

Students' Preferences toward Oral Corrective Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016

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Abstract—The aims of this research are to find out kinds of oral error corrective feedback which students prefer, to find out how oral error corrective feedback should be given which students prefer, and to find out when oral error corrective feedback should be given which students prefer. This research uses qualitative approach and the subjects of this research are 76 students of English Department of Lambung Mangkurat University in batch 2015 who are taking Speaking I course. By using total sampling technique, the subjects are given questionnaire to conduct the data. Then, the data will be analyzed and calculated. The result shows repetition becomes the most wanted kind of oral error corrective feedback which students prefer. Second, on how oral error feedback should be given, most of students prefer the lecturer gives corrective feedback privately or individually for every error which the students made. Last, the majority of students prefer being corrected in the classroom immediately. Overall, the students give positive attitude towards oral error corrective feedback. However, the lecturer should consider the appropriate kind and ways to give oral error corrective feedback to the students for it can help them in improving their English skills.

Index Terms—students' preferences, oral error, corrective feedback

I. INTRODUCTION

In Indonesia, English is regarded as a foreign language. English is learnt as the subject in formal or non-formal educational institutions. English is not used as a daily language. In the process of learning, many students make some errors while they use English orally. They do not have much time to think the appropriate expression which they should produce. In this case, some errors may appear in their utterance.

In this relation, giving corrective feedback errors made by language students is very important. When language students always make errors without any correction the errors will be fossilized and it will disturb the meaning of English they use. The students may think that they have used English appropriately, because their lecturer never gives correction when they use English. It also can cause misunderstandings between the speaker and the hearer. Therefore, English lecturer's role is important to guide language students in correcting students' oral errors while using English.

In giving corrective feedback of students' oral errors, a lecturer needs to consider students' perception toward teaching learning process. Horwitz (1988) says that lecturers need to know students' beliefs about language teaching and learning because mismatch between students' expectation and the realities they encounter in the classroom can prevent improvement in the language acquisition. Nunan (1995) proposes, "Lecturers should find out what their students think and feel about what and how they want to learn" (p.140). Since, students' beliefs will give impacts in students' attitude while teaching and learning process, it is important for a lecturer to know how they want to be taught and what they want to learn. When lecturers know what their students want in teaching and learning process, the lecturers can prepare the appropriate method in teaching and it will help students in understanding the subject which they learnt in the classroom.

There are some effects if a lecturer does not give students feedback or delay the giving of corrective feedback when they make error. It will decrease their motivation in learning and they may not know their errors. To avoid those

negative attitudes, the way a lecturer in giving corrective feedback of oral error made by students is very important to be known. If a lecturer and students have matched their belief and perception in teaching learning, error can be corrected and reduced without any occurrences of students' negative attitudes. A lecturer also can fulfill their objectives in teaching English.

Based on the discussion above, we know that students' preferences toward oral error correction from their lecturer are very important. Most of the students expect their lecturer to give oral error corrective feedbacks because it will help them in acquiring English. When the lecturer does not give any oral error corrective feedbacks, the students may give negative attitude in learning English; it will give a bad impact for the students in acquiring English. Therefore, this research is done with focus of this research to describe speaking I class students' preferences toward oral error corrective feedback from their lecturer at English Department of Lambung Mangkurat University academic year 2015/2016. This research adapts the studies of Katayama (2007) and Smith (2010) with some changes. This research is done based on the to find out whether the students of English Department will have the same preference following research problems (1) What kind of oral error corrective feedback do the students prefer?, (2) How should oral error corrective feedback be given that the students prefer?, and (3) When should oral error corrective feedback be given that the students prefer?

II. THEORETICAL FRAMEWORK

Schulz (2001) found that students' motivation is influenced by their beliefs and perceptions, and has surveyed of Colombian postsecondary EFL and FL students and found a strong preference for the study of grammar and for error correction. Catchart & Olsen (1976) found that students want most oral their mistakes corrected. But, in their study has not found the kind of corrective feedback which students prefer.

Not only about kind of corrective feedback which is used by the lecturer, but also how and when corrective feedback should be given by the Lecturer being important things to be considered by lecturer. Should all errors made by the students be corrected or only some important things? Should it be done immediately or delayed? Should it be done in individual or group? Every student may have different preference to answer those questions. By knowing students' preferences, it will help lecturer to achieve their objectives in teaching language in classroom.

Students' preferences of error correction may also depend on the skills and activities they study. Based on the study conducted by Kavaliauskiene, Anusiene, and Kaminskiene (2009), the students prefer error correction for their writing performance but not for their speaking performance (p.2). It is because some students feel disturbed to be corrected in the middle their speaking performance. It can make them lost their concentration and forget things they want to say.

Error

George (1972) stated, "Error is unwanted form by lecturer or course designer. The reason why error is unwanted is because in teaching learning process the lecturer or course designer use standard to achieve the objective of the teaching". Errors can occur when students always get something wrong consistently. Norrish (1983) defined 'an error' as a systematic deviation that happens when a student has not learnt something and consistently 'get(s) it wrong' (p.7).

According to Dulay *et al.*, (1982), making errors is an inevitable part of the language learning process because students cannot learn language without first systematically committing errors. Error is part of learning; by making error he/she knows how to fix it and they will learn something. Afterwards the appearance of oral error while using English cannot be denied. Since, students need to deal with a new vocabulary, new grammar, and rules of the target language due to the language is different with their mother tongue (first language) (p.138). Based on Corder (1981), "Errors can occur as the result of the interference from the habit of the first language" (p.73)

Even though students are allowed to make some errors while learning process, yet it does not mean language students are allowed to do errors all the times. Rydahl (2005) also stated when student pronounce words incorrectly, make syntax errors, or use words in a context where they do not belong, it may be necessary for the students to receive feedback that makes him/her aware of the error and thus provides information about how to avoid making the same mistakes again. When it is happened, lecturer's role in the classroom is very important. Lecturer needs to give feedback which can notice and avoid students to make the same errors (p.32). There are three kinds of verbal feedback based on Gattullo (2000) and Harmer (2001), they are evaluative feedback, interactive feedback, and corrective feedback. In order to make students notice to their errors, this research focuses to corrective feedback.

Kinds of Feedback

Gattullo (2000) and Harmer (2001) have divided feedback into three different kinds which are evaluative feedback, strategic feedback, and corrective feedback.

a. Evaluative Feedback

Evaluative feedback is given by lecturer in using words and phrases to indicate to which students' performance is good or not, for example: "good", "excellent", or "poor performance". This feedback is used to help students to fix their errors and improve their performance. Gattullo (2000) suggests that evaluative feedback is mostly used in English second and foreign language classrooms.

b. Strategic Feedback

Harmer (2001) mentions strategic feedback is used to improve students' performance and become self-reliant by giving some advice and technique. In other word, a lecturer gives suggestions or advices to the students how to

overcome their mistake by themselves. For example, for students who cannot pronounce “the”, the lecturer might say, “Look at my tongue, put your teeth on your tongue, and say, the.” So, strategic feedback can be done by giving guidance or technique to the students in order they can correct their error by themselves. Tsui (1995) suggest that strategic feedback can enhance student learning and make them more confident.

c. Corrective Feedback

Corrective feedback is used to correct the students’ error. This type will explain how the utterance is correct or wrong. In language learning, corrective feedback is related with accuracy.

In addition, McNamara (1999) and Ayoun (2001) have pointed out that lecturer’s oral feedback might affect students’ attitude in learning to positively or negatively. Therefore, feedback can be considered as positive or negative. It depends on how lecturer uses the feedback toward their students. Positive feedback shows lecturer is interested with student’s performance and at the same time encourage the student. In other hand, negative feedback shows lecturer’s displeasure toward student’s performance or it can involve some kind of punishment. In teaching English, the lecturer should consider what kind of feedback that they should give to the students in the classroom in order to encourage them in acquiring English and avoiding them to make some errors.

Corrective Feedback

Corrective feedback is used to correct the errors made by the students. Based on Ellis (2009), corrective feedback can be considered as negative feedback, because the giving of corrective feedback by lecturer indicates the language user uses the language incorrectly (Lightbown and Spada, 1999, p.171). Since it does not provide the correct form, corrective feedback will force the students to use their own knowledge about the language to fix their error.

Brandt (2008) considered corrective feedback is more effective when it is focused, contains relevant and meaningful data, it is descriptive rather than evaluative, and it contains a moderate amount of positive feedback with a selected and limited amount of negative feedback, it allows for response and interaction.

Corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance. So, while lecturer gives implicit feedback, usually he/she does not interrupt the conversation but directly correct the error that student makes. Explicit feedback types offer additional or clear information for students to correct their error. Lecturer will provide any information about the correct form of the language and indicate how the utterance is erroneous.

Kind of Oral Error Corrective Feedback

Lyster and Ranta (1997) classified kind of oral error corrective feedback into six. They are:

1. Repetition is when lecturer repeats the student’s error and changes the intonation to draw student’s attention to indicate that there is a problem.

For example:

S: I have one hundred dollar in my /*pakit*/.

T: /*pakit*/?

S: /*pokit*/

2. Elicitation is when lecturer elicit the correct form from the student by asking question. There are at least three techniques that Lecturer use to directly elicit the correct form from the student. First, lecturer use questions to elicit correct forms “What do we say to someone who help us?” Second, “elicit completion”, pausing to allow the students complete lecturer’s utterance, for example: He is a good ...” The last is asking students to reformulate the utterance, for example: “Can you say that again?”

3. Metalinguistic feedback contains comments, information, or question related to the correct form of student’s utterance, without explicitly providing the correct form. Metalinguistic comments such as, “Can you find the correct form?”

For example:

S: there aren’t book on the table.

T: + *there are* is used for plural noun, for example: there are six apples in the fridge. If there is only one book on the table, it should use *is*.

4. Clarification request, the instructor asks what the speaker meant by the error utterance by using phrases like “Pardon me? Excuse me?, Again?”. It is indicated if student’s utterance has been misunderstood by lecturer or instructor.

For example:

S: There aren’t many /*hotils*/ in this town.

T: Pardon me?

5. Recast is generally implicit, because in this case it does not show expressions like “Oh, you mean ...”, “You should say ...” However, recast are more salient than others in that they may focus on one word only. Recast is when lecturer repeat of the utterance, replace the error with the correct form without directly pointing out that the student’s utterance was incorrect.

For example:

S: Kania like watermelon.

T: yes, *Kania likes watermelon*.

6. Explicit correction refers to the explicit provision of the correct form. As the lecturer provides the correct form, he or she indicates that the student had said was incorrect. (e.g. “Oh, you mean ...”, “You should say ...”)

For example:

S: I drive a motorcycle.

T: You should say “I **ride** a motorcycle because drive is used for car or bus; when ride is used for motorcycle, horse, bicycle, and so on.”

Before Lyster and Ranta (1997) classified kind of oral error corrective feedback into six, Fanselow (1997) has stated 16 kinds of oral error corrective feedback. His taxonomy included traits such as vocal emphasis and gesture as defining characteristics. However, since Lyster and Ranta published their findings in 1997, their six kinds of oral error corrective feedback have been used to guide people in considering corrective feedback.

Students’ Preferences toward Oral Error Corrective Feedback

As we know that not only about kinds of oral error corrective feedback which lecturer should consider in giving oral error corrective feedback to the students, but also how and when it should be given have to be considered in order to help students in notice and correct their errors. The way which lecturer uses in giving oral error corrective feedback matters to students in noticing and correcting their errors.

Which errors should be corrected by the lecturer, every error or only important errors? Should it be done privately between the lecturer and the student or it should be done individually while they are studying in the classroom? Should it be done in the class or after the class over? These questions are needed to be considered because it affects students’ attitude in learning and acquiring English.

Hendrickson (1978) stated that when lecturer allows some errors and correct others, students feel more comfortable speaking than if the lecturer is to correct every error. Havranek’s (2002) suggests if the corrective feedback is best for correcting simple grammar rules such as verb endings and the auxiliary *do* is an example of the research indicating that the type of error being corrected may determine whether or not it should be corrected. When Catchart & Olsen’ study (1976) found that students want most oral their mistakes corrected.

Based on Krashen (1994) and Truscott (1999), corrective feedback which is done in the classroom can give negative emotional experience to the students which can impede them in learning process. In another hand Smith’s (2010) study showed most of the students want their error be corrected immediately in the class.

However, the lecturer should have his/her own priorities and consider many things in giving the corrective feedback to the students and it should be coincided to the circumstances in the teaching and learning activity for it can influence students’ emotional experience in learning and acquiring English. Firwana (2010), in his study found that finding the perfect timing of doing corrective feedback is very important to be considered by the lecturer.

Effect of Corrective Feedback

Corrective feedback can give positive impact and negative impact. Positive impact will appear if the corrective feedback is given correctly by the lecturer and negative impact will appear if corrective feedback is given incorrectly by the lecturer. Although the giving of corrective feedback is important to be given to the students, but the way of lecturer in giving it and kind of corrective feedback which suitable in teaching and learning process is still need to be considered.

Corrective feedback can increase students’ motivation in learning English if lecturer gived it in appropriate way. Sometimes when lecturer correctst students error excessively it will decrease students’ motivation in learning. To avoid that, lecturer need to know learners’ preferences toward oral error corrective feedback, in order to reach the objective in teaching English.

III. METHOD OF RESEARCH

The method which used in this research is descriptive method which describes many kinds of oral error corrective feedback and students’ preference toward oral error corrective feedback. Populations of this research are all students of English Department of Lambung Mangkurat University Banjarmasin batch 2015 who are taking Speaking I course. Total students who take Speaking I course are 76 students. Data collected using lecturers interview and a questionnaire adapted and modified from the questionnaire used in Japan by Katayama (2007) and Smith (2010). Data are analyzed throughsome steps: Collecting the data, Classifying the data, Calculating the data, Discussing and Summarizing.

IV. FINDINGS AND DISCUSSION

Students’ Preferences toward Kinds of Oral Error Corrective Feedback Given By the Lecturer

This part shows the students’ answer of their preference toward kinds of oral error corrective feedback. On the questionnaire, the students are given the explanation and example of six kinds of oral error corrective feedback described by Lyster and Ranta (1997) in a form of Likert scale. They need to choose between 1. Strongly agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly disagree. The following table shows the result of the questionnaire of the first research question.

TABLE 1.
STUDENTS' PREFERENCE TOWARD KINDS OF ORAL ERROR CORRECTIVE FEEDBACK.

	1	2	3	4	5
Repetition	19	50	4	2	1
	25%	65%	5%	2%	1%
Elicitation	14	43	14	5	0
	18%	56%	18%	6%	0%
Metalinguistic Feedback	7	33	23	13	0
	9%	43%	30%	17%	0%
Clarification Request	10	40	26	0	0
	13%	52%	34%	0%	0%
Recast	9	19	28	18	2
	11%	25%	36%	23%	2%
Explicit Correction	23	35	16	1	1
	30%	46%	21%	1%	1%
Total = 76 students					
1. = Strongly agree			4. = Disagree		
2. = Agree			5. = Strongly agree		
3. = Neutral					

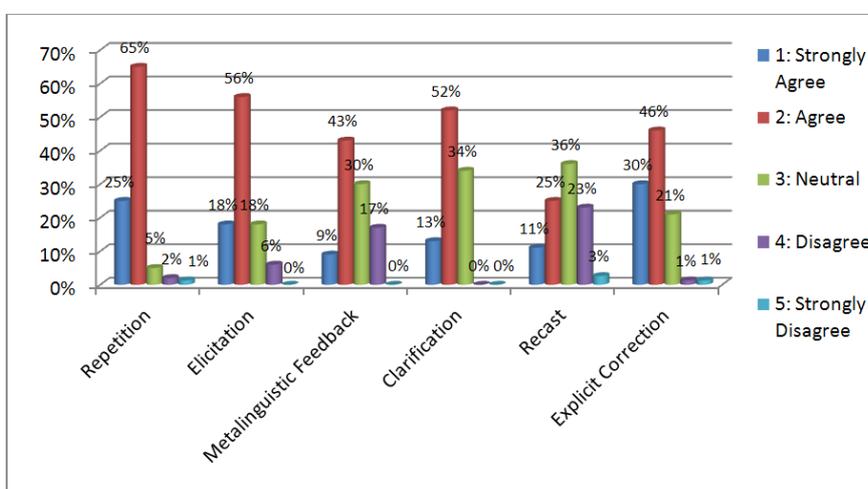


Figure 1. Students' preference toward kinds of oral error corrective feedback.

The Figure 1 shows percentage of each kind of oral error corrective feedback. Based on the highest percentage of it, it shows that most of the students agree to prefer to Repetition (65%), Elicitation (56%), Clarification Request (52%), Explicit Correction (46%), Metalinguistic Feedback (43%), and prefer for being neutral on Recast (36%).

Students' Feeling When Oral Error Corrective Feedback is given by The Lecturer

There are some statements which ask about students' opinion and feeling toward oral error corrective feedback. These feelings will present the students' feeling toward the giving of oral error corrective feedback.

The following table reports the results of the aggregate data of the students:

TABLE 2
STUDENTS' FEELING WHEN ORAL ERROR CORRECTIVE FEEDBACK IS GIVEN BY THE LECTURER.

Statements	1	2	3	4	5
Statement 1: I prefer when my lecturer gives corrective feedback to my oral error.	28	42	6	0	0
	36%	55%	7%	0%	0%
Statement 2: I feel embarrassed when my lecturer gives corrective feedback to my oral error.	0	13	20	26	17
	0%	17%	26%	34%	22%
Statement 3: I feel annoyed when my lecturer gives corrective feedback to my oral error.	0	0	14	38	24
	0%	0%	18%	50%	31%
Statement 4: I feel confused when my lecturer gives corrective feedback to my oral error.	0	4	23	37	12
	0%	5%	30%	48%	15%
Statement 5: I feel reassured when my lecturer gives corrective feedback to my oral error.	9	29	37	1	0
	11%	38%	48%	1%	0%
Statement 6: I feel fine when my lecturer gives corrective feedback to my oral error.	17	44	13	2	0
	22%	57%	17%	2%	0%
Total = 76 students					
1. = Strongly agree			4. = Disagree		
2. = Agree			5. = Strongly agree		
3. = Neutral					

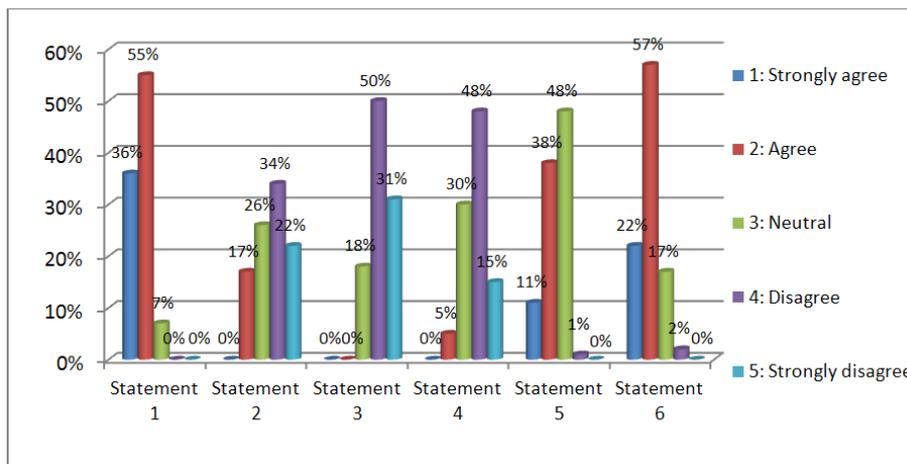


Figure 2. Students' feeling when oral error corrective feedback is given by the Lecturer.

Figure 2 shows the chart of percentage of each statement. Based on the highest percentage of each statement, students 55% agree for getting corrective feedback, 34% disagree if they get embarrassed when they get oral error corrective feedback, 50% disagree if they get annoyed when they get oral error corrective feedback, 48% disagree if they get confused when they get oral error corrective feedback, 48% are neutral if they get reassured when they get oral error corrective feedback, 57% agree if they are fine when they get oral error corrective feedback.

Students' Preferences toward How Oral Error Corrective Feedback Should be given by the Lecturer

In this part, students are asked to answer the questionnaire which related to their preference toward how oral error corrections should be given by their lecturer.

The result of those questionnaires is reported on the following table:

TABLE 3
STUDENTS' PREFERENCES TOWARD HOW ORAL ERROR CORRECTIVE FEEDBACK SHOULD BE GIVEN BY THE LECTURER.

	1	2	3	4	5
Statement 7: I prefer when my lecturer gives corrective feedback to every error which made by me.	24	40	10	2	0
	31%	52%	13%	2%	0%
Statement 8: I prefer when my lecturer gives corrective feedback to only important errors which made by me.	9	18	29	12	8
	11%	23%	38%	15%	10%
Statement 9: I prefer when my lecturer does not give corrective feedback to error which made by me.	0	3	16	36	21
	0%	3%	21%	47%	27%
Statement 10: I prefer when my lecturer gives me corrective feedback in private.	10	18	40	7	1
	13%	23%	52%	9%	1%
Statement 14: I prefer to be corrected individually by my lecturer.	6	15	39	15	1
	7%	19%	51%	19%	1%
Statement 15: I prefer to be corrected when everyone in the class makes the same error as me.	8	22	36	9	1
	10%	28%	47%	11%	1%

Total = 76 students
 1. = Strongly agree
 2. = Agree
 3. = Neutral
 4. = Disagree
 5. = Strongly agree

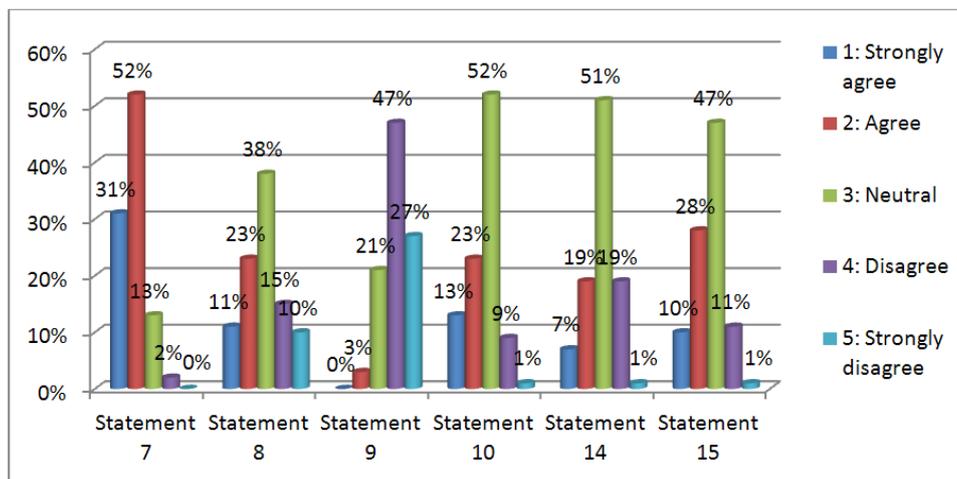


Figure 3. Students' preferences toward how oral error corrective feedback should be given by the Lecturer.

The result of highest percentage of each statement are 52% agree if their every oral error are corrected, 36% are neutral if only their important error which is corrected, 47% disagree if there is not corrective feedback on their oral error, 52% are neutral on getting corrective feedback privately, 51% are neutral on getting corrective feedback individually, 47% are neutral on being corrected when everyone in the class makes the same error.

Students’ Preferences toward When Oral Error Corrective Feedback Should be given by the Lecturer

In this last part, students are asked to answer the questionnaire which related to their preference toward when oral error corrections should be given by their lecturer.

The following table is the result of the aggregate data:

TABLE 4
STUDENTS’ PREFERENCES TOWARD WHEN ORAL ERROR CORRECTIVE FEEDBACK SHOULD BE GIVEN BY THE LECTURER.

	1	2	3	4	5
Statement 11: I prefer when my lecturer gives me corrective feedback in class.	8 10%	38 50%	22 28%	8 10%	0 0%
Statement 12: I prefer when my lecturer gives corrective feedback to my oral error immediately.	19 25%	27 35%	22 28%	8 10%	0 0%
Statement 13: I prefer when my lecturer gives corrective feedback to my oral error after the class.	3 3%	18 23%	36 47%	8 10%	1 1%
Total = 76 students					
1. = Strongly agree			4. = Disagree		
2. = Agree			5. = Strongly agree		
3. = Neutral					

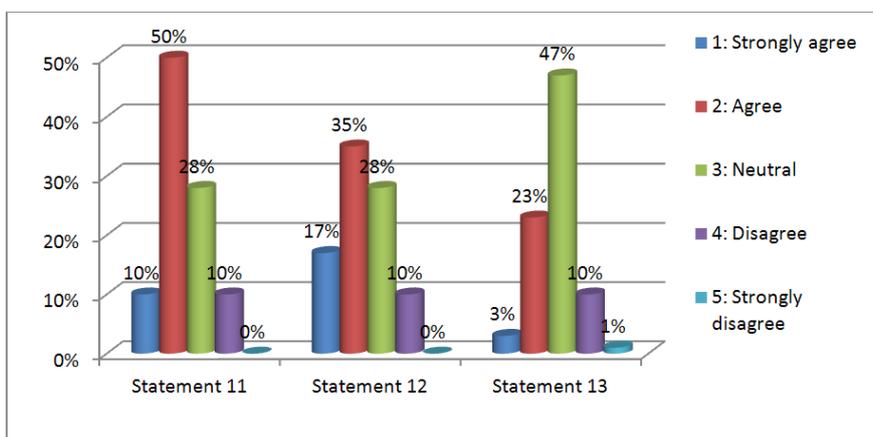


Figure 4 Students’ preferences toward when oral error corrective feedback should be given by the Lecturer.

Figure 4 shows the percentage of mode of each statement. Based on the highest percentage of each statement, it shows 50% of students agree if corrective feedback is given in the class, 35% of students agree if corrective feedback is given immediately, 36% of students are neutral if corrective feedback is given after the class.

Students’ Oral Errors during Teaching and Learning Process Based on Lecturer Interview.

Based on the interview which researcher did to all lecturers who teach Speaking I course, the lecturers have their own method in giving corrective feedback to their students. The interview proves that the most of the students often produces errors while teaching and learning process in the class. The errors which usually appear are in many aspects, such as: grammar, pronunciation, and vocabulary. In order to notice the students to their errors which they produce, the lecturers always do the corrective feedback. Each lecturer has their own way in giving corrective feedback, such us direct feedback, peer correction, or ask them to clarify their utterance.

The lecturers only give the corrective feedback to only some important errors which are produced by the students and two of the lecturers give the corrective feedback individually and immediately during teaching and learning process, when the other lecturer summarizes the errors which students produced and gives the corrective feedback in the post activity.

Discussions of the Result

On the aggregate data which have been collected, most of students show they are fine when their lecturer gives the corrective feedback to them. They are not embarrassed, annoyed, confused, nor reassured. 55% of students are agreed and 36% of students are strongly agreed if their lecturer gives corrective feedback to their oral error. It means most of students show positive attitude toward oral error corrective feedback which given by the lecturer.

The discussion will be divided into some parts based on research problems in this study. They will be explained in these parts below.

Students’ Preferences toward Kind of Oral Error Corrective Feedback

On the data which has been collected, it has some results which show students' preferences toward kind of oral corrective feedback, such as 65% agree to Repetition, 56% agree to Elicitation, 52% agree to Clarification Request, 46% agree to Explicit Correction, 43% agree to Metalinguistic Feedback, and 36% neutral to Recast.

Based on the results above we can find that Repetition get the first rank of the most prefer kind of oral error corrective feedback and it follows by Elicitation and Clarification request in the second and third rank. Explicit correction in the fourth rank, Metalinguistic feedback in the fifth rank and Recast in the last rank.

In this study repetition becomes the most prefer kind of oral corrective feedback by the students and recast is being the last preferred kind of oral error corrective feedback. It has the same result with previous research which done by Coskun in 2010. In giving repetition as an oral error corrective feedback, lecturer will repeat the student's error and change the intonation to draw student's attention to indicate that there is a problem in his/her utterance.

By doing repetition, lecturer encourages their students to do self-correction. Vigil and Oller, 1976 mentioned that pushing student in doing self-correction is believed to be beneficial for students' interlanguage development as students' production promotes the development of cognitive connections. Student will recall his/her background knowledge to fix the error which he/she has made. In this case the lecturer should give enough time so, the student can think and do self-correction. By using repetition, the students will have meaningful learning because they try to fix their error by themselves.

Two other results which have the highest rank after repetition, elicitation and clarification request also encourage the students to do self-correction. In elicitation, the way to encourage students' self-correction is by asking question, pausing in the middle of sentence to allow students complete lecturer's utterance, and asking question which reformulate the utterance. Meanwhile, in clarification request, the lecturer uses phrases to ask the students' meant in their utterance, for example: "Pardon me?", "Say again, please!", or "Excuse me?"

On these three highest ranking in the finding, we can see that most of students' preference is oral error corrective feedback which encourage them to do self-correction. They only want their lecturer to show or give a hint that there is an error in their utterance without corrects it immediately. It is quite different from the corrective feedback which is usually given by the lecturers in the class. The lecturers usually give corrective feedback which corrects it directly or in some occasions, the lecturer will ask the other students in the class to give the corrective feedback to their friend's errors directly. This method does not enough to encourage the students in doing self-correction. They may know the correction but it may be forgotten because it can be considered as not meaningful learning.

When the students correct their error by themselves by recalling their background knowledge that they already have and make a connection to the error they made, it can be considered as meaningful learning. It will avoid them to do the same error later. As Bot (1996) stated the importance of pushing students to produce correct forms themselves after some kinds of corrective clue so they can make meaningful connection in their brains. So, lecturer can give some clues in order to notice the students to their errors, and give the students time in correcting their error by themselves.

Students' Preferences toward How Oral Error Corrective Feedback Should be given by the Lecturer

There are many statements which have been asked to the student related to how oral error corrective feedback should be given by the lecturer; do they want their lecturer corrects every oral error, only the important error, or not give the corrective error for all the errors? And how should corrective feedback is given; privately, individually, or it will be done if everyone or most of people in the class do the same mistake?

Based on the collected data, majority of the students prefer if the lecturer corrects their every oral error, 52% of students. It shows that the student wants to know all error they made. So that, they can learn from the error they have made. It has the same result as Catchart & Olsen' study (1976) which also found that students want most oral their mistakes corrected. Yet, the lecturers only correct some important errors which students produced. There is mismatch between students' perception and lecturer' perception in how corrective feedback should be given. When the students expect their lecturer will correct their every error, the lecturer only correct some important error which they think it is needed to be corrected. This mismatch is shown in Truscott's study (1999), it shows majority of the students in his study wanted their errors to be corrected by the lecturer in the classroom, yet more than 50 percent of the lecturer s believed that the errors should not be corrected.

Meanwhile, another data which present how oral error corrective feedback should be given gets neutral response from the students. Yet, giving oral error corrective feedback privately gets the highest neutral rank and it is followed by individually. In this result privately and individually get a tight result.

Giving corrective feedback privately and individually may be considered has the same treatment but actually they are different. By doing it privately, the lecturer will give the corrective feedback to the student in a place with only both of them there without anyone else around, while individually is done in an open place directly to the student who made the error with many people around, for example in the classroom. Doing oral error corrective feedback privately or individually will be also beneficial for the students because the lecturer only focus on one person and it will be easier to the student to focus on error which he/she made. This may be different with the situation in class, while sometimes lecturer will give corrective feedback when everyone in the class makes the same error. By doing this, students may not know all the error which they have been produced.

Students' Preferences toward When Oral Error Corrective Feedback Should be given by the Lecturer

On the collected data, the majority of the students prefer their lecturer gives corrective feedback in the class immediately after they made an error. Two highest results show 50% of students agree if corrective feedback is given in the class and 35% of students agree if corrective feedback is given immediately. Another result shows students 36% neutral to giving oral error corrective feedback after the class.

In this case, the students prefer the corrective feedback is given in the class immediately. It has the same result as Quinn's (2014) study, majority of the students prefer if the lecturer gives oral error corrective feedback immediately. It because students are impatience to know errors they have made. They cannot wait to find it out. If corrective feedback is delayed, the students may forget what errors which they have produced or said and it may be difficult to analyze which error they made. As Quinn (2014) found that some participants believe learning occurs in the midst of communication. It proves that many students want immediate correction feedback from the lecturer so they can correlate the correction feedback which their lecturer gives to their own error. They can immediately fix the error in order to get the correct form. However, sometimes lecturer will summarize the error of his/her students and give the corrective feedback in the post activity. It can be considered as delayed corrective feedback which can cause the students forget about their errors.

Some of the studies show different result of this study. Otavio (2010), in his ELT page, mentioned that delayed corrective feedback has positive effect on fluency and accuracy. Kavaliauskiene, Anusiene, Kaminskene (2009) said that during communication activities, lecturer should not interrupt students just to give corrective feedback to students' errors, because interruptions may raise stress levels and hinder communication. Another study also said that delayed corrective feedback can be considered as a good idea to be done by the lecturers in the class. However, many studies show that postponed corrective feedback may be good to be done by the lecturer, yet the disadvantage of it is the students may forget their error which they produced.

This study also shows the giving of oral error corrective feedback in the classroom gets higher percentage than giving oral error corrective feedback after the class. By giving oral error corrective feedback in the classroom can be helpful for the students in the classroom. As what is mentioned above, making an error is a part of learning process, it can be beneficial not only for the one who produced the error but also his/her friends in the classroom. All students can learn what the errors are and how to fix the error together; so, all students can learn from others' error.

V. CONCLUSION AND SUGGESTION

Conclusion

The aim of this study is to find students' preferences toward oral error corrective feedback given by lecturer. The data were collected through questionnaire in a form of Likert scale and it was distributed to 76 students who are taking Speaking I class in English Department of Lambung Mangkurat University. It also can be beneficial to avoid mismatch between students' perceptions and lecturer's perceptions in corrective feedback given to the students in the class.

Based on the aggregate data which have been collected, it shows that most of students have positive attitude toward oral error corrective feedback and repetition becomes the most wanted oral error corrective feedback which encourage students to do self-correction and by doing self-correction, students can have meaningful learning. However, the lecturer should give time to the students to think and connect their background knowledge to their error in order to correct it by himself/herself.

On how oral error corrective feedback should be given; the majority of students prefer the lecturer gives corrective feedback privately or individually for every error which the students made, due to most of students want to be focus on fixing or correcting their every error.

Last, students' preference on when oral error corrective feedback should be given; majority of students prefer being corrected in the classroom immediately. By doing so, it will prevent the students forget their error which they made. Some lecturers will consider to do postpone corrected feedback to their students to encourage the students' confidence in speaking ability. The lecturers let students to produce long sentences even though there are a lot of errors which are produced.

The result of this study shows that some of students' preferences are different from lecturers' preferences for corrective feedback. Hence, to make teaching and learning process can be done meaningfully, the lecturers should consider students' preferences, especially in giving corrective feedback to students' error, because it can minimize the mismatch between students' perception and lecturers' perception in teaching and learning process. Hopefully, it can help the students' to do corrections to their errors and have meaningful learning which can be very beneficial for them.

Suggestion

As the suggestion for the further researches, instructor or lecturer may be involved to the researches as the subject beside the students. It will provide a better comprehending by relating and comparing the students' preferences and lecturers' preferences of oral error corrective feedback.

In addition, to minimize confusion between kinds of oral error corrective feedback, the next research can present videos of kinds of oral error corrective feedback to the participants before they fill the questionnaire. It can help the participants to understand the differences of oral error corrective feedbacks and they can decide which one of those corrective feedbacks that they most wanted. Subject interviewing can also be carried out to the research for broaden researcher perspective of their preferences on oral error corrective feedback.

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