

**TEACHERS' ORAL CORRECTIVE FEEDBACK ON STUDENTS'
PRONUNCIATION AT THE TWELFTH GRADE OF SMA PGRI 1
BANJARMASIN**

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ABSTRACT

Oral corrective feedback is generally regarded as corrective feedback which focuses on teacher's immediate response of learner's erroneous utterances. By giving oral corrective feedback, the students will know their error and how to correct it as quick as possible. The objectives of this research are to identify the types and to explore the way of teacher provides oral corrective feedback on students' pronunciation. Participant of this research is one English teacher of twelfth grade in SMA PGRI 1 Banjarmasin. To collect the data, the researcher uses observation and interview. The result showed that the types of oral corrective feedback used by teacher were recast and explicit correction. It also showed that the way of teacher provided oral corrective feedback were the teachers' feedback without directly indicating that the student's utterance was incorrect. The teacher implicitly reformulates the student's error, or provides the correction. Teacher does not use phrases such as *you mean* or *you should say*. Teacher only focus on one word. And also the teacher indicates an error has been committed, identifies the error and provides the correction. Teacher uses *you should say ...or we say....*

Keywords: *Oral corrective feedback, Pronunciation*

INTRODUCTION

Pronunciation is a common problem for foreign language learners. When it comes to pronouncing words, many learners do a lot of mistakes. It can be easily spotted when they perform oral communication. Meanwhile, pronunciation is also important for L2 learners to master. Without correct pronunciation, each word used in conversation will be misunderstood. Even worse, it will lead to total communication failure.

Pronunciation refers to the production of sounds which are used to make meaning. Pronunciation includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. "Abroad definition of pronunciation includes both supra-segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of spoken language" (Gilakjani, 2012).

Corrective feedbacks are teacher response to the learner utterance that contains an error. According to Ellis (2006:28), corrective feedback (CF) has been defined simply as "Response to the learner utterances containing an error". It means that corrective feedback is teacher response to a learner error such as comment of the error. So, corrective feedback refers to teacher and peer responses to learner production. Teacher gives correction to the students to improve student knowledge about their mistake in pronunciation. When students pronouncing and do the mistakes, teacher comment student mistake directly.

Based on the mentioned above, the researcher know that pronunciation is important for L2 learners to master. Without correct pronunciation, each word used in conversation will be misunderstood. Even worse, it will lead to total communication failure. The teacher oral corrective feedback is one of the important ways to revise in pronouncing process, because it is teacher correction or response to the learner utterances containing an error directly when student makes mistake or error and teacher gives information to the student to revise their mistakes or error. Students can improve their knowledge based on teacher correction on their mistakes. The knowledge they get from the teacher can improve their ability in pronouncing especially in performances.

So, in this study, the researcher intends to identify the types of oral corrective feedback provided by the teacher in students' pronunciation and to explore the way of teacher provides oral corrective feedback on students' pronunciation at the twelfth grade of SMA PGRI 1 Banjarmasin.

METHOD

Research Design

The researcher employed a qualitative research. Qualitative approach was used because this research attempted to describe particular phenomenon occurring in reality from which qualitative data could be derived. The phenomenon of this research was the type and how teachers' oral corrective feedback provided on students' pronunciation at the twelfth grade of SMA PGRI 1 Banjarmasin.

Setting and Participants

The research setting of the study conducted in SMA PGRI 1 Banjarmasin. This study is about the teachers' oral corrective feedback on students' pronunciation at the twelfth grade of SMA PGRI 1 Banjarmasin. It objectives are to identify the types and explore the way of teacher provides

oral corrective feedback on students' pronunciation. To get the needed information, the researcher required the participants. So, the researcher chose one English teacher of twelfth grade as the participant of this research.

Technique of Collecting Data

In this study, the researcher used observation and interview to collect the data. The researcher used observation checklist and field note as tools in observation process. The observation checklist the researcher used indicator based on indicator that proposed by Ellis (2009:9) to identify the types of oral corrective feedback used by the English teacher. In interview, the researcher used non-structural interview to get the accurate data and to support the data from observation.

Data Analysis

The data analysis based on the techniques of analyzing qualitative data research by Gay, Mills, and Airasian (2012:467) there are four steps in analyzing the data of the research: reading/memoing, describing, classifying, and interpreting.

FINDINGS AND DISCUSSION

Based on the data, the researcher had the finding that recast was used by the teacher were: The students error realize (rilij) that directly changed by the teacher by saying realize (ri:əlaiz). It also in students' error try (trei) directly changed by the teacher by saying try (traɪ). The students' error of course, I can /kant/. Then teacher directly changed by saying of course, I can (ken). Then the sentence Hi, Brigit! It must be west life (lef) song, teacher changed by West life (laif) song. These were the students' error in their pronunciation and the teacher used recast to correct them.

The researcher also had the finding that explicit correction was

used by the teacher were: The students' error I imagine (imagin) before, the teacher indicates an error has been committed, identifies the error and provides the correction. The teacher gives correction by asks the student to says, "You should say (ɪ'mædʒɪn)." Then, also the students' error worried (wor it), the teacher indicates an error has been committed, identifies the error and provides the correction with say, "Not worried (wor it). We say worried ('wʌrɪd)." After that, the students' error an /an/. The teacher indicates an error has been committed, identifies the error and provides the correction with say, "Not an (an) umbrella. We say I don't have an (ən) umbrella." When the student said relief (relif), The teacher indicates an error has been committed, identifies the error and provides the correction with say, "Not what's a relief (relif). We say what's a relief (rɪ'li:f)." These were the students' error in their pronunciation and the teacher used explicit correction to correct them.

In the interview, the teacher said that "When student make an error in pronouncing word. I usually correct it directly without said anything to the students but only the correction of pronouncing its word. Also, sometimes I know that my student indicates to make an error. I identify the error and provide the correction by sentence that you should say" According to Ellis (2009), giving feedback without directly indicating that the student's utterance was incorrect is called recast. It was as same as the corrective feedback used by English teacher of twelfth grade in SMA PGRI 1 Banjarmasin who gave feedback directly without said anything to the students except the correction of pronouncing its word. Ellis (2009) also stated that explicit correction is teacher indicates an error has been committed, identifies the error and provides the correction. Teacher uses you should say ...or we say... It was also as same as the English teacher did to correct the error of students'

pronunciation by indicated and identified the error, then provided the correction by said you should say...

So, the types of oral feedback used by the English teacher at SMA PGRI 1 Banjarmasin were recast and explicit correction. While the way of teacher provided oral corrective feedback was the teacher feedback without directly indicating that the student's utterance was incorrect. The teacher implicitly reformulates the student's error, or provides the correction. Teacher does not use phrases such as you mean or you should say. Teacher only focus on one word. The way of English teacher provided oral corrective feedback was also the teacher indicates an error has been committed, identifies the error and provides the correction. Teacher uses you should say ...or we say....

There were some results of previous study have the same finding of recast with this study. In 2016, Septi found that recast and repetition were the most frequently corrective feedback used by English teachers in SMA PGRI 1 Padang. In 2018, Fakazali revealed that recast was the most frequently preferred corrective feedback type by the teacher to Turkish EFL learners. He was also found that all the corrective feedback types (including recast) led to successful correction of erroneous utterances of the students with 100% learner uptake rate. In 2018, Julia and Natthapong revealed that the recast was the most frequently used type of feedback in the EFL classroom in Thailand.

There were some results of previous study have the same finding of explicit correction with this study. In 2018, Tasdemir and Arslan found that explicit feedback, clarification, and elicitation were the most preferred types of feedback used at a state university in Turkey. In 2019, Kubra et al. conducted a study about the effect of explicit feedback in oral performance in use of past tense to first-year students at a private university in Istanbul. They applied a

quasi-experimental design. The control and experimental groups were assigned randomly. The experimental group received explicit feedback, while the control group was not exposed to any kind of feedback. Pre-test and post-test results of control and experimental groups which were examined indicated that the experimental group receiving feedback for six weeks outperformed the control group.

Based on the discussion above, the researcher concludes that generally there were a lot of teachers used recast and explicit correction in order to correcting the students' error in pronouncing words.

CLOSING

Conclusion

Based on the finding and discussion above, the researcher formulates the conclusion into the types and the ways of teacher provides oral corrective feedback used by English teacher on students' pronunciation at SMA PGRI 1 Banjarmasin used recast and explicit correction. Recast is the corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way. Explicit correction is the corrector indicates an error has been committed, identifies the error and provides the correction. These types and ways used by English teacher to correcting students' pronunciation. They can improve students in their next performances.

Suggestion

The researcher suggests all of English teachers to know about the characteristic of students' error or mistake in pronunciation. It is important to identify the students' error to give the precise feedback about it. Then, by identifying the students' error, the teachers can use the feedback on students' speaking performance. If the teacher is knows the types of feedback in students' conversation performance, the teacher can know the

better feedback that should be given in teaching learning activity especially on students' errors in pronunciation. With this feedback, the English teacher will know about the students' ability or achievement in pronouncing words. The English teachers should use oral corrective feedback in teaching pronunciation to help them in providing oral corrective feedback to teach.

Then, for the readers and the next researchers, this research can give the advantages to do the new research. After reading this research, the next researcher can find the new idea and this research also can be the sources to continue the research. After the next researcher knows about what are the types and the way of teacher provides oral corrective feedback on students' pronunciation, the next researchers can do the research about students' attitude when the teacher gives oral corrective feedback or what are the effects to the students after the teacher gives oral corrective feedback.

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