

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer explains the theory used in carrying out this study and presents the related studies about corrective feedback.

2.1 Theoretical Framework

This subchapter presents the theory applied to analyze corrective feedbacks used by the teachers in teaching the students at Little Star Kindergarten. The main theory of this research is corrective feedback proposed by Brown (2007).

2.1.1 English for Young Learner

The teaching and learning of English to young learners provides the students with English competences in the golden age, which is the age that children can learn anything easily. It can be assumed that the younger the children are, the more holistic they will learn. Children are able to learn anything at any stage as long as the learning material is presented in a comprehensible way.

In teaching English to young learners, teachers must understand the concept of acquisition and learning. Acquisition is a process of having language naturally while learning is a process of having language consciously. Children can acquire both their first language and second language together. Thus, in the teaching of English to young learners, a teacher must conduct the learning by means of acquisition. Thus, the students acquire language naturally and communicatively.

To make the situation of teaching of English to young learners communicative and to make the class an enjoyable and stimulating experience for children, here are some points that the English teachers should bear in mind.

- a. The activities should be simple enough for the children to understand what is expected by them.
- b. The task should be within their abilities; it needs to be achievable but at the same time sufficiently stimulate them to feel satisfied with their work.
- c. The activities should be largely and orally based on very young children listening activities that will take up a large proportion of class time.
- d. Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language.

Phillips (2001) stated that teaching language for children should be based mostly on listening and speaking. Thus, the writer takes data from the conversation between students and a teacher during the English lesson in a classroom.

In the process of teaching English to young learners, there are three points that must be considered and done. Those are as follows.

- a. Language chunks

In practicing speaking in English, the students need to use language chunks, i.e., phrases which have a complete meaning. In this way, the students will be able to comprehend language function as a means of communication easily

although at first they do not know the meaning of the phrases they use, such as, “Good morning”, “Good afternoon”, “Never mind”, “Thank you”, and so forth.

b. Using media

Using media as a means of teaching English to young learners helps the teachers create more alive classroom situations. The media also help the teachers render materials and help the students comprehend the given materials.

c. Topic-based activities

The topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of investigation. The use of this topic supports the success of the teaching of English to young learners because the materials are based on students’ experiences and interest on the topic.

2.1.2 Corrective feedback

Brown (2007) described types of feedback that are recast, clarification request, elicitation, explicit correction, repetition, and metalinguistic feedback. By implementing corrective feedback in utterances, the teacher will help the students improve their speaking skill and make them realize when they are making mistakes and correcting them. The detailed explanation about those types of corrective feedback is presented as follows.

a. Recast

Recast is an implicit corrective feedback move that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way.

S: Dangerous? (Phonological error: /dange’rus/)

T: Yeah, good. Dangerous (recast) you remember? Safe and dangerous. If you walk in the streets, you...

b. Translation

Translation is a response to a well-formed utterance in the L1.

T: All right, now, which place is near the water?

S: Nom, j'ai pas, ni.

T: You haven't, finished? Okay, Bernard, have you finished? (translation)

c. Clarification request

Clarification request is to elicit reformulation or repetition from the student with respect to the form of the student's ill-formed utterances.

S: I want practice today, today. (Grammatical error)

T: I'm sorry? (Clarification request)

d. Elicitation

Elicitation is a corrective technique that prompts the learner to self-correct

S: New Ecosse (L1)

T: New Ecosse. I like that. I'm sure they'd love that. Nova...?

S: Nova Scotia (repair)

e. Explicit correction

Explicit correction provides explicit signals to the student that there is an error in the previous utterance.

S: The day... tomorrow (lexical error)

T: Yes. No, the day before yesterday (explicit correction)

f. Repetition

Repetition is when the teacher repeats the ill-formed part of the student's utterance, usually with a change in information.

T: ... Here, when you do a paragraph, you start here, well, let's see, anyway, you write... write, write, write (pretends to be writing on the board), remember this is ... What is this called?

S: Comma (lexical error)
 T: Comma? (repetition)
 S: Period (repair)

g. Metalinguistic feedback

Metalinguistic feedback refers to comments, information, or questions related to the well-formedness of the student utterance without explicitly providing the correct answer.

S: Nouvelle Ecosse... (L1)
 T: Oh, but that's in French (Metalinguistic feedback)

Types of corrective feedback proposed by Brown (2007) are used by the writer to analyze the data. The writer also uses Brown's theory to answer the research questions.

2.2 Related Studies

There are several studies related to corrective feedback that have been conducted by previous researchers. The first study was conducted by Hawa (2007) entitled *The Application of Teacher Feedback during English Speaking Class at the Second Grade of SMP Al Hikmah Surabaya: A Case Study*. Hawa's study analyzed the practice of teacher's feedback provided by English teacher in a classroom. The participants of this study are 15 students of second grade of junior high school and a teacher. She used the theory proposed by Richard and Lockhart. She used interview as the complement method since she wanted to reveal more information about the teacher's reasons for providing feedback. She found that teacher provides both feedback on content and feedback on form. She also found

that among seven varieties of feedback on content, repeating is the most frequent type provided. The teacher provides it both directly and indirectly.

The second study was conducted by Panova and Lyster (2002) entitled *Patterns of Corrective Feedback and Uptake in an Adult ESL Classroom*. Panova and Lyster examined the range and types of feedback used by the teacher and their relationship to learner uptake and immediate repair of error. Panova and Lyster's (2002) study took place in an adult educational centre ESL classroom that has 25 students, whose ages range from 17 to 55 years. They found that of the seven types of feedback, recasting and translation of learner errors are used most frequently, and recast occurs in more than half of the feedback turns. Together, recast and translation account for more than three quarters of all feedback moves in Panova and Lyster's (2002) study. Consequently, feedback techniques other than recast and translation are used only minimally in the adult ESL classroom.

The third study was done by Setya (2011) about corrective feedback used by an English teacher at SDN 1 Moncar Jombang. That study focused on the fifth grade students and used Lyster's theory. Setya (2011) found in her study that the teacher mostly uses prompts in giving correction to her students. Setya (2011) stated the reason is that prompt is the effective way for the students to learn English; prompt gives opportunities to the students to do self correction so the students can learn more

Those three previous studies investigate the corrective feedback. The present study differs greatly from the previous studies. Firdausil used the theory

proposed by Richard and Lockhart and Galuh used Lyster's theory, while the present study uses the corrective feedback theory proposed by Brown. Furthermore, Firdausil conducted a study among the second grade students of SMP Al Hikmah Surabaya, Galuh conducted a study among the fifth grade students of SDN 1 Moncar Jombang, and Panova and Lyster conducted a study in an adult educational centre ESL classroom, while the present study conducts a study among a teacher and the students at Little Star Kindergarten.