LECTURERS' FEEDBACK IN TEACHING SPEAKING (A STUDY ON THREE ENGLISH LECTURERS) AT LANGUAGE DEVELOPMENT CENTER OF UIN SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN 2021-2022

A THESIS

*Submitted to Padangsidempuan State Islamic University
as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English*

Written by

MAHRENDA WULANDARI
NIM. 17 203 00089

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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2022

LETTER AGREEMENT

Term : Munaqosyah

Item : 7 (seven) exemplars

Padangsidimpuan, 24 November 2022

a.n. **Mahrenda Wulandari**

To: **Dean**

Tarbiyah and Teacher Training Faculty
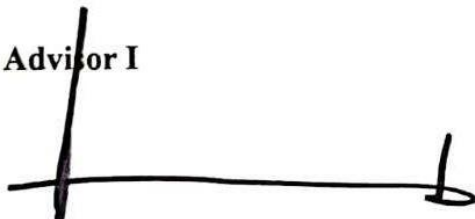
In-

Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Mahrenda Wulandari**, entitled **"Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syeh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syeh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syahada Padangsidimpuan in article 14 verse 2.

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Time   : 08.30 WIB until finish
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IPK   : 3,46
Predicate   : Memuaskan

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LEGALIZATION

Thesis : **Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022**

Written By : **Mahrenda Wulandari**

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The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 8 Februari 2023
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ABSTRACT

Name : Mahrenda Wulandari

Registration Number : 1720300089

Study program : English Education

Title : Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022.

Teacher feedback is the feedback that given by the teacher directly in the learning process. Giving feedback to the students is aimed to revise the students' mistake in the students speaking perfomances and make the students more motivated to improve the speaking skill on their speaking perfomances in the next time. This research focuses on lecturers' feedback. What are types of lecturers' feedback?, and why do the lecturers apply these feedback in teaching speaking at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022?.

There were two objectives of the problem in this research, the first is to analyze and know Lecturers' Feedback in Teaching Speaking at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022, and the second is to describe the lecturers' reasons for applying the types of feedback.

This research was descriptive qualitative research. The subjects of this research were 3 English lecturers and students in room 1,3, and 4 in Islamic Economics and Business Faculty at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The researcher used observation and interview for collecting the data. In analysis the data, the research used some of steps such as; management, reading/memorizing, describing, classifying, interpreting and representing the finding in a report.

From the result of the data, research showed that the English lecturers used all types of feedback when gave feedback on students' speaking perfomances. The types of feedback that given by the English lecturers such as : explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition for correcting the students' speaking error in the students' speaking perfomances at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Keywords : Teaching Speaking, Teachers' feedback, Explicit Correction, Recast, Clarification Request, Metalinguistic Feedback, Elicitation, and Repetition.

ABSTRAK

Nama   **: Mahrenda Wulandari**

NIM   **: 1720300089**

Jurusan   **: Tadris Bahasa Inggris**

Judul   **: Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022.**

Umpan balik dosen adalah umpan balik yang diberikan oleh dosen secara langsung dalam proses belajar. Memberikan umpan balik kepada siswa-siswa adalah tujuannya untuk memperbaiki kesalahan siswa dalam penampilan berbicara siswa dan membuat siswa-siswa lebih termotivasi untuk meningkatkan kemampuan berbicara pada penampilan berbicara siswa untuk selanjutnya. Penelitian ini fokus pada umpan balik dosen, Apa jenis-jenis umpan balik dosen?, dan Mengapa dosen menerapkan umpan balik ini dalam mengajar speaking pada Pusat Pengembangan Bahasa di UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022?.

Ada dua tujuan dari masalah dalam penelitian ini, yang pertama adalah untuk menganalisis dan mengetahui umpan balik dosen dalam mengajar berbicara di Pusat Pengembangan Bahasa UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022, dan yang kedua adalah menjelaskan alasan dosen menerapkan jenis umpan balik.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subyek penelitian ini adalah dosen dan siswa bahasa Inggris di ruang 1,3, dan 4 di Fakultas Ekonomi Islam dan Bisnis di Pusat Pengembangan Bahasa UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Peneliti melakukan observasi dan wawancara untuk mengumpulkan data. Dalam menganalisi data, penelitian ini melakukan beberapa tahap yaitu manajemen, membaca/menghafal, mendeskripsikan, menginterpretasikan dan mempersentasikan temuan dalam laporan.

Dari hasil data, penelitian menunjukkan bahwa dosen bahasa Inggris menggunakan semua jenis umpan balik ketika memberikan umpan balik pada kinerja berbicara siswa. Jenis umpan balik yang diberikan oleh bahasa Inggris yaitu: explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition untuk mengoreksi kesalahan berbicara siswa dalam penampilan berbicara siswa di Pusat Pengembangan Bahasa UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022.

Kata Kunci: Mengajar speaking, umpan balik dosen, explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, I would like to convey my grateful to Allah SWT, the most Creator and Merciful the one who gives the health, time, chance and knowledge for finishing the thesis which entitled **"Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022"** Then, peace and blessing to our Prophet Muhammad SAW who has brought us from the darkness to lightness.

In finishing this thesis, I exactly get various difficulties and troubles. It is a pleasure to acknowledge the help and contribution from the following who have contributed in different ways hence this thesis is processed until becomes a complete writing. Therefore, in this opportunity I would like to express gratitude to the following people:

1. Mr. Zainuddin, S.S, M.Hum., as the first my advisor and Mrs. Sokhira Linda Vinde Rambe, M.Pd., as the second my advisor who have guided, supported, gave much knowledge and idea and suggested me with patience and sincere to finish this thesis as well.

2. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag., as the Rector of UIN Syeh Ali Hasan Ahmad Addary Padangsidimpuan.

3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.

9. Big thanks to TBI 1 TBI 2 TBI 3 and all of my friends who helped me in finishing this thesis that I cannot mention the names. Thanks for everything. May Allah bless you .

10. All of people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better and useful for all of us.

Padangsidimpuan, 6th December 2022

Researcher

Mahrenda Wulandari

Reg. No. 1720300089

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The problem with teaching lies not only in the content of the lesson but also in the method used to teach it. If the methods used to teach aren't appropriate for the students' circumstances, the process of learning or teaching won't produce good results. Therefore, effective and interesting use of teaching strategy is necessary for effective teaching and learning.

Teaching speaking strategies is one of the strategies. There are many ways to get students' attention in class when teaching speaking. Talking about this skill is difficult because students still lack practice. so that the teacher's rule must be followed, like providing students with feedback on their progress.

The strategy that is talked above is giving feedback through oral and written feedback. Feedback is one of the most powerful influences on learning and achievement, but this impact can be negative or possitive.[1] Students are very happy when they receive rewards like scores of gifts because it inspires them to do their best at the next performance and after an assessment. Being cared for by a lecturer and receiving feedback on their learning is something that everyone enjoys. Another way to provide

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[1] John Hattie and Helen Timperley, *The Power of Feedback, Review of Educational Research,* Vol. 77, No, 1, March2007 https://journals.sagepub.com/doi/pdf/10.3102/003465430298487, diakses 10 September 2021 at 08.00.

assistance to the students is to provide correction explanations for the work they have completed. The goal of feedback is to help them improve their English language skills and fix any mistakes they make so they won't make the same mistakes again. The goal in the learning process will be achieved when feedback is provided on a regular basis.The lecturers can then theoretically and psychologically share their knowledge, and the students easily absorb the materials.

There are a few benefits in giving criticism while educational experience in view of certain people groups' perspective. Feedback is a vital component in the instructive cycle, regularly used to offer help to understudies during their way of learning.One of the most significant influences on learning and academic achievement is feedback, which can have either positive or negative effects. According to Hattie and Timperley feedback is conceptualized as information provided by an agent such as; teacher, peer, book, parent, self, and experience regarding aspects of ones perfomance or understanding. Feedback is a process in which students and tutors share specific information aimed to encourage them to improve student academic perfomance, and fig shows feedback process.[2]

Feedback is critical for effectively promoting learning. Without fedback, learners are limited in how they can make jugements as to their progress, and how they can change their future performance. Feedback is

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[2] Samantha Jimenez, dkk. *Affective Feedback in Intelligent Tutoring Systems A Practical Approach* (Switzerland: Springer, 2018), P. 10.

the lynchpin to learners' effective decision making, and the basis of improved learning outcomes. The value of feedback feedback is tied with its assumed connection to an improved future condition , in other words impact.[3]

Morever, feedback that helps promote assessment for learning is diagnostic in nature, it informs students of their strenghts and weaknesses in speaking. It is important, therefore that teachers identify students' major strengths and the most critical areas in their speaking that merit attention. These strengths and areas for improvement could be related to the feed up stage(where i am going), during which learning targets and success criteria for the speaking are set up.[4] In contrast to marks or grades, which tend to compare one student to another, comments provide information about individual progress by taking into account the students' strengths and weaknesses. By stating a rule or providing an illustration, the comments can also provide direct language-related information.Taking into account questions that students might have about how they use language is one way to focus comments.

Feedback enables increased self awareness, tell exactly what the students need to do to have higher perfomance or be better at just about anything, and can fuel growth and development. Negative feedback that which highlights a gap between where students are and where students want

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[3] Michael Henderson, dkk. *The Impact of Feedback in Higher Education Improving Assessment outcomes for Learners* (Switzerland: Springer Nature Switzerland AG, 2019), P.15.
[4] Icy Lee, *Classroom Writing Assessment and Feedback in L2 School Contexts* (Singapore: Springer Nature, 2017), P. 76.

to be, can also tell students exactly what students need to do to close that gap. This deficit tells students what they need to learn, how we need to change our behavior, and what students need to do more of, less of, or differently to achieve their goal. Possitive feedback lets students know what they are doing well, that they have met thier goal or expectations, and that they might be able to slow down their efforts or keep doing the right thing that working for them.[5]

Based on the preliminary research that was carried out by the researcher at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan regarding speaking issues, one of the Eglish lecturer Mrs Nasution[6] said that:

> Actually I have problem in teaching speaking while they don't understand me especially the vocabulary, they have lack of vocabulary so that's way sometimes when I say something they don't understand, they don't get any meanings. And students problem is their vocabulary itself.

Then other problem in teaching speaking and students' problem in speaking based on private interviewed with the other lecturer Mrs Lubis[7] said that:

> If we talk about problem in teaching speaking ofcourse I have it and also the students' problem in speaking, they have some problem in speaking. For problem in teaching speaking, one of the problem in teaching speaking is how to motivate the stduents to speake English, because sometimes when I ask students to speak in English they are shy, relectent to say the words thats the problem for me. And ten for

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[5] Brodie Gregory Riordan, *Feedback Fundamentals and Evidence Based Best Practices: Give it, ask for it, use it. (*New York: Routledge, 2021), P. 9.

[6] Private interview with Mrs. Nasuti on English lecturer at Language Development Center of UIN Syahada Padangssidimpuan on December, 19th 2022

[7] Private interview with Mrs. Lubis English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on December, 19th 2022

the stduents problem its a bit same in teaching speaking and students' problem. For the students' problem they don't know what they are going to say when I ask them to speak in English. Actually they know the vocabularies but when I ask them to speak they forget, they have no ideas to say some sentences.

And the last interview with the English lecturer is Mrs Harahap about the same topic[8] said that:

> I am my self, I feel speaking problems. One of them is sometimes I must think various technique to teach speaking, not the same technique everyday. So I must think an interesting technique, diffrent technique each day in my class after that some media that makes the students feel enjoy and they feel antusiastic to speak, the variety of the speaking. And students' problem , I see some students feel shy in speaking and they less vocabulary, they only silent when they are speaking, they don't know what to say thats way they don't interact with their friends. Some of them, they don't feel comfort with their friends because maybe some of their friends are smart and he feel not smart and shy and not confident.

Based on the previous explanation, the researcher is interested in investigating how lecturers give feedback in teaching speaking. So, the tittle is of this study is **" Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022".**

B. Focus of the Problem

Lecturers use feedback when teaching speaking, as described in the background above. The areas of explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition will be the primary focus of this study.

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[8] Private interview with Mrs. Harahap English lecturer at Language Development Center of IAIN Padangsidimpuan on December, 19th 2022

C. Formulation of the problem

The following problem formulation, which is based on the previous explanation used by the researcher:

1. What are types of lecturers' feedback in teaching speaking (a study on three English lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022?

2. Why do the lecturers apply the types of feedback?

D. The Aims of the Research

Based on the preceding explanation, the researcher determined the following as the research's objectives::

1. To analyze and knowing lecturers' feedback in teaching speaking (a study on three English lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022.

2. To describe lecturers' reason for applying the types of feedback.

E. Significances of the Research

This significances based on this research will be usefull for:

1. The lecturer, by the research's findings, which may make it easier for the lecturer to instruct the students in the speaking class. It can also help English lecturers get better feedback, especially on how well their students speak.

2. The researchers, by the results of research that can enhance her experiences, particularly, and knowledge of English teaching research.

F. Definition of Key Terms

1. Lecturer's feedback

   Lecturers' feedback is the way of the lecturer to interact the students and correct the mistake when the students speaking or the lecturer's responses about students' learning outcomes. It is to motivate the students to speak well and do not do the same mistake in the next time.

2. Teaching speaking

   Teaching speaking is a way to get stduents who are learning a foreign language or second language to produce their own speech. So that they can express themselves confidently and fluently in front of other students.

3. Language Development Center

   The Language Development Center is one of the units within the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Language Development Center makes a language matriculation program. There are two languages, English and Arabic for students for two semester. Students who pass the matriculation will receive a language cerificate.

G. Outline of the Thesis

Five chapters comprised the research's systematic structure.There will be many subchapters in each chapter, with the following details:

The first chapter included background of the problem, focus of the problem, formulation of the problem, the aims of the research, significances of the research, definition of key term and outline of the thesis.

The second chapter consisted of a review of related literature. In review of related literature consist of theoritical description feedback in teaching speaking such as; the definition of feedback, the purpose of feedback, the types of feedback, the principles of feedback, the advantages and disadvantages of feedback, the material of speaking, speaking, and review related finding.

The third chapter, consisted of research methodology. Research metodology consist of place and time, kinds of research, participants of the research, source of data, instrument of collecting data, technique of data analysis, and technique of checking data truthworthiness.

The fourth chapter consisted of findings and discussions.

The fifth chapter consisted a conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theorecal Description

1. The Concept of Feedback

   a. The Definition of Feedback

   According to William in Gayle's book effective feedback can potentially double the growth of students learning. The key word here is "effective". First we must be sure there are clear expectations that students understand and that the learning tasks are focused on their achievement. Feedback must be ongoing, timely, and personalized for students.[9] Based on the explanation can be concluded feedback is an action taken to achieve a good learning target that is structured and well planed.

   Feedback is information about the gap between the actual level and the reference level of the system parameter, which is used to alter the gap somehow.[10] Feedback is essential for improving both teaching and learning; the feedback teachers receive from learners, tests, and observations is an invaluable source of information that enables them to find out to what extent they have

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[9] Gayle H. Gregory, *Teacher as Activator of Learning* (California: Corwin Press, 2016), P. 169.

[10] Arkalgud Ramaprasad, *On The Defenition of Feedback,* Vol. 28, No. 1, 1983 https://www.researchgate.net/publication/227634769_On_the_Definition_of_Feedback, diakses 11 September 2021 at 09.30.

been successful in their teaching and what they need to do to make their teaching more effective.[11] Based on that explanation can be concluded that feedback is information given and received between lecturer and students that is obtained from teaching and learning activities in class to achieve good learning outcomes.

The researcher comes to the conclusion, based on the information presented above, that in order to attract the attention of the students, it is necessary to create a classroom environment that can inspire them to study. Effective feedback is one way to make the students' learning class more interesting.

b. The Purposes of Feedback

According to Harvey in Chenicheri and Paricie's book providing feedback to students is a crucial part of learning and teaching in higher education and institutions are constantly looking at ways to improve the effectiveness of their feedback and thus promote a better learning environment. Good feedback enables students to reflect on what they have produced and motivates them to improve further on their work. It also lets the students know what their work has actually been read and that the efforts they are making are being valued.[12] Based on this explanation can be

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[11] Seyyed Mohammed Alavi and Shiva Kaivanpanah, "Feedback Expectancy and EFL Learners' Achievement in English", *Journal of Theory and Practice in Education,* Vol. 3, No. 2, 2007 https://dergipark.org.tr/tr/download/article-file/63287, diakses 11 September 2021 at 15.15 WIB.

[12] Chenicheri Sid Nair and Patricie Mertova, *Enhancing Learning and Teaching through Student Feedback in Social Sciences* (Cambridge: Chandos Publishing, 2013), P. 72.

concluded that feedback is a way to motivate the students and to improve their achievement in teaching and learning process.

Feedback is the moment in the learning process when students get the most personalized instruction possible. Between acknowledgment of what has improved and strategies provided for further improvement, what educators say and how we say it deeply influences the progress of each student. The cognitive benefits of using feedback as a part of learning and found that effective feedback enhances both the givers and receiver's learning and development.[13]   Based on the point can be concluded that feedback is strategies in the learning process to improve the progress of each students.

From the points above, it can be concluded that the purpose of feedback is to give motivatation to the students on their work. Then, to provide information on the development of students learning so they know their result in teachhing and learning process. The last is to improve students' learning outcomes or to get the good result.

c. The Types of Feedback

Lyster and Ranta state there are six different types of feedback. That feedback is explained in the following:

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[13] Starr sackstein, *Peer Feedback in The Classroom Empowering Students To Be The Experts* (Virginia: ASCD, 2017), P. 3.

1) *Explicit correction* refers to the provision of the correct form. As the teacher provides the correct form, he or she clearly indicated that what the learner had said was incorrect (e.g., "oh, you mean, You should say").

2) *Recast* involves the teacher reformulation of all or part of a student's utterance, minus the error. Recasts are generally implicit in that they are not introduced by phrases such as "You don't say..." "You mean..." use this word" You should say..." However recast are more silent than others in that they may focus on one word only, whereas others incorporate the grammatical or lexical modification into a sustained piece of discourse.

3) *Clarification requests* indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This is a feedback type that can refer to the problems in either comprehensibility or accuracy or both. We have coded feedback as clarification requests only when these movies follow a student error. A clarification request includes phrases such as "Pardon me" and, in French, "Hein?" it may also include a repetition of the error as in "What do you mean by X?"

4) *Metalinguistic feedback* contains either comments, information, or questions related to the well-formedness of the students' utterances, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (its error, can you find your error?). Metalinguistic information generally provides either some grammatical metalanguage that refers to the nature of the error ("its masculine") or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student ("Is it feminine?").

5) *Elicitation* refers to at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank" as it were ("It's a...."). Teachers use questions to elicit correct forms ("How do we say X in English?")Such "elicit completion" moves may be preceded by some metalinguistic comment such as "No, not that. It is a ..." or by a repetition of the error.

6) *Repetition* refers to the teachers' repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their information so as the highlight the error. The teacher

repeats the student's incorrect form to attract his attention to it.[14]

According to the types of the feedback above can conclude that feedback is the way the lecturer interacts with the students and corrects the students' errors to achieve good learning goals.

d. The Principles of Feedback

1) Helps clarify what good performance are (goal, criteria, and expected standards).

2) Facilitates the development of self-assessment (reflection) in learning.

3) Delivers high-quality information to students about their learning.

4) Encourages teacher and peer dialogue around learning.

5) Encourages positive motivational beliefs and self-esteem.

6) Provides opportunities to close the gap between current and desired performance.

7) Provides information to students that can be used to help shape teaching.[15]

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[14] Roy Lyster & Leila Ranta, *Corrective feedback and Learner Uptake* ,https://www.researchgate.net/publication/252160472_Corrective_feedback_and_learner_uptake di akses on 12 September 2021 at 08.00.

[15] Maryam Bijami, dkk. " Peer Feedback in Learning English Writing: Advantages and Disadvantages", *Journal of studies in Education,* Vol. 3, No. 4, 2013 <https://www.academia.edu/download/33144293/Peer_feedback_article.pdf>

Based on the point above can be concluded the principles of feedback is as a provider, helper, developer of information, motivation and plans to achieve the goals of improving the results of the teaching and learning process.

e. The Advantages and Disadvantages of Feedback

There are advantages and disadvantages of feedback including the following:

1) Face- to-face feedback to whole class
Advantages
   a) You can give a lot of students in a relatively short time
   b) Feedback is strengthened by tone of voice, facial expression, body language, emphasis, and so on.
   c) Students can compare reactions to your feedback, especially when you use some discussion in the process.
   d) Students can question you, and gain clarification about what you are really getting at when you make a point to the group.
   e) You can support (and partially evidence) giving feedback to whole group by issuing a handout summarizing the main points you include.
Disadvantages
   a) Feedback is less individual, personal, and intimate the students
   b) You can only concentrate on principle feedback matters, and cannot cover less common feedback issues.
   c) Students' records or memories of your feedback may be inaccurate and sketchy, and they may not remember the detail when later they look back over their assessed work.
   d) Students may be so busy thinking about one particular aspect of your feedback, which they know will apply to their particular work, that they miss other elements as you talk.
2) Face-to-face feedback to individual students
This can include one to one students, individual discussion out of class or in partial settings, and so on.
Advantages
   a) Feedback is likely being found to be personal, intimate, and authoritative.

b) You can address each individual student's need, strengths and weakness.
c) It is often much quicker to talk rather than write or type.
d) It is an important feedback mechanism to be able to justify to external reviewers (but of course you'll need evidence to support your claims for it, for example from students about your face to face feedback with them).

Disadvantages

1) One to one face to face feedback can be extremely threatening when critical
2) Students may become defensive when receiving critical feedback and you may feel tempted to go in harder to justify the feedback.
3) Students can be embarrassed when receiving positive feedback and this can cause them not to fully benefit from praise.
4) It takes a great deal of time to organize individual appointment with each member of large class.
5) There can be even more time wasted between appointment, and with students who don't turn up.
6) Students often tend to remember only some of feedback interview with an important person like you, often the most critical element, and this may undermine confidence unduly.
7) It becomes impossible to remember exactly what you said to whom, when class size to large.[16]

Based on the points above, it can be concluded that there are advantages and disadvantages in each action. If the lecturer give the feedback to the stduents as a whole class so there are advantages that the lecturer and students get and also the disadvantages. Likewise if the lecturer gives feedback individually. Then, there will be cause and effectas well. That means there are advantgaes and disadvantages that will be received.

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[16] Phil Race, *THE LECTURERS' TOOLKIT: A Practical guide to assessment learning and teaching* (New York: Routledge, 2014) P. 117-118.

f. The Material of The Speaking

There are some of materials of the speaking including the following:

1) At The Movies

Speaking

a) Look at the photos from three films.

What do you think is happening in each photo?

b) Work in pairs. Choose one of the pictures and prepare a short dialogue (three or four lines long) to go with it.

c) Perform your dialogue in front of the class. The other students must decide which photo you have chosen.

2) Going Out

Speaking

Work in pairs. Discuss these questions.

a) Which famous person would you like to have a date with? why?

b) Where would you like to go?

c) What would you like to do on the date?

3) Tourist Trail

Speaking

Work in pairs. Discuss these questions.

a) What time of year do tourists come to your country?

b) Which part of your country do the tourists go to?

c) What do they do there?

4) Planes

Speaking

Work in pairs. Think of a long /interesting/boring/frightening journey have you been on. Describes your journey.

5) Slow food

Speaking

a) Work in pairs and do the quiz. Take it in turns to ask the questions. (A food is someone who enjoys eating or cooking different types of food.)

b) Now turn to the page 128. Add up your points and read the description for your score. Does it describe you well?

Who is the biggest foody in the class?

6) Coffee break

Speaking

a) What is your favorite drinks?

b) Where and when do you drink?

c)   Do you prefer tea or coffee? How do you take it?

(White/black, strong/weak, with/without sugar)

d)   What drinks are traditional in your country?

Based on the points above can be concluded that the materials of the speaking there are six materials such as: At the movies, going out, tourist trail, planes, slow food and coffee break. This material is taken from the second semester English book academic year 2015/2016 with the title ENGLISH TEXT BOOK subject: English 3 semester 2 (Level 9-12).

2.   The Concept of Speaking

a.   Definition of speaking

Speaking is one of language skills in which the function as the students' target language as communication tool. Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context.[17] Speaking is the process of communication which convey, express, give/ inform ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using

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[17] Zainuddin., et. al., "Improving Students'speaking Ability Through Numbered Heads Together Strategy at Grade XI SMA N 1 Batang Angkola." *English Education: English Journal for Teaching and Learning* 5.1 (2017): 58-71 <http://194.31.53.129/index.php/EEJ/article/view/1170>

words or sounds of articulations that can be learnt through teaching and learning process.[18]

From the definition above, it can be concluded that speaking is a production skill, it involves the way of expressing ideas, opinions, or feeling to others by using words or sounds of articulation in order to inform, persuade, and entertain

b. Teaching speaking

The process of teaching and learning is regarded as complex and is influenced by a variety of factors, such as the utilization of instructional aids or media, which results in the active participation of students and makes teaching more interactive.

Teaching speaking is a way to get students who are learning a foreign language or second language to produce their own speech. So that they can express themselves confidently and fluently in front of others or other students.

c. Types of speaking

Brown identifies the following basic types of speaking:

1) Imitative
At one end of the continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be in criterion performance.
2) Intensive

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[18] Fitri Rayani Siregar, "How to Enhance Lecturers' Speaking Skill?." *English Education: English Journal for Teaching and Learning* 7.01 (2019): 15-28. http://194.31.53.129/index.php/EEJ/article/view/1648

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonology relationships (such as prosodic, element intonation, stress, rhyme, and juncture).

3) Responsive

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request, and comment.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes concludes multiple exchanges and/or multiple participants. Interaction can take two forms transactional language, which has the purpose of exchanging specific information, and interpersonal exchanges, which have the purpose of maintaining social relationships.

5) Extensive

Oral production tasks include speeches, oral presentations, and- storytelling during which opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. [19]

From those, it is possible to draw the following five categories of speaking: imitative, intensive, extensive, responsive, interactive and extensive.

B. Review of Related Finding

There are some researchers who have conducted research on teachers' feedback and the researcher found some related findings. The first is Samarindo, et.al. This research was conducted by using a case study. The result shows that the teacher gave seven out of the eight pieces of feedback. Four types of evaluative feedback and three types of descriptive feedback. 44% feedback was given to students' pronunciation which totals 86

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[19] H. Dougles Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (Longman: San Fransisco, 2004), p. 141-142

feedbacks. The dominant feedback was categorized as descriptive feedback. 41% feedback was given to students' comprehension which total is 80 feedbacks. The dominant feedback of students' comprehension was categorized as evaluative feedback. The last, 15% feedback was given to students' vocabulary which total is 30 feedbacks. The dominant feedback was categorized as evaluative feedback.[20]

The second are Apriani, Warni Siregar, and Putri, this research was conducted by using descriptive qualitative research. The result showed that 17 praise which is (37%), 7 recasts which are (15,2%), 6 metalinguistic feedback which is (13%), 13 repetitions which are (28,3%), and 3 paralinguistic signals which are (6,5%). So the dominant type of feedback used by the teacher in class XI MIA 1 of SMAS 2 Muhammadiyah Medan is praise which is 40%. There are three reasons why teacher used the dominant type: (1) the teacher only knows the general feedback, (2) to encourage the students to be more enthusiastic in responding to the teacher and, (3) the teacher only focused on positive feedback.[21]

The third is Kheiderthis who conducted research by using the case study method. From direct observation, it was found that the corrective feedback strategies used by the teacher were recast (31,82%), explicit correction (22,73%), elicitation (18,18%), repetition (15,91%), and

[20] Silka Samarindo dkk, *Analyzing Teacher's Feedback Used in Teaching Speaking* ,(Lampung: Universitas of Lampung) <https://media.neliti.com/media/publications/213524-analyzing-teacheratms-feedback-used-in-t.pdf>

[21] Suci Apriani dkk, *Teacher's Oral Feedback Toward Student's Response in Speaking Skill in SMAS 2 Muhammadiyah Medan,*
<https://jurnal.unimed.ac.id/2012/index.php/jelt/article/download/19659/1405>

clarification request (11,36%). The strategy that mostly appeared was recast, where to correct the student's error in speaking, the teacher directly facilitated the students with the correct form. Furthermore, there were two questionnaires given to the students to know students perceptions toward corrective feedback. The result showed that most of the students (50%) preferred explicit correction where the reason was they thought that it was helpful for them to know the part of their error and also made them easier to correct the error to avoid the same error in future performance. The students also give a positive response because they thought that corrective feedback given by the teacher was very helpful, they also learn much from the feedback, they felt satisfied and did not resent of being corrected and thought to correct their error.[22]

there are the similarities and differences between my research and others. The similarities in the research written by Samarindo, Apriani and Kheidarthis with my research are that they both examine the types of feedback. The differences between my research and others are; the research written by Samarindo et.al, they researched about evaluative feedback and descriptive feedback. Whereas in my research, I researched about explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition and also they didn't examine the reasons of teacher for using the types of feedback but in my research I did it. Then the research written

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[22] Nurmiati, *Teacher's Corrective Feedback Strategies on Sudent's Speaking Perfomance and students' perception Toward Corrective Feedback,*(Pontianak: Universitas Tanjungpura, 2017) <https://media.neliti.com/media/publications/210727-teachers-corrective-feedback-strategies.pdf>

by Apriani there are some different types of feedback that she researched. She researched types of feedback such as; praise, recast, metalinguistic feedback, repetition and paralinguistic signal while I researched types of feedback such as; explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The last the researh written by Khiderthis, he reserached about corrective feedback strategies. He got fewer types of feedback that I did. The types of feedback are recast, explicit correction, elicitation, repetition, and clarification feedback.

So my research is conducted by descriptive qualitative research. The result showed that the lecturers used explicit correction, recast, clarification request, metalinguitic feedback, elicitation and repetition. The dominant feedback used by the 3 lecturers at Language Development Center of UIN Syahada Padangsidimpuan is explicit correction.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

This research was conducted at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. It is located at Jl. Teungku Rizal Nurdin K. M 4,5b Sihitang, Padangsidimpuan Tenggara, North Sumatera, and Indonesia. This research has been done on August 2021 until December 2022.

B. Kinds of Research

This research took a qualitative approach, which involved logically observing and analyzing the subject of the research. The qualitative research is research that is naturalistic. In naturalistic research the researcher must directly approach collect data in real situations. The real situation is usually called the social situation. Therefore researchers must go down on their own field, cannot represent in to others.[23]

Based on the method approach, this research used the descriptive method, which is research that describes and interprets the object research. Because this research described how the lecturers' feedback in teaching English. Descriptive research involves collecting data in order

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[23] Ahmad Nizar Rangkuti, *Metode Penelitian pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan* (Bandung: Citapustaka,Media, 2014), P. 135

to test the hypothesis or to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research.[24] It refers to the process of analyzing or making sense of a situation or event.

The researcher concludes that definition of descriptive research is "to analyze or make a sense perception about a situation or event". It was used to explain how 3 lecturers' feedback in teaching speaking at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022.

C. Source of Data

The primary data source was the lecturers of Language Development Center in State Institute for Islamic (UIN Syahada Padangsidimpuan). The researcher got the data at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. There were four faculties in UIN Syahada Padangsidimpuan; Tarbiyah and Teacher Training Faculty, Islamic Economics and Business Faculty, Shariah and Law Faculty, Da'wah and Communication Science. Tarbiyah and Teacher Training Faculty has 36 classes, Islamic Economics and Business Faculty has 16 classes, Shariah and Law Faculty has 6 classes, Da'wah and Communication Science has 4 classes.

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[24] Syarifah Aisah Simamora. "An Analysis of Teachers' Strategies in Teaching Listening Comprehension at SMA Negeri 4 Padangsidimpuan", *Skripsi* (Padangsidimpuan: IAIN Padangsidimpuan, 2015), p. 31

The Islamic Economics and Business Faculty were chosen by the researcher as the source of the data. There are 16 classes in Islamic Economics and Business Faculty at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

The participants in this research were 3 English lecturers purposively chosen from 56 lecturers at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. They were chosen because Language Development Center recommended them, they always use feedback in the process of teaching and learning, they were very active in the classroom, good in body movement, expressive in teaching can make the atmosphere in the learning process come alive.

D. Instrument of Collecting Data

The researcher was most important instrument. An instrument must be used in the research. Because a good instrument can guarantee that valid data will be collected. Suharsimi Arikunto says that "Instrument is a tool of capacity is used by the researcher in collecting data".[25] In this case, the instrument used to collect the research's data was set up by the researcher.

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[25] Suharsimi Arikunto, *Manajemen Penelitian,* (Jakarta: Rineka Cipta, 2005),p. 108.

There were two kinds of instruments, they were observation and interview.

a. Observation

Observation in which the researcher took field notes on the behavior and activities of individuals at the research site.[26] Observation is a method for collecting data through observation and register-recording of a state or the behavior of the target object. Then direct observation is possible. The researcher observed directly. The researcher observed English instruction at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. This observation was to know how the lecturer gives feedback in the English learning process, the types of lecturers' feedback in teaching speaking (a study on three English lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022 and why the teachers apply the types of feedback.

b. Interview

In one-on-one meetings, oral interviews are typically used for data collection. A deliberate conversation between two or more people with the intention of obtaining information from one another is known as an interview. For this research, the researcher spoke

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[26] W. Cresswell Jhon, *Research Design Qualitative, Quantitativeand Mixed Methods Approaches (*London: Sage Publications, 2003), p. 188.

with lecturers to find out how they felt about teaching speaking. The indicators are:

1. The feedback that lecturers apply in teaching speaking

2. The reason why the lecturers use that feedback

3. The dominant feedback that lecturers apply in teaching speaking

E. **Technique of Data Analysis**

Some of the steps the researcher took to analyze the data were data management, reading/memorizing, describing, classifying, interpreting, and representing the finding in a report. First is managing data, after the data is collected, the data is checked for completeness and selectively selected according to the problems raised in the research. The second reading or memorizing, the researcher red the field notes, transcripts, memos, and also listened the audio and watched vidio which research took place. The third is describing data, data description is carrried out, data has been written based on phenomena that actually occur in the research field. The forth is classifying data, classification of data is carried out by compiling or sorting the data, both field notes and transcriptions, into their respective categories. Then interpreting, the researcher interpreted the data. And the last is representing, in this steps researcher concluded the data as the final result as data analysis. [27]

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[27] L.R Gay & Peter Araisan, *Educational Research: Components for Analysis and Application.*, p. 239-242.

Based on the description above, the data analysis in this research is the process of finding data and organizing the results of observations, interviews and other field notes.

F. Technique of Checking Data Trustworthiness

In qualitative research, trustworthiness is very important because it ensures the reliability of the data. According to Lexi J. Moleong, there are nine methods for determining the trustworthiness of data. These are as follows:

a. The extension of participation was the extension not only done at the short time, but need the long time.

b. The application of research was the researcher must do the research with careful, detail and continuous to the object of research.

c. Triangulation was the technique of checking data trustworthiness that using something beside the data no verification or as a comparison of the data.

d. Checking with friendly through discussion was done with expos the interview result of the final result that gotten in discussion with friends.

e. Analyze the negative case was the research collect the example an inappropriate case with the modal and the inclination of information that have collected a used as substance of comparison.

f.   The adequate and referential were the tools of them, which using the free time to compare the result of research with critics were collected.

g.   Checking the member was the most important in checking the credibility.

h.   The detail description was a technique to demand the researcher to the result his/her research. So, description is done carefully and accurately to draw the context of the research.

i.   Auditing used to check the truth and certainly of the data, this point that done well to the process or result and extent.[28]

As can be seen from the preceding explanation, the researcher checked the data's credibility and accuracy by using the detail description method. Detail description is a structure to see the setting circumstance, and occasion in distinguishing repeating results.

The researcher used triangulation, which was one of the aforementioned methods. Enhancing qualitative research's theoretical, methodological, and interpretive power is the goal of triangulation. The interview's conclusion was then confirmed by the researcher.

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[28] Lexy J Meleong, *Metodologi penelitian kualitatif.,,* p. 175.

CHAPTER IV

FINDING AND DISCUSSION

The researcher discusses the research's findings in this chapter. The purpose of the research was to answer the research questions. The researcher focused on three research questions in this research, "What are types of lecturers' feedback in teaching speaking (a study on three English lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022?", and "Why do the lecturers apply the types of feedback?" The explanation of data findings and discussion are as follows:

A. Findings

In this section, the researcher gathered information of the lecturers' feedback used by the English lecturers in teaching speaking at Language Development Center of UIN Syahada Padangsidimpuan. During the learning process, the researcher used observation techniques to come up with these findings on 14 March 2022, 16 March 2022, and 17 March 2022 in room 1, 3, and 4. The researcher did the interview on 14 March 2022, 18 March, and 30 March 2022. The findings of this research were the types of lecturers used in English lesson and why the lecturers used those feedbacks in the teaching speaking. The researcher presented the findings of the research that were divided into two findings:

1. Types of lecturers' feedback in teaching speaking

    Based on classroom observations and interviews, the researcher gathered some information from lecturers about the most common types of lecturers' feedback regarding speaking performance in the classroom:

a)   Explicit correction

    Providing the appropriate form is known as explicit correction. By employing the appropriate format, the instructor made it abundantly clear that the learner's statements were incorrect.

1) Lecturer 1: SP (Observation 1)

    Based on classroom observation on 14 March 2022, the researcher began observing the lecturer's interactions with students during the learning process. The researcher sat in the first chair in the corner of room 1 and watched. The analyst noticed the growing experience began at 15.30 am for the rest of the learning. During the lesson, the researcher recorded the video, created the observation checklist, and took field notes. About 25 students participated in the learning process.

    The researcher observed that the instructor explained the lesson's content, and then divided the students into five groups by counting from 1 to 5, with number 1 becoming

group 1, number 2 becoming group 2, and group 5 remaining. After that the lecturer asked the students to bring a piece of paper with the pen and sat down on the floor made a line based on their groups.

Then the lecturer gave the instruction, they did a game. The game was changes sentence. In this game the students made changes sentence. The topic was a favorite movie, and each group wrote one sentence in the first line. If the instructor said "switch," the student gave the paper to the back and continued writing. The lecturer gave three minutes to the students to finish it. After they had finished their sentence, the lecturer asked them to collect their papers, then the teacher taped the papers on the wall and the students sat on their chairs back.

After that the lecturer asked the students went around and read all of their sentences on the paper then all of the students gave their opinion or comments on each written of another group one by one. When the student did speaking performance which gave some comments, there was a student made speaking mistake. When student said,

Utterance 1:

S: They writing (student made mistake on grammarr)

L: (Therefore, the lecturer corrected. The lecturer provided the feedback directly.) "They writing it should be..., when did they write? They were writing" → Explicit Correction

S: (And the student realized her mistake and directly corrected her own sentence and repeated the lecturers' utterance) "They were writing"

L: "All right".

2) Lecturer 2: NS (Observation 2)

Based on the observation 16 March 2022 in classroom 3, From 14:00 until the end of the learning, the researcher observed the process. During the lesson, the researcher recorded the video, created the observation checklist, and took field notes. About 25 students participated in the learning process. The lecturer began the lesson, they talk about preposition. First the lecturer divided the students became six groups by counting 1-6. Number one became group 1, number two became group 2, end etc. The lecturer asked the students brought a pen to join their groups on the floor. After that students made a circle with their group. Then lecturer gave the task to the students, one group one task and the lecturer asked them to answer the task on

the paper task. The lecturer requested that the students exchange their papers with the other groups after they had completed their assignments. After that student red the answer on the paper that they had one by one. When a student was appointed to read the answer, the student made a mistake on her speaking.

Utterance 2:

S: "Finish"

L: (Then the lecturer did not let the student did a mistake) "Already, not finish but already".

And also the other student did a mistake also

S: "In Idul Fitri Day" (the student was error in preposition)

L: (The lecturer directly correct the student error by explained it) "on, if there is day with on" → Explicit Correction.

It also happened with the other student, they also made mistake on their speaking. When the lecturer asked them about the days of Indonesian independent's day.

Utterance 3:

L: What the day's of Indonesian Independent's day?

S: 17 August

L: What is the year?

S: One thousand and nine hundred and forty five

L: You are complicated to say 1945, don't say again One thousand and nine hundred and forty five but nineteen and forty five.→ explicit correction

And also when they talked about preposition. The other students made mistake again on their speaking.

Utterance 4:

S: In Idul Fitri Day (error in preposition)

L: Day. In, on or at?

S: On

L: If there is day with "on"→ explicit correction

It also happened too, because sometimes the students were complicated to put the right preposition on their sentences.

Utterance 5:

S: On Idul Adha (error in preposition)

L: If there is no day "Idul Adha", we choose "at".→ explicit correction

When the students pronounced the word " Penknife" on the whiteboard that the lecturer pointed

Utterance 6:

S: "/Penknaif/"

L: Do you pronounce "K" (PEN<u>K</u>NIFE)?

S: No, /ˈpɛnˌnaɪf/

L: Once again

S: /ˈpɛnˌnaɪf/

L: In pronunciation we don't say "K" (don't spell, and wrote on the whiteboard).→ explicit correction

3) Lecturer 3: SH (Observation 3)

Based on the observation 17 March 2022 in classroom 4, From 14:00 until the end of the learning, the researcher observed the process. During the lesson, the researcher recorded the video, created the observation checklist, and took field notes. About 25 students participated in the learning process. The lecturer began the lesson, they talk about " MACHU PICHU". First the lecturer put the students in pairs, in each pair there are two students, they are number one and two.

The lecturer asked them to put their books on the floor in front of their chair. One pair one book, so after that the lecturer asked them about some questions, the answers is on their books, it was about "MACHU PICHU". So they would found out the answer on their book. When the lecturer gave the question and say number one, the number one in each pair ran to the front and found the answer on the book. After they found it, they ran to the chair back and up their hand. Who be the first, they got the chance to answered the

question from the lecturer and got the point also. And it continued until the last question. It also when they talked about compound noun there is student said,

Utterance 7:

S: "/Penknaif/" (the student Mispronounced to say the word " penknife")

L: (The lecturer directly give the correct form) "/ˈpɛnˌnaɪf/ , in pronunciation we don't spell "K" (and the lecturer also wrote on the whiteboard).

Then the other student also made a mistake, they sometimes were complicated to pronounced the words

Utterance 8:

S: "/Flashlaig/" (Mispronounced)

L: "/ˈflæʃˌlaɪt/, don't read this one " FLASLIGHT" → explicit correction

In conclusion, lecturer 1 gave feedback to students once, lecturer 2 gave feedback to students 5 times and lecturer 3 gave feedback to students twice. Total feedback that given by the lecturers were 8 times.

b) Recast

Recasting involves the instructor rephrasing all or part of the student's speech. Recast is typically implicit and focuses solely on a single word. Recast provides the correct form without making it abundantly clear that there is an error.

1) Lecturer 1: SP (Observation 1)

Based on the 14 March 2022 classroom observation. In addition, the researcher discovered that the lecturer utilized recast feedback in room 1. From 15.30 to the end, the researcher observed the learning process.

The lecturer found that the lecturer used recast when a student did speaking performance like gave comment and opinion. At that time there is a student made mistake on speaking.

Utterance 1:

S: "/ tayed/" (Mipronounced)

L: (The lecturer directly said) "/ˈtaɪə(r)d/"

S: (after that the student revised her speaking mistake) " Tired".

Other students also did a mistake when student were speaking about giving comment of their friend's written.

Utterance 2:

S: /Spiling/ (Mipronounced)

L: Okay, /ˈspeliNG/. What is that? → Recast

2) Lecturer 2: NS (Observation 2)

The mistake also happened in other class like in room 3, when student were speaking and the topic was about compound noun. So the lecturer asked the students to make a sentence from compound noun that the lecturer had written on the whiteboard.

Utterance 3:

S: Zahra always buy...

L: Buys → recast

S: (Students realized) With S mam?

L: Ya

S: Zahra always buys backpack in the market (the student corrected her error)

3) Lecturer 3: SH (Observation)

Then in room 4, the students also often did a mistake when they were speaking. Like in this classroom someone did a mistake. The student was complicated in ordering sentence.

Utterance 4:

S: Tourist souvenir or souvenir tourist

L: Tourist Center Souvenir's Shop → Recast

The other student also made a mistake

S: I am listening (Mispronounced)

L: I am /lishning/ → Recast

In conclusion lecturer 1 gave feedback to students twice, lecturer 2 gave feedback to students once and lecturer 3 gave feedback to students once too. Total feedback that given by the lecturer were 4 times.

c) Clarification Feedback

Clarification feedback is used when the learner has a linguistic problem and cannot understand what they are saying. It almost always takes the form of a question.

1) Lecturer 1: SP (Observation 1)

In this room the other feedback also the lecturer gave to student when the students' communication was poor. When they made mistakes the lecturer directly gave the feedback to the students.

Utterance 1:

S: And group one Mrs., they have mistaken about the

L: Like what? → Clarification request

S: The wrong, it's wrong about writing

L: the grammar?

S: Yes mom

L: Ya, its grammatical error. Okay, Good job.

2) Lecturer 3: SH (Observation 3)

And the mistake also happened in other class in room 4. When the lecturer wants to elicit about "compound noun", there is student made mistake on their pronunciation.

Utterance 2:

L: I am in other town

S: /Guid/ book

L: What? → Clarification request

S: /ɡaɪd/ book

In conclusion lecturer 1 gave feedback to students once and lecturer 3 also gave feedback to students once. But lecturer 2 did not give clarification feedback to the learners. Total feedback that given by the lecturer 1 and 3 were twice.

d) Metalinguistic Feedback

Metalinguistic feedback consists of comments, information, or questions regarding the well-formedness of students' utterances without explicitly indicating the correct form. Metalinguistic is an implicit method in which the instructor hints to the student without explicitly stating that there is a mistake in their speech..

1) Lecturer 1: SP (Observation 1)

In this room the lecturer also gave this feedback to students when the students made mistake. When there was student who made a mistake when the lecturer asked him to give comment about his friend's written.

Utterance 1:

S: They talking about Naruto (he didn't use to be)

L: They talking? common. They...

(The lecturer frowned as a sign that there was an error in the student's utterance, so she showed this expression while repeating a portion of the student's sentence to highlight his error).

S: They are talking about Naruto (its must past tense)

L: Hummm.. When did they talk? → Metalinguistic feedback

S: They are

L: They....

S: They were

L: They were good job.

S: They were talking about Naruto

2) Lecturer 2: NS (Observation 2)

In this room, lecturer NS also gave metalinguistic feedback to students. The researcher also found a student made mistake. Sometimes the students were complicated in pronunciation.

Utterance 2:

S: Penknife

L: Do you pronounce "K"? → Metalinguistic feedback

(The lecturer directly asked question to the students while showed body language, that is by looking at students and showed expressions that there was an error in students' pronunciation.)

S: No, /ˈpɛnˌnaɪf/

In conclusion lecturer 1 gave metalinguistic feedback to the students once and lecturer 2 gave feedback to the students once too. But lecturer 3 did not give feedback to the students. Total feedback that given by the lecturers were twice.

e) Elicitation

Elicitation feedback can be broken down into three categories. First, the lecturer pauses to allow the students to finish the lecture in order to provide feedback to encourage them to correct their grammar. The second is the instructor

straightforwardly inspires right from the student's responses by posing an inquiry. The final one is when a professor asks students to rephrase an expression.

1) Lecturer 1: SP (Observation 1)

For the elicitation feedback the lecturer SP also gave to students when the student made mistakes on their speaking. Lecturer gave it directly to the students.

Utterance 1:

S: I like writing from group one

L: I like group one's .... → Elicitation

S: Writing

L: Okay, once more

S: I like group one's writing

It also happened when the other student made a mistake too

Utterance 2:

S: They writing

L: They wring, it should be...they....→ elicitation

S: Are

L: They...

S: Are

L: They...

S: Are

L: Once more, they... → Elicitation

S: Are

L: when did they write?

S: They were

L: Ya... they were writing.

2) Lecturer 2: NS (Observation 2)

Lecturer NS also gave the elicitation feedback to the students. When the lecturer elicits vocabulary about "LIBRARY".

Utterance 3:

L: How do we say PERPUSTAKAAN in English? → Elicitation

S: Library

3) Lecturer 3: SH (Observation 3)

It also happened in room 4, lecturer SH also gave elicitation feedback to the students. When the lecturer wanted to elicit "compound noun" of "VIDIO CAMERA". There was student made a mistake.

Utterance 4:

L: I am on my birthday party, Can I borrow... (Ask the students to complete her sentence) →elicitation

S: Video camera

In conclusion lecturer 1 gave elicitation feedback to the students twice, lecturer 2 gave elicitation feedback to the

students once, and lecturer 3 also same with lecturer 2 gave feedback to the students once. So, total feedback that given by the lecturers was 4 times.

f) Repetition

1) Repetition is the isolated repetition by lecturers of incorrect statements made by students. The lecturer usually corrects their information to highlight the error. The lecturer repeats it to draw his attention to the students' incorrect grammar.

2) Lecturer 1: SP (Observation 1)

Lecturer SP also used the repetition in her teaching. The researcher found that she used it when she was teaching. When the student made the mistake she directly gave repetition feedback to invite the student's attention to it. Utterance 1:

S: And the grammar good (he didn't use to be)

L: and the grammar... → repetition

S: Good, the grammar is good

3) Lecturer 2: NS (Observation 2)

Lecturer NS also used repetition feedback in her teaching. The researcher found that she used it. When student had error on his speaking.

Utterance 2:

S: On dependents' day

L: once again

S: on dependents' day

L: say in

S: in dependents' day

L: No, look at the word carefully, on... → repetition

S: On independents' day

4) Lecturer 3: SH (Observation 3)

Lecturer 3 SH also used this feedback when she was teaching. When they talked about "to be going to". There was student made mistake.

Utterance 3:

S: I am going to traveling (it should be V1 not gerund)

L: I am going to... → repetition

S: I am going to travel

In conclusion lecturer 1 gave repetition feedback to the students once, lecturer 2 gave feedback to the students once, and lecturer 3 also gave feedback to the students once. So, total feedback that given by the lecturer 1, 2, and 3 was 3 times.

2. The lecturers' reasons of using feedback in teaching speaking

In this section, the researcher spoke with the English lecturers about using feedback to teach speaking. As per the speaker from the aftereffect of the meeting, the teacher said that the students frequently committed errors in the students' talking exhibitions. In this manner, the lecturer provides the students with some feedback to help them solve the issue.

a) Explicit Correction

1) Lecturer 1: SP (Interview 1)

Based on the result from the interview with Mrs. SP who teaches in class 1 on 14 March 2022. She said that

Based on my experience in teaching I used all of the indicators in her teaching, especially in teaching speaking. One of the indicators that I used was explicit correction. I gave this feedback to the students based on the level of the students' English (speaking). The example for the low students, I would explicitly correct them by give some clue or explain it to them just because them in low level. It means to make the students know that there is error in their sentence by give the correct feedback form to the students explicitly and made them understand or made their sentence well.[29]

Based on the point above can be concludes that explicit correction to give the students correction directly and to make students well in speaking.

[29] Private interview with Mrs. S English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 14th 2022

2) Lecturer 2: NS (Interview 2)

Based on interview with Mrs. NS on 29 March 2022, she said the: " Based on my experience exactly I use all of these indicators like explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition, I use all of them to give feedback to students". Then when I asked her about her reason for using explicit correction feedback in teaching speaking she said:

> For the first I use explicit correction, I use it to make students more comprehend about their mistakes, and the second reason to make students easier to understand their mistakes. For example when student said "She walk to the campus everyday", so I said "She walks to the campus every day, you have to add S because it's present simple and as your habits. The lecturer directly gives the correct form to the students and explain about his/her mistake.[30]

3) Lecturer 3: SH (Interview 3)

The third interview was with Mrs. SH. We did the interview at 14.30 on 17 March 2022. Actually we were interview after her class finished. In this time I gave her some question based on my indicators on my paper sheets. They were about lecturers' reason in using feedback in teaching speaking and the dominant feedback that she used in teaching speaking. She said that "I used most of the

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[30] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 29th 2022

indicators on my sheets that she had seen. They were explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition." When I asked her about her reason for using explicit correction she said:

> Explicit correction means clear ya, I make explicit correction to make students aware exactly the errors that they have made. So, they know what mistakes that they have done. For example, when we are studying present continuous ya, someone says "What are your mother doing" (he thinks that "your mother", he uses "are" but he is wrong), so I say "Your mother? so your mother is she ya, we can change your mother become "she", so not "are" anymore, so "what is your mother doing?" (I say directly to the students) and they repeat " Oh..ya mom, what is your mother doing?" Its same with when we studied about past tense past simple for example when student said "I go yesterday" I directly say " I went yesterday" but I ask him "Why I went?, if it is yesterday (times) so V2" so I say that. Then he said "ooh.. ya mam, "I went yesterday".[31]

Based on the point above can be concluded that explicit correction is to make give the correct form to the students and to make them learn about their mistake.

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[31] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

b) Recast

1) Lecturer 1: SP (Interview 1)

Based on interview with Mrs. SP, when I asked her about her reason why she used recast feedback in her teaching, she said that

> I gave the recast feedback to the students to see the students like if they are in group. The example when someone made mistake, I gave corrective feedback (recast) to him/ her. I just correct the error word only to make him/her realize there is an error in his/her sentence without explain to the students explicitly. So I let other students to help student who made a mistake, maybe explain about the error, let them sharing together.[32]

Based on the point above that can be concluded the lecturer didn't give the correct form to the students directly to make the students cirrect it by them selves.

2) Lecturer 2: NS (Interview 2)

Based on the interview with Mrs. NS, I asked her about why she used recast feedback in teaching. She said that

> I usually use recast, I use it to make students speak confidently and fast and to reduce students' anxiety for example when student said "She is Doctor", so I said "She is a doctor", in this time I don't tell the mistakes for the student. So, they don't worry about what he/she said". I give the correct form to the

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students without explain the mistakes to the students.[33]

    3) Lecturer 3: SH (Interview 3)

It is still with the same question about her reason in using recast in teaching. Based on the result of interview about her reason in using recast feedback she said that

> To make students know which part is wrong. I directly say the correct form. For the example when we studied about apostrophe ya (kepunyaan), for Example tasnya si Ani " Ani's bag", student has ever said " What is your brother name?", so name here we must put 's before name ya, so I say " Brother's name" (lecturer directly say the correct form, focus on one word only without explain the error) so he said " ooh,, ya mam, brother's name, What is your brother's name?" he knows his mistake. Same with other lesson ya, for example about present simple, student has ever said "She don't go to school" so I said "Doesn't" then student said "Ooo ya, she doesn't go to school". And it also happened when teaching about "some and any". When student said "I don't have some pens" then I said "Don't have any" she realized "Yes mam, I don't have any pens".[34]

  c) Clarification Request

    1) Lecturer 1: SP (Interview 1)

Based on the result of the interview Mrs. SP said the:

> I like to use this feedback for both levels. It could be high level or low level. It means when the students made some mistake so they know what kind of tenses or maybe grammatical they use to do. Example when student said " I like eat", so it should be " I like to eat" or "I like eating", so I give clarification feedback to clarify student sentence with said " What is your

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[33] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 29th 2022

[34] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

mistake, be like to infinitive or like plus gerund?", then the student will realize his/her error and change his/her sentence to be the right form.[35]

2) Lecturer 2: NS (Interview 2)

Based on the result of the interview, when I asked the lecturer about her reason in using clarification feedback in her teaching. She said that

> For the clarification request I use to check students comprehension about what she said. And then, the second reason to clarify what the students said. The third to make sure students if she is saying good structure or not. For this feedback I usually use phrases like; Is that a good sentence? Is that good to say like that?, Are you sure about your grammar?, Say once again!, Repeat Again!. For example when student said "Why you late?" and I as a lecturer said "Repeat again!", and the students said "Why are you late" (students realize the mistake).[36]

3) Lecturer 3: SH (Interview 3)

When I asked her, why she uses clarification request in her teaching, she said

> Clarification request, like the name ya clarify. Okay, here I think, I also made in my class, I make clarification request to correct their error ya. Uumm... I make this one because I want to invite students to correct their errors by themselves so they know their mistakes by themselves, so we can correct them. Like two weeks ago we studied about "used to". "Used to" is habitual or the some activity that we did when we were child kebiasan pada jaman lampau. Student has ever said "I used to sleeping with my parents" so I say "Can you repeat please!" and he relied "I used to sleep mam, I used to sleep with my parents". Because they

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[35] Private interview with Mrs. S English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 14th 2022

[36] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

are still at the first semester they studied about the basic for example same with another example when we studied about past simple, past tense. There was student said "She drunk yesterday" so I said "Mmm...? What did you say?" then she realized "she drank yesterday".[37]

d) Metalinguistic Feedback

1) Lecturer 1: SP (Interview 1)

Based on the result of the interview, in this feedback she said that

I use this feedback to make the students did brainstorming first. The example when the student made a mistake , so the teacher said " Mmm... is it right" so the student will think where his/her error is until they realized and found his/her error by his/her selves like" Ooh... ya this one ya Mrs.". So I just give some hints to her student to make him/her understand that there is an error in his/her utterance without clearly indicating it.[38]

2) Lecturer 2: NS (Interview 2)

The next lecturer is Mrs. NS, when I did the interview about her reason in using metalinguistic feedback she said

I use it to remind the students' comprehension about lesson they studied and also to increase the students' awareness about his utterance. Example when student said "I like sing songs", so she ask the student" is that true?", then the student said "I like singing songs".[39]

3) Lecturer 3: SH (Interview 3)

[37] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

[38] Private interview with Mrs. S English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 14th 2022

[39] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 29th 2022

That was still about the lecturer's reason in using metalinguistic feedback in her teaching. This interview was with Mrs. SH she said

> I also make this one in my class. Here, I don't correct the mistake, I only remind them that something mistake when they are speaking. So I make this one to let, to ask students to correct themselves. For example there was student said "I read Qur'an yesterday" then I said "Hm...hmmm....There is something wrong" then she realized "I red, I red mam, I red Qur'an yesterday".[40]

e) Elicitation

1) Lecturer 1: SP (Interview 1)

Based on the result of interview, when I asked Mrs. SP about the reason in using elicitation feedback she said that "I use to elicit the students utterance what students utterance is right or not and I am not really often use this feedback."[41]

2) Lecturer 2: NS (Interview 2)

For the elicitation when I ask Mrs. NS about her reason, she said

> For the elicitation like the name to elicit, so i sue it to elicit new vocabularies and to highlight the new word. If there are new word, I often use elicitation for example when I am to elicit "BAKERY", I ask student " where do you go if you want to buy birthday cake?", then student said "shop", so ask again to the student, " to buy cake, where do you go?, the word is

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[40] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

[41] Private interview with Mrs. S English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 14th 2022

started from letter B". The lecturer gives clue to the students to make students know the word. If they can't continuous the next letter, the lecturer will write one by one letter until they know what the word is or until they can guess the complete word.[42]

3) Lecturer 3: SH (Interview 3)

When I asked Mrs. SH about her reason in using

elicitation in teaching. So I said "and then mam, how about

elicitation feedback?" then she answered

Elicitation, I use this one aaa...to take students attention or focus on their words, they have to focus on their words what they are studying about. So for the example, I use this one usually teaching vocabulary. For example mmm...we have ever learned about "Job" ya. Job vocabularies, so here I remember they are difficult to find the meaning of " IN CHARGE OF" then students directly asked me " Mam, What is In Charge Of mean?, What is the meaning of in charge of?" then I didn't answer but I made example with some sentence. Okay in charge of, my father was in charge of my family and then the students said "pemimpin...ooo ketua.." so I say "No, A president is in charge of a country" and " A boss is in charge of her staff" " my husband is in charge of me" and student say " bertanggung jawab" then I say Yes.. "That's good".[43]

f) Repetition

1) Lecturer 1: SP (Interview 1)

Based on the result of interview with SP, In this

feedback she said I will highlight which one the error one

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[42] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 29th 2022

[43] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

by repeat the student utterance by rising my sounds or intonation to make student realized and invite students attention that there is an error somewhere and let the students to correct his/her utterance.[44]

2) Lecturer 2: NS (Interview 2)

About the last indicator is repetition. With the same question for her. Mrs. NS said that

> For the repetition, I use it to make students realize their mistakes. Same with other indicators, I usually use repetition to increase students awareness about their mistakes for example student said "Where you go?" so I don't let the student do a mistake, so I said "Where you go?" in this time, lecturer pronounce the question with rising intonation and repeat it many times. So I said so based on my experience if I repeat the sentence many times the students will realize (because it is invite students' attention to it). So the student said "I mean, where you go mom".[45]

3) Lecturer 3: SH (Interview 3)

About the last indicator from my sheet. When I asked Mrs. SH about her reason in using repetition in teaching, when I asked her "Why do you use this feedback in your teaching?" so she said

> So repetition here, I repeat their word, I repeat their mistakes. So to make them realized what their mistake. Okay for example when learning "to be + going to" here, I ask them "Where are you going to go if you have holiday?" the someone said "I am going to Medan" (but it should be I am going to go),

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[44] Private interview with Mrs. S English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 14th 2022

[45] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 29th 2022

So I say " I am going to Medan?" ,adjust the intonation. Then he realizes "I am going to go to Medan".[46]

Then based on interview between all of these indicators, the dominant feedback that they used such as:

1) Lecturer 1:SP (Interview 1)

When I did the interview with Mrs. SP she said that I implemented in teaching speaking are repetition and metalinguistic feedback because I don't like to correct the students immediately, so let them to correct their mistakes by themselves.[47]

2) Lecturer 2: NS (Interview 2)

Based on the result of the interview with Mrs. NS she said that

> The dominant feedbacks that I implemented in teaching speaking are explicit correction and metalinguistic feedback. I often use this feedback because they are more helpful and students are easier to realized and correct their mistakes. By using these feedbacks, students more comprehend about mistake they made. After I use these feedbacks for the next times the students don't repeat the same mistakes.[48]

3) Lecturer 3: SH (Interview 3)

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[46] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

[47] Private interview with Mrs. S English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 14th 2022

[48] Private interview with Mrs. N English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 29th 2022

Based on the interview with Mrs. SH also she said that "so I like explicit correction, recast and mmm...clarification request and metalinguistic feedback. I usually don't make, I think which one is the good one, I asked them to know why is it wrong, why is it good, so they can correct themselves."[49]

Based on the data related to the reason of using feedback in teaching speaking, this research concluded that there are 12 reasons:

1. To make students know about their error.

2. To make students easier to understand about their mistakes and make their sentences well.

3. To make students realize and invite students' attention that there is an error somewhere and correct their error by themselves.

4. To elicit the students utterance if it is right or not and also to elicit new vocabularies.

5. To make students more comprehend about their mistakes.

6. To make students speak fast and confidently.

7. To reduce the students' anxiety.

8. To check students comprehension about what they said.

9. To clarify what students said?

10. To make sure students if it is saying good structure or not.

11. To remind students' comprehension about lesson they studied.

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[49] Private interview with Mrs. H English lecturer at Language Development Center of UIN Syahada Padangsidimpuan on March, 17th 2022

12. To increase the students' awareness about mistakes they have made.

B. Discussion

English lecturers at Language Development Center in UIN Syahada Padangsidimpuan gave all types of lecturers' feedback in teaching speaking. Lyster and Ranta theorys found in the classroom observation in this research. The researcher found out all of types of lecturers' feedback, there are six types. The researcher found out explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. It means lecturers mostly use all types of feedback in teaching speaking.

Based on the classroom observation and the interview process, the researcher also got the data which types of feedback that the lecturer use in teaching speaking. When students made mistakes in their speaking performances, the lecturer gave them direct feedback.The lecturer was conscious of the significance of feedback.When students made a speaking error, lecturers corrected them with feedback. The data discussion is focused on 2 points below: the types of lecturers' feedback and why the lecturers use the types of feedback in teaching speaking. There are six types of lecturers' feedback that the lecturers used in teaching speaking at Language Development Center in UIN Syahada Padangsidimpuan. Based on the result of the observation, the researcher found that the first lecturer used all types of feedback. they are explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. The second lecturer used five of six types of feedback. they are explicit correction, recast,

metalinguistic feedback, elicitation, and repetition.Then the third lecturer also used five types of feedback. They are explicit correction, recast, clarification request, elicitation, and repetition. But based on the result of the interview, they used all types of feedback in their teaching. It based on their experiences when they were in teaching and learning process.

The researcher discovered in this research that explicit corrections were used by lecturers the most frequently.The lecturer attempted to provide corrective feedback by providing the correct form and explaining the error to the students based on observations made when they made mistakes.It is comparable to the information gathered by the researcher through interviews and classroom observation.The specialist had the observing that express revision were utilized by the English speaker at Language Advancement Center in UIN Syahada Padangsidimpuan.

First feedback is explicit correction. The lecturer's primary form of feedback in the classroom was explicit correction. It is evidenced by the researcher found that The lecturer provided students with feedback 8 times. Risdayanti also discovered four types of lecturer feedback on student speaking in relation to this finding:specifically, direct correction, elicitation, request for clarification, and metalinguistic feedback. Students' response to lecturer's feedback were the average the seventh grade students interested

in getting lecturer's feedback. lecturer's feedback also provided motivation for students to improve their speaking abilities.[50]

Second feedback is Recast. Recast was also used by the lecturers to teach speaking. The researcher discovered that the lecturer provided students with feedback 4 times. Related to this finding Maizola also found that Based on the findings of the research, it is possible to conclude that English teachers at SMA PGRI 1 Padang's X grade students used one of six types of feedback that the lecturer can give by spoken to increase students speaking abilities.[51]

The third feedback is clarification request. Clarification request is also used by the lecturer at Language Development Center in UIN Syahada Padangsidimpuan. It is evidenced by the researcher that the lecturer gave feedback to students 2 times. Silvinia also found that the result of the research showed that the English lecturer mostly used direct feedback when giving corrective feedback on students' speaking performances. The types of feedback given by the English lecturer such as recast feedback, clarification, and repetition for correcting the students speaking error in the students' speaking performances at Madrasah Tsanawiyah Raudhatul Muhajirin.[52]

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[50] Risdayanti, *Lecturer's Feedback in Teaching Speaking at SMPN 6 Banjarmasin,*(Banjarmasin: Universitas Islam Negeri Antasari Banjarmasin).

[51] Septi Maizola, *Lecturer's Oral Corrective Feedback on Students' Dialogue Perfomance at Senior High School PGRI 1 Padang,*(Padang: STKIP PGRI Sumatera Barat).

[52] Merlisa Silvinia, *Lecturer's Feedback on Students' Speaking Perfomances in English Lesson at Madrasah Tsanawiyah Raudhatul Muhajirin,*(Jambi: IAIN Sulthan Thaha Saifuddin Jambi).

The fourth feedback is metalinguistic feedback. The lecturer also employs metalinguistic feedback. The researcher discovered that the lecturer twice issued the same clarification requests and feedback to students. Related to this finding, Giantika also found that the first finding of this research was that students agreed that the lecturer uses metalinguistic oral corrective feedback to correct mistakes made by students. The type of metalinguistic oral corrective feedback that students prefer is shown by the first finding. The second finding is that when the instructor gives oral corrective feedback in the classroom, the majority of students prefer to choose strongly agree.[53]

The fifth feedback is elicitation. The researcher found that the lecturer used this fedback in the observation. The feedback is provided 4 times, just like the recast. Handayani also discovered that the research's findings revealed the following: 1) lecturers used five types of corrective feedback: explicit correction, recast, metalinguistic, elicitation, and clarification request; 2) recast correction was the most common type of corrective feedback; and 3) the researcher discovered some purposes for lecturers' corrective feedback. They were a source of information for lecturers and students, a source of advice for students, a source of motivation for students, and a source of language input for students.[54]

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[53] Sances Giantika, *Students' Preferences Toward Oral Corrective Feedback in Speaking Class of The English Department of IAIN Kediri,* (Kediri: IAIN Kediri).

[54] Evi Karlina Putri Handayani, *Lecturer Corrective Feedback in Speaking Class at English Department of Muhammadiyah University of Surakarta,* (Surakarta: Universitas Muhammadiyah Surakarta).

The last is repetition. Repetition is used by the English lecturer at Language Development Center. The researcher discovered that the lecturer provided the students with feedback three times. It was based on the observation's conclusion. Nurandini also discovered that there are two kinds of oral corrective feedback that students don't take up more than half of, namely; translation and repetition.[55]

In conclusion, based on the preceding discussion, it is possible to draw the conclusion that lecturers provide feedback on students' speaking performances directly at the time and in the form of explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition to correct students' speaking errors during performances at the Language Development Center in UIN Syahada Padangsidimpuan. The lecturer was not oblivious to the mistakes made by the students; rather, the lecturer made amends by utilizing the lecturer's feedback, which the lecturer was aware of. How to utilize appropriate feedback when students gave incorrect responses based on their requirements. In a nutshell, the lecturer was aware of the various types of feedback and when to avoid using it.

In light of the information found, the specialist figured out the types of lecturers' feedback. In teaching speaking, the English lecturer primarily used direct feedback. The lecturer always provides feedback to the students whenever they make a mistake, such as a grammatical or pronunciation

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[55] Risma Nurandini, *Oral orrective Feedback and Learner Uptake in Senior High School Classroom,*(Bengkulu: Universitas Bengkulu).

error. According to the interview, the reason the lecturer gave feedback was that the students always made mistakes in their speaking, so giving them direct feedback will help them understand their mistakes and improve their speaking ability so they can do better next time.

Feedback from lecturers helps students realize and correct their speaking errors. They likewise expressed that in giving the corrective feedback, some of the time when students attempted to modify their errors the students need to take a few times to rehash the mistaken word since what they said totally isn't be guaranteed to valid. According to Lyster and Ranta's theory, when teaching speaking, the English lecturers primarily used all types of feedback to correct students' utterances.

C. **Threats os the Research**

This research has been carried out in Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuanaccording to carefully defined steps. This is intendid so that the results obtained are truly objective. However, getting perfect results in research is very difficult due to various limitations.

These limitations include the problem of relatively short time to conduct research, so it does not allow reserachers to hang out longer with students and lecturers who teach there are mainly to observe the learning activities in the room.likewise, when reseraching requires full accuracy to get good results because sometimes there are times when the class is not conducive and noisy when playing games in class.

Even though the researcher knows the obstacles in carrying out this reserach, the researcher is doing his best and mind in order to minimize the obstacles faced to that they are limitations or obstacles encountered did not reduce the meaning of this research, in the end all the hard work and assistance of the supervisor and all parties of this thesis could be completed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the observations and interviews that researcher did about lecturers' feedback in teaching speaking (a study on three English lecturer) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022, then the researcher can conclude as follow:

1. The types of lecturers' feedback in teaching speaking are explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The first lecturer used 6 of 6 types of lecturers' feedback. They are explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The second lecturer used 5 of 6 types of lecturers' feedback. They are explicit correction, recast, metalinguistic feedback, elicitation and repetition. The third lecturer also used 5 of 6 types of lecturers' feedback. They are explicit correction, recast, clarification request, elicitation and repetition.

2. The lecturers' reason of using feedback in teaching speaking are to make students know about their error, to make students easier to understand about their mistakes and make their sentences well, to make students realize and invite students' attention that there is an error somewhere and correct their error by themselves, to elicit the students utterance if it

is right or not and also to elicit new vocabularies, to make students more comprehend, about their mistakes, to make students speak fast and confidently, the reduce the students' anxiety, to check students comprehension about what they said, to make sure students, if it is saying good structure or not, to remind students comprehension about lesson they studied, to increase the students awareness about mistakes they have made.

B. Suggestion

After conducting the observation, interview, and analysis of the collected data, the researcher provided the following recommendations to all English teachers at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan and to freelance researchers who are interested in conducting a similar study:

1. For the English lecturer, in giving feedback the lecturer should be master in understanding all of the caracteristic students' error or mistake in speaking perfomance. It is crucial to identify the students' speaking mistakes to give the feedback about it. Then, by identifying students' speaking mistake, the teachers can use the feedback on students' speaking perfomance. If the lecturers is known the types of feedback in students' speaking perfomance, the lecturer can know the better the better feedback that should be given in teaching activity especially when students' speaking perfomance. With the lecturers' feedback, the

English taecher will know about the students' ability or attention with giving lecturers' feedbcak to the students' speaking perfomance.

2. For the next researcher, who interesting with this research, the researcher hope that to improve in research topic more detail and more advantages to the reader and to the new research for the next researcher.

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APPENDIX

Observation checklist about teachers' feedback in teaching speaking.

Name of Teacher   : SP

Observation Date   :14 March 2022

NO	Variable	Indicators	Yes	No	Descriptions
1.	Oral Feedback	Explicit Correction	√		Based on classroom observation on 14 March 2022, the researcher started observation to the interaction between the teacher and the students during the learning process. The researcher observed room 1 and sat on the first chair in the corner. The researcher observed the learning process started at 15.30 am until the end of the learning. The researcher made the observation checklist, field note and record the vidio during the lesson. There were arround 25 students that joined on the learning process. The researcher observed that the teacher explained the material of the lesson, after the teacher SP explained the material, the teacher devided students became 5 groups by counting 1 until 5, number one became group 1, number two became group 2, and also until group 5. After that the teacher asked the students to bring a piece of paper with the pen and sat down on the floor made aline based on their groups.

| | | | | | Then the teacher gave the instruction, they would did a game. The games' name was changes sentence. In this game the students would made changes sentence. The topic was favorite movie, the first line in each groups wrote one sentence, if the teacher said "switch" the student gave the paper to the back and the other students continioued the sentence. The teacher gave three minutes to the students to finished it. After they had finished their sentence, the teacher asked them to collect their papers, then the taecher taped the papers on the woll and the students sat on their chairs back.

After that the teacher asked the students to go arround and read all of their sentence on the paper then all of students gave the opinion or comment of each written of another groups one by one. When the student did speaking perfomance or gave some comments from own their chair, there was a student made speaking mistake. Then, the researcher found out that the student made speaking mistake on her speaking perfomance. When student said,

Utterance   1:

S : They writing (student made mistake on grammatical) |

				T : (so teacher did not keep in silent. Teacher directly gave the feedback) " They writing it should be..., When did they write?, They were writing" → Explicit Corrrection S : (And the student relized her mistake and directly corrected her own sentence and repest the teachers' utterance) "They were writing" T : "Allright".
		Recast	√	The teacher found that the teacher used recast when a student did speaking perfomance like gave comment and opinion. At that time there is a student made mistake on speaking. Utterance 1: S : "/ tayed/" (misspronounced) T : (The teacher directly said) "/ˈtaɪə(r)d/" S : (after that the student revised her speaking mistake) " Tired". Other students also did a mistake when student were speaking about giving comment of their friend's written. Utterance 2: S : /Spiling/ (Misspronounced) T : Okey, /ˈspeliNG/. What is that?→ recast
		Clarification reaquest	√	In this room the other feedback also the teacher gave to stusent when the students made mistakes on their speaking.

					When they made mistakes the teacher directly gave the feedback to the students.
					Utterance 1:
					S : And group one miss, they have mistakes about the
					T : Like what? → clarification request
					S : The wrong, its wrong about writing
					T : the grammar?
					S : Yes mom
					T : Ya, its grammatical error. Okey, Good job.
		Metalinguistic Feedback	√		In this room the teacher also gave this feedback to students when the students made mistake.When there was student who made a mistake when the teacher asked him to gave comment about his friend's written.
					Utterance 1:
					S : They talking about Naruto (he didn't use tobe)
					T : They talking?, common. They...
					S : They are talking about Naruto (its must past tense)
					T : Hummm.. When did they talk? → metalinguistic feedback
					S : They are
					T : They....
					S : They were
					T : They were, good job.

					S : They were talking about Naruto
		Elicitation	√		For the elicitation feedback the teacher SP also gave to students when the student made mistakes on their speaking. Teacher gave it directly to the students.
					Utterance 1:
					S : I like writing from group one
					T : I like group one's .... → elicitation
					S : Writing
					T : Okey, once more
					S : I like group one's writing
					It also happaned when the other student made a mistake too
					Utterance 2:
					S : They writing
					T : They wring, it should be...they....→ elicitation
					S : Are
					T : They...
					S : Are
					T : They...
					S : Are
					T : Once more, they... → Elicitation
					S : Are
					T : when did they write?

					S : They were
					T : Ya... they were writing.
		Repetition	√		Teacher SP also used the repetition in her teaching. The researcher found that she used it when she was teaching. When the student made the mistake she directly gave repetition feedback to invite the students attention to it.
					Utterance 1:
					S : And the grammer good (he didn't use tobe)
					T : and the grammer... → repetition
					S : Good, the grammer is good

Observation checklist about teachers' feedback in teaching speaking.

Name of Teacher   : NS

Observation date   : 16 March 2022

NO	Variable	Indicator	Yes	No	Descriptions
1.	Oral Feedback	Explicit Correction	√		Based on the observation 16 March 2022 in classroom 3, The researcher observed the learning process started at 14.00 until the end of the learning. The researcher made the observation checklist, field note and record the vidio during the lesson. There are arround 25 students that joined on the learning process. The teacher opened the lesson, they talk about preposition. Firts the teacher devided the students became six groups by counting 1-6. Number one became group 1, number two became group 2, end etc. The teacher asked the students to sit down on the floor with their group and brought the pen. After that students made a cyrcle with their group. Then teacher gave the task to the students, one group one task and the teacher asked them to answered the task on the paper task. After the students had finished their task, the teacher asked them to swap their paper with the onother groups. After

						that student red the answer on the paper that they had one by one. When a student was appointed to read the answer, the student made a mistake on her speaking.
						Utterance 1:
						S : " Finish"
						T : (Then the teacher did not let the student did a mistake) "Already, not finish but already".
						And also the other student did a mistake also
						S : "In Idul Fitri Day" (the student was error in preposition)
						T : (The teacher directly correct the student error by explained it) "on, if there is day with on" → Explicit Correction.
						It also happened with the other student, they also made mistake on their speaking. When the teacher asked them about the days of indonesian independent's day.
						Utterance 2:
						T : What the day's of Indonesian Independent's day?
						S : 17 August
						T : What is the year?

						S : One thousand and nine hundred and fourty five T : You are complecated to say 1945, don't say again One thousand and nine hundred and fourty five but nineteen and fourty five.→ explicit correction And also when they talked about preposition. The other students made mistake again on their speaking. Utterance 3: S : In Idul Fitri Day (error in preposition) T : Day. in, on or at? S : On T : If there is day with "on"→ explicit correction It also happened too, because sometimes the students were complicated to put the right preposition on their sentences. Utterance 4: S : On Idul Adha (error in preposition) T : If there is no day "Idul Adha", We choose "at".→ explicit correction

					When the students pronounced the word " Penknife" on the whiteboard that the teacher pointed
					Utterance 5:
					S : " /Penknaif/"
					T : Do you pronounce "K" (PEN<u>K</u>NIFE)?
					S : No, /ˈpɛnˌnaɪf/
					T : Once again
					S : /ˈpɛnˌnaɪf/
					T : In pronounciation we don't say "K" (don't spell, and wrote on the whiteboard).→ explicit correction
		Recast	√		The mistake also happened in other class like in room 3, when student were speaking and the topic was about compound nound. So the teacher asked the students to make a sentence from compound noun that the taecher had written on the whiteboard.
					Utterance 1:
					S : Zahra always buy...
					T : Buys → recast
					S : (Students relized) With S mam?
					T : Ya

					S : Zahra always buys backpack in the market (the student corrected her error)
		Clarification reaquest			
		Metalinguistic Feedback	√		In this room, teacher NS also gave metalingusitic feedback to students. The researcher also found a student made mistake. Sometimes the students were complicated in pronounciation. Utterance 1: S : Penknife T : Do you pronounce "K"? → metalinguistic feedback S : No, /ˈpɛnˌnaɪf/
		Elicitation	√		Teacher NS also gave the elicitation feedback to the students. When the teacher elicits vocabulary about "LIBRARY". Utterance 1: S : How do we say PERPUSTAKAAN in English? → elicitation T : Library
		Repetition	√		Teacher NS also used repetition feedback in her teaching. The researcher found that she used it. When student had error on his speaking.

					Utterance 1:
					S : On dependents' day
					T : once again
					S : on dependents' day
					T : say in
					S : in dependents' day
					T : No, look ata the word carefully, on... → repetition
					S : On independents' day

Observation checklist about teachers' feedback in teaching speaking.

Name of Teacher   : SH

Observation date   : 17 March 2022

NO	Variable	Indicator	Yes	No	Descriptions
1.	Oral Feedback	Explicit Correction	√		Based on the observation 17 March 2022 in classroom 4, The researcher observed the learning process started at 14.00 until the end of the learning. The researcher made the observation checklist, field note and record the vidio during the lesson. There are arround 25 students that joined on the learning process. The teacher opened the lesson, they talk about " MACHU PICHU". Firts the teacher put the students in pairs, in each pair there are two students, they are number one and two.
					The teacher asked them to put their books on the floor in front of their chair. One pair one book, so after that the taecher asked them about some questions, the answers are on their books, it was about "MACHU PICHU". So they would found out the answer on their book. When the teacher gave the question and say number one, the

| | | | | | number one in each pair ran to the front and found the answer on the book. After they found it, they ran to the chair back and up their hand. Who be the first, they got the chance to answered the question from the teacher and got the poit also. and it continioud until the last question. It also when they talked about compound noun there is student said,

Utterance 1:

S : " /Penknaif/" (the student misspronounced to say the word " penknife")

T : (The teacher directly give the correct form) "/ˈpɛnˌnaɪf/

, in pronounciation we don't spell "K" (and the teacher also wrote on the whiteboard).

Then the other student also made a mistake, They sometimes were complicated to pronounced the words

Utterance 2:

S : " /Flashlaig/" (misspronounced)

T : "/ˈflæʃˌlaɪt/, don't read this one " FLASLI<u>GH</u>T" → explicit correction |
|---|---|---|---|---|---|

		Recast	√		Then in room 4, the studetts also often did a mistake when they were speaking. Like in this classroom someone did a mistake. The student was complecated in ordering sentence.
					Utterance 1:
					S : Tourist souvener or souvener tourist
					T : Tourist Center Souvener's Shop → Recast
					The other student also made a mistake
					S : I am listening (misspronounced)
					T : I am /lishning/ → Recast
		Clarification reaquest	√		And the mistake also happened in other class in room 4. When the teacher want to elicit about "compond noun", there is student made mistake on their pronounciation.
					Utterance 1:
					T : I am i other town
					S : /Guid/ book
					T : What? → clarification request
					S : /ɡaɪd/ book
		Metalinguistic Feedback			
		Elicitation	√		It also happened in room 4, teacher SH also gave elicitation feedback to the stduents. When the

					teacher wanted to elicit " compound noun" of "VIDIO CAMERA". There was student made a mistake. Utterance 1: T : I am on my birthday party, Can I borrow...(ask the students to complete her sentence) →elicitation S : Vidio camera
		Repetition	√		Teacher 3 SH also used this feedback when she was teaching. When they talked about "tobe going to" . there was student made mistake. Utterance 1: S : I am going to traveling (it shoul be V1 not gerund) T : I am going to... → repetition S : I am going to travel

Interview Transcriptions For English Lecturer

Lecturer 1

Date   : 14 March 2022

Time   : 17.00

Interviews' questions and answers:

Researcher   **:** What feedback do you apply in teaching speaking?

Lecturer   **:** I think, I combine some feedbacks. For example like I repeat their sentence and then I ask them to think their own mistake, if they make grammatical error and then I think sometimes I always to do the explicit correction as well. Yes right

Researcher   **:** Yes mam

Lecturer   **:** And then, may be like this one

Researcher   **:** Clarification request?

Lecturer   **:** Yes clarification request.

Researcher   **:** and metalinguistic feedback also?

Lecturer   **:** Ya, all of the feedback

Researcher   **:** And then why do you apply explicit correction?

Lecturer : I think, I don't have a specific question but I gave this feedback to the students based on the level of the students' English (speaking). The example for the low students, I would explicitly correct them by give some clue or explain it to them just because them in low level. It means to make the students know that there is error in their sentence by give the correct feedback form to the students explicitly and made them understand or made their sentence well.

Researcher : And then how about recast?

Lecturer : I forget actually what is recast, can you tell me once more

Researcher : Recast is to correct the students error but not..., it is implicit.

Lecturer : I gave the recast feedback to the students to see the students like if they are in group. The example when someone made mistake, I gave corrective feedback (recast) to him/ her. I just correct the error word only to make him/her relize there is an error in his/her sentence without explain to the students explicitly. So I let other students to help student who made a mistake, maybe explain about the error (let them sharing together).

Researcher : And the clarification request

Lecturer : Clarification request, What is that?

Researcher : Meminta klarifikasi about the students error in speaking

Lecturer : oh ya, I like to used this feedback for both level. It could be high level or low level. It means when the students made some mistake so they know

what kind of tenses or maybe grammatical they use to do. Example when student said " I like eat", so it should be " I like to eat" or "I like eating", so I give clarificastion feedback to clarify student sentence with said " What is your mistake, be like to invinitive or like plus gerund?", then the student will relize his/her error and change his/her sentence to be the righ form.

Researcher   : And then how about metalinguistic feedback?

Lecturer   : I use this feedback to make the students did brainstorming first. The example when the student made a mistake , so the teaher said " Mmm... is it righ" so the student will thhink where his/her error is until they relize and found his/her error by his/herselves like" Ooh... ya this one ya Miss". So I just give some hints to her student to make him/her understand that there is an error in his/her utterance without clearly indicating it.

Researcher   : And then how about elicitation?

Lecturer   : Elicitation is?

Researcher   : like menginterogasi mam, like pausing the students sentence. When the students do the speaking in front of the class like there is place to learn in school and then you say "the place to learn in the school we'll call..".

Lecturer   : oo yaaa. I use to elicit the students utterance what students utterance is right or not and I am not really often use this feedback.

Researcher   : Then, how about repetition the last form?

Lecturer : Repetition, it means like I repeat their mistake?

Researcher : You repeat the students mistake, like repeat the students sentence. Example the students say I go to the Bali yesterday and then you repeat the students sentence " I go to Bali yesterday"

Lecturer : Ya ya.. I will highlight which one the error one by repeat the student utterance by rising my sounds or intonation to make student relize and invite students attention that there is an error somewhere and let the students to correct his/her utterance.

Researcher : We jump to the last question. What is the dominant feedback that you implement in teaching speaking?

Lecturer : I implemeted in teaching speaking are repetition and metalinguistic feedback because I don't like to correct the students immediately, so let them to correct their mistakes by themselves.

Lecturer 2

Date   : 30 March 2022

Time   : 14.30

Researcher   : What feedback do you apply in teaching speaking?. Is it mostly all of the indicators on my paper that you use in your teaching?

Lecturer   : Yes, based on my experience, exactly I use all of these indicators/ feedback. like explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. I use all of them to give feedback to students.

Researcher   : And then what is your reason about using feedback that you implement in your teaching?

Lecturer   : for the fisrt I use explicit correction, I use it to make students more comprehend about their mistakes, and the second reason to make students easier to understand their mistakes. For example when student said " She walk to the campus everyday", so I said " She walks to the campus everyday, You have to add S because it's present simple and as your habbits". The lecturerdirectly give the correct form to the students and explain about his/her mistake.

Researcher   : Then, how about the second indicators, about recast?

Lecturer   : I usually use recast, I use it to make students speak confidently and fast and to reduce students' anxiety for example when student said " She is Docter",

so I said " She is a docter", in this time I don't tell the mistakes for the student. So, they doesn't worried about what he/she said". The lecturergive the correct form to the students without explain the mistakes to the students.

Researcher : And then how abot the clarification request?

Lecturer : for the clarification request I use to check students comprehension about what she said. And then, the second reason to clarify what the students said. The third to make sure students if she is saying good structure or not. For this feedback I usually use phrases like; Is that a good sentence?, Is that good to say like that?, Are you sure about your grammer?, Say once again!, Repeat Again!. For example when stuent said " Why you late?" and I as a lecturersaid "Repeat again!", and the students said "Why are you late" (students relize the mistake).

Researcher : And then how about metalinguistic feedback?

Lecturer : I use it to remind the students comprehension about lesson they studied and also to increase the students awareness about his utterance. Example when student said " I like sing songs", so she ask the student" is that true?", then the student said " I like singing songs".

Researcher : Then about elicitation, why do you use this feedback in your teaching?

Lecturer : for the elicitation like the name to elicit, so i sue it to elicit new vocabulares and to highlight the new word. If there are new word, I often use elicitation for example when I am to elicit "BAKERY", I ask student " where do

you go if you want to buy birthday cake?", then student said "shop", so ask again to the student, " to buy cake, where do you go?, the word is started from letter B". The lecturergive clue to the students to make students know the word.if they can't continiou the next letter, the lecturerwill write one by one letter until they know what the word is or until they can guess the complite word.

Researcher   : The last indicator about repetition. Why do you use in your teaching?

Lecturer   : for the repetition, I use it to make students realize their mistakes. Same with other indicators, I usually use repetition to increase students awareness about their mistakes for example student said " Where you go?" so I don't let the student do a mistake, so I said " Where you go?", in this time, lecturerpronounce the question with rising intonation and repeat it many times. So I said so based on my experience if I repeat the sentence many times the students will realize (because it is invite students' attention to it). So the student said " I mean, where do you go mom."

Researcher   : The last question. What is the dominant feedback that you implement in teaching speaking?

Lecturer   : The dominant feedback that I implemented in teaching speaking are explicit correction and metalinguistic feedback. I often use these feedback because they are more helpful and students are easier to relize and correct their mistakes. By using these feedback, students more comprehend about mistake they

made. After I use these feedback for the next times the stduents don't repeat the same mistakes."

Date   : 18 March 2022

Time   : 14.30

Researcher   **:** The first question, What feedback do you apply in teaching speaking?

Lecturer   **:** I use most the indicators that I have seen on your sheet

Researcher   **:** Then, about explicit correction feedback, why do you use this feedback?

Lecturer   **:** explicit correction means clear ya, I make explicit correction to make students, to make them aware exactly the errors that they have made. So, they know what mistakes that they have done. For exampe, when we are studying present continious ya, someone says "What are your mother doing" (he thinks that "your mother", he uses "are" but he is wrong) , so I say "Your mother?, so your mother is she ya, we can change your mother become "she", so not "are" anymore, so "what is your mother doing?" (I say directly to the students) and they repeat " Oh..ya mom, What is your mother doing?". Its same with when we studied about past tense past simple for example:

S : I go yesterday

T : (I directly say) I went yesterday (but I ask him) Why I went?, if it is yesterday (times) so V2, (so I say that)

Then he say

S : ooh.. ya mam, I went yesterday.

Researcher : And then we jump to second indicators about recast, why do you use recast feedback in your teaching?

Lecturer : to make students know which part is wrong. I directly say the correct form. For the example when we studied about appoustrop ya (kepunyaan), for Example tasnya si Ani " Ani's bag", student has ever said " What is your brother name?", so name here we must put 's before name ya, so I say " Brother's name" (lecturerdirectly say the correct form, focus on one word only without explain the error) so he said " ooh,, ya mam, brother's name, What is your brother's name?" (he knows his mistake). Same with oher lesson ya, for example about present simple, student has ever said

S : She dont go to school

T : Doesn't

S : Ooo ya , she doesn't go to school

And it also happened when teaching about "some and any"

S : I don't have some pens

T : Don't hane any (directly give the correct form without explain clearly)

S : Yes mam, I don't have any pens.

Researcher : And then how about clarification request mam?

Lecturer : clarification request, like the name ya clarify. Okey, here I think, I also made in my class, I make clarification request to correct their error ya. Uumm... I make this one because I want to invite students to correct their errors by

themselves so they know their mistakes by themselves, so we can correct them. Like two weeks ago we studied about " used to". "Used to" is habitual or the some activity that we did when we were child kebiasan pada jaman lampau. Student has ever said " I used to sleeping with my parents" so I say " Can you repeat please!" and he relized " I used to sleep mam, I used to sleep with my parents". Because they are still at the first semester they studied about the basic for example same with another example when we studied about past simple, past tense

S : She drunk yesterday

T : Mmm...?, What did you say?

S : (then she relized) she drank yesteday

Researcher : Then how about metalinguistic feedback mam. Why do you use this feedback in your teaching?

Lecturer : I also make this one in my class. Here, I don't correct the mistake, I only remind them that something mistake when they are speaking. So I make this one to let, to ask students to correct themselves. For example:

S : I read Qur'an yesterday

T : Hm...hmmm....There is something wrong

S : I red, I red mam, I red Qur'an yesterday.

Researcher : And then mam how about repetition feedback?

Lecturer : elicitation, I use this one aaa..to take students attention or focus on their words, they have to focus on their words what they are studying about. So for

the example, I use this one usually teaching vocabulary. For example mmm...we have ever learned about "Job" ya. Job vocabularies, so here I remember they are difficult to find the meaning of " IN CHARGE OF" then students directly asked me " Mam, What is In Charge Of mean?, What is the meaning of in charge of?" then I didn't answer but I made example with some sentence. Okey in charge of, my father was in charge of my family and then the students said "pemimpin..ooo ketua.." so I say "No, A president is in charge of a country" and " A boss is in charge of her staff" " my husband is in charge of me" and student say " bertanggung jawab" then I say " Yes.. thats good".

Researcher : The last indicator is repetition, why do you use repetition feedback in your teaching mam?

Lecturer : so repetition here, I repeat their word, I repeat their mistakes. So to make them relize what their mistake. Okey for example when learning "tobe + going to" here, I ask them

T : Where are you going to go if you have holiday?

S : I am going to Medan (but it should be I am going to go)

T : (So I say) I am going to Medan? (adjust the intonation)

S : (he realize) I am going to go to Medan

Researcher : What is the dominant feedback that you implement in teaching speaking?

Lecturer : so I like explicit correction, recast and mmm...clarification request and metalinguistic feedback. I usually dont make, I think which one is the good one, I asked them to know why is it wrong, why is it good, so they can corect themselves.

APPENDICES:

Padangsidimpuan 12 Oktober 2020

Nomor : 151 /In.14/E.6a/PP.00.9/09/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Zainuddin, S.S., M. Hum** (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M. Pd** (Pembimbing II)

di –Padangsidimpuan
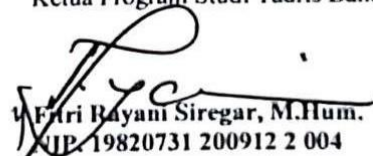
Assalamu`alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Mahrenda Wulandari
NIM : 17 203 00089
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Lecturers' Feedback in Teaching Speaking (A Study on Three English Lecturers) at Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan 2021-2022**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

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Hal   : Izin Penelitian
         Penyelesaian Skripsi

Yth. Kepala Unit Pelaksanaan Teknis Pusat Pengembangan Bahasa
IAIN Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Mahrenda Wulandari
NIM   : 1720300089
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Teachers' Feedback in Teaching Speaking at Language Development Center of IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dr. Lelya Hilda, M.Si..
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14 April 2022

SURAT KETERANGAN
B- / 2(/In.14/J.2/PP.00.9/04/2022

Kepala Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Dengan ini menerangkan bahwa :

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Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 14-30 Maret 2022 dengan Judul : **"An Analysis of Teachers' Feedback in Teaching Speaking at Language Development Center of IAIN Padangsidimpuan"**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Kepala Pusat Pengembangan Bahasa,

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