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## ENGLISH TEACHERS' STRATEGIES IN GIVING ORAL CORRECTIVE FEEDBACK ON STUDENTS' SPEAKING PERFORMANCE

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Widia Siska, Mukhaiyar, and Ratmanida  
English Language Education Program, Universitas Negeri Padang  
Email: [widia.siska64@yahoo.com](mailto:widia.siska64@yahoo.com), [ratmanida@gmail.com](mailto:ratmanida@gmail.com)

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### *Abstract*

*The aims of this research were to analyze the strategies used by the English teachers in giving corrective oral feedback on students' speaking performance and the reasons of the English teachers tend to use particular strategies in giving oral corrective feedback on students' speaking performance at SMAN 1 Koto Salak and SMAN 2 Koto Baru. The type of this research was descriptive qualitative research. The data were collected through video recorder and interview. The sources of data were 6 English teachers at SMAN 1 Koto Salak and SMAN 2 Koto Baru Dharmasraya. The finding of this research indicated that oral corrective feedback strategies used by the teachers were explicit correction, recast, clarification request, metalinguistic clue, elicitation, repetition, body language and combined strategies. The strategies that mostly used by the English teachers were recast and explicit correction. The teacher tend to used particular strategies because they know the level of the students' understanding, motivation, condition, and the ability in understanding and receiving what the teacher gave.*

**Keywords:** *oral corrective feedback strategies, speaking*

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### 1. INTRODUCTION

Speaking is an important skill that should be mastered by the students. It is used as a way to communicate with others in oral form. Through speaking, the students can express their ideas, response questions, and share information to the others. In addition, having a good speaking skill can make the communication process run effectively. The importance of speaking skill can be seen from the purposes of learning speaking in curriculum used in Indonesia, especially for senior high school students. Senior high school students have to be mastered speaking skill in order to make them communicate English appropriately.

However, mastering English speaking skill is not easy. When the teacher asks the students to perform their speaking skill in front of the class such as dialogue or speech generally the senior high school students often made errors. In this occasion, the teacher's role is to help and to guide them for correcting the error. When the teacher corrects every student's error orally during the students perform speaking ability, it means that the teacher gives oral corrective feedback.

Oral corrective feedback is a correction that given by the teacher orally to correct the students erroneous utterances. Fahdi (2003:7) state that oral corrective feedback focuses on helping learners to notice and correct error. Referring to this theory, oral corrective feedback is given for helping the students to correct their error. In other words, it is given when the students produce an error. From oral corrective feedback, the students will know their error and they can correct the error by the instruction from the teacher.

Based on the researcher pre-observation, the researcher found that the students have poor speaking performance. They have many errors in their speaking performance such as pronunciation error and grammatical error. In this case, the teacher gave correction or it called as oral corrective feedback. The teacher used limited oral corrective feedback strategies, they were recast and explicit correction strategy. Generally, the strategies of teacher oral corrective feedback are various. Lyster and Ratna (1997:1) divide six strategies of oral corrective feedback such as; explicit correction, recasts, clarification requests, meta-linguistic cue, elicitation and repetition. Each of these strategies has own purposes, it depends on the teacher tendency and their consideration. The teachers can give cues about the students' error or provide the correct form when their students perform their speaking skill by using these strategies.

Therefore, by looking at the problems above, the teachers' strategies in giving oral corrective feedback on students' speaking performance is very important. If the strategies of oral corrective feedback are given effectively, it is very useful for the students to improve their speaking performance and increase their motivation in achieving the learning goals. In this research, the researcher focuses on analyzing the English teachers' strategies used in giving oral corrective feedback on students' speaking performance. The researchers formulate the research questions: what strategies are used by English teachers in giving oral corrective feedback on students' speaking performance and why the English teachers tend to use particular strategies on students speaking performance.

## 2. REVIEW RELATED LITERATURE

### 2.1 *Speaking*

Speaking is important skill that should be considered by everyone because by speaking skill, a communication will run effectively. Richards and Renandya (2002: 210) state that "speaking is one of the central elements of communication." Referring to this theory, speaking is an important element that can be used by someone to communicate each other. Through speaking, someone can communicate by expressing their idea and sharing information to other. In other word, speaking is very essential skill that should be learned and mastered by the students to support oral communication run well especially in English.

Moreover, in order to know the students speaking skill, the teacher usually asks the students to do speaking performance. The teacher asks the students to perform their speaking skill in front of the class such as conversation, speech, dialogue, etc. According to Brown (2007:35), speaking performance is the realization of competence. It is related to how the students show or deliver their idea through words and sentences. To have good speaking performance, the students have to master the components of speaking itself. Brown (2004:172) also classifies the components of speaking into five categories; grammar, vocabulary, comprehension, fluency, and pronunciation. Each component is very important to be mastered by the students because it is used to measure how speaking performance of the students. In this case, the teacher also must guide their students in making good speaking performance. The teacher not only asks the students to perform their speaking skill but also gives feedback toward their performance.

### 2.2 *Oral Corrective Feedback*

Oral corrective feedback is response given by the teacher orally to correct the students' erroneous utterances. Lyster, Saito and Sato (2013:3) define that oral corrective feedback is generally regarded as corrective feedback which focuses on teacher's immediate response of learner's erroneous utterances. It means that oral corrective feedback is considered as corrective feedback in which the teacher gives response directly when the students produce erroneous utterances. By giving oral corrective feedback, the students will know their error and how to correct it as quick as possible.

In addition, Lightbown & Spada (1999:172) explain that corrective feedback is used as an indication to a learner that his or her use of the target language is incorrect. Similarly with Ellis, Loewen, and Erlam (2006; 340) who also state that "corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of there." Then, Fungula (2013; 3) affirm that oral corrective feedback focuses on correction of error while student's speech. On other hand, corrective feedback indicates only correction of error. In other word, teacher gives oral corrective feedback while the students produce error in their speaking performance.

Referring to the explanations above, it can be concluded that oral corrective feedback is response or reaction that given by the teacher orally to correct the students erroneous utterances. In other word, oral corrective feedback is the process of giving correction toward student's error in oral production which conveyed by teachers. It is an error correction in oral form which focuses when the

student's speaking. The goal of giving oral corrective feedback is to repair the students' error. By giving oral corrective feedback, the students can know directly what their errors and how to revise it.

### 2.3 Oral Corrective Feedback Strategies

There are some strategies that can be followed by the teachers while giving oral corrective feedback on students speaking performance. Lyster and Ratna (1997) divide strategies of oral corrective feedback into six strategies. They are explicit correction, recast, clarification request, metalinguistic cue, elicitation, and repetition. The examples are taken from Sultana (2015:24).

1) **Explicit correction** refers to the teacher indicates student's utterance was not correct. The teacher provides the correct form. Some phrases are used such as "oh, you mean," "you should say," etc.

*S: He go to school regularly.*

*T: It's not "he go" but "he goes"*

2) **Recast** refers to the teacher repeats a student's utterance and provides the correction where student has made error, without pointing out that student's utterance was incorrect.

*S: Can I lend your book?*

*T: Can I borrow your book?*

3) **Clarification request** refers to the teacher indicates to students that he or she does not understand what student just said. It typically occurs when student produce erroneous utterance, the teacher uses some request-phrases i.e. "sorry", "Pardon me", "excuse me", "what" etc.

*T: How often do you brush your teeth?*

*S: Two.*

*T: Excuse me? (Clarification request)*

*S: Two.*

*T: Two what? (Clarification request)*

4) **Meta-linguistic cue** refers to the teacher asks question or provides comment or information which related to the formation of the student's utterance without providing the correct form. Meta-linguistic cue is grammatical explanation on any particular language use.

*S: There were many man in the meeting?*

*T: You need plural.*

5) **Elicitation** refers to the teacher repeats of the student's utterance and pauses to allow the student to complete the utterance at the place where the error occurred. The teacher allows student to fill in the blank such as "This is a...".

*S: My mother cleans the glass.*

*T: Excuse me, she cleans the.....*

6) **Repetition** refers to the teacher repeats the student's error and changes intonation to draw student's attention to it.

*S: He are .....*

*T: He are...? But it's one people, right?*

Furthermore, Ellis (2013: 7) also classifies oral corrective feedback into six strategies; 1. Explicit correction (i.e. the teacher clearly indicates that what the student said was incorrect and also provides the correct form); 2. Recasts (i.e. the teacher reformulates all or part of student's utterance replacing the erroneous part with the correct target language form); 3. Clarification requests (i.e. the teacher indicates that a learner utterance has been misunderstood or is ill-formed in some way); 4. Metalinguistic comments (i.e. the teacher comments on or questions the wellformedness of the learner's utterance without explicitly providing the correct form); 5. Elicitation (i.e. the teacher elicits completion of his/her

own utterance, uses a question to elicit the correct form, asks a student to reformulate his/her utterance); 6. Repetition (i.e. the teacher repeats the student's erroneous utterance with or without emphasis on the erroneous part). These strategies were similar with Lyster and Ratna theory. However, she differs six oral corrective feedback strategies into two ways; 1) input providing (i.e. provide the learners with the correct target form, they are recast and explicit correction), 2) output prompting (push the learners to self correct their own errors, they are repetition, clarification requests, metalinguistic comments and elicitation).

In short, in this research the researcher focuses to use theory that explained by Lyster and Ratna (1997:46) which has same explanation with Ellis (2013: 7) theory. Besides of that, this theories also more detailed and easy to be understood. Thus, there are six strategies of oral corrective feedback, namely Explicit Correction, Recast, Clarification Request, Metalinguistic Cue, Elicitation and Repetition.

#### *2.4. The Reasons of using Particular Strategies in giving Oral corrective Feedback*

When the teachers gave oral corrective feedback, some of the teacher used particular strategies of oral corrective feedback mostly. The reasons of giving oral corrective feedback depends on the teachers it selves. Lewis (2002:20) classifies the reasons of giving oral corrective feedback into four categories; 1) it provides advice for the learners about learning and it also helps them to acquire some kind of language input as they might learn new vocabulary and structures in context, 2) it provides information to the learners about how to correct their errors, 3) it is a form of motivation that can encourage learners to study and do their best, and 4) it is one step forward towards self-reliance as learners may start detecting their own mistakes.

Next, Rydahl (2005) research suggests that the main advantage behind of using recast feedback is the students do not feel embarrassment in the class. He found that most of students can understand feedback easily, they feel comfortable and realize where they make mistake. Other possible reason of the teachers used recast feedback as a natural way that means in their own way. Fungula (2013) affirm that recast come from in natural way to most of the teachers, because recast feedback do not indicate too direct feedback nor indirect feedback for the students. So, for this reasons recast feedback was most frequently used at secondary and primarily level in Bangladesh context.

Based on opinions above, oral corrective feedback should begiven to the students because of several reasons. Therefore, the reasons of giving oral corrective feedback in this research can not be exactly determined yet. It depends on the findings of this research. As states by Harmer (2004), the reasons of giving oral corrective feedback are often relatively different depending on the task and situation.

### **3. METHOD**

This research is designed as descriptive qualitative research. The descriptive qualitative research is appropriate to be conducted in this research since the aim of this research to find out the strategies used by the English teachers in giving oral corrective feedback on students' speaking performance. The sources of data were all of the English teachers at Senior High Schools Dharmasraya. The total numbers of the English teachers at SMAN 1 Koto Salak and SMAN 2 Koto Baru were 6 English teachers. The data were collected through video recording and interview.

### **4. RESEARCH FINDINGS AND DISCUSSION**

#### *4.1. Research Findings*

##### *4.1.1. The Strategies used by the English teachers in giving Oral Corrective Feedback on Students' Speaking Performance*

The data in this part were collected through video recorder and observation checklist. The recordings were done in two meetings for every teacher. The total meetings were 12 meetings. There were six strategies in giving oral corrective feedback on students speaking performance investigated in this research. They were *explicit correction, recast, clarification request, metalinguistic cue, elicitation,*

and repetition. The frequency and percentage of each strategy of oral corrective feedback were presented in table 4. 1below:

**Table 4.1. The Strategies used by the English teachers in giving Oral Corrective Feedback on Students' Speaking Performance**

No	Oral Corrective Feedback Strategies	Frequency and Percentages of oral corrective feedback strategies used by the English teachers on students speaking performance						Frequency (F)	Percentages (%)
		T1	T2	T3	T4	T5	T6		
1	Recast	30	44	41	6	32	21	174	60,2%
2	Explicit Correction	3	3	8	16	13	40	83	28,7%
3	Elicitation	7	0	1	2	1	1	12	4,1%
4	Clarification Request	0	0	3	5	0	2	10	3,5%
5	Repetition	0	0	0	0	6	0	6	2.1 %
6	Metalinguistic Cue	4	0	0	0	0	0	4	1,4%
<b>Total</b>								<b>289</b>	<b>100%</b>

The data in the table 4.1 shows that all oral corrective feedback strategies were used by the English teachers during the students do speaking performance. The percentages indicate that *recast* has the highest percentage rather than other strategies. It was 60, 2% from 100% total used. Then, it is followed by *explicit correction* (28, 7%), *elicitation* (4, 1%), *clarification request* (3,5 %), *repetition* (2,1%) and the lowest percentage was *metalinguistic clue* (1.4%). In this study, it also found two new strategies, they were *body language and combined strategies*. After identifying frequency and percentage of each strategy of oral corrective feedback, the number of English teachers used each strategy of oral corrective feedback on students speaking performance were also identified. Recast and explicit correction used by all of English teachers. Then, elicitation used by 5 English teachers, clarification request used by 3 English teachers, repetition and metalinguistic clue only used by 1 English teacher. The data above described with examples of each strategy of oral corrective feedback used by the English teachers on students' speaking performance as follows:

1) **Recast** is the strategy where the teacher repeats what student has said by replacing the error with the correct one directly. Based on identification of the data, all of the teachers used recast strategy. It means 100% English teachers used it. Recast was the highest percentage of oral corrective feedback strategy that used by the English teachers in which the total numbers of the teachers used this strategy were 174 times (60,2%). In using recast, the teacher did not tell that what the student said was incorrect, but directly changed the students' error with the correct one, as shown in following examples:

**Example 1:**

S: Good /eve'niŋ /

*T: /i:v.niŋ/ (recast)*

*S: no response, continue the dialogue*

**Example 2:**

*S: Khoir 15 years old.*

*T: Khoir is 15 years old. (recast)*

*S: khoir is 15 years old*

The data above show how the teacher used recast for correcting students erroneous utterances during the student did speaking performance. In example 1, the teacher reformulated the part of students' pronunciation error with the correct one. When the student miss pronounced word "good /eve'niŋ /", then the teacher corrected directly by saying /i:v.niŋ/. Then, in example 2, the teacher reformulated all part of students sentence and provided the correct form directly when the student made grammatical error. While the student said "Khoir 15 years old", the teacher directly corrected the student's error by adding to be *is* in the sentence. The teacher replaced all the part "Khoir is 15 years old. It can be seen that in using recast strategy, the English teachers replaced the error with correct pronunciation or correct grammar directly.

**2) Explicit Correction** is the strategy of oral corrective feedback where the teacher provides the correct form and indicates clearly, what the student had said was incorrect. Based on the identified data, explicit correction was used all of the English teachers. The total used of explicit correction was 83 times (28, 7 %). This strategy becomes the second strategy which mostly used by the English teachers after recast. The examples were taken from the data can be seen below:

**Example 3:**

*S: You would better to keep your promise or you will /fa'il/ in my subject.*

*T: not fal, but /feil/. /a/ nya di ganti /e/. Jadi/feil/ (explicit correction)*

*S: /feil/*

**Example 4:**

*S: because you can/in'vit/ your parents to go on vocation*

*T: stop, dont say/ in'vit/ but /in'vait/. (explicit correction)*

*S: you can /in'vait/ your parents go on vocation.*

From the examples above, it found that in using explicit correction, the teacher informed the students' mistake first then provided the correct one to the students. Besides, the English teachers also used different word/phrases to indicate the students error clearly. The word phrases used are (not.... but.....), (don't say .... but.....), and (you should say.....). In example 4, when the student had incorrect pronunciation, the teacher gave clear indication by saying "not /fa'il/, but /feil/. /a/ nya di ganti /e/." The teacher also gave the correct pronunciation toward the students' ill spelled utterance by using Indonesian language such as "/a/ nyadiganti /e/ .In example 5, the teacher explained how to pronounce English word correctly because in this example the students pronounce word like Indonesian word. When the student incorrectly uttered the word "invite " by spelling /in'vit/, the teacher gave correction explicitly by stopping student utterance and indicating the student's error clearly, then the teacher gave the correct form such as " stop, dont say /in'vit/ but/in'vait/,"

**3) Elicitation** refers to three techniques to make the students correcting the errors; 1) elicit the completion of their own utterance by "pausing to allow the students to fill the blank", 2) using questions to elicit the correct forms, 3) asking the students to reformulate utterance. Based on analysis data, almost all of the English teachers used this strategy but was not frequently used by them. There were 5 English teachers used this strategy. The total of using this strategy was 12 times (4,1%). It means that this strategy was the third level under recast and explicit correction. The examples of using this strategy can be seen below:

**Example 5:**

S : *Shahrulkan is favorite actor.*  
 T : *Shahrulkan is .....(elicitation)*  
 S : *Shahrulkan is his favorite actor.*

**Example 6:**

S : *She lives in Koto Baru. Riska likes dance.*  
 T : *Riska likes .... (elicitation)*  
 S : *Dancing.*

Based on the examples above, the teacher made a pause to allow the students continue the sentence with the correct form. In example 5, when the students made grammatical error by saying “*Shahrulkan is favorite actor*” then the teacher elicited the student to complete the sentence “*Shahrulkan is .....*” . Similar with the example 6, when the student made grammatical error, the teacher also pausing the students utterance to allow the students to fill the blank such as the students said “*Riska likes dance*” . Because the error in the word “*dance*” , the teacher elicited the student to find the correct answer by allowing them to finish the teacher utterance by saying “*Riska likes .....*?”. This elicitation strategy asked the students to think deeper and gave the student chance to recall and reconstruct the erroneous.

4) **Clarification Request** refers to the teacher indicates to the students that she or he does not understand what the students just said. In this strategy, the teacher asks repetition of what student have said. The data shows that half of all English teachers used clarification request. In two meetings, these three teachers obtained 10 times (3,5%) used clarification request. It means that, clarification request strategy was not frequently used by the teacher likes recast and explicit correction. The transcriptions below show that the teachers’ used clarification request strategy.

**Example 7:**

S: *We go bookstore.*  
 T : *sorry? Repeat again.(clarification request)*  
 S: *We go to bookstore to buy the latest comic*

**Example 8:**

S : *I am /afraid/*  
 T: *Apaandika? (clarification request)*  
 S : *I am /afraid/ that is not true.*

Based on the data above, it can be seen that when the student utterance has an error, a clarification is requested. The teachers’ requested by using phrases ‘*what ? , sorry ? repeat again, apa ?*’. In example 7, when the student made grammatical error, the teacher did not provide the correct form, but he just paused the conversation by saying “*sorry, repeated again*“. In example 8, the teacher was not understood what the students had said because the students had pronunciation error. So, in this example, the teacher asked to the student to repeat by saying “*apaandika ?*”. In short, the teachers’ have many phrases or utterances in requesting the students to clarify their error.

5) **Repetition** of error is strategy which the teacher repeats the student’s error and isolating it by changing the intonation to emphasize the error location. Based on the data analysis, only one used this strategy for six times in two meetings (2,1%). It can be seen following the examples of using repetition strategy.

**Example 9:**

S : */mai be/ in the park.*  
 T: *ha,,/mai be/, /mai be/ lagi... (repetition)*  
 S : *silence.*

**Example 10:**

S: *You are welcome Yeli. Next time, It is /beter/*

T :/beter/? (repetition)  
S: silence.

The examples above show the way the teacher used repetition strategy. In using this strategy, the teacher only repeated the student's error and changed his intonation to highlight error. In the data above, the students made pronunciation error. Then, the teacher repeated the student's error and also used Indonesian language to give more explanation such as by saying "maybe, maybe lagi" and /beter/? without providing the correct form. It means that, this strategy used by the teacher for remaining the students about the correct pronunciation that he has explained before and asked the student to correct by them self.

6) **Metalinguistic clue** is oral corrective feedback strategy which the teacher gives comments, information, or questions related to the error of student's utterance without providing the correct form. Metalinguistic cue was the lowest frequently used by the teacher. Based on the data analysis, it can be seen only one teacher who used this strategy. It was also in 4 times (1,4%) used by teacher. The example of using this strategy can be seen below.

**Example 11:**

S: Let me introduce to you. This is Riskadewiyudha. You call her Riska. Riska is fiveteen years old.

T :fiveteen or fifteen? (metalinguistic clue)

Ss: fifteen

The example above showed how the teacher used metalinguistic cue. This example was lead to the students to correct vocabulary used which the teacher gave clue through optional information. The teacher gave optional information in question link to the error that student made without correct it explicitly. The teacher asked the students to choose the correct vocabulary used by giving options to the students by saying "fiveteen or fifteen?".

Based those six oral corrective feedback strategies that explained by Lyster and Ratna (1997), the researcher also found that the teachers used other strategies. The strategies used by the teacher used combined strategies. The examples in using these strategies of oral corrective feedback can be seen below:

**7) Body Language and Combined Strategies**

In this research, the researcher also found that two teachers used body language and combined two strategies. They used body language, and combined strategies (elicitation and recast) and (repetition and recast). The example can be seen below:

**Example 13:**

S: Thats' /rig/ser.

T: ( shake her head). (body language)

S : that's /rait/. I have to admit. I download it from internet. I regret it.

From the example 14 above, it found that the teacher T6 used body language. She used these strategy in 6 times. Body language is strategy which the teacher uses his/her facial expression (rising eyebrows) or body movement (move his/ her head) to tell that student has made error. T6 used body language strategy that is shaking her head. When the students have error in her pronunciation in word "right", she shake her head then said "not /rig/, but thats/rait/." Then, the example of using recast and another strategies can be seen below:

**Example 14:**

S: Riska's favorite food is /fridrais/.

T :Riska's favorite food is ..... (elicitation)

S : /Fridrais/

T :/fraid/ /rais/. (recast)

S :/fraid/ /rais/. Thank you for your attention.



**Example 15:**

S: /mai/ /be/ in the part

T: /mai/ be, /mai/ be lagi (repetition)

S: silence

T: /mei/ /bi:/ in the part. (recast)

S: /mei/ /bi:/ in the part.

In example 13, after the teacher used elicitation, then the students still gave same error or need repair, she used recast strategy which replacing the correct form directly. The teacher combined both elicitation and recast in eight times. Furthermore, in example 14, the teacher also combined repetition and recast strategy. He used both of this strategy in two times. When the student cannot correct the error by him self, the teacher directly corrected the student erroneous utterance.

#### 4.1.2. The Reasons the English teachers tend to use particular strategies in giving oral corrective feedback on students' speaking performance

There were six English teachers were interviewed in this research. The interview has been done with English teachers about the reasons why the English teachers tend to use particular strategies of oral corrective feedback. Besides that, the different reasons also were uttered by the teachers. The teacher used certain strategy because they had specific reason. Based on the analysis of transcription, oral corrective feedback strategies that dominantly used by the teacher were recast and explicit correction. There were 4 teachers mostly used recast and 2 teachers mostly used explicit correction. Therefore, the researcher analyzed the reasons of the English teachers used recast and explicit correction.

Based on the interview with English teachers, there were five reasons why the English teachers tend to use recast strategy. They were; *motivating the students to improve their speaking performance, facilitating the students to remember the correction of their errors and not to do the same errors, easy, simple, and straight to the point, it did not waste the time, and appropriate to the students' ability in understanding the feedback.* There were three reasons of using explicit correction strategy frequently. They were; *explicit correction is appropriate to the level of students that is senior high school level, explicit correction strategy was most detailed and clearer, and by using explicit correction, the students will easily to comprehend clearly their error and the correct form.*

#### b. Discussion

Based on the finding of this research, it can be stated that every English teacher in SMAN 1 Koto Salak and SMAN 2 Koto baru used a variety of oral corrective feedback strategies. All strategies of oral corrective feedback were used by the English teachers on students' speaking performance. They were *explicit correction, recast, metalinguistic cue, clarification request, elicitation and repetition.* Furthermore, it also found other strategies, they were *body language and combined strategies*

*Recast* was the highest position of oral corrective feedback strategies which mostly used by the English teachers. It was a useful strategy of oral corrective feedback which all of the English teachers used recast for correcting students' erroneous utterances during the students did speaking performance. It also found that more than half from total the teachers used used recast. This finding present the similarity with the findings from Fungula (2013) and Sultana (2015) research in which recast was reported to be the most frequency used than other oral corrective feedback strategies. In 2013, Fungula analyzed oral corrective feedback in EFL classroom in Chinese context. The results of her study showed that recast was the most frequently used by the teachers. Out of a total of 258 instances of feedback registered, 103 were recast strategy. Similarly, Sultana (2015) found that recast was the most frequently used by the teacher in Bangladesh context.

Regarding to this findings, *recast and explicit correction* were the strategies that the teachers provided the correct form to the students and indicated that what students had said was incorrect. It assumed that these strategies were suitable to the students at senior high school level as foreign learners. If the teachers used other strategies frequently such as *elicitation, clarification request, repetition and metalinguistic cue*, not all students understood what the teachers means. These strategies asked the students think again about the correct answer by them selves. Therefore, they got difficulties and still

made error. It also could waste the time because the condition of the students at senior high schools Dharmasraya has low motivation and less ability in learning English. However, it was better for the teachers to try in applying other strategies of oral corrective feedback on students speaking performance.

Besides the teachers used those six strategies, the result analysis discovered the teachers used *body language and combined strategies (elicitation and recast) and (repetition and recast)*. It was related to Ellis (2003: 26) who states that teachers often use a mix of different strategies of oral corrective feedback for the error made by the students.

## 5. CONCLUSION

Based on the research results, it could be concluded that oral corrective feedback strategies used by the teachers at SMAN 1 Koto Salak and SMAN 2 Koto Baru Dharmasraya were explicit correction, recast, clarification request, metalinguistic cue, elicitation and repetition. However, oral corrective feedback strategies that mostly used by the English teachers were recast and explicit correction. It can be said that the English teachers considered these strategies are effective and appropriate to be applied for correcting students' erroneous utterances during the students perform their speaking ability. However, it is possible to the teachers to apply the other oral corrective feedback strategies on students speaking performance, they were body language and combined strategies.

Then, the teachers tend to use particular strategies that are recast and explicit correction strategy was because some reasons. First, the teacher tend to use recast strategy because five reasons; motivating the students to improve their speaking performance, facilitating the students to remember the correction of their errors and not to do the same errors, easy, simple, and straight to the point, did not waste the time, and appropriate to the students' ability in understanding the feedback. Second, the teachers tend to use explicit correction strategy because three reasons; explicit correction is appropriate to the level of students that is senior high school level, explicit correction strategy was more detailed and clearer, and by using explicit correction, the students easily to comprehend clearly their error and the correct form. It can be said that the teacher used particular strategies because they know the level of the students' understanding, motivation, condition, and the ability in understanding and receiving what the teacher gave.

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