Teachers' Corrective Feedback on Students' Pronunciation at the Daffodils English Course Kampung Inggris Pare Indonesia

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Abstract

Pronunciation is a micro skill of any languages. However, pronunciation is overlooked in the teaching and learning English, and it is not explicitly taught but it is taught in spoken activity in speaking by giving correction on pronunciation errors made they students or corrective feedback. It is one of key in teaching English for EFL learners.This study is aim at describing teachers' corrective feedback strategies used by the teachers, the timing of corrective feedbacks and their influences on students' psychological performance during speaking activity at the Daffodils English course . The research design of this research is a case study and the samples of this study were five experience teachers of The Daffodils English Course who are aware of giving corrective feedback on students' pronunciation. The result of data analysis indicated that there were four types of corrective feedback strategies used by the samples (by the teachers) which involved recast strategies was 58%, metalinguistic was 28.03%, clarification request was 11.21% and elicitation and elicitation was 1.86%. In addition, from total of data, it indicated that the samples gave corrective feedback in two different times that involved immediate and delayed correction. It indicated that 28.03% total of data was immediate correction, and 71.96% data indicated the use of delayed correction.

Keywords: *Corrective feedback, pronunciation errors, Strategies*

A. Introdouction

Human being convey their messages through the sound or pronunciation. Good pronunciation is helpful for both hearer and speaker. When human beings speak any language, they produce the sound. So, pronunciation is one of skill in speaking. Ur (1996:120)stated that among of the skills, speaking is the most important one because it needs and involves integrated skills such as listening skill, vocabulary mastery and good pronunciation. It means that without those related skills, we get difficulty to speak English.

As a basis inoral communication, pronunciation is needed not only for speaking but also for listening. Both of these skills are the keys to be successful in communicating orally. Those skills affect each other. Imagine when we speak with anyone without intelligible articulation, the hearers get difficulties to interpret our utterance. Gilbert (2008) insists that the skill of listening is integrated, and good pronunciation helps anyone in speaking.

Pronunciation is the way in which people pronounce a word, especially in a way that is accepted or generally understood. Celce-Murcia (1987) defines pronunciation as the production of the sounds used to make meaning. The pronunciation involves intonation, phrasing, stress, timing, rhythm, and voice production.

Teaching pronunciation is an important aspect in both teaching and learning a particular language. By teaching pronunciation, it is intended to help students gain knowledge in the terms of English pronunciation. Hismonoglu (2006) stated pronunciation teaching has an important role in oral communication. It is as a vital part of communicative competences. In line with Hismonoglu, Yuzawa (2007) also stated pronunciation mastery

is needed for someone to use English as means of oral communication. In brief, to be successful in speaking or oral communication, we need to intelligble sounds.

Pronunciation refers to the way we prounce words. Speakers who are good in pronucing tend to be easily understood by the hearers. Son &Dent(1985) defines that pronunciation is a way in which a language or particular word or sound is spoken. Cecle-Murcia (1987) pronunciation is defined as production of the sound used to make meaning. That is why we have to be able to prounce acceptable masseges to the hearers in order the hearer understand what we pronounced so they can give correct responses. Elmaksoud (2013:295)prounciation refers to production of sound which are used to make meaning.

In one hand, Jones (1965:45) stated pronunciation means to utter articulate a sound or a word or syllable with the reference to the production of sounds and placing of stressing and intonation. From this, pronunciation is part sounds production that includes words, intonation, and sounds language. Intonation referers to the way of the voice up and down in pitch when we are speaking and the rise and fall of our voice as we speak.

There is problem faced by EFL learners started to use the target language in the form of speaking. The problem is Interlingua problem. They tended to be influenced by their first language. For instance, EFL learners tended to use their native language tones or intonation when they speak the target language. This is one of problems when EFL learners speak with global people. Intonation or the tone of speaking indicate particular meaning. Colantoni (2014) stated L1 intonation effects the meaning in L2 languages. It indicates that the intonation in LI and L2 are used to express messages, and the intonation form meaning. That is why EFL learners also have to know when the up and down intonation are used.

Stressing and rhythms also indicates meaning. Stress means speakers of English make certain syllables and words. Stress the amount of energy or effort that we use to pronounce words that are important in a sentence. We have to use words' and sentences' stress to emphasize the meaning.

Pronunciation is a micro skill of speaking. When foreign language user communicates with the target language, it is really important for them to uttered acceptable sound. Lund (2003: 16) explaines that pronunciation is the aspect of language that calls for a close interaction between the cognitive and psychological process. In acquiring new sounds we are also dealing with a complex re-organizing of articulatory process. Good English pronunciation makes people understand easily toward what we are saying meanwhile poor English pronunciation may confuse people, and it makes people misunderstanding when we are communicating.

Pronunciation intelligibility is one of problems in acquiring second language or foreign language learners. In the context of English learning in Indonesia, pronunciation intelligibility maybe is problems for learners. However, an English foreignermust not be afraid of this phenomenon because errors in learning foreign language are normal. It is a process of learning or acquiring the new foreign languages such as English. In line with Vigil and Oller (1976: 28), they stated errors are parts of non native speakers learning process and a certain amount of corrective feedback from NNS's utterances is essiantial for continued inter language and developments.

Generally the purposes of learning English are for communication either in the form of written or oral communication. For written communication EFL learners learn how to write, how to read for particularly purpose for example learners are taught how to writes research report, how to write English application letters, how to write articles, etc. In addition as oral communication purposes, the learners are taught how to speak English well. In speaking English, there are some of important elements. One of them is intelligible pronunciation.

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Pronunciation is micro skill of speaking. Without intelligible pronunciation, we cannot convey acceptable messages to the hearers or receivers. However, although pronunciation is important we do not need to teach pronunciation is a single subject but we can teach it in the form of communicative activity like speaking class and we should corrective feedback if we find occurred errors.

Other EFL teachers probably do not consider that corrective feedback during language learning class is important but for me as researcher I believe that it is very important and it is useful for students. Ellis (2009:3) stated that corrective feedbacks are classified into positive and negative feedback. Positive affirms to the learners to activity is correct. For example when the teacher gave rewards to the students by saying very good, very nice and so on. Meanwhile negative feedback or corrective feedback is response to learner utterance containing linguistic error. In addition Ellis (2009:11) also classified the corrective feedback into two types. They are immediate and delayed correction.

Corrective feedback is teacher awareness to identify and to correct errors made by students in EFL classroom activity. Ellis (1994: 702) defined corrective feedback as aninformation given to the learners which they can use to revise their inter language. From this definition, it is implied that corrective feedback is believed as an important to be applied by the teachers to achieve target language they taught to the students. In context of teaching oral skills or speaking to the students, any teachers need to give corrective feedback to avoid systematic or continued errors made by the students in using target language they learn. In line with the fact, Ellis (1999: 350) called it is as fossilization. This term is used to describe the process by which non -native forms become fixed in inter language.Syamsiah (2012: 52) stated EFL teachers should give correction on students' pronunciation errors and the teachers should be good models for their students. However, it is believed that not all teachers are aware of giving corrective feedback when they found errors in the context of teaching English as foreign language in Indonesia.

There are some popular strategies in giving corrective feedback on students' pronunciation errors.

According to Lightenbown&Spda (1999: 107) there are four ways or strategies in giving feedback. They are:

1) Clarification request where the teachers indicate to the learners that utterance has been misunderstood or that there is an error in it and repetition is needed.

For example:
T: What do you do in the morning?
S: Firstly, I get up and then I take bath (bad)
T: Do you mean you take bath *(baθ)*
S: Yes take bath *(baθ)* sir'
T: After that, what else do you do?
S: uh, I have breakfast and go to the course.

2) Recast, is where the teachers repeat learners' utterances using the correct forms regarding the errors made by the learners but he do not draw attention to the errors and maintains central focus meaning.

T: Do you often use hand phone to call your fiend?

S: Yes, I use phone (*pon*) to call my brother?

T: OK, you phone (*fəʊn*) your bother, and your mother?

Y: Yes I phone (*fəʊn*)

3) Elicitation is where teachers use questions to elicit completion of students' utterances ask questions to elicit correct form or ask students to reformulate their utterances.

For example:

T: why did not you join this class last week?

S: Sorry sir, my mother was sick. She was hospitalized since three days ago

T: Sorry, your mother was….??

S: Sick

4) Metalinguistic feedback is where the teacher points to the nature of errors by commenting on, or providing information about the well forms of students' utterances.

For example:

T: What TV program do you like?

S: I like music show and movies

T: uh, not show (sow) but show (ʃəʊ)

T: (Student repeated the word), Ok show.

In regards with the literature above, it is believed that pronunciation must be an important to be taught to the learners but it must not taught in the form of speaking independent subject, and it could be better to be taught in speaking activity.

B. Methods

This study used qualitative approach, and the method of this study is a case study and the instruments of the study are observation and interviews. In addition, this study was carried out on five samples of The Daffodils English Course that are experienced with at least ten-year teachings at the course.

The data collection of this study involved the observation sheet, observation script from recorded class and interview script. They were used feedback to identify what teachers' corrective strategies, when they used the strategies and their effect on students' psychology performance. The observation was done twice for each sample.

To achieve the purposes of the present study, then the researcher analyzed the data from observation sheet, recorded class during observation and interview by grouping them in accordance to corrective feedback strategies, the corrective feedback times and their influences on students' performance.

C. Findings and Discussion

The result of data analyses indicated that there were four types of corrective feedback strategies used by the samples (by the teachers) which involved recast strategies was 58%, metalinguistic was 28.03%, clarification request was 11.21% and elicitation and elicitation was 1.86%. In addition, from total of data, it indicated that the samples gave corrective feedback in two different times that involved immediate and delayed correction. It indicated that 28.03% total of data was immediate correction, and 71.96% data indicated the use of delayed correction. Then this present study also indicated that the use of immediate and delayed correction influences on students' speaking performance. During observation the researcher noted that the use of immediate correction when students presented a topic made students be disturbed forget to deliver and spoke unnaturally.

The teachers used these types of corrective feedback above in two models of speaking activity performed by students and teachers. They tended to used metalinguistic when the students give presentation, explanation and debate season. They give correction

through this strategy to facilitate their students to focus and speak naturally. The function of metalinguistic strategies in that situation in order the students know the phonology rules of the target language they learn, with providing the correction through this strategies the students get the competence as well as the performance.

In regarding with recast strategies, the teachers used this strategy not only for correction but also for interaction. For interaction, by repeating students' utterance while conversation, they show their interest to the contents or the topics students delivered. For correction, the teachers used that strategy to indicate if the students make error in pronunciation but the errors were tolerable because they still understand what students. Therefore, the teachers only imply the correction by repeating students' utterance without directly commenting and providing more examples related to the errors.

In accordance to the use of clarification request strategy, the teachers used it when they recognize pronunciation errors in conversational situation. They used it to indicate if the students' utterance is not understandable. The teachers used it in order the students repeated their utterances. So, the function of this strategy to restart or reformulate students' utterance with more intelligible sound as it was implied by the teachers.

The teachers used elicitation strategies in conversational situation like in clarification request strategy. However, in this strategy the teachers did not pronounced parts of errors and they just elicit the students to pronounce parts of error. The teachers used it when the errors were not significant. In the situation the teacher used the strategy to make sure the level of errors for correction considerations.

Regarding to the timing of corrective feedback, the teacher not only used one immediate correction but also delayed. From data analysis, the researcher gained the frequency of the use immediate and delayed correction. In regarding to the used of delayed correction, the teacher commonly used this timing when the students give presentation, explanation and debate season. They used this in the situation because they did not want to interrupt their students even though they recognized pronunciation errors. Furthers, they used it in order students speak naturally. On the other hand, the teachers more often used immediate correction when conversational situation was going on because in the situation they could imply correction through interactions without interrupting the students.

In relation with the teachers' experiences in giving correction without considering the timing; immediate and delayed correction and the models of communicative task displayed by the students, it can influence students' psychological performance. They insisted that the use of immediate correction while students presenting a particular topic, debating season, and explanation can make students disturbed, unconfident to speak, and forget what to say. That is why the teachers tended to use delayed correction in this situation. Further, they tended to used immediate correction in conversational situation like asking and answering question on particular topic and dialogues activity.

In context of teaching English as foreign language in Indonesia for communicative purpose or oral skill to EFL learners, this research hopefully can be useful for the teachers who consider corrective feedback is important in their teaching to get more intelligible sounds or intelligible pronunciation.

D. Conclusion and Suggestions

Pronunciation intelligibility is one of problems faced by the students when they speak English. It is a normal process since it is treated with the correct strategy. Through this study the researcher recommends EFL teachers to use the strategies are presented in this study which involves clarification request, recast, elicitation, and metalinguistic strategy. In addition, through this study the researcher also recommends EFL teachers to

consider the timing of giving corrective feedback on speaking activity in EFL learner classroom.

Through this study the researcher recommends EFL teachers particularly in Indonesia to be aware of giving corrective feedback on students' pronunciation. Therefore, researcher recommends EFL teacher to conduct experiments before implementing particular strategies specially in giving corrective feedback in order the strategies are effective.

This present study indicated that the teachers use corrective feedback strategies based on the models of speaking activity employed during class activity, and findings also indicate that the teachers give corrective feedback based on the models of speaking activity. Therefore, the researcher hopes there will further study related to the present study to investigate the effectiveness of corrective feedback strategies and the timing of giving corrective feedback on the models of speaking activity or task as presented in this study for further contribution in teaching English as foreign language for EFL learner Indonesian.

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