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TEACHER CORRECTIVE FEEDBACK IN TEACHING SPEAKING AT SMAN 1 BATUKLIANG

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ABSTRACTS	ARTICLE INFO
English speaking play a vital role in global education and communication. In today's globalized world, English speaking proficiency is not just an additional skill, but a fundamental requirement that supports various aspects of life, including education, business, and international relations. However, teaching speaking skills presents a number of challenges, including students' lack of confidence, grammatical errors, mispronunciation, and limited vocabulary. This study aims to identify the types and frequency of feedback given by teachers in teaching speaking at SMAN 1 Batukliang. This study used a qualitative method with observation and interview instruments. The results showed that oral feedback was more dominant than written feedback. The types of oral feedback used included explicit correction, repetition, positive feedback, and metalinguistics. Meanwhile, written feedback applied was only positive feedback. In terms of frequency, oral feedback was given six times, while written feedback was only given once, with feedback most often occurring in the main activity and pre-activity stages. Teachers at SMAN 1 Batukliang used more oral feedback to correct mistakes and motivate students. Although written feedback was limited, this approach succeeded in creating a supportive learning environment.	Article History: <i>Received: April 3rd, 2025</i> <i>Revised: April 10th, 2025</i> <i>Published: April 2025</i> Keywords: <i>Oral and Written Feedback, Frequency, SMAN 1 Batukliang</i>

INTRODUCTION

English speaking play a vital role in global education and communication. In today's globalized world, English speaking proficiency is not just an additional skill, but a fundamental requirement that supports various aspects of life, including education, business, and international relations. However, teaching speaking skills presents a number of challenges, including students' lack of confidence, grammatical errors, mispronunciation, and limited vocabulary.

In the context of Indonesian education, particularly at SMAN 1 Batukliang, students continue to face difficulties in using English actively and accurately in everyday conversation. Several proper language structures. By providing effective TCF, teachers can

help students learn from their mistakes, increase their confidence, and improve their speaking skills.

This study aims to identify the types of Teacher Corrective Feedback (TCF) used by teachers in teaching speaking skills and to examine how often these types of feedback are provided during the learning process. The findings of this study are expected to provide valuable insights for teachers, enabling them to implement more effective feedback strategies that can improve students' speaking skills in the classroom. Factors contribute to these challenges, including ineffective teaching methods, limited opportunities for speaking practice, and lack of constructive feedback from teachers.

RESEARCH FINDING AND DISCUSSION

1. Types of Feedback Used by Teachers

Based on the results of observations and interviews, it was found that teachers at SMAN 1 Batukliang use several types of feedback in teaching speaking, namely:

- 1) Explicit Correction: The teacher directly provides corrections to mistakes made by students. For example, when students use the wrong verb form, the teacher immediately provides the correct form and explains the reason.
- 2) Repetition: The teacher repeats the student's mistake with intonation that highlights the mistake, so that students can realize and correct it.
- 3) Metalinguistic Feedback: The teacher provides instructions or comments that make students think about the mistakes they make. This technique helps students to understand grammar rules more deeply.
- 4) Clarification Request: The teacher asks students to repeat or explain again a statement that is wrong or ambiguous.
- 5) Positive Feedback: The teacher provides praise and positive reinforcement when students give the right answer or show improvement in speaking skills.
- 6) Recast: The teacher corrects the student's error by repeating the sentence in the correct form without explicitly pointing out the error. On the other hand, written feedback used is limited to Positive Written Feedback: The teacher provides positive comments on parts of the assignment that are done well.

2. Frequency of Feedback Use

Based on the results of observations during four meetings, it was found that:

- 1) Oral feedback was given six times in one learning session, especially at the main activity and pre-activity stages.
- 2) Written feedback was only given once, usually through written assignments or exams.
- 3) A higher frequency of oral feedback indicates that teachers are more comfortable and effective in providing direct feedback during classroom interactions.

3. Effectiveness of Feedback in Improving Speaking

The results of the study showed that:

- 1) Oral feedback is more effective in correcting errors that occur spontaneously during speaking activities in class.

- 2) Written feedback helps students understand their mistakes in a more structured context and allows for deeper reflection.
- 3) Positive feedback, both oral and written, plays an important role in building student confidence and creating a supportive learning environment.

However, this study also found that variation in written feedback is still limited. Teachers rarely use negative feedback or techniques such as unfocused feedback.

Table 1. Types of Oral Feedback Used by Teachers

No	Types of Verbal Feedback	Examples of Classroom Use	Frequency
1	Explicit correction	"No, the correct form is 'went' instead of 'go'."	Twice
2	Repetition	"Table?" → "Oh, I meant 'table'."	Once
3	Metalinguistic	"Do we say 'go to market' or 'go to the market'?"	Once
4	Clarification	"What do you mean by 'five number'?"	Once
5	Positive Feedback	"Good job! You've used the present tense correctly."	Once
6	Recast	"Oh, you <i>went</i> to Sembalun?"	Once

Description:

1. Verbal feedback is used more often because it can directly address student errors in class.
2. Explicit correction is the type that occurs most often in interactions between teachers and students.

Table 2. Types of Written Feedback Used by Teachers

No	Types of Written Feedback	Examples of Use in the Classroom	Frequency
1	Positive Feedback	"Well done! Your use of past tense is perfect."	Once

Description:

1. Written feedback is used less frequently than oral feedback.
2. Teachers use specific, direct comments more often than general comments.

Table 3. Frequency of Providing Feedback in Learning Activities

Activity Stage	Oral Feedback	Written Feedback	Total Number
Pre- Activity	1	-	1
Main Activities	6	1	7
Closing Activities	1	-	1

Description:

1. Most feedback is given at the primary activity stage.
2. Closing activities receive less focus in providing feedback.

CONCLUSION

This study shows that teachers at SMAN 1 Batukliang use oral feedback more often than written feedback in teaching speaking skills. The most commonly used types of feedback include explicit correction, repetition, metalinguistics, clarification, and positive feedback. The highest frequency of feedback occurs in the main activity and pre-activity stages, with six oral interventions compared to one written intervention. This suggests that teachers tend to rely on oral feedback to provide direct correction and build student engagement in the learning process. Positive feedback, both oral and written, has been shown to be effective in motivating students and building their self-confidence. On the other hand, written feedback, although rarely used, has a significant impact when implemented correctly.

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