

LECTURERS' FEEDBACK IN SPEAKING CLASS (A DESCRIPTIVE STUDY AT AR-RANIRY STATE ISLAMIC UNIVERSITY)

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ABSTRACT

This qualitative study attempted to investigate the types of feedback used by the lecturers and the most frequent type used in speaking class at English Department of Ar-Raniry State Islamic University (*UIN Ar-Raniry*). The participants of this study were two lecturers who were teaching intermediate speaking at English department of *UIN Ar-Raniry*. Therefore, two classroom observations were recorded and transcribed. The observations were conducted four times of each class. The data analysis was done by using Miles and Huberman's (1984) model including data reduction, data display, and conclusion. The findings of this study revealed some significant results. There were five types of corrective feedback used by the lecturers in teaching speaking at English department of *UIN Ar-Raniry*. It includes *recast*, *elicitation*, *clarification request*, *repetition*, and *translation*. Further, the type of feedback most frequently used by the lecturers in teaching speaking was recast followed by translation, clarification request, elicitation and repetition.

Keywords: *lecturers' feedback, feedback type, speaking class*

INTRODUCTION

The notion of English as an international language demands English learners to be able to speak well. The mastery of speaking in English is a priority for language English learners (Goh & Burns, 2012). Hence,

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teaching techniques, including giving feedback need to be functioned well in English Language Teaching (ELT) by which teachers or lecturers can fix student' errors and encourage them to better learning. There are many ways to correct students' speaking mistakes, and hence, it needs to be focused on how feedback is given during their oral production and motivate them to achieve better performance which leads them to be aware of their mistakes.

Classroom interaction is always structured between teachers and students in the cycle of teacher's initiation usually in the form of questions, students responses, and teacher's follow-up consisting of feedback. This is an essential aspect of the interaction allowing students to see whether their response was accepted or not (Pearson, 2016). Hence, feedback may entail teacher's comments on students' speaking or task. Nunan (1999) defines feedback as the provision of information to speakers about the message they have conveyed. Evaluative feedback provides a speaker with the information on whether the ideas or utterances are correct or wrong. It may be verbal such as "Great!" or nonverbal (smile or thumbs up).

Feedback is one of the important features in language classroom. Harmer (2007) states that feedback, if given appropriately, is a crucial part of the learning process. It allows students to measure how well they have improved English speaking including grammar, vocabulary, pronunciation, or comprehension. Feedback is often organized between a teacher and students' interaction to indicate failure and success of their responses. Therefore, it is true that some students will feel unmotivated due to lack of appropriate feedback (Nunan, 1999). Teachers' feedback is necessarily needed to motivate students to speak. Speaking class contains various activities performed by students and that is why they need comments and evaluations from teachers on every task.

Black and William as cited in Harmer (2007) found that feedback on students' work probably has more effect on achievement than any other single factor and thus, it is believed as the heart of an effective teaching. It means that it has positive effects to improve students' speaking ability. Teachers can provide feedback both after they finish a piece of work and during the work such as commenting on some errors or correcting when they have just uttered something inappropriately. This will ultimately help learners learn to speak correctly. Every day-feedback they get in the classroom can lead them to a perfect practice of English speaking.

In speaking class, teachers often give comments after students saying something either to help or to tell them that they have made satisfactory progress. This absolutely will increase speaking ability. Studies indicate that feedback generally improves students' learning substantially (Lyssakowski & Walberg as cited in Cole & Chan, 1997). Dealing with feedbacks employed in everyday classroom by teachers, hopefully, students can develop their speaking skill.

Cullen (2002) agrees that teacher's follow-up move when a student has said something plays a crucial part in clarifying and building students' ideas. He further states that, therefore, it is important to make sure that the given feedback is appropriate to students and to an activity they are involved in. It serves as evaluative segment from teachers to students' language use, for example incorrect verb tenses, pronunciation or spelling.

Due to its importance in improving students' speaking skill, feedback is expected to be given appropriately in the classroom to give maximum effects on students' speaking mastery. However, the reality shows that feedback is not used properly in teaching.

Based on the writers' observation in a speaking class of the English Department of Ar-Raniry State Islamic University (UIN Ar-Raniry) on 2nd of April 2018, it was found that students did not get sufficient feedback on their speaking performance during the class especially when making errors. The lecturers gave positive feedback frequently in the classroom like comments "Yeah" or "Okay" on students' errors. Meanwhile, their ill-form sentences should be treated by using corrective feedback so that they will be aware of their mistakes and will not make the same errors. Actually, feedback which includes both assessment and correction is helpful during oral work (Harmer, 2007).

Therefore, it is worthy to conduct a study on teachers' feedback in speaking class by investigating the types of feedback used by the lecturers in speaking class at the English Department of *UIN Ar-Raniry* and the most frequent type of feedback that appear in this class.

LITERATURE REVIEW

Definition of Feedback

Interaction in EFL classrooms is structured in the form of teachers' initiation, students' responses, and teachers' feedback, which is an evaluative part of each teaching exchange. The last element of teacher-student interaction, feedback, is considered as the most essential factor

which influences students' language learning. It functions to repair students' error and model the correct use of English language as a tool for international communication, which is acquired through everyday interaction in the classroom.

Some definitions of feedback have been suggested by linguists in the terms of language teaching and learning. According to Ur (1996), feedback shows errors to students and leads them to correct their mistakes. Feedback contains teachers' comments on what their students have done in accomplishing their work in the classroom. It may give good remarks, which indicate their successes or failures.

Additionally, Cole and Chan (1997) assert that feedback is information that allows students to check the adequacy of their performance and monitor their learning progress. Teachers feed back to students to indicate their appropriateness of their action and response. They further state that, in language classroom, any form of communication attempting to tell students about the quality of their performance in a learning situation is called feedback. It is part of the normal communication process and serves a regulatory function. This process is where an evaluation is given to students because they have made a genuine effort to respond to a learning task.

The teacher often comes up with some comments after students' response to tell whether they have given an expected answer, or to correct the mistakes they have made in speaking. In language learning, feedback serves as evaluation to check students' errors and to encourage them to make improvement in using the target language. Thus, it has three major functions, motivation, reinforcement, and information (Cole & Chan, 1997). Receiving some kind of feedback, students will feel motivated and get information of how to use the language correctly in speaking.

The other definition of feedback is proposed by Nunan (1999). According to him, feedback is the provision of information to speakers about a message they have conveyed. In a speaking class where students are pushed to actively engage in communication with the lecturer and friends, feedback is often provided to evaluate their speaking during the class.

Indeed, feedback used in the teaching and learning can be verbal and nonverbal (Nunan, 1999). Exam results given to students, comments on assignments, and remarks to students' performance can all be labeled as feedback. It refers to information supplied to the accuracy, appropriateness, and quality of students' performance in a learning

situation. However, the concept of feedback is broader and more general and can be used to cover all teachers' statement after students' work. It is not only the comments but also all information to indicate correct or wrong response, additional explanations, and demonstrations used to help students identify and correct their errors. In this sense, it is called corrective feedback (Cole & Chan, 1997).

Hence, because feedback is provided in various forms, this study was only limited to the use of corrective feedback, which is based on Panova and Lyster's classification (2002). In speaking class, the lecturers often give some kinds of corrective feedbacks for the purpose of correcting students' errors and improving their speaking skill. It is an extended form of feedback which includes demonstrations or explanations aimed to treat particular problems in students learning.

Corrective feedback is any teachers' reactions, which clearly transforms and demands improvement of students' utterance (Panova & Lyster, 2002). This reaction means requesting students to provide the correct answer, which can be realized in many ways of correction. It is aimed at helping students to notice and correct their errors. The students gain most benefit from this kind of feedback because they get information as well as corrections to improve their performance. It provides not only information but also further instruction to correct errors. Teachers often use corrective feedback to help students achieve their learning objectives where they are required to master both transactional and interpersonal communication in speaking skill.

The Importance of Feedback

As previously stated, feedback is important for both students who is receiving feedback and the rest of students in the class. This part of teaching exchange plays a vital role in developing students' speaking skill where students are trained to speak in the target language and frequently make errors. Thus, by getting some feedbacks from teachers, they know what to correct and how to fix errors for improvement. It offers learners opportunity to correct their own errors so that it leads these learners to self-discovery rather than being directly fed by the teachers.

Feedback helps students enhance their motivation to achieve the goals of language learning. It also gives them positive attitudes towards the language. Effort alone does not signify motivation. It can be from a teacher who gives a lot of feedback. Therefore, lack of appropriate feedback will make students unmotivated. It is one of the factors that can

give supportive environment for effective motivation for students so that their learning objectives can be more likely reached (Nunan,1999). Meaningful learning is supported by conditions where students are encouraged by teachers' feedback and given opportunities to fix themselves in order to perform better in the future.

Moreover, Brown (2001) says that one of the keys to successful language learning lies in the feedback that students receives from others, in this case, from the teacher. Corrective feedback takes on a numerous possible forms and causes them to make some kind of changes in productions. It is obviously true that feedback assists students to have plenty of time to make improvement in speaking from error treatment provided by the teacher.

It is unavoidable that feedback is one of the factors that influence students' language learning. Throughout, students always get evaluation from teachers about how well they speak in the target language. Feedback is central in helping them to test hypotheses that have been formed about the rule system of the target language (Ellis, 1986). Students should not be left alone in learning a language. They need a teacher who gives them comments and models the correct use of the language. In speaking class, they frequently respond to teachers' questions to practice their English speaking after which the teacher gives feedback to show whether it is acceptable or not.

There are a lot of activities students are engaged in speaking class. It can be role play, storytelling, debate, discussion, etc. These are important to train them to use English in different contexts and they can practice language rules at the same time. Once they have formed a hypothesis about a target-language rule, they can test it out in various ways in order to confirm or reject it (Ellis, 1986). In this process, feedback is highly important for correction so that it leads them to revisions of the inappropriate system previously formed. By getting some kinds of feedback from the teacher, they can correct it and understand the accurate use of rules to replace the old ones.

Students use many forms of grammars in their speaking and obviously, there are a lot of errors and mistakes during their use of the L2. They need feedback, which facilitates them for corrections and self-repair. For example, teacher's feedbacks like "*Sorry, could you say that again?*", "*I didn't get that*", and "*What do you mean?*" are provided to request the correct forms from the students and to confirm their previous utterances which is incorrect (Thornbury, 2005). This fact confirms that corrective feedback can enhance students' metalinguistic awareness

(Panova & Lyster, 2002). As a result, speaking ability can be developed through various error treatment sequences in teacher-student interaction.

Therefore, providing feedback toward students' performance is an important aspect of language teaching. In classrooms, it serves not only to let them know how well they have performed but also to enhance motivation in speaking (Richards & Lockhart, 1994). It is a tool to make learners learn more and better. Immediate feedback is very important on students' speaking performance and tasks. As Ur (1984) stated, speaking and listening skill are the language skills that teachers have to react immediately on. It is obviously useless for the teacher to correct a mistake on a student's speech a day later or even a minute or two. It may cause the comments to lose its relevance. Thus, immediate reaction to students' error will make them remember what to correct.

Feedback is one of the essential factors in teaching which affects students' learning. It provides learners with error correction as well as encouragement in improving their ability. The following is the importance of feedback in language learning stated by Maryn (as cited in Adityas, 2008).

- a. Feedback is a tool for teachers to identify students' language. Through feedback, the level of their adequacy can be identified therefore they know to what extend they have improved and know what to learn for better result. Feedback also facilitates teachers to model the correct use of the language.
- b. During students' talk, feedback gives beneficial comments about whether the utterance is correct or wrong rather than a long explanation which is usually delivered in class. It is better than telling students information that they have already known. It gives correction to students' incorrect use of grammar, vocabulary or pronunciation; therefore, it should be informational for enhancing their knowledge of the language.
- c. From feedback, students can learn new words, correct pronunciation, and sentence construction directly and orally from the teachers.
- d. It serves as effective stimulus for students. It can increase students' motivation in learning. It is true that students' will learn better when getting appropriate feedback from the teachers.
- e. It leads to self-correction. There many ways of giving feedback. One of which is eliciting the correct form of the language so that they can find the correct one by themselves.

Types of Feedback

This study is focused on analysis of corrective feedback which refers to any reactions from the teachers which clearly transforms and demands improvement of students' utterance (Panova & Lyster, 2002). There are seven types of corrective feedback by Panova and Lyster (2002) used in this study which is categorized into recast, elicitation, metalinguistic cues, clarification requests, Repetition, translation, and explicit correction. Below are the seven types of feedback followed by brief description and example for each.

a. Recasts

Recast is implicit corrective feedback move that reformulates, expands, or complete an incorrect response (Panova & Lyster, 2002). It is formulation by teachers to students' errors or correction without directly pointing out that their response was wrong (Coskun as cited in Ayouni, 2017). Here is the example of how recast feedback is used to reformulate students' erroneous utterance.

S : I looking for my pen
T : You are looking for your pen.

b. Elicitation

Elicitation feedback is a corrective technique that requests the students to self-correct. There are three ways of eliciting in this type which includes teachers' pause, teachers' asking open question, and teachers' asking reformulation of the ill-formed (Panova & Lyster, 2002). This type is considered as the most common type of feedback used in students' repair (Coskun, 2010). Elicitation type can be seen in the following example.

S : She has go to a library.
T : Sorry? What's the word?

c. Metalinguistic Cues

According to Lyster and Ranta (as cited Panova & Lyster, 2002), metalinguistic feedback refers to comments, information, and questions on students' errors without explicitly giving the correct ones (Fu & Nasaji, 2016). It is illustrated in the following extract:

S : Mmm...*tidak berani*.
T : Ohhh...that's in Indonesian.

d. Clarification Requests

Clarification request is intended to elicit reformulation or repetition from students due to wrong forms. It is also used to seek clarification of meaning (Panova & Lyster, 2002). By using phrase “Pardon me?”, “Excuse me?”, or “I don’t understand, could you please repeat it?” The teacher actually requests a reformulation from students because it contains errors. It can be seen below:

T : Is it a city where you grew up?
S : Yes. Where I live.
T : Now?
S : Where I was living.

e. Repetition

Repetition is feedback by repeating a part or the whole students’ incorrect utterance (Coskun, 2010). It is usually done by changing the intonation (Panova & Lyster, 2002) as shown in this example:

S : It is raining hard yesterday.
T : It is?
S : It was raining hard yesterday.

f. Translation

Translation serves as a feedback when a teacher translates students’ first language into English to highlight the comparison between both languages and give them the model of the target language use in the future (Fu & Nasaji, 2016). Here is the example:

T : Ok, what it tells about?
S : *Mmm...tentang seorang relawan...*
T : Yeah...about a valounteer.

g. Explicit correction

This type provides explicit indication to students that they made an error in previous response. It involves a clear correction to the errors and provides a correct form (Panova & Lyster, 2002, p. 584) as shown in the following example:

T : Then, what did she say to the girl?
S : She says she is hungry.
T : She said she was hungry.

Choosing Feedback Strategies

Brookhart (2008) listed some procedures in effectively giving feedback within a context of language teaching and learning. There are some considerations to be taken into account when teachers give feedback, which includes timing, amount, mode, and audience.

Feedback should be provided when students are hesitant with the language they are producing. In line with this, Ur (1984) further stated that speaking and listening skill are the language skills that teachers have to react immediately on. In sum, immediate feedback is deemed pivotal to students who learn and improve their speaking performance.

On the contrary, feedback that is given much later after students make mistakes will be useless because they probably do not remember what they have said or uttered anymore. Therefore, the feedback will be pointless and meaningless. Likewise, letting errors go is an example of bad feedback timing where teachers ignore students' errors or misconceptions. This will lead students to ultimately committing the same errors in the future. Instead, teachers have to react with immediate oral feedback once they hear their students' errors.

The next factor that teachers have to take into account is about the amount of feedback. As Brookhart (2008) explains, the purpose is that the students can get enough feedback so that they understand what to do and get it on "teachable moment" points but not an overwhelming number. This means that giving feedback is limited only on important learning target.

Feedback can be delivered in some modes. It can be written and oral. Some of the best feedback result from the conversation with students (Brookhart, 2008). Thus, oral feedback is more effective for students' speaking. Classroom interaction in speaking often comprises the cycle of teacher's question-students' response-teacher's feedback in which feedback serves as closing part to evaluate student' use of the target language. Thus, some errors can be identified correctly.

Like daily communication, feedbacks will work properly when it has an appropriate sense of the audience. Feedback to individual works is best addressed to the individual student. This is very powerful because it tells that the teacher cares and appreciates her or his individual progress (Brookhart, 2008). However, if the same feedback content will benefit other students, providing it to the group or the whole class can save time to minimize the repetition of the same correction.

Studies on Feedback

There are a lot of studies concerning with feedback provision in language classroom. Most of them are descriptive and observational research conducted on classroom interaction. Chaudron (as cited in Panova & Lyster, 2002) has grown a comprehensive model of corrective discourse. It was significant step in the efforts to identify various corrective techniques in EFL class. He found that the most common type of feedback used by the teachers was reformulation of students' utterance. Reformulation is also called recast by which the teachers reformulate students' incorrect utterance without directly telling them that is incorrect.

Roberts (1995) has accomplished a small-scale study to investigate samples of teachers' feedback of 50 minute lesson. The result shows that recasting was the predominant type of feedback to students' errors constituting 60% of all feedback. Similarly, Doughty (1994) studied corrective feedback given to French adult learners in 6 hours of recorded classroom interaction. It is found that recast accounted for about 70% of all corrective feedback moves.

Further, Lyster and Ranta (cited in Fu & Nasaji, 2016) analyzed 18.3 hours of teacher-students interaction and identified six types of corrective feedback namely explicit correction, recasts, clarification request, metalinguistic feedback, elicitation, and Repetition. Here, recast was the most widely used to students' erroneous utterance. It made up 55% overall, followed by elicitation accounting for 14% and 11% clarification request. Meanwhile, the other types were given less than 10% by the teacher.

Furthermore, in 2002, Panova and Lyster conducted a similar study in ESL classroom and found similar result where recast the most frequently (55%) and followed by clarification request (11%). However, one difference was that elicitation was only 4% of feedback occurrences. Another study conducted by Suzuki (cited in Fu & Nasaji, 2016) shows the same finding. She examined the provision of feedback in ESL contexts and proved recast was the most common type of feedback (60%) used in the classroom, followed by clarification request (30%). Other types occurred not more than 5% each.

In a nutshell, several previous studies have shown evidences that corrective feedbacks were applied in the EFL classroom with recast often being the most frequently used type of feedback.

Feedback during Oral Work

Feedback is essential to provide during students' speaking performance. It is very helpful during oral work divided into fluency and accuracy work (Harmer, 2007). It allows teachers to provide correction on piece of grammar, word usage and pronunciation students use in their speaking. Feedback on fluency work must be very carefully implemented to avoid losing their focus on meaning and fluency. Hence, feedback which is used on fluency activities is different from that on accuracy works. It has different purpose and functions.

In any stage of lesson, feedback always plays a significant role by which teachers can measure how well their students have mastered a particular aspect and what topic they have to learn more in order to move to the next level. During oral work, teachers can use feedback to monitor their language use in many activities they are involved in. Some grammatical rules, pronunciation exercise and vocabulary work can be taught more intensively. When finding errors committed by their students, for example grammatical error "two dish", teachers give feedback indicating it is incorrect by reformulating "two dishes" without directly telling him or her that the utterance was wrong. Therefore, the students know the correct form and become more aware of using this kind of grammatical point.

Moreover, when getting students' inappropriate pronunciation or spelling in saying something, teachers can supply corrective feedback by asking them to repeat until they can pronounce it accurately. For example, the teacher reacts to students' incorrect response by asking for a clarification, "Sorry? Pardon me?" (Panova & Lyster, 2002). This kind of feedback will draw her or his attention to find the error and correct it. This leads to self-correction. If they fail to find the correct one, the teacher can model it by clearly stating it so that other students can get benefits from this correction. Teacher's corrective feedback serves as a media to improve the students' speaking performance. Thus, the students get an extended information and language for competences to perform better speaking.

Further, feedback is also good for giving instruction of vocabulary use in speaking. During oral communication, students who are learning English as the target language frequently make lexical errors including language interference or using L1. Feedback from the teacher is very needed to fix the incorrect use of vocabulary in English speaking where

he can ask the student to supply the correct word to be used in a suitable context. The teacher can give feedback by means of elicitation (Panova & Lyster, 2002), for example, “*Well, what is English word for “tahu”?*”. This type of feedback encourages the students to make self-discovery. Beside, many other types of corrective feedback can be applied to correct errors.

In sum, during oral work in speaking classroom activities, there are many times the students make errors in language structures, vocabulary, or pronunciation. Corrective feedback is very significant to repair errors in those aspects which finally can lead them to having fluency and accuracy in speaking.

In fluency work, feedback is better after the students complete the task. Whereas, in accuracy work, giving feedback will be more effective if given at a moment the student makes errors. However, it often depends on how it is done. In a survey by Harmer (2007), it found only 38% of the students liked correction after the task, whereas 62% liked being corrected at the moment of speaking. Overall, the most important thing is that the teacher needs to be very sensitive about how to give feedback on students' oral work. It should be decided the right moment to correct and the teachers need to determine the target, namely the individual or group of students, who need feedback. As suggested by Harmer (2007), different student have different preferences toward the feedback. Hence, feedback on speaking activities can be properly done so that the students can speak more fluently and accurately in English

Feedback during Fluency Work

Activities in a speaking class are intended to increase students' proficiency in speaking skill. As previously mentioned, grammar, vocabulary, and pronunciation are elements that students have to practice appropriately in performing this skill, and yet, most of them want and expect the teachers to give feedback on their performance (Harmer, 2007). However, it will be different on how to give feedback on their fluency work since the tasks they are engaged in are not focused on how they speak, but what they speak.

The activities for fluency work are designed to direct students to have fluency rather than to have focused on forms. There is a principle at this; the immediate and constant correction of all errors is not necessarily an effective way of helping students to improve their English (Harmer, 2007). The teachers do not need to produce direct feedback on students' speaking performance while they are presenting an oral activity. It the

other words, the teachers do not need to intervene students' speaking. Alternatively, they are advised to take notes on errors and wait until the students finish their work.

During communicative activities such as role play in CLT (Communicative Language Teaching), the teacher should not make intervention which can make them lose ideas and prevent their fluency. The intervention here means a stage to stop the activity to make a correction (Harmer, 2007). Activities in CLT usually involve students in actual communication as in the real life where the successful achievement is on the fluency. They should be focused on the content of what they are speaking about rather than on language rules, and use a variety of language rather than just one aspect of grammar. Therefore, teachers' feedback should not stop the activity. It will damage their thinking and drop their authority in their own performance (Harmer, 2007).

Further, Harmer (2007) also explains that teachers should not interrupt students in the middle of their speaking to point out a grammatical, lexical or pronunciation errors because it will negatively affect the flow of communication and make the activities to be concentrated in language forms, not on the meaning. Teachers' intervention in such circumstances can raise stress level and stop the acquisition process itself. On the opposite, students need to be pushed to speak fluently in English and force them to think carefully to express the ideas and convey the meaning.

The correction can be gentler without stopping the whole activity. Gentle correction can be offered by reformulating their errors so that she or he will pick up the reformulation. It is best shown in the following extract (Harmer, 2007):

- S : And when I go on holiday, *I enjoy to ski* in the winter and I like to surf.
 T : Yes. I enjoy skiing.
 S : Ah, yes. I enjoy skiing.

Next, recording mistakes is another way to provide feedback during fluency tasks of speaking class. It can be done by taking notes of all students' errors on speaking performance or recording their language use with audio or video recorders. Then, this recording can serve as corrective feedback for the students to show how well their performances are. By recording, the teacher will not be easy to forget what has been observed during their students' work.

Feedback during Accuracy Work

In accuracy work where students are directed to use such aspects as grammatical forms, vocabulary, and pronunciation accurately, it is acceptable to use immediate feedback while students are speaking. It is part of the teachers' function to point out and correct students' errors and mistakes (Harmer, 2007). Accurate speaking task directs learners to have adequate language knowledge and skill which involves the aspects mentioned above.

There are some techniques of giving feedback on students' accuracy work, such as repeating, echoing, statement and question, expression, hinting and reformulation (Harmer, 2007). Repeating insists on students' incorrect response by asking them to repeat the previous utterance. It can be realized by saying "Again?" with a high intonation and expression. Moreover, echoing is an emphasis of the erroneous part of the student's statement, for example, "She SAID me?" which will then attracts the students toward what to correct (Harmer, 2007).

Furthermore, statement and question is a technique of feedback, which can be done by asking "Do you think that it is correct?". By doing this, the students will reformulate their utterances to correct their errors. Meanwhile, expression is another way to indicate incorrectness by using facial expression or gestures. Flat or cruel face can be shown to tell them that there is a problem with their speaking.

Moreover, hinting is also good to recall the students' memory of language rules which have been already learnt. This is how the teachers lead to find the correct ones by providing a hint or clue for example; the teachers might say *countable noun* or *tense*, to direct their students to find the expected answer. Another type of feedback is reformulation used to restate the students' incorrect word or utterance without directly telling that it is error. It can be seen in the following example:

S : She said me I was late.

T : Oh, so she told you, you were late,

S : Oh yes, I mean she told me.

Speaking Skill

English is increasingly used as a tool for interaction among nonnative speakers. It is not only learnt as a tool for understanding western cultures, but also a means for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research (Brown, 2001). Speaking skill is considered as the

most important one among other skills. It is the product of language learning that someone who has learnt a lot or has knowledge of one language is proved by speaking it rather than listening, reading, or writing it. When someone asks “Do you speak English?”, this means that “can you carry on a conversation in English?”. The benchmark of successful language acquisition is often signed by the ability to speak it (Brown, 2001). Hence, being able to speak in the target language is a goal of language learning.

According Heaton (1990), speaking is a complex skill requiring the simultaneous use of a number of different abilities consisting of five components generally recognized in analyzing the speech process. The five components are:

a. Pronunciation

Pronunciation includes the segmental features, vowels and consonants and stress and intonation patterns. As stated by Harmer (2007, p. 343) that “if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech”. Therefore, students have to articulate the words and produce sounds that carry meaning as native speakers.

b. Grammar.

Obviously, it is necessary to know a certain amount of grammar and vocabulary in order to speak foreign language (Bygate, 1997). This is because language is constructed based on certain rules. Fromkin and Robert (1998, p. 14) define grammar as “the sounds patterns, the basic unit of meaning, such as words, and the rules to combine them to form new sentences”. Therefore, grammar is an important aspect in speaking, because if the speaker does not master grammar, his speech cannot be understood well.

c. Vocabulary

Vocabulary includes words, set phrases, variable phrases, phrasal verbs, and idioms (Folse, 2004). It is the basic element of a language. Further, Nunan (1999, p. 101) said that “vocabulary is more than lists of target language words. As part of the language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into ‘grammatical words’, such as prepositions, articles, adverbs, and so on, and content words”. The

students who are learning to speak in the target language, ultimately, have to master a lot of target language words. Otherwise, they will have nothing to say or speak.

d. Fluency

Fluency is one of the measurements in speaking skill. Student's ability can be identified by how fluently they deliver speech. Riddle (2001) defines fluency as the ability to talk freely without too much stopping and hesitating. Speaking fluently means that students can get the meaning of a message rather than forms.

e. Comprehension

According to Oxford advanced learners dictionary, comprehension is the ability to understand something with a reasonable comprehension of the subject or as the knowledge of what a situation is like. Absolutely, a communication that involves a speaker and a listener in information exchange needs comprehension. Therefore, having comprehension enables the speaker to share the message to others.

Difficulties in Speaking

Students find some obstacles in language learning especially in speaking. Ur (2000) mentions four reasons underlying students' difficulties in mastering speaking skill including inhibition, nothing to say, low or uneven participation, and the use of mother tongue.

Inhibition is the condition where the students feel embarrassed or shy to speak in front of their friends. Some factors that attack their speech are worries, afraid of making mistakes, fearful of critic and losing face, or simply shy of the attention from the entire class. As the result, they are often inhibited about trying to say something in the foreign language (Ur, 2000).

Nunan (1999) also asserts that interlocutor is one of the complications in speaking task difficulties. This is the condition where the students shall to speak with friends in the conversation. They are afraid of making fools in front of their peers. The second factor is that the students have nothing to say (Ur, 2000). Lack of knowledge of the topic being discussed, of course, will make them silent in the classroom. They do not know what to say because of having no ideas and the topic is very unfamiliar. The third is low and uneven participation. Students who are educated in large class and noisy conditions have limited opportunity to speak (Nunan, 1999). The last one is interference. It is

negative transfer from L1 to L2 that will cause learning difficulties and errors (Littlewood, 1984). The frequent use of first language (L1) or mother tongue inside or outside classroom can bring barriers to practice the second language (L2).

Principles for Teaching Speaking

Brown (2001) mentions seven principles for teaching speaking skill. They are techniques covering all students' need, intrinsic motivation technique, encouragement of using authentic language, appropriate feedback and correction, linking speaking to listening, giving opportunity to initiate conversation, and encouragement of developing speaking strategy.

The first principle is the use of a technique that accommodates the variety of students' needs focusing on interaction, accuracy, meaning and fluency. Language as a mean of communication is developed through interaction. Students can learn language use in different contexts from the communicative interaction occurring in the classroom. Therefore, the techniques designed for speaking task should focus on accuracy and fluency. For example, drilling technique can be exploited as meaningfully as possible where they can train fluency and accuracy of the language.

The second principle is that the teacher should provide intrinsic motivation. It comes from within the individual such as enjoyment of the learning process itself (Harmer, 2001). For this reason, speaking activities should be fun and interesting so that they can enjoy their language learning and some elements can be easily mastered. Harmer further said that motivation is an internal drive pushing the student to do things in order to achieve something. Teaching speaking technique must attract their interest for creating comfortable and joyful circumstances in learning.

The next standard that the teacher should concern is that to encourage students to use authentic language in meaningful context. Brown (2001) states that "it is not easy to keep coming up with meaningful interaction. It takes energy and creativity to develop authentic contexts and meaningful interaction. Authentic material for speaking is learning subject that is not designed for pedagogical purpose such as handbook provided in schools. It can be from outside the classroom setting for example video, journal, newspaper, news report, or magazine. It is how to bring the students to learn English in the real life.

Among all those procedures suggested above, Brown (2001) proposes appropriate feedback and correction as essential aspects to be provided in teaching speaking skill. It is very fundamental for the process of language acquisition. In most EFL situations, students absolutely depend on the teachers' corrective feedback. They want and expect their errors to be corrected by the teachers in order to get improvement. It is important to provide some kinds of feedback to students' speaking performance including structures, vocabulary, and pronunciation.

The fifth is capitalizing the link between speaking and listening. Communication comprises speaker and listener in which they are involved in information exchange. The communication process will not be effective without comprehension from the listener. In speaking, the speaker conveys the message or information, and the listener comprehends and respond to what is said. Both skills are interrelated to each other. Therefore, there should be opportunities to integrate these skills (Brown, 2001).

The six teaching speaking principle is giving students unlimited chance to initiate oral communication (Brown, 2001). Language classroom interaction often includes teachers' asking questions to initiate an exchange. Students indeed should be directed to open the conversation and to ask many questions so they have authorities to control communication in the classroom. Hence, they are not only asked to answer many questions, but also allowed to initiate some exchange with the teachers or students.

The last procedure is encouraging the development of speaking strategies. In speaking class, students can learn several speaking strategies which are important for oral communication. As stated above, they are not only asked to respond to teachers' question but also to initiate the communication. Some speaking strategies for oral communication include asking for clarification (What?), asking someone to repeat something (Pardon?), using conversation maintenance (Uh uh, right, yeah, okay), etc. This kinds of expression are important in carrying out a conversation.

Classroom Speaking Activities

Speaking as the most important skill is trained through many activities in the classroom in which the students can practice oral communication with the teachers and friends. Therefore, there are a number of widely used categories of speaking activities. Brown (2001) offers six categories of oral production that students are expected to carry

out in the classroom. They are imitative, intensive, extensive responsive, transactional, and interpersonal.

Imitative activity is where the students are directed to imitate some language use from native speakers or any other sources. For example, they practice an intonation contour or try to pinpoint a certain vowel sound from the recorder. Imitation is carried out not only for the purpose of meaningful interaction, but also for building up on some particular elements of language (Brown, 2001).

Intensive speaking task goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can be even from part of some pair activities where learners are “going over” certain forms of language. This can be involving students to practice a lot of language drills in vocabulary exercise or a grammar point.

Responsive activity is the activity in which the students give responses to teachers’ questions (Brown, 2001). In speaking class, they are frequently engaged in teacher-student interaction where teachers ask question, while the students give answers to which the teachers provide feedback to signify whether they are correct or not and further they can be corrected. A good deal of students’ speech in the classroom is responsive. This activity takes the most time in speaking classroom where they too often respond to the questions in order to train their language skill. Throughout, they can practice using grammar, vocabulary, and pronunciation, and these can be evaluated by feedback from the teachers.

Further, students should also take part in transactional and interpersonal speaking activities. Transactional is where they can learn how to interact for exchanging specific information, to get something, or to get something done. It can be the conversation between the customer and the shopkeeper, or else. Meanwhile, interpersonal dialogue is carried out for maintaining social relationship. For example, the dialogue between siblings at home. Students are expected to be able to carry out both type speaking activity.

Finally, students at intermediate to advanced levels are called on to give extended monologues in extensive activities. It can be in form of oral reports, summaries or perhaps short speeches. Here, the register is more formal and deliberative. The monologues can be planned or unplanned (impromptu speech). This stage enables students to speak in a long speech such as racy or public speaking. This task is very important

in speaking class because it provides them to use the language in a wide range of speed.

RESEARCH METHODOLOGY

This study was done by using qualitative method in which the researchers acted as the active observers in collecting the data. The researchers involved directly in the teaching and learning process of speaking class and recorded all activities conducted by the lecturers. The entire data were collected by means of observation from the natural setting where the researchers did not manipulate or give any treatments to the data.

This study involved two lecturers who are teaching speaking course II at the English department of *UIN Ar-Raniry*. They have already had master degree in English language education and graduated from different universities abroad. Purposive sampling was used in determining research participants for this study by which the researchers chose the two lecturers under some considerations. The first reason was that the lecturers were convenient to be observed and recorded. The second one was that they were greatly involved in the interaction with students where the data of teachers' feedback can more likely be found.

To collect the data, the instruments were used in this research consisting of observation list and interview. The observation sheet helps the researchers to find types of feedback used by the lecturers and to identify the most frequent type of feedback occurring during speaking class. Besides, the researchers served as the interviewers who interviewed the lecturers to ask some information reflecting their use of feedback in teaching speaking.

Percentage formula adopted from Arikunto, (2006, p. 123) was applied to know the frequency of each feedback used in speaking class. The formula is shown as follow

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

Note:

P: Percentage

f: Frequency

n: Number of students

RESULT AND DISCUSSION

Results

The first question related to the types of feedback use by the speaking lecturers in UIN-Arraniry will be discussed first. Based on the finding, there were 5 types of 7 feedback types proposed by Panova and Lyster (2002) were used by the lecturers in speaking class at English department of UIN Ar-Raniry, namely recast, elicitation, clarification requests, repetition and translation.

Meanwhile, the second research question is related to the most frequent type of feedback used by the lecturers in their speaking classes. It was found that recast was the most frequent type of feedback used during the lesson. For more detail, the findings were presented in the table of frequency.

Table 1. The Frequency and Percentage of Feedback Used in Speaking Class

No.	Types of Feedback	Class I	Class II	F	%
1.	Recast	4	8	12	37.5 %
2.	Elicitation	2	2	4	12.5 %
3.	Clarification Request	4	1	5	15.62 %
4.	Repetition	2	2	4	12.5 %
5.	Translation	3	4	7	21.87 %
	Total	15	17	32	100%

The tabulation gives information that recast was used the most frequently, accounting for 37.5% with 12 times of use. Furthermore, translation type reached 21.87% with the total use of 7 times. Besides, elicitation was used 12.5% and clarification request 15.62%. Meanwhile, repetition was employed 4 times during the class with the frequency of 12.5%. In a word, recast is the most frequent type of feedback used by the lecturers in speaking class at English department in UIN Ar-Raniry. They employed recast 12 times during the lesson.

Discussion

In this subchapter, discussion is elaborated based on the findings above which include types of feedback and the most frequent feedback used by the lecturers in speaking classes.

In the current study, the lecturers' feedback involved recast, elicitation, clarification request, repetition, and translation. This finding comes in lines with the research of Panova and Lyster's (2002,) where five types of feedback were also found. However, Lyster and Ranta (as

cited in Panova & Lyster, 2002) had different result where they found six types of corrective feedback namely repetition, clarification request, recast, explicit correction, metalinguistic cues, and elicitation. In addition, Muhsin (2016) found only three types of feedback in speaking class, consisting of explicit correction, elicitation, and repetition. Meanwhile, in this study, explicit correction did not occur.

In relation to the most common type of feedback used, the study revealed that recast is the most frequently type of feedback used by the lecturers in speaking classes which occurred with the highest frequency (12 times or 37.5%) of the total feedback identified in this study. Following the recast was translation type, which happened 7 times or 21.87%. Meanwhile elicitation and repetition occurred 4 times or 12.5% each.

Recast which is the most frequent type used by the lecturers in teaching speaking, is lecturers' reformulation of students' ill-formed or incomplete utterance where the lecturers implicitly corrected the students' errors without explicitly indicating the errors. This type of feedback facilitates students to know the correct use of the target language and they can practice it after receiving this kind of feedback. Thus, it is very important for repairing students' mistakes or errors in grammar.

This finding confirmed some previous studies on feedback. It is in line with a small-scale study investigating teachers' feedback conducted by Roberts (as cited in Panova & Lyster, 2002) which found that recast was also the most common type of corrective feedback; it accounted for 60% of all feedback. It was the predominant feedback responded to students' errors.

Furthermore, the finding of this research is also similar to a study of corrective feedback by Doughty (1994) (as cited in Panova & Lyster, 2002). His study revealed that recast was the most commonly used by the teachers during classroom interaction which was accounted for 70% of all corrective feedback moves. Moreover, Chaudron (1977) showed that the most common type of feedback used by teachers was recast as well. However, this result is not similar to a study conducted by Muhsin (2016) who investigated the use of teachers' corrective feedback in speaking activity. His study found that explicit correction, elicitation, and repetition were the most dominant type of feedback applied in teaching speaking. This is opposite to the finding of this study that found recast as the most common one.

Suggestions

On the basis of the findings, some suggestions are provided. They are for both teachers/lecturers and students as well as other researchers.

1. The lecturers or teachers should be more aware of using corrective feedback to develop students' speaking skill and all types should be utilized to correct their errors. The use of corrective feedback can be combined with many speaking activities in the classrooms. They should not ignore giving correction to every errors they made in speaking because they need to know the correct ones for improvement in the future.
2. The students should also be aware of any kind of corrective feedback received from the lecturers or teachers. It provides valuable information of the target language use including grammar knowledge and vocabulary use. Lecturers or teachers' feedback serves as encouragement, motivation, and knowledge for students. Thus, they should take benefit from this important learning aspect.
3. This study gives chances to expand the research. Other researchers may conduct more specific studies on corrective feedback such as explicit and implicit correction of students' language skill. Alternatively, experimental study can be conducted on the use of other forms of corrective feedback. It is not only on speaking but also on other skills such as writing and listening.

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