interesting. It is a general problem with language teachers that they prefer focusing on grammar activity than on speaking activity. They believe that to learn a second language, grammar is the most important thing to learn first. But if we see how children learn their mother tongue or first language. We find that they learn simple words or sentences first by listening or repeating in different contexts. Eventually they start speaking fluently at the age of three or four; they

are able to express most of the things relating with the area of their knowledge without knowing the rules of grammar. They start learning the rules of grammar when they enter in class 2 or 3. In reality accuracy and fluency are closely related, which leads to the notion that accuracy as well as fluency is necessary for successful communication (Brumfit, 1984). As language teachers, we should be able to explore along with our students not only grammar of functions but also grammar of forms (Srivastava, 2014).

#### **d. The timing of Corrective Feedback**

In written corrective feedback the correction is always delayed to allow for teachers to collect written work and response. In the case of oral/spoken corrective feedback, however, teachers are faced with the choice of either correcting immediately the learner's erroneous utterance or delaying the correction until later. This is an issue that teacher educators have addressed. There is general agreement that in accuracy oriented activities correction should be provided immediately (Ellis, 2009).



## **5. Guidelines for Corrective Feedback**

Ellis (2009, p. 14) proposed the following general guidelines for correcting students' errors:

1. Teachers should ascertain their students' attitudes towards corrective feedback, appraise them of the value of corrective feedback, and negotiate agreed goals for corrective feedback with them. The goals are likely to vary according to the social and situational context.
2. Teachers should not be afraid to correct students' errors. This is true for both accuracy and fluency work, so corrective feedback has a place in both.
3. Focused corrective feedback is potentially more effective than unfocused corrective feedback, so teachers should identify specific linguistic targets for correction in different lessons.
4. Teachers should ensure that learners know they are being corrected.
5. Teachers need to be able to implement a variety of oral corrective feedback strategies and to adapt the specific strategies they use to the particular learner they are correcting. One way of doing this is to start with a relatively implicit form of correction (e.g., simply indicating that there is an error) and, if the learner is unable to self-correct, move to a more explicit form (e.g., a direct correction). This requires that

teachers be responsive to the “feedback” they get from learners on their own corrective feedback.

6. Oral corrective feedback can be both immediate and delayed. Teachers need to experiment with the timing of the corrective feedback.
7. Teachers should be prepared to correct a specific error on several occasions to make the learner achieve full self-regulation.
8. Teachers should monitor the extent to which corrective feedback causes anxiety in learners and should adapt the strategies they use to ensure that anxiety facilitates rather than debilitates.

Since the learner reacts to the feedback, it is assumed that he or she has consciously noticed it. However, the learner may not have noticed the error, but simply repeat the teacher; or, a learner may not respond, while understanding the error.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

##### **1. A Brief Description of Research Location**

Since 2013, IAIN Ar-Raniry changed into UIN Ar-Raniry which is located in Darussalam Banda Aceh, Aceh. Firstly, IAIN has 5 (five) faculties. Where each of them focused on one specific study; Tarbiyah faculty concerning on Islamic teacher training, Dakwah Faculty dealing with communication and mass communication, Syariah Faculty focusing on Islamic Law and Economy, Adab Faculty stressing on literature, history, culture, Islamic art and library, and the last is Ushuluddin concentrating on Islamic experience. Then, after IAIN changed to UIN, several new faculties were added, that are; Economics and Business of Islam faculty (FEBI), Social and Political Sciences faculty, Psychology and Counseling faculty, Science and Technology faculty.

Tarbiyah faculty is generally divided into two programs, namely; science program and non-exact program. Science program consists of four departments; they are Mathematics Department

(PMA), Physics Department (PFS), Biology Department (PBL), and Chemistry Department (PKM). In addition, non-science program has five departments; they are Religion Educations Department (PAI), Arabic Department (PBA), English Department (PBI), Islamic Civilization Department (TKI), and Education for Elementary Teacher (PGMI).

The research took place at English Department (PBI), it is one part of Tarbiyah Faculty. PBI has a mission to produce competent English teachers who master all aspects of English language and is capable of transferring their knowledge as well. In order to achieve its goal, the curriculum has been arranged as proper as possible; for instance, many important subject are transferred to the students, such as four English skills, educational subjects, textbook and curriculum analysis, and other courses to support the students to be competent English teachers.

## **2. Population**

The target population is the group or the individuals to whom the survey applies (Kitchenham, 2002). The population of this research is all of students of Department of English Education registered in the year of 2013 - 2016 (4 generations). It has more than five classes/units each generation.

### **3. Sample**

Samples are a defined subset of the population chosen to represent the population under study. Freedman (2008, p. 1) argues “the sample must be chosen to fairly represent the population.” I took randomly one unit each generation which consists of 30 students. So, there are 120 students as a sample.

### **B. Technique of Data Collection**

To answer research question in this research, I applied appropriate technique to collect the data, namely, questionnaire. Questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis (Ears, 2004). Questionnaire was given in accurate time in order to obtain more valid and reliable data. The questionnaire consisted of 13 questions which are arranged of close-ended questionnaire. The form of questions is close which the alternative answer and students' preference that can be chosen by participant.

### C. Technique of Data Analysis

After collecting the data, I analyzed them by using statistical procedure. The result of questionnaires is analyzed by using the formula as follow (Sudijono, 2008):

$$P = \frac{F}{N} \times 100\%$$

*Which:*

P = percentage

F = frequency

N = the number of sample

100% = constant value

## CHAPTER IV

### DATA ANALYSIS AND RESULT

#### A. The Analysis of Questionnaires

In this chapter I would find out the answers of the research questions that the most frequent type of corrective feedback used in speaking and the most effective type of corrective feedback in error treatment. The data and information were obtained from students of Department of English Language Education Faculty of Education and Teacher Training, Universitas Islam Negeri Ar-Raniry, Banda Aceh. In addition, I took only one unit from each generation that consisted of 30 students per unit as the sample for the research. Futhermore, to collect the data completely I provided and shared the questionnaires for the students in order to know their opinion about the most usual type of corrective feedback used in speaking and the most effective type of corrective feedback in error treatment. To analyze the results of questionnaire, I used the percentage system with the following formula :

$$P = \frac{f}{n} \times 100\%$$

*Which:*

P = percentage

F = frequency

N = the number of sample

100% = constant value

The result showed in their answer in which the clarification request was higher percentage than other type in both ‘the most frequent type that teacher used’ and ‘the most effective type of corrective feedback based on students’ perception and preference’. The clarification request result for ‘the most frequent type of corrective feedback that teacher used in error treatment was 86,6% in percentage while the most not apparent type of corrective feedback was repetition. Moreover, the clarification request result for ‘the most effective type of corrective feedback based on students’ preference was 81,6% while the most not preferred was repetition as well.

Furthermore, the data obtained can be seen in the following tables and description:

**Table 4.1: The students’ answer about their spoken errors to be treated**

No	Options	Frequency	Percentage
1	Strongly agree	66	55%
	Agree	40	33,3%
	Disagree	2	1,6%
	Strongly disagree	12	10%
<b>Total</b>		<b>120</b>	<b>100%</b>



Based on the table above, it shows that there were most of students (55%) strongly agree to be treated on spoken errors, only 2 of them (1,6%) disagree with it, so it was clearly inferred that students want to be treated on their spoken errors in speaking subject.

**Table 4.2: The students' opinion about when they want their spoken errors to be corrected**

No	Options	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
2	As soon as errors are made even if interrupting into my speaking	13,3%	25,8%	38,3%	22,5%
3	After I finish my speaking	42,5%	44,1%	8,3%	5%
4	After communicative activities	16,6%	<b>50,8%</b>	20,8%	11,6%
5	After that day's lesson	5,8%	24,1%	45%	25%

Related to the table above, there were most students (50,8%) answered that they agree to be corrected after communicative activities. It can be inferred that the students do not mind if they are corrected right after communicative activities.

The following example of conversation for the table 4.3-4.4

Teacher: Where did you go yesterday?  
 Student: I go to the park.

**Table 4.3: The students' answer about the teacher uses this following corrective feedback**

No	Types of teacher's corrective feedback	Agree (%)	Disagree (%)
6	<p><i>"Could you say it again?"</i></p> <p>(Clarification request: The teacher asks the student again.)</p>	86,6%	13,3%
7	<p><i>"I <u>go</u>?"</i></p> <p>(Repetition: The teacher highlights the students' grammatical errors by using intonation)</p>	57,5%	42,5%
8	<p><i>"I went there yesterday, too"</i></p> <p>(Implicit treatment: The teacher does not interrupt the student but indirectly treats the students' error.)</p>	70%	30%
9	<p><i>"<u>Go</u> is in the present tense. You need to use the past tense <u>went</u> here"</i></p> <p>(Explicit treatment: The teacher gives the correct form to students with grammatical explanation.)</p>	80,8%	19,1%

<b>10</b>	<i>"You went yesterday?"</i>		
	(Confirmation check: The teacher confirms the student's utterance by giving a correct form.)	71,6%	28,3%
<b>11</b>	<i>"Yesterday, I ... "</i>		
	(Elicitation: The teacher elicits the correct form from the student.)	75%	25%
<b>12</b>	<i>"How does the verb change when we talk about the past?"</i>		
	(Metalinguistic feedback: The teacher gives a hint or clue without specifically pointing out the error)	73,3%	26,6%
<b>13</b>	<i>"I went to the park"</i>		
	(Recast: The teacher reformulates all or part of student's utterance.)	72,5%	27,5%

The table above shows the students' answer about the most frequent types of teachers' corrective feedback that teacher used to correct their students' spoken errors. Surprisingly, 104 students (86,6%) agree that clarification request is one of the type of corrective feedback that teacher usual use on error treatment while the most not apparent type of corrective feedback was repetition. This data strengthened that clarification request became one of the most frequent type of corrective feedback that teacher used to treat students' error.

**Table 4.4: The students' response about their preference on this corrective feedback:**

No	Types of teacher's corrective feedback	Preferred (%)	Not preferred (%)
14	<i>"Could you say it again?"</i>  (Clarification request: The teacher asks the student again.)	81,6%	18,3%
15	<i>"I go?"</i>  (Repetition: The teacher highlights the students' grammatical errorsby using intonation)	56,6%	43,3%
16	<i>"I went there yesterday, too"</i>  (Implicit treatment: The teacher does not interrupt the student but indirectly treats the students' error.)	64,1%	35,8%
17	<i>"Go is in the present tense. You need to use the past tense <u>went</u> here"</i>  (Explicit treatment: The teacher gives the correct form to students with grammatical explanation.)	66,6%	33,3%
18	<i>"You went yesterday?"</i>  (Confirmation check: The teacher confirms the student's utterance by giving a correct form.)	58,3%	41,6%

<b>19</b>	<i>"Yesterday, I ... "</i>		
	(Elicitation: The teacher elicits the correct form from the student.)	62,5%	37,5%
<b>20</b>	<i>"How does the verb change when we talk about the past?"</i>		
	(Metalinguistic feedback: The teacher gives a hint or clue without specifically pointing out the error)	73,3%	26,6%
<b>21</b>	<i>"I went to the park"</i>		
	(Recast: The teacher reformulates all or part of student's utterance.)	69,1%	30,8%

The data in the table above informs that most of students (81,6 %) preferred to be corrected by clarification request which is preferential to be used by teacher in students' error treatment and helped them to produce the correct one. Even some of them argued that they preferred to be corrected by other types of corrective feedback. In the other way, repetition is the most type of corrective feedback that the students not preferred. It can be inferred that they are preferred to be corrected by using clarification request.

From the result of questionnaire answers above, I reached conclusion from students' perception that the most frequent type of corrective feedback that used by teacher is clarification request and the most preference is clarification request as well.

## **B. Discussion**

After analyzing the instrument of the research; questionnaire, it is necessary to discuss the result of the study. I would like to draw some conclusions based on the questionnaire answers. It shows that the most percentage from each type of corrective feedback that teacher usual use is clarification request (86,6%) from 120 participants. It means that clarification request was higher percentage than other type of corrective feedback. Thus, it answered the first research question that the most frequent type of error treatment in speaking is clarification request.

The second research question was to know the most effective type of corrective feedback in error treatment based on students' perception and preference. Most of students' more preference on clarification request than other type, moreover clarification request also as the most preferential type of corrective feedback that used by teachers.

The conclusion can be derived from the result of the questionnaires by calculating students' answer of 120 respondents of them. It was shown by the students' perception after choosing one of type more appropriate and effective according to them. Therefore, the teacher should apply this type of corrective feedback in correcting students' spoken errors. In brief, the use of clarification

request as the type of corrective feedback improve students' speaking, because it is a type which is most students are preferred, especially in error treatment.

Furthermore, applying appropriate type of corrective feedback in the classroom encouraged students to reach better achievement in speaking because it will motivate them to speak English confidently. Before giving the treatment the students are difficult to identify and understand the error by themselves. Therefore, I supposed that using the proper type of corrective feedback (clarification request) helped students in identifying and delivered their idea into a good speaking. In short, the research was shown that after knowing students' preference of corrective feedback's type, the teacher should apply the type to make some more improvement in speaking English.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After reviewing the related literature and discussion in the preceding chapter, there are two points revealed in this chapter; the most frequent and preference; and the impact of using clarification request. I draw some conclusions as follows:

##### *1. The most frequent and preference type of corrective feedback*

The students' preference of corrective feedback in speaking is clarification request that was answered after they were given questionnaire about types of corrective feedback. It is showed in their answer in which the clarification request was higher percentage than other type in both 'the most frequent type that teacher used' and 'the most effective type of corrective feedback based on students' perception and preference'. The clarification request result for 'the most frequent type of corrective feedback that teacher used in error treatment was 86,6% while other types were 57,5%, 70%, 80,8%, 71,6%, 75%, 73,3% and 72,5% in percentage. Moreover, the clarification request result for 'the most effective type of corrective feedback based on students' preference was 81,6% while other types



were 56,6%, 64,1%, 66,6%, 58,3%, 62,5%, 73,3% and 69,1% in percentage. In short, applying clarification request is preferred to increase students ability in speaking skill.

## 2. *The impact of using clarification request*

Using clarification request as a type of corrective feedback in error treatment helps the students understand the correct form and they could produce speech correctly. In addition, using clarification request as a type of corrective feedback in speaking would attract students' attention in order to speak correctly on teaching learning process.

## **B. Suggestions**

After analyzing the questionnaire, I would present some suggestions.

1. Using of clarification request as a type of corrective feedback in error treatment was powerful in improving students' ability in speaking English, because it is based on their perception and preference. It is suggested for teachers to utilize this type in their teaching of speaking subject and learning activities.
2. It is expected that each student has been corrected by teachers in their spoken error to support them in speaking English well, especially for those who are in charge in teaching speaking.

3. In addition, it is suggested for lecturers or teachers who teach speaking should use appropriate type of corrective feedback. For instance, avoid to apply type of corrective feedback that make students less motivation to speak more in front of the class. Selecting of the appropriate type help the students speak confidently and pleasantly.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-4174/UN.08/FTK/KP.07.6/04/2017**  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

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

- Menimbang** :
- 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;
  - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 27 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
  - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
  - 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;
  - 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 05 April 2017

**MEMUTUSKAN**

**Menetapkan**  
**PERTAMA**

- |   |                            |
|---|----------------------------|
| Menunjuk Saudara  | Sebagai Pembimbing Pertama |
| 1. Dr. Mustafa AR, MA   | Sebagai Pembimbing Kedua   |
| 2. Rahmat Yusny, M. TESOL   |                            |
| Untuk membimbing Skripsi  |                            |
| Nama : Mulla Wati   |                            |
| NIM : 231324211   |                            |
| Program Studi : Pendidikan Bahasa Inggris   |                            |
| Judul Skripsi : Students' Perception of Error Treatment in Second Language Speaking |                            |

**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 Ganjil 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.



**Tembusan**

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

Sur : B- 11970 /Un.08/TU-FTK/ TL.00/01/2018

29 Desember 2017

P : -  
: 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	: Mulia Wati
N I M	: 231 324 211
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam,
A l a m a t	: Jl. Banda Aceh Medan KM. 6, Ds. Meunasah Krueng Pagar Air Aceh Besar

Untuk mengumpulkan data pada:

Universitas Islam Negeri (UIN) Ar-Raniry Banda Aceh

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

**Students' Perception of Error Treatment in Second Language Speaking**

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







DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – Banda Aceh

Surat Keterangan

No: B-025/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11970/Un.08/TU-FTK/TL.00/01/2017 tanggal 29 Desember 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Mulia Wati  
NIM : 231 324 211  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**Students' Perception of Error Treatment in Second Language Speaking**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.



Banda Aceh, 16 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris

N. Zulhikmah

# QUESTIONNAIRE

Name :  
Semester :  
Gender : Male Female

**Please completely shade in the appropriate letter with pencil. Make sure to only mark one!**

I. I want my spoken errors to be treated.

	Strongly Agree	Agree	Disagree	Strongly disagree
1.	A	B	C	D

II. When do you want your spoken errors to be corrected?

		Strongly agree	Agree	Disagree	Strongly disagree
2.	As soon as errors are made even if interrupting into my speaking	A	B	C	D
3.	After I finish my speaking	A	B	C	D
4.	After communicative activities	A	B	C	D
5.	After that day's lesson	A	B	C	D

**Teacher: Where did you go yesterday?**  
**Student: I go to the park.**

		III. Your speaking teacher(s) use the following corrective feedback	IV. What is your preference on such teacher's corrective feedback?
	Types of teacher's corrective feedback	Agree Disagree	Preferred Not preferred
6.	" <i>Could you say it again?</i> "  (Clarification request: The teacher asks the student again.)	A B	A B
7.	" <i>I go?</i> "  (Repetition: The teacher highlights the students' grammatical errors by using intonation)	A B	A B

8.	<p><i>“I went there yesterday, too”</i></p> <p>(Implicit treatment: The teacher does not interrupt the student but indirectly treats the students’ error.)</p>	A                      B	A                      B
9.	<p><i>“<u>Go</u> is in the present tense. You need to use the past tense <u>went</u> here”</i></p> <p>(Explicit treatment: The teacher gives the correct form to students with grammatical explanation.)</p>	A                      B	A                      B
10.	<p><i>“You went yesterday?”</i></p> <p>(Confirmation check: The teacher confirms the student’s utterance by giving a correct form.)</p>	A                      B	A                      B
11.	<p><i>“Yesterday, I ... “</i></p> <p>(Elicitation: The teacher elicits the correct form from the student.)</p>	A                      B	A                      B
12.	<p><i>“How does the verb change when we talk about the past?”</i></p> <p>(Metalinguistic feedback: The teacher gives a hint or clue without specifically pointing out the mistake. )</p>	A                      B	A                      B
13.	<p><i>“I went to the park“</i></p> <p>(Recast: The teacher reformulates all or part of student’s utterance.)</p>	A                      B	A                      B

**Thank you very much for your cooperation!**

Teacher's Consider ☒ Male ☐ Female

Please completely shade in the appropriate letter with pencil. Make sure to only mark one!

I want my spoken errors to be treated

	Strongly agree	Agree	Disagree	Strongly disagree
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II When do you want your spoken errors to be corrected?

	Strongly agree	Agree	Disagree	Strongly disagree
1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Teacher: Where did you go yesterday?

Student: I go to the park.

Type of teacher's corrective feedback	III In Your speaking teacher(s) use the following corrective feedback		IV What is your preference on how teacher's corrective feedback?	
	Agree	Disagree	Preferred	Not preferred
1. I said I've been to the park.	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. (Clarification) Teacher: The teacher asks the student again.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. (Repetition) The teacher highlights the students' grammatical errors by using the same words.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. (Implicit feedback) The teacher does not interrupt the student but indirectly treats the student's error.	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. (Explicit feedback) The teacher says I go to the park every day.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Thank you very much for your cooperation.

	Agree	Disagree	Strongly agree	Strongly disagree
10. (Confirmation check) The teacher confirms the student's utterance by giving a correct form.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. (Elicitation) The teacher elicits the correct form from the student.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. (Metalinguistic feedback) The teacher gives a hint or clue without specifically pointing out the mistake.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. (Recast) The teacher reformulates all or part of student's utterance.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **AUTOBIOGRAPHY**

Name : Mulia Wati  
Place/date of Birth : Aceh Besar/07 July 1995  
Sex : Female  
Religion : Islam  
Nationally : Indonesia  
Marital Status : Single  
Occupation : Student  
Address : Pagar Air - Aceh Besar  
Phone Number : 085277175755  
Educational Background  
SD : MIN Pagar Air, Aceh Besar (2007)  
SLTP : SMPN 19 Percontohan, Banda Aceh (2010)  
SLTA : MAS Ruhul Islam Anak Bangsa (2013)  
Department : English Department of Tarbiyah Faculty of  
UIN Ar-Raniry 2013-2018  
Student's Number : 231324211  
Father's Name : Jafar Hasan  
Father's Occupation : Private employee  
Mother's Name : Aisyah  
Mother's Occupation : -  
Address : Pagar Air – Aceh Besar

Banda Aceh, 22 January , 2018

The writer,  
**(Mulia Wati)**