PRE-SERVICE TEACHERS' CORRECTIVE FEEDBACK IN ORAL INTERACTION: A COMPARISON OF MICROTEACHING AND TEACHING PRACTICUM

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Abstract

The purpose of this research was to find out the type of corrective feedback used by the pre-service teacher and the differences of teacher's corrective feedback in microteaching and in teaching practicum. The method of this research was descriptive analysis. The researcher describes the data that has been a transcript, analyzes them and compare the data. The data were taken from observation in microteaching and in teaching practicum, and from the interview. From the research, it can be concluded that the pre-service teacher used four types of corrective feedback in microteaching; they were explicit, recast, clarification request and repetition. While in teaching practicum the pre-service teacher used five types of corrective feedback, they were explicit, recast, metalinguistic request, elicitation, and repetition. It can be seen that types of corrective feedback used by the pre-service teacher were different both in microteaching the pre-service teacher mostly used recast while in teaching practicum the pre-service teacher mostly used elicitation. There were three reasons why the corrective feedback different both in microteaching and in teaching practicum; 1) The students in microteaching were the pre-service teacher's classmate while in the teaching practicum were the real student. 2) In microteaching time as the preparation to teach in the real classroom while in teaching practicum as the time to teach real. 3) In microteaching the pre-service teacher in a short time while in teaching practicum the pre-service teacher in a long time.

Keywords: oral corrective feedback, pre-service teacher, microteaching and teaching practicum

INTRODUCTION

According to (Kilic, 2010) that teaching is a profession that requires specialized knowledge and skills in which the teacher should be given a special training before starting their profession. So, in micro teaching the pre-service teacher will practice to teach, but in a limited scope and short time. The pre-service teacher train to design the lesson plan, to manage the classroom, applied knowledge and skills, and train how to teach well. After finished the microteaching process, the pre-service teacher will face teaching practicum in senior high school or teach in the actual classroom. In teaching practicum the pre-service teacher can develop and apply all of the points that have done in microteaching, also can repair the lack of

microteaching because the pre-service teacher tries to be a real teacher.

In the classroom, besides the teacher and the student become part of the learning process there are several activities that do by the teacher and the students in the classroom. One of the activities is teachers corrective feedback. According to (Ellis, 2006 & 2009), corrective feedback is a response to learner utterances containing an error. Based on the statements above it's mean that corrective feedback is important for the students. It can make give the motivation and correction the students' error to be better. Then the students will easier to understand the material.

Based on the explanation above that corrective feedback and pre-service teacher important in the teaching process, therefore this study tries to find out a comparison of microteaching and teaching practicum about pre-service teacher corrective feedback in oral interaction. This study is expected to give a brief description about a comparison of pre-service teacher corrective feedback given to the student. in this research, focused on the pre-service teacher corrective feedback.

The research question from this research as follows:

1. What are the types of oral corrective feedback did by the pre-service teacher in microteaching and in teaching practicum?
2. How is the teachers' corrective feedback different in micro teaching and in teaching practicum?

THEORETICAL FOUNDATION

Definition of Pre-service Teacher

The student in an institute or a university that took faculty of teacher and education program will pass the process of training. The students try how to teach, how to manage the classroom, how to make a lesson plan before teaching, and the important thing is to prepare their knowledge and skill to teach in the actual classroom. The students will do all of them in institute or university. The student who took faculty of teacher and education program will become a real teacher, they called a pre-service teacher. Because still training in institute or university. It is in line with (Freeman, 2009) state that pre-service teachers are students who are educated in a teacher training institute or university to be a teacher in a school.

Definition of Corrective Feedback

When student speaking or communicate with others, sometimes there is an error on pronunciation and grammatical utterance especially on the beginner students who still learn English in their school. It can happen when the student who responses the teacher's utterance by using error utterance. Then the teacher gives the respond by correction the student's error utterance it is called as corrective feedback. It is argued by (Tomczky, 2013) stated that generally speaking error correction can be defined as the reaction to a speaker's utterance by someone who has made an assessment that the utterance itself or at least the part of it is **linguistically** or factually wrong.

Types of Corrective Feedback

The categorization of oral corrective feedback used in this present research is adapted from (Lyster & Ranta, 1997). Further details of each category are elaborated, as follows:

Explicit

Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect (Lyster & Ranta, 1997). According to (Sheen & Ellis, 2011), explicit correction involves two strategies. The first one is explicit correction only (i.e. the correction takes from a direct signal than an error has been committed and the correct from is supplied). Secondly, explicit correction with metalinguistic explanation (i.e. in addition to signaling an error has been committed and providing the correct form, there is a metalinguistic comment).

Example:

S: On May

T: Not on May, In May. We say, "It will start in May."

(Taken from Ellis, 2009)

Recast

Recast involve the teacher's reformulation of all part of a student's utterance, minus the error. Without directly indicating that the student' utterance was incorrect (Lyster & Ranta, 1997). In recast provision, the corrector incorporates the content words of the immediately preceding incorrect utterance and changes and correct utterance in some way (Ellis, 2009).

Example:

S: I went there two times

T: You've been. You've been there twice as a group?

(Taken from Ellis, 2009)

In fact, recast is less effective in eliciting students' uptake (Lyster & Ranta, 1997 and Panova & Lyster, 2002). In this case, fewer uptakes may result from the ambiguity of its illocutionary force as a corrective feedback since learners may perceive recast as an affirmation and another way of saying something (Maolida, 2013). However, it is useful as it will not disrupt the flow of communication and minimize the risk of embarrassing the students (Sheen & Ellis, 2006). Moreover, recast could have a positive effect on the quality of EFL students' oral output.

Clarification request

Accordingly to (Lyster & Ranta, 1997) clarification request, indicate to students either that the teacher has misunderstood their utterance or that the utterance is ill-formed in some way and that a repetition of reformulation is required. Clarification request can include phrases such as "Pardon me", "Sorry", "Excuse me", "what", and "I do not understand what you just said", or repetition of the error as in "what do you mean by X?" (Lyster & Ranta, 1997).

Example:

S: What you do spend with your wife?

T: What?

(Taken from Ellis, 2009)

According to (Ellis, 2009) and (Sheen & Ellis, 2011) categorize clarification request into implicit correction and can be identified as one of output prompting feedback strategies. This strategy is considered more successful than input providing such as recast and explicit correction in drawing learner uptake since it gives the opportunity for the learners to restructure and modify their utterance (Maolida, 2013).

Metalinguistic feedback

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the students' utterance, without explicitly provide correct form (Lyster & Ranta, 1997).

Example:

S: Yesterday I go shopping

T: Use past tense

(Taken from Ellis, 2009)

Elicitation

Elicitation refers to technique that teacher uses to directly elicit the correct

form from the student (Lyster & Ranta, 1997). It is similar to metalinguistic feedback in that is also encourages the students to self-correct.

Example:

S: I'II come if it will not rain

T: I'II come if it………….?

(Taken from Ellis (2009))

In several studies (i.e. Panova & Lyster, 2002) elicitation proved to be the most effective in generating students' repair compared to the other techniques.

Repetition

According to (Lyster & Ranta, 1997), repetition refers to the teacher's repetition, in isolation of the student's error utterance. When using this strategy, the corrector repeats the learner's utterance by highlighting the error by means of emphatic stress (Ellis, 2009). In doing so, the student should understand the location and the nature of the error and be able to self-correction.

Example:

S: I will showed you

T: I will SHOWED you

S: I will show you

(Taken from Ellis)

RESEARCH METODOLOGY

Research Design

Researcher used method that will approach qualitative research method is descriptive analytical method. The research used descriptive data in the form of words spoken of the pre-service teacher who can be observed.

Research Instrument

1. Observation.
   The researcher observe directly in the field both in micro teaching and in teaching practicum
2. Interview
   By using the method of question, it answered to the sample of the three pre-service teachers both in micro teaching and in teaching practicum to get a description and information.

Research Site and Participant

The study was conducted in two settings both in micro teaching and in teaching practicum. The sample for the observation and the interview are three pre-service teachers. We choose this sample because this class are a language

class and their learn about English more detail.

FINDINGS AND DISCUSSION

A. Finding and Discussion on Types of Corrective Feedback did by the Pre-service Teacher in Microteaching and in Teaching Practicum

Table 4.1 Summary of Types Corrective Feedback did by the First Pre-service Teacher in Microteaching

No	Types of Oral Corrective Feedback	Example of Expression in Microteaching
1.	**Explicit**	1. T: Yes, Right and then? Which one? S: I'm really appreciate T: No. There is a respond. "You look so fell" there is a expression of showing care and "thank a lot" this is a respond of showing car
2.	**Recast**	1. T: Formal situation, neutral situation, and informal situation use for whom? S: Older, people old from us T: Yeah. Formal situation is use to someone who is not having close and neutral situation is use to someone who is not very close with us such as partner and informal situation is use to someone who is close with as such as two friends.

Based on the Table 4.1, it can be seen there are six types of corrective feedback. They are explicit, recast, clarification request, metalinguistic request, elicitation and repetition. But mostly types of corrective feedback that the first pre-service teacher used in micro teaching were explicit and recast.

Table 4.2 Summary of Types Corrective Feedback did by the Second Pre-service Teacher in Microteaching

No	Types of Oral Corrective Feedback	Example of Expression in Microteaching
1.	**Explicit**	1. T: I will go to Bali. Good. The subject is? S: Bali T: No, the subject is I
2.	**Recast**	1. T: What time it is? The continent executive bus will be living? S: At 21 p.m T: Fine at 20 p.m. Because the speaker says that the continent executive bus will be living at 21 p.m
3.	**Repetition**	1. T: What are the generic sturucture of announcement next? S: The generic structure starting purpose or the **tatle** /ˈtʌt(ə)l/, day, date, time, place and the last is contact person. T: The generic structure starting purpose or the **title** /ˈtʌIt(ə)l/, day, date, time, place and the last is contact person. S: The generic structure starting purpose or the **title**

		/**'tʌIt(ə)l**/, day, date, time, place and the last is contact person.

Based on the Table 4.2, it can be seen there are six types of corrective feedback. They are explicit, recast, clarification request, metalinguistic request, elicitation and repetition. But mostly types of corrective feedback that the second pre-service teacher used in micro teaching were explicit, recast and repetition.

Table 4.3 Summary of Types Corrective Feedback did by the Third Pre-service Teacher in Microteaching

No	Types of Oral Corrective Feedback	Example of Expression in Microteaching
1.	**Clarification Request**	1. T: The date very good, the date here I put Friday on December. Ok next exercise. What missing here? S: The place or avenue T: Purdon what is the answer? S: The answer is the date, because there is no the number of date.

Based on the Table 4.3, it can be seen there are six types of corrective feedback. They are explicit, recast, clarification request, metalinguistic request, elicitation and repetition. But mostly type of corrective feedback that the third pre-service teacher used in micro teaching was clarification request.

Table 4.4 Summary of Types Corrective Feedback did by the First Pre-service Teacher in Teaching Practicum

No	Types of Oral Corrective Feedback	Example of Expression in Teaching Practicum
1.	**Explicit**	1. T: So listen carefully "Monday 21 seven". What name of seven month? S: Seven o'clock T: No, the name of seven month is July
2.	**Metalinguistik Request**	1. T: How about this mounth? S: September T: The previous month from December
3.	**Elicitation**	1. T: In Indonesian first, what time it is? S: At four twenty T: So how to read it?
4.	**Repetition**	1. T: What is IPA in English? S: IPA in English is **Section /'sƐkʃ(ə)n/** T: IPA in English is **Science /'sʌIəns/** S: IPA in English is **Science /'sʌIəns/**

Based on the Table 4.4, it can be seen there are six types of corrective feedback. They are explicit, recast, clarification request, metalinguistic

request, elicitation and repetition. But mostly types of corrective feedback that the first pre-service teacher used in teaching practicum were explicit,

metalinguistic request, elicitation, and repetition.

Table 4.5 Summary of Types Corrective Feedback did by the Second Pre-service Teacher in Teaching Practicum

No	Types of Oral Corrective Feedback	Example of Expression in Teaching Practicum
1.	**Explicit**	1. T: So according to Merriam Webster that reservation is the act of reserving to the activity or action that do the the order or an arrangement. What isarrangement? What's mean that arrangement? S: Planning T: It's No planning, but it means booking
2.	**Elicitation**	1. T: Ok please answer this question. S: I want for two people T: I want .. for two people, so what the customer order
3.	**Repetition**	1. S: The action of accepting the complaint, and apologizing for the inconvenience giving also solution. T: The action of accepting the complaint, and apologizing for the **Inconvenience giving also** solution S: The action of accepting the complaint, and apologizing for the **Inconvenience also giving** solution

Based on the Table 4.5, it can be seen there are six types of corrective feedback. They are explicit, recast, clarification request, metalinguistic request, elicitation and repetition. But mostly type of corrective feedback that the

second pre-service teacher used in teaching practicum were explicit, elicitation and repetition.

Table 4.6 Summary of Types Corrective Feedback did by the Third Pre-service Teacher in Teaching Practicum

| No	Types of Oral Corrective Feedback	Example of Expression in Teaching Practicum
1.	**Explicit**	1. T: She said I'm tired. What's changed? S: Tired T: Not tired but I. Tired is why not change because he is not a verb, tired is adjectives that explain she, She said that she was tired.

2.	**Recast**	1. T: Syifa said I'm fine too thank you. Syifa said that she's fine, from the conversation between me and syifa, who is said the reported speech? S: Sayifa T: I ask "How are you today syifa?" Syifa said "I'm fine" then I said "Syifa said that she's fine". So what is the speech? The answer is me, because I said "I said" before
3.	**Eliciation**	1. S: She worked a teacher T: Please restructure the sentence S: She works as a teahcer
4.	**Repetition**	1. S: Santi said I **gu /gʊ/** to Turky T: Santi said I **go /gəʊ/ to** Turky S: Santi said I **go /gəʊ/ to** Turky.

Based on the Table 4.6, it can be seen there are six types of corrective feedback. They are explicit, recast, clarification request, metalinguistic request, elicitation and repetition. But mostly type of corrective feedback that the first pre-service teacher used in teaching practicum were explicit, recast, elicitation, and repetition.

B. Finding and Discussion on How the teachers' Corrective Feedback Different both in Micro Teaching and in Teaching Practicum

Figure 4.1 Types Corrective Feedback Used by the three Pre-service Teachers in Micro Teaching
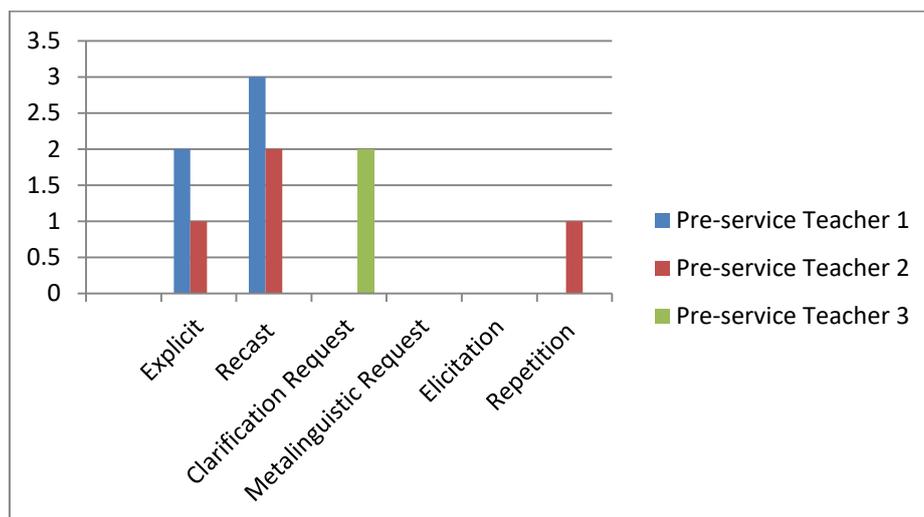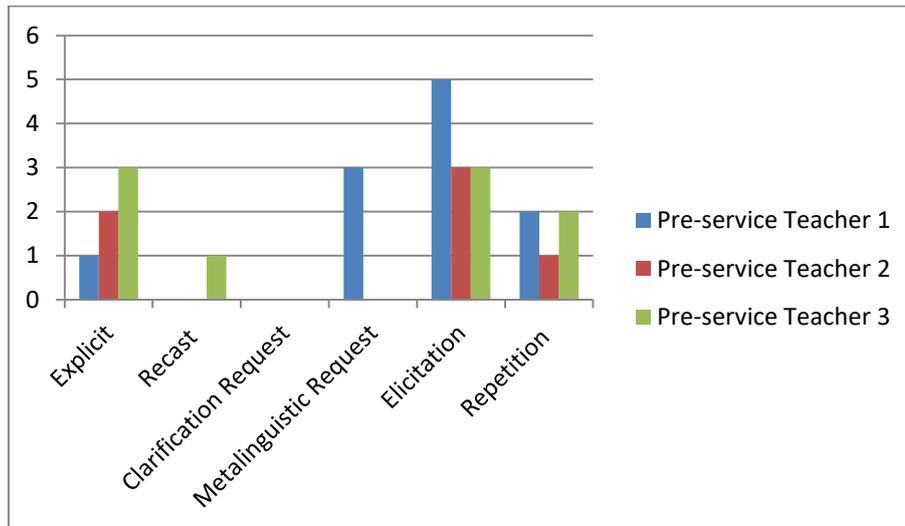

Based upon the Figure 4.1 it can be seen that there were four types of corrective feedback used by the three pre-service teachers in micro teaching. They were explicit, recast, clarification request and repetition. The first pre-service teacher used two types of corrective feedback; explicit two times and recast three times.

Then the second pre-service teacher used three types of corrective feedback; explicit once time, recast two times, and repetition once time. While the third pre-service teacher only used once type of corrective feedback; clarification two times.

Figure 4.2 Types Corrective Feedback Used by the Three Pre-service Teachers in Teaching Practicum

Based upon the Figure 4.2 it can be seen that there were five types of corrective feedback used by the three pre-service teachers teaching practicum. They were explicit, recast, metalinguistic request, elicitation and repetition. The first pre-service teacher used four types of corrective feedback; explicit once time, metalinguistic request three times, elicitation five times and repetition two times. Then the second pre-service teacher used three types of corrective feedback; explicit two times, elicitation three times, and repetition once time. While the third pre-service teacher used four types of corrective feedback; explicit three times, recast once time, elicitation three times, and repetition two times.

Based on the interview result there were three reasons why the teachers' corrective feedback different both in micro teaching and in teaching practicum; first because the students in micro teaching were the pre-service teacher's classmate while in teaching practicum were real student. Second because in micro teaching time as the preparation to teach in real classroom while in teaching practicum as the time to teach real. Then third because in micro teaching the pre-service teacher in a short time while in teaching practicum the pre-service teacher in a long time.

CONCLUSION

This research reported the result of what types corrective feedback did by the pre-service teacher in microteaching and in teaching practicum and how the pre-service teacher's corrective feedback is different in microteaching and in teaching practicum. Based on the data analysis and discussion, the derived conclusions are as follows:

The pre-service teacher used several types of corrective feedback both in microteaching and in teaching practicum. It can be seen from the data gained from the observation and the interview. The result of the observations revealed that in microteaching the pre-service teacher used four types of corrective feedback; explicit, recast, clarification request, and repetition. Meanwhile in teaching practicum the pre-service teacher used five types of corrective feedback; explicit, recast, metalinguistics request, elicitation and repetition. Then the researcher concluded that the mostly types of corrective feedback used by the pre-service teacher in microteaching was recast and in teaching practicum was elicitation. It was clearly that type of corrective feedback did by the pre-service teaching both in micro teaching and in teaching practicum was different.

Then there were three reasons why the corrective feedback used by the pre-service teacher different as follows; first because the students in micro teaching were the pre-service teacher's classmate while in teaching practicum were real student. Second because in micro teaching time as the preparation to teach in real classroom while in teaching practicum as the time to teach real. Then third because in micro teaching the pre-service teacher in a short time while in teaching practicum the pre-service teacher in a long time.

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