Devina, Belinda. 2017. The Use of Teacher’s Corrective Feedback in Speaking Activity Stage for Intermediate Classes at EF Kayun Surabaya. A thesis submitted as a Partial Fulfillment of Requirements for the Sarjana Degree of English Department, Faculty of Humanities, Universitas Airlangga, Surabaya

Abstract

Interaction plays primary role in the process of teaching and learning. Feedback is also part of interaction process in class. Corrective feedback provides students with explanation of what they are doing that is correct and what they are doing that is incorrect (Marzano, Pickering, & Pollock, 2001). This study involves two EF Kayun teachers of intermediate level classes and two classes of intermediate level. In obtaining the data, classroom observation and interview were conducted. To analyze the data, six types of feedback by Lyster and Ranta (1997) were identified, along with the teachers’ reasons of using those types of feedback given to the students. The result revealed that the total number of the most frequent type of feedback used was elicitation. Meanwhile, the least frequent type of feedback used for the class observed was recast. However, explicit correction and clarification request showed zero occurrences. There were four main reasons considered in giving feedback, to get the students involvement, to reduce teacher talking time (TTT), to help the students refer back to the previous stage in the lesson, and to improve the students’ accuracy.

Keywords: corrective feedback, elicitation, teachers, students, speaking activity, six types of corrective feedback