TEACHER'S RECAST AND CORRECTIVE FEEDBACK IN CLASSROOM INTERACTION

[1*]Kurniawati Buchari

[1]Politeknik Aceh, Banda Aceh, Indonesia

Corresponding author: kurniawati@politeknikaceh.ac.id

Abstract

The purpose of this study was to find out the use of recast as corrective feedback in classroom interaction. This study examined the most common corrective feedback teachers use in classroom interactions, and why teachers use corrective feedback in classroom interactions. The research used qualitative methods and it used observation sheets and audio recorders. The writer collected data through observations to generate the main data and through interviews to support the primary data. In addition, for audio recorder, the writer listened carefully, played it part by part and make it into a script then analyzed and elaborated it. The sample for this study consisted of 34 students whose English skill were in basic and two English teachers who have been teaching English for more than three years. Data were analyzed by a qualitative procedure based on the Mile and Huberman (2013) model. This includes data reduction through analyzing the core part that consisted of corrective feedback, data display, and inference. Results showed that the most common corrective feedback used by teachers in classroom interactions was recast, it occurred about 66.7% or 64 times in class. The survey turned out to be corrective feedback from the teacher either recast or other corrective feedback types. Interviews revealed that there were three reasons for using corrective feedback by the teacher, namely to help students avoid mistakes; to improve students' grammar, vocabulary, and pronunciation; and to motivate students to learn languages. Those reasons also supported the previous theory or research which conducted by some researchers.

Keywords: Classroom Interaction, Corrective Feedback, Recast

1. Introduction

Today, English is a much-needed international language with the majority of communication, so most students consider it very important to be fluent in English in order to engage in international communication such as studying on the Internet or abroad (Harmer, 2007, p. 19). Classroom interaction is one of the situations that gives students the opportunity to speak in the target language. On the other hand, teachers can also monitor their language usage such as grammar, vocabulary and pronunciation. Mistakes are inevitable when learning a foreign language. Errors indicate situations in which the target language improperly uses the first linguistic rule (Saville, 2006, p. 19). Errors are also caused by Interlingua transfer, in which the student overgeneralizes L2 structure like adding –ed to all verbs irregular verbs includes.

Therefore, in EFL classrooms where students have poor English proficiency, teachers provide corrective feedback (CF) to correct target language misuses through implicit or explicit correction. One of the most common types of CF is recast, where teachers can restate incorrect utterances or ask questions

to request correct form. Primarily used in language teaching, recasting refers to implicit feedback for a student's mistakes (Lyster & Ranta, 1997). This study, which also has the widest coverage, has been cited as the most successful explicit fix. This is to directly ask students to restate their mistakes (Coskun, 2010, p. 29). Teacher reviews are therefore very important to ensure that students learn the correct form of the language and use it to communicate effectively.

Interaction in language teaching increasingly requires rewriting and gathering as effective feedback requires a lot of attention. The role of rewrites as correction feedback is primarily to support language development. It helps students to recognize and restructure their mistakes and interlingualism (Long and Gass quoted in Asari, 2015, p. 1). Surveys are also a successful type of feedback that led to student remediation (Coskun, 2010, p. 29).

Recasting was the most common types of feedback used in language teaching, but it did not always effectively improve students' speaking ability. A study by Lyster and Ranta (1997) found that rewriting, which seems to be the most common error correction, is ineffective. Another 70% went unnoticed. This means that most of the rewrites have failed to correct the errors and elicit correct answers from the students.

Furthermore, the use of rewriting in language teaching also causes controversy among researchers. Krashen's hypothesis (cited in Nurhantanto, 2016, p. 91) showed that error correction can be detrimental to language. On the other hand, Brown (2001, p. 288) argues that recast as error correction is very helpful in improving students' language proficiency. Since then, several researchers have attempted to study the use of recast and other types of feedback on students' language skills. Based on those explanation, this study is aimed to reach some objectives as to describe the most common type of corrective used by the teachers in the classroom interaction focusing on recast and to describe why the teachers use corrective feedback in the classroom interaction.

2. Literature Review
Classroom Interaction

Interaction in the classroom is very fundamental to language development, as language itself is acquired through interaction. In conversations with teachers, students are given many opportunities to practice their language skills. This process allows you to assess and correct your grammar, vocabulary control and pronunciation to improve your fluency. When interacting in the classroom, students gain more practice in the target language and are more motivated to engage in further communication that addresses some key features of interactive classroom discourse. This is attributed to the very important interactive features of Feedback, turns, questions, answers, and negotiation of meaning (cited in Ellis, Chaudron, 1998, p. 9). This will increase student talk time in the classroom.

In addition, Chaudron (1998, p. 10) considered interactions to be an important factor for several reasons. First, the student can only analyze her L2 structure through interaction and derive meaning from her classroom experience. Second, interaction gives them the opportunity to incorporate L2 rules into their language. Therefore, student language acquisition is strongly supported by classroom interaction practices that teachers and students develop together to improve language proficiency. Interaction provides students with opportunities to practice language skills and allows teachers to focus their attention on linguistic aspects such as pronunciation, vocabulary and grammar, or on the structure and genre of the text. Conversational design helps teachers identify language problems and articulate their meaning more clearly (Goh & Burns, 2000, p. 16). In this way, complex language functions can be acquired from classroom communication, allowing students to focus on the meaning and form of the target language.

The interaction basis for language acquisition stems from the fact that language learning is best learned when interacting with other speakers, with an emphasis on meaning rather than structure. (Bloor, quoted in Sofa, 2010, p.6). Just like children, students can become familiar with a new language through

interaction during classroom instruction. Working, talking and playing together in the process of teaching and learning are interactive situations that stimulate interest and engagement (Rivers, cited by Sofa, 2010, p. 6). Using English during these exercises helps students improve their language skills.

Allwright and Bailey (1991, p. 124) state that in interactions there are opportunities for students to negotiate meaning by seeking input. Input is what they hear and read, language samples they touch and understand, which aid in language learning. In addition, Rivers (in Sofa, 2010, p. 21) emphasizes that students can expand their verbal memory by listening to and reading materials, and peers' results in discussions, dialogues, problem-solving tasks, etc. increase. Interactions allow you to apply all the language skills you learned in real conversations. This means that the more you participate in classroom interactions, the more you can improve your language skills.

Therefore, the benefits gained from interaction become more meaningful when taken seriously. In this case, lessons can be prepared intensively, classroom interactions are well planned and materials for interactive activities are very well managed. What teachers do in language teaching is to give learners the best chance to learn from learner-centered organized exchanges (Chaudron, 1998, p. 21). As a result, students can speak enough phrases to maximize their classroom practice. The classroom has many important factors that contribute to language proficiency and it is very important to be one of them.

Corrective Feedback

Instructional interactions always include feedback for each sequence of conversations you have with your students. Teachers use this phrase to assess student responses and indicate whether their use of language is correct or incorrect. Feedback is an element that interacts with the concept of error correction. In fact, this part has the greatest application not only in language teaching, but also in any communication sequence, such as the listener's comment "Oh, I see, um…" (Chaudron, 1998, p. 132). In language teaching, feedback can come in the form of verbal comments from the teacher on the answers to the student's questions.

Nunan (1999, p. 307) defines feedback as providing the speaker with information about the message he conveyed. It can be verbal or non-verbal. Any comments about assignments, exam results, and comments about a student's speaking performance can be marked as feedback. This refers to information about the accuracy, adequacy and quality of student performance in learning situations. Furthermore, Ur (1996) explains that feedback helps students to become aware of their mistakes and to correct them. Teacher feedback indicates the success or failure of tasks performed during learning.

Feedback is used not only for assessment purposes, but also to motivate and reinforce student learning. As Cole and Chan (1997, p. 242) argued, feedback has three main functions: motivating, reinforcing, and informative to motivate learning. Effective feedback from teachers helps improve language skills and translates into classroom interactions.

However, feedback can come in many forms. Teacher comments that indicate student success are associated with positive feedback. On the other hand, those that indicate inaccuracy are called negative feedback and are classified as corrective feedback. Corrective feedback is a teacher's response that significantly changes a student's statement and calls for improvement (Panova & Lyster, 2002, p. 574). This feedback can be delayed or immediate feedback and is used as error correction by the teacher. Certain forms of speech inaccuracy can also be corrected by both implicit and explicit corrections. Corrective feedback related to negative feedback aims to correct the student's mistakes (Panova & Lyster, 2002, p.574). Errors in pronunciation, grammar and vocabulary can occur. Corrective feedback, which is the focus of this study, can therefore be used when students make mistakes.

As the focus of this study, it is important to develop several definitions of corrective feedback. Ellis (2009, p. 28) defined CF as a teacher's reaction to a student's answer containing an error. He went on to say that corrective feedback works when students realize their mistakes. Therefore, it is important to be aware of teacher corrections to know if the introduction of CF was successful. Corrective feedback

is a teacher's response that significantly changes a student's statement and asks for improvement (Chaudron is quoted in Panova & Lyster, 2002, p. 574).

Lyster and Ranta's (1997) model of six separate movements of corrective feedback: explicit correction, restatement, clarification request, metalinguistic feedback, error collection and repetition, and Lyster and Ranta's (1997) classified as restatements and prompts. Subsequently, Sheen and Ellis (2011) discussed oral corrective feedback in language instruction in terms of implicitness and explicitness. Therefore, in the Sheen & Ellis CF model, rewriting-type correction feedback can be considered implicit and promotion explicit.

Recast

There are many ways a teacher can correct a student's mistakes. One of them is *recasting*. Recast is his one of corrective feedback that corrects implicit spelling mistakes made by students. This means that you will not be told directly that your answer was incorrect. However, the teacher provides the correct form as a correction. In Long's definition (cited in Asari, 2015, p. 2), recast is when a teacher corrects all parts of a student's incorrect utterance by changing one or more clause elements. Implied, while still referring to the wording. central meaning. Further, he explained that corrective feedback is considered a recast if it contains the following attributes: (1) is a restatement of a misspelled utterance, (2) extends the utterance in some way, (3) retains the central meaning, and (4) follows the misspelled utterance. Recast is implicit corrective feedback to restate, extend, or complete an incorrect answer (Panova & Lyster, 2002, p. 582). This is the teacher's restatement of the student's mistake or correction, not a direct indication that the student's answer was wrong (Coskun, 2010). The following excerpt shows how Recast is used for error correction.

Example 1:
> Student : I looking for my pen.
> Teacher : **You are loking for your pen.**
> > (Silmani, as cited in Panova & Lyster, 2002, p.575)

The example above means that the teacher provides a restatement for the student's incorrect English tense (the present tense) when the student omitted "are" from the sentence "I'm looking for my pen". increase. Therefore, the correction was made by the teacher by rephrasing the error "You are looking for my pen". In this rewrite you can see that the teacher added 'are' directly to the structure without directly indicating that it is wrong. So the student may be aware of the mistake and may repeat to show that he or she has noticed the mistake. This error is due to lack of knowledge of L2 where sentences are structured by time and tense. Especially when it needs to be attributed to the subject when formed in a continuum of time. Adaptation from the native language to the target language can therefore lead to errors in some cases.

Example 2:
> Teacher   : What do you want to do ten years from now?
> Student : I want **go to** Hollywood and bocome an actress
> Teacher   : You want **to** go to Hollywood and become an actress.
> > (Asari, 2015, p.2)

Similarly, data extracted from Asari's study (2015) revealed errors in grammatical structures that caused students to give ungrammatical answers to the teacher's question in the first line. In the student's response, "I want **to go** to Hollywood and become an actress," the "to infinitive" that separates the two verbs "want" and "go" is missing. For this reason, the teacher implicitly modifies what should be in the structure by adding "to", as in line 3: "You want to go to Hollywood and become an actress."

Example 3
> Student : I went there **two times**
> Teacher : You've been. You've been there **twice**   (Ellis, 2009, p.9)

This example is adapted from his Ellis (2009) study on corrective feedback. This indicates that the student made a lexical error with the meaningless English word "twice". The teacher then rephrases, "You went there twice," implicitly telling students that "twice" is in place, not "twice." As mentioned earlier, errors in L2 lexical level or word usage can occur. B. If you change from Indonesian to English, you may find the same error.

In Indonesian, "twice" means "dua kali", which means "four times, five times, six times". Therefore, students overgeneralize. In identifying *recast* of many corrective feedback models, some features can be detected such as acknowledgement, intonation, and emphasis (Chaudron in Asari, 2015, p.2). This techniques are some ways that the teachers can use in recasting students' error in language classroom.

Acknowledgement

Acknowledgement is teachers' words that approve students' responses such as in "Ok, good" or "Well that's good". This does not mean that students is totally correct, but the teacher is not willing to tell that her or his student was wrong. Therefore, the student may receive this kind of commentin *recast.* Providing a *recast* with a sign of acknowledgement may signal that the studentto continue his/her talk without particularly pointing out that a mistake was made (Asari, 2015, p.3).

Example:

Teacher   : What do you want to do ten years from now?
Student : I want **go to** Hollywood and bocome an actress
Teacher   : **Ok. Good**. You want **to** go to Hollywood and become an actress.
                                            (Asari, 2015, p.2)

In the data above, teacher's acknowledgement in recast is "Ok. Good". This is a kind of teacher'scomments to encaurage student's work while giving a reformulation to correct the response. This is very often found in the classroom where the teacher always protect students' confidence althought they made errors. Therefore, such acknowledgements can deal with recast to apraise the efforts during their language learning.

Intonation

Recast can be used by raising intonation forcing students to correction (Lyster as cited in Asari, 2015, p.3). Using such intonation when recasting students' incorrect sentencecan make them more alerted that it the previous response was ungrammatical or inappropriate. Implicit feedback is often with adjusted intonation to highlight the error (Lyster, et all, 2013, p.5). It is as provided in the following example:

Teacher   : What do you want to do ten years from now?
Student : I want **go to** Hollywood and bocome an actress
Teacher   : You want **to** go to Hollywood and become an actress (↗)
                                            (Asari, 2015, p.2)

Intonation is one of teacher's way to emphasize part of errrors the student made. Thus, in recast, it is very important to use intonation so that it can attract student's attention to the ill-formed and show them what to correct. The example above illustrates how theteacher putintonation when recasting by rising up the voice on word "to". It isto point out errors that student have just made so she/he can be aware of the mistake.

3. Research Method

The qualitative research method was employed to investigate classroom interaction in term of teacher-student interaction in this study. This method enables the researcher to get naturally language data occuring in the classroom. In collecting data, the researcher performed as a non-participant

observer where she did not get involved directly in the process of English teaching and learning to the students.

Qualitative research places on understanding through looking closely at people's words, actions and records. According to Cresswell (2009, p.4), qualitative research is a method used for investigating and understanding the individuals' or groups' meaning assigning to a social or human problem. The process of research draws in rising issues and procedures, data frequently collected in the participant's setting, data analysis basically building from specific to general ideas, and the researcher having the analysis of the meaning from the data. The researcher builds a complex, holistic picture, analyses words, and reports detailed views of information, and conduct the study in the natural setting as the direct source of data. Qualitative researcher tends to analyze the data inductively which means that they do not search out the data or evidence to prove or disapprove the hypothesis they hold before entering the study. So, she came to class and observed directly by recording teacher-student interaction from the opening phase until the closing phase. In a word, this research was intended to describe research result naturally as phenomenon obtained in real setting.

Research Participant

There were two English teachers and 34 students who got involved in this study as the sample. Thus, purposive sampling technique was used to decide the research participants where they were selected based on some considerations. As Black (2010) defined purposive sampling technique as non-probability sampling technique where researcher relies on her own judgments when choosing members of population to participate in the study.

Research Instruments

Research instrument is used to get the important data for this research. Observation sheet was utilized in observation as instrument to gain data about teacher's *recast* during the teaching and learning process. In second language research, observation is designed to capture significant features of verbal interaction in L2 classroom and to provide a means of comparing some aspects of classroom discourse with natural language which is used outside classroom (Nunan, 1992, p.97).

Interview also used in this study to help the researcher got more information that supported main data gained from observation and record. The researcher interviewed two teachers that taught in classroom. The questions provided for the teachers were used to elaborate more about corrective feedback that focused on recast and elicitation and find out the reason why the teacher used corrective feedback in the classroom. This interview helped the researcher to solve the third research question.

4. Results and Discussion
Result

A qualitative method was utilized in this study to answer the three research questions. A session of English teaching to the students was recorded during the teaching and learning process consisting of three hours (3x45 minutes) in two weeks. Two teachers and the students were directly involved as research subjects. Those teachers are teaching in this institution. The students were non English department and did not use English proficiently. They were taking English course as compulsory subject in this semester.

Based on researcher's observation, the teachers are females teacher and gained master degree were performing their teaching very well in terms of topic mastery and method. They had a good preparation and good mastery on course they taught. The teachers kept asking question to check students' understanding of the topic. Further, they used group discussion at the end of lesson and required them to work in group and accomplish the task together. When the students had completed the task given, each group was asked to perform the work to the class. However, the teachers did not use full English due to students' lack of English proficiency where they often refered to Indonesian language in explaining the grammatical structures of gerund, passive voice, and reading comprehension so that the students would be easily understand.

The result showed that a tightly structured interaction occured between the teachers and students in form of students' response and teachers' corrective feedback to which followed by some students' uptake.Some topics were introduced and students were invited in active conversation to elaborate the grammar lesson about "gerund", "passive voice" and reading comprehension. *Immediate recast* of corrective feedback was exploited to students' error in structure, word meaning, and also pronounciation. The teachers directly interupted the students' speaking to give correction to raise their consciousness about inappropriateness of their utterance.In the interaction, the students were asked to mentioned examples of usingsome grammatical points includingtobe, gerund, passive voiceand tenses. Students' errorr were directly ignited by *recast*.

The finding of the qualitative analysis of the data mentioned that both *recast* and other corrective feedback model of Lyster & Ranta (1997) corrective feedback were found in this study with the total number 96. There were 64 numbers of *recasts* and 32 other CF during instruction in the classroom. These data are necessary for solving research question What type of corrective feedback is the most commonly used by the teachers in the classroom interaction focusing on recast?; Why do the teachers use corrective feedback in the classroom interaction? Therefore, the frequency of each occurance is clearly presented in the table below:

Table 1. The Number of Frequency of Recast

Type of corrective feedback	Frequency	Precentage
Recast	64	66,7%
Other CF	32	33,3%
Total	96	100%

The type of corrective feedback commonly used by the teachers in the classroom interaction.

To answer this research question, each exchange of *recast* and *elicitation* in the data was counted. The finding revealed that recast was the most common type of corrective feedback used by the teacher during interaction of the teaching and learning process. As shown in the table, it takes the highest frequency 64 times of 96 total number with 66,7%. There were many times that the teacher had to correct students' oral errors in making incorrect "gerund", "passive" sentences, *to be,* tenses and pronunciation in reading comprehension.

Recast is implicit corrective feedback to reformulate, expand, or complete an incorrect responses without directly pointing out that they were incorrect (Panova and Lyster, 2002, p.582). In this English class, the teachers very often reformulated students' ungrammatical sentence and students' errors in pronunciationto make them aware of the mistakes. Some of *recast* were used to correct language forms and some were focused on meaning and pronunciation. The teachers employed two tehniques of recast such as acknowledgement and emphasize. Thus, some of teaching exchange consisting of *recast* were extracted as presented below:

Recast
Recast by Acknowledgment

The result of this study found that English teachers used acknowledgement while recasting where they praise students response by utterance sucs as OK or good before providing the correct answer for them. Acknowledgment is teacher's positive response by saying "good", or "well that's good" that support students' responses. It does not mean that students are completely correct, but the teacher does not want to tell their fault. Providing a recast with a sign of aknowledgement may signal that the student to continue his/her talk without particularly pointing out that mistake was made (Asari, 2015, p.3). The example of this feature can be seen as follows:

Extract 1 (151 – 152)

> 151.   S   : Drinking much can make us health.
> 152.   T   : **Ok. Drinking a lot of water can make us health**. Next. The one in the corner. Please.

As shown in this exchange, the student did the error in missing the noun after the word "much". In the sentence "drinking much can make us health", the student missed a noun where it was supposed to complete the sentence. The modifier "much" needed a noun to be a complete sentence. Thus, the teacher recasted with an acknowledgement as in the reply "Ok. Drinking a lot of water can make us health". This is a direct correction to errors sentence made by the student where she supplied the noun "water" to complete erroneous utterance.

Recast by Intonation

According to Asari (2015, p.5), giving much emphasis on ill-formed word of *recast* is essential in order to make student more aware which one is error and requires for correction. Stressed *recast* helps them focus on the features that need to be attended. The result of the analysis found that the teachers emphasized some words when providing recast type of CF in teaching students of Mechatronical department students.   Emphasis technique of recast can be evident in the following extract:

Extract 1 (157-158)

> 157.   S   : Having no money make sad.
> 158.   T   : **Having no money makes me sad.** Ok jadi itu gerund as subject nah Sekarang kita akan melihat gerund as complement.

In this exchange, the student made an error on grammar aspect. In the sentence, the word 'make' is grammatically wrong, because the student omitted 's' in the present verb. The teacher, then recast the error by providing the correct one. It can be seen in the teacher's turn "**Having no money makes me sad**". Here, the teacher recast the student's error by emphasizing the word "makes".

The Reasons for teachers to use corrective feedback in the classroom interaction

The interview was used to gain supporting data about corrective feedback used by teachers in the classroom. Hence, two teachers were interviewed face to face where the researcher asked some questions to reflect their use of corrective feedback in the classroom. This is important to support main data. According to the finding there are some reasons why the teachers used corrective feedback, namely to avoid error, to improve students' understanding about grammar, language structures and pronunciation, and to motivate students to learn more. As cited in the interview by teacher one:

> "for sure, it is important in teaching, especially in language teaching. Unless, students won't aware of their errors that they produced. And if we let our students do errors without correction, those error will last forever"

It illustrated how important the use of corrective feedback in language teaching to help students aware of their errors and what they should do with the errors. This result also supported by the result of previous study conducted by Lyster and Ranta which found that corrective feedback is significant for improving students' accuracy.
Further, this result is in line with the teacher's statement of the second interview as cited in the transcript below:

> "providing corrective feedback to the students is very important. In learning foreign language, students often make mistakes and do errors. Corrective feedback assists them to know the errors and how to repair them. It also helps students get better understanding of the subject that they are learning"

In relation to the second teacher's interview, it can be concluded that CF is really crucial in helping students to avoid error and getting better comprehension of the topic learned by them. Based on the interview, the teachers often used corrective feedback in order to make students to avoid errors where they often use mother tongue when getting unknown word or difficult structures on second language.

Discussion
Discussion of the most commonly used of CF in classroom interaction

The discussion that describe recast was the most common type of corrective feedback used by the teachers in the classroom interaction by theory that is related to the findings. Panova & Lyster (2002, p.582) defined *recast* as type of corrective feedback which is intended to correct students' error by providing them the correctones. This form which is teacher-repair was found 64times in teaching exchanges of classroom interaction. When getting errors, the teacher tended to give direct correctioninstead of asking them to self-repair. It wasto reformulatetheir error structure, pronounciation, and meaning.The implementation of teacher's *recast*s were as demonstrated in the following extracted data:

42. S : Aaa…only 13 table.
43. T : **Tables ya**. Pake "s" *karenajamak*.

In the example above, the teacher used immediate *recast* to student response. The teacher's turn in the second line "tables" is *recast* to correct student's error in the first line "table"which contains incorrect use of English plural form. Regarding this, the teacher reformulated it without directly saying that he was wrong.

109. T : Fajar. Give an axample.
110. S : Aaa… My hobby is eating. *Hehe*.
111. T : Eating is my hobby.
112. S : Ya.. Eating is my hobby.

This extract gives evidence that the teacher was recasting by totally reformulating student' ill-formed "Eating is my hobby". The preceding utterance "My hobby is eating"was incorrect because it was not asteacher required.In this event, the teacher taught them "gerund" and asked one by one to make their own sentences about "gerund as subject". This showed how language structure was introduced through communicative interaction in the classroom where grammar was taught inductively (Rivers, asquoted in Sofa, 2010, p.25).

167. S : One of his **duties** (pronounceddatis) is attending the meeting.
168. T : **One of his duties (dju:ti) is attending the meeting.** Ok *sekarang* Asral.

Data aboveillustrated *recast* as error-correction to students' incorrect pronounciation "duties". Therefore, the teacher restated the whole sentence that the student made. This is not pointing out openly that the response was wrong.

In this study, the interview with the teachers was conducted to solve the third research question where the researcher intended to know the reasons why the teachers used corrective feedback in teaching English to Mechatronical department students. It is important to support the data obtained from observations.

As previously mentioned, the interview findings stated that the teachers used corrective feedback in the classroom because it makes helps students to avoid error, improves their understanding about grammar, language structures and pronounciation, and motivates to better learning.

Corrective feedback is very essential tool for the teachers to control students' language use especially when they make errors. Chaudron (1998, p.132) stated that the primary role of language teacher is often considered to be the provision of both error correction, positive sanction, or approval of students' production. In this case, teachers depend a lot on corrective feedback by which they can guide students to the correct use of the target language and avoid errors. The interviewed teacher of this study

also used corrective feedback to inhibit interlanguage process in the second language learning as she stated in the following interview:

> "Giving corrective feedback to the students is significant, otherwise our students will keep performing errors in using English".

Besides, corrective feedback in language learning facilitates students to use the appropriate structure of the language they are learning. Both teachers' recast and elicitation are essential to build students' knowledge about grammar, vocabulary and pronunciation. Regarding to this, the teacher stated:

> "corrective feedback is important in teaching, especially in language teaching. It helps students to understand more about grammar rules, the pronunciation and also vocabulary. Besides, by providing the correct form of the structure and utterance, it eases them to better understanding and learning English".

It explained the significance of using corrective feedback by the teacher to the student which can assist them to learn and understand grammar rule, pronunciation and vocabulary better.

5. Conclusion

After a long discussion of the research finding, some conclusions can be drawn as follows: *Recast* is the most common type of corrective feedback used by the teachers in teaching English to Mechatronical Department of *Politeknik Aceh* which reached 64 recasts of 96 of all occurence or it takes 66,7%. It was employed by the teacher to correct students' errors in grammar, meaning, and pronunciation, *elicitation* was corrective feedback which was followed most frequently by students' uptake where 32 *elicitation* moves were all followed by 32 uptake, and there are three factors caused the teachers used CF in the classroom such as helping students to avoid errors, increasing understanding in language rules as well as motivating to better learning.

Recast which occured 64 times with 66,7% was the most common type of corrective feedback used by the teachers in teaching English. During the teaching and learning process, the teachers recasted students errors in grammar, pronounciation, and vocabulary in their speaking.

The result of interview described that there were three reasons why the teachers use corrective feedback namely; helping students to avoid error, increasing their understanding about grammar, language structures and pronunciation, and motivating to better learning.

References

Ahangari, S., & Amirzadeh, S. (2011). Exploring the teachers' use of spoken corrective feedback in teaching Iranian EFL learners at different levels of proficiency. *Procedia-Social and Behavioural Sciences*, 29, 1859-1868. https://doi.org/10.1016/j.sbspro.2011.11.435

Allwright, D & Bailey, K.M. (1991). *Focus on the language classroom.* Cambridge: Cambridge University Press

Alsubaie, S. (2015). An analysis of classroom discourse: Elicitation techniques in EFL classroom. *International Journal of English Language Teaching*. 3 (8), 29-39

Arikunto, S. (2006). *Prosedur penelitian suatu pendekatan praktik.* Jakarta: Rineka Cipta

Asari, Y. (2015). How to effectively provide recasts in foreign language classrooms. *Dialogue*, 13, 1-9.

Azizah, H., Muliawati, I., & Yusnida, D. (2021). Students' Perception Toward The Online English Learning Process During Covid-19. *Journal of English Teaching and Linguistics*, *2*(2), 43-54. https://doi.org/10.55616/jetli.v2i2.95

Azmi, F. (2018). *An analysis on teacher's feedback in speaking class, a descriptive study at Ar - Raniry State University*. (Unpublish thesis). Syiah Kuala University, Banda Aceh, Indonesia

Ayouni, N. (2022). Teachers' Display and Referential Questions in Speaking Class: A Descriptive Study at UIN Ar-Raniry Banda Aceh. *Journal of English Teaching and Linguistics*, *3*(1), 42-59. https://doi.org/10.55616/jetli.v3i1.309

Black, K. (2010). *Business statistics for contemporary decision making.* USA: Wiley Inc.

Bogdan, R. C & Biklen, S.K. (1992). *Qualitative research for education.* USA: Allyn and Bacon

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy.* New York: Longman

Burrill, K. (2012). *How useful are recasts?: factors influencing their success and problems in testing.* Retrieved on November 8, 2018 from www.tc.columbia.edu/tesolalwebjournal

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* California: SAGE Publications, Inc.

Chaudron, C. (1998). *Second language classroom.* Cambridge: Cambridge university press

Cole, G. P., & Chan, K. S. L. (1997). *Teaching principles and practice.* Australia: Prentice Hall Pty. Ltd.

Coskun, A. (2010). A classroom research study on oral error correction. *Humanizing Language Teaching Magazine.* 12(3), 1-12

Ellis, R. (1986). *Understanding second language acquisition.* New York: Oxford University Press

Ellis, R. (2005). *Instructed second language acquisition: A literature review.* New Zeland: Ministry of Education.

Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, *1*(1). 3-18. https://doi.org/10.5070/l2.v1i1.9054

EL Tatawy, M. (2002). Corrective feedback in second language acquisition.

Esmaeili, S.Z & Afshar, M. (2016). The role of recast feedback vs. metalinguistic feeback on second language speaking proficiency. *American Internasional Journal of Research in Humanities, Arts and Social Sciences.* 17 (1), 47 – 53

Fu, T., & Nassaji, H. (2016). Corrective feedback, learner uptake, and feedback perception in a Chinese as a foreign language classroom. *Studies in Second Language Learning and Teaching*, *6*(1), 159-181.

Goh, C.C.M., & Burns A. (2012). *Teaching speaking: A holistic approach.* USA: Cambridge University Press

Gholizade, R. (2013). The investigation of differential effects of recast and metalinguistic feedback on accuracy, fluency, and complexity of speaking performance of male and female EFL learners. *Journal of Novel Applied Sciences, 2*(9). 417-428

Harmer, J. (2007). *The practice of English language teaching:* Fourth Edition. New York: Pearson Longman.

Kerr, P. (2017). *Giving feedback on speaking.* Cambridge: Cambridge University Press.

Lee, J. (2007). Corrective feedback and learner uptake in English immersion classrooms at the primary level in Korea. *English teaching*, *62*(4), 311-334

Loewen, S., & Nabei, T. (2007). Measuring the effects of oral correction feedback on L2 knowledge. *Conversational interaction in second language acquisition: A collection of empirical studies, 361-377*

Luoma, S. (2004). *Assessing speaking.* Cambridge: Cambridge University Press.

Lyster, R & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, *19*(1), 37-66.

Sariakin, S., & Rizka, B. (2020). A Study on The Teaching and Learning Process of Reading Skill at Mathayum Islam Bachok Wittaya School Thailand. *Journal of English Teaching and Linguistics*, *1*(1), 55-62. https://doi.org/10.55616/jetli.v1i1.11