ORAL CORRECTIVE FEEDBACK AND LEARNERS' UPTAKE IN THE 5TH GRADE OF AN ELEMENTARY SCHOOL IN SURABAYA

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ABSTRACT

This study is a qualitative study which aimed to know oral corrective feedback and learners' uptake in the 5th grade of an elementary school. The source of data was the teacher's talks with the students in class and the analysis was focused on teacher's oral corrective feedback and learners' uptake. In order to reach the research objectives, the writer used the theory of oral corrective feedback and learners' uptake by Panova and Lyster (2002). From the study, the writer found that five out of seven types of oral corrective feedback were used by the teacher, namely Recast, Metalinguistic Feedback, Elicitation, Explicit Correction, and Repetition. Furthermore, types of learners' uptake following the teacher's corrective feedback were Self Repair, Peer Repair, Repetition, Same Error, Different Error, Partial Repair and Hesitation. It can be concluded that oral corrective feedback may lead the students to show signs of learning or understanding implied in the students' reaction to the teacher's feedback.

Keywords: Corrective Feedback, Error, Uptake.

In this globalization era, English has become more popular and widely used across the country as an international language. As we can see nowadays any information is mostly provided in English language. People especially those whose mother tongue is not English are required to at least learn this language to access information. That is why, in this recent time so many institutes or language courses which teach English. Even there are schools that require their students to learn English. When the learners of English language learn English, they might find some difficulties, such as the pronunciation, the grammar, and so on. These difficulties will lead the learners to make errors. According to Brown (2007), errors, misjudgment, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. Therefore, the role of teacher is important. The teacher has to give the correction to the error that the learners have made. The correction given will enable the learner to notice the gap between their interlanguage forms and target language forms (Schmidt and Frota, 1986 as quoted in Panova and Lyster, 2002, p.573). In addition, the learners' metalinguistic awareness may be enhanced through the corrective feedback (Swain, 1995 as quoted in Panova and Lyster, 2002, p.573). Related to that situation, the writer wanted to find out the types of teacher's oral corrective feedback given in the class and the types of learners' uptake following the teacher's oral corrective feedback.

In order to seek Oral Corrective Feedback used by the teacher and the learners' uptake, the writer chose to observe an English grammar class of the 5th grade elementary school in Surabaya. The English grammar class is held twice a week for about 1 hour 30 minutes per meeting. The aim of this class is to make the students learn and understand the basic of the four skills such as listening, speaking, reading, and writing.

In analyzing the data, the writer applied the theory of Oral Corrective Feedback and Learners' Uptake proposed by Panova and Lyster (2002). According to Sheen and Ellis (2011), corrective feedback is the feedback that learners receive on the linguistic errors they make in their oral production in a second language. There are seven types of Oral Corrective Feedback, namely Recast, Translation, Clarification Request, Metalingustic Feedback, Elicitation, Explicit Correction, and Repetition (Panova and Lyster, 2002). In addition, uptake is a student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance. There are two types of Learners' uptake, repair and needs repair. Repair has four categories such as self repair,

peer repair, repetition, and incorporation, while needs repair has six categories such as acknowledgement, same error, different error, off-target, partial repair, and hesitation (Panova and Lyster, 2002).

METHODS

In conducting this study, the writer used qualitative research. The source of data for the study included the transcribed material from four meetings which were digital-recorded in Elementary school. The participants were one teacher of the 5th grade of English Grammar class and 15 students. The writer applied several steps in collecting the data. First of all, she asked for permission of the head of an elementary school and the classroom teacher to do the observation in the 5th grade class. After she got the permission, she started to record the teacher's talk for four meetings. During the observation the writer put the digital-recorder on the teacher's desk and then sat at the back of the class. Then she made transcription of each class meeting.

In collecting the data, the writer underlined the teacher's Oral Corrective Feedback and italicized the learners' uptake that occurred. She also used numbering system to differentiate the Oral Corrective Feedback given by the teacher for students and the Learners' Uptake following the teacher's corrective feedback. She applied three number digits in each transcription for the Oral Corrective Feedback and also Learners' Uptake. The first digit refer to the excerpts of the data that the writer analyzed, the second digit refer to the difference between teacher's utterance and student's utterance, and the last digit refer to the Oral Corrective Feedback given by the teacher and the Learners' uptake too. As an illustration, 1.1.1. indicated that the data is Oral Corrective Feedback given by the teacher on the first excerpt and the utterance is the first Oral Corrective Feedback given by the teacher. Lastly, the writer put all the utterances which were the teacher's oral corrective feedback and learners' uptake into a table and started to analyze it.

FINDINGS AND DISCUSSION

The types of Oral Corrective Feedback used by the teacher in the 5th grade of English grammar class are presented in the table below. It was found out that the teacher used five out of seven types of Oral Corrective Feedback.

Table 1. The occurrence of Oral Corrective Feedback Used by Teacher
in 5th Grade Class

Types of Oral Corrective Feedback	Total	
	N	%
Recast	2	4,3
Translation	0	0
Clarification Request	0	0
Metalinguistic Feedback	17	36,2
Elicitation	18	38,3
Explicit Correction	9	19,2
Repetition	1	2
Total	47	100

From the table above, it shows that the five types used were Recast, Metalinguistic Feedback, Elicitation, Explicit Correction, and Repetition. It also shows that the most frequent oral corrective feedback used by the teacher was Elicitation by 18 times (38,3%). Each type is presented in the following part.
1. Recast is the feedback given by the teacher that provides the correct form by reformulating all or part of the student's utterance without including the errors.

Example 1:
C: Many reporter reporting.
T: <u>Many reporters.</u> What's the answer? **(Recast)**

2. Metalinguistic Feedback is the feedback which is either comments, information, or questions on the form needed but without providing the correct form to the student.
Example 2:
M: We are eat banana now.
T: <u>Kalau sedang tadi berarti verb-nya di tambah apa?</u> **(Metalinguistic Feedback)**

3. Elicitation is oral corrective feedback type which prompts the student to self-repair.
Example 3:
T: Now look at number 2. Every morning Nancy?
Ta: Eating.
T: Salah. Tadi contohnya baru di kasih.
Ta: Eat.
T: <u>Eat di tambah apa..?</u> **(Elicitation)**

4. Explicit Correction refers to the explicit provision of the correct form by the teacher as teacher clearly indicates that students have made an incorrect form.
Example 4:
A: Miss, practice masa pake eing?
T: <u>Bukan practiceing tapi practicing.</u> **(Explicit Correction)**

5. Repetition is the feedback in which the teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation.
Example 5:
T: let's see SF. Many reporters is or are?
S: Is.
T: <u>Is?</u> **(Repetition)**

In addition, the types of learners' uptake following the teacher's oral corrective feedback are presented in the table below. From the table, it shows that the students used seven types out of ten types of learners' uptake proposed by Panova and Lyster (2002).

Table 2. The occurrence of Learners' Uptake in 5th Grade Class

Types of Learners' Uptake	Total	
	N	%
Repair		
Self-repair	18	40
Peer repair	9	20
Repetition	3	6,7
Incorporation	0	0
Needs-repair		
Acknowledgement	0	0
Same error	5	11,1
Different error	4	8,9
Off-target	0	0
Partial repair	4	8,9
Hesitation	2	4,4
Total	45	100

As shown in the table above, the seven types of learners' uptake used are three categories of repair and four categories of needs-repair. Three categories of repair are self-repair, peer-repair, and repetition while the four categories of needs-repair are same error, different error, partial repair, and hesitation. It also shows that the learners' most frequent uptake occurring is self-repair (40%). The following is discussion of each uptake type.

1. Self Repair refers to self-correction by the student who made the initial error, in response to the teacher's feedback.
   Example 6:
       M: We are eat banana now.
       T: Kalau sedang tadi berarti verb-nya di tambah apa? **(Metalinguistic Feedback)**
         We are…? **(Elicitation)**
       M: We are eating banana now. **(Self Repair)**

2. Peer Repair refers to peer-correction provided by a student, other than the one who made the initial error, in response to the teacher's feedback.
   Example 7:
       T: let's see SF. Many reporters is or are? **(Elicitation)**
       S: Is.
       T: Is? **(Repetition)**
       S: Is.
       C: *Are.* **(Peer Repair)**

3. Repetition is a student's repetition of the correct form given in the teacher's feedback when the feedback includes the correct form.
   Example 8:
       K: Stefan eat
       T: S-nya ya. Eats. **(Explicit Correction)**
       K: *Eats.* **(Repetition)**

4. Same Error refers to the kind of uptake in which the learners give uptake upon receiving feedback, by repeating the same error in his/her turn.
   Example 9:
       T: Many reporters. What the answers?
       C: Are. Are reporting.
       Sf: Is.
       T: Is atau are? **(Elicitation)**
       Sf: *Is. Is reporting.* **(Same Error)**

5. Different Error means that the learner does not correct nor repeat the error after the feedback, and makes a different error.
   Example 10:
       T: Now look at number 2. Every morning Nancy…?
       Ta: Eating.
       T: Salah. Tadi contohnya baru di kasih. **(Metalinguistic Feedback)**
       Ta: *Eat.* **(Different Error)**

6. Partial Repair refers to uptake that includes a correction of only part of the initial error.
   Example 11:
       T: Sekarang kalimat negatifnya apa?
       Tm: They do not.
       T: Ingat ini present continuous jadi to be nya apa?
       Tm: *They are not eats.* **(Partial Repair)**

7. Hesitation refers to a student's hesitation in response o the teacher's feedback.
   Example 12:
       T: Iya, terus subjectnya di situ apa?
       Jo: They.
       T: Kalau they berarti to be yang tepat di gunakan berarti apa Jo? **(Metalinguistic Feedback)**
       Jo: *Do?* **(Hesitation)**

Furthermore, based on the result of analysis, it shows that the teacher did not want to leave the student's error without any feedback. The teacher gave oral corrective feedback until the students gave correct response. In correcting the students' error, she sometimes had to use several types of oral corrective feedback until the student gave the correct response. The example of teacher using several types of oral corrective feedback in correcting the student's error can be seen in the excerpt below:

Example 13:

> Sf: they eats fried rice every week.
> T: <u>Verb nya pakai S?</u> **(Elicitation)**
> T: <u>Betul apa salah?</u> **(Elicitation)**
> Sf: *Iya. Pakai S*. **(Same error)**
> T: <u>Are you sure?</u> Check your note. **(Elicitation)**
> A: *Gak pakai S, Miss*. **(Peer repair)**
> T: <u>Yes. That's correct. Kalau subjectnya they berarti verb tidak di tambahkan S. Sekarang kalian sudah mengerti coba di kerjakan worksheetnya</u>**. (Explicit Correction)**

From the excerpt above, it shows that the teacher tried to elicit self repair but because there was no response from the student, she then gave another corrective feedback using elicitation until the student responded to it. However the student still did the same error. Therefore the teacher elicited self repair again which was followed by another student's repair. Then the teacher gave explicit correction.

From the results of analysis, it also can be seen that the students gave response in accordance to the teacher's corrective feedback. The response given by the students were both incorrect and correct response. It shows that when the teacher's oral corrective feedback was explicit, the students directly gave the correct response. But when the teacher's oral corrective feedback was not explicit, the students might give incorrect response. The reason why the teacher did not use clear oral corrective feedback possibly because she wanted the students to be more aware of their error and try to correct it by themselves.

CONCLUSION AND SUGGESTIONS

This study focused on the Oral Corrective Feedback and Learners' Uptake in the 5th grade of an elementary school. By accomplishing this study, the writer wanted to find out the types of Oral Corrective Feedback used by the teacher in the 5th grade of English Grammar class and also the types of learners' uptake following the teacher's oral corrective feedback. In order to reach the research objectives, the writer used Panova and Lyster (2002) theory of Oral Corrective Feedback and Learners' Uptake. Four meetings of the class interaction were collected as the source of data.

As a result of the study, the writer found out that the teacher used Oral Corrective Feedback in her class interaction when the students did errors. The types of Oral Corrective Feedback used were Recast, Metalinguistic Feedback, Elicitation, Explicit Correction, and Repetition. The most frequently used was Elicitation by 18 times (38,3%). In addition, it also found out that the students gave response in accordance to the teacher's oral corrective feedback. The types of Learners' uptake occurred during the class were Self repair, Peer repair, Repetition, Same error, Different error, Partial error, and Hesitation. The most frequent Learners' Uptake type used was Self repair by 18 times (40%).

In conclusion, the writer could see that Oral Corrective Feedback used by the teacher may lead the student to show signs of learning or understanding implied in the student's reaction to the teacher's feedback. The corrective feedback given can make the students become more aware of their errors and improve their grammar skills.

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