Explicit Correction in Scaffolding Students: A Case of Learning Spoken English

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Abstract: This study attempted to portray the potential of oral corrective feedback, especially explicit correction as one of the dominant types used by the teacher in teaching the students who learn spoken English. Oral corrective feedback has been often considered as a correcting tool for students' errors. Most of the previous studies which investigated oral corrective feedback found that recast is the most common type used by the teacher in which it was an opposite from the result of this study. It is essential to know the types of oral corrective feedback used by the teacher, as a functional English model, to help the students develop their own capacity in learning. This study used qualitative method. One English teacher and 39 students were involved in this study. The data were collected by classroom observation, interview, and teacher's document. The data were then analyzed, described, and interpreted comprehensively. The result of this study revealed that explicit correction was the most frequently used corrective feedback from the teacher in the classroom. Correcting by giving motivation and emphasizing on students' error was claimed as the teacher's strategy in scaffolding the students in learning English.

1   INTRODUCTION

Speaking is claimed as one of the pivotal skill that should be achieved and mastered for language learners. According to Derakhsan, Khalili, and Baheshti (2015) as cited in Derakhsan et al. (2016), the past four decades have witnessed the rapid development of speaking skill in second language learning because speaking plays an important role in learners' language development

Indonesian learners still consider speaking to be one of the most challenging skills to be acquired. Speaking is an even more problematic skill to be mastered by foreign language students (Al-Saadi, Tonawanik, & Al-Harthy, 2013). Indeed, some frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

Students remain to make mistakes which may lead to get error fossilized (see Harmer, 2001). According to Martinez (2006), in order to lead students to be aware of some errors, learners need to receive comprehensible input from teachers who can help them improve their competence and performance. In a similar vein, Lengkanawati (2017) argues that teacher as a facilitator in the classroom should let the students involved in the process of learning itself to give them an autonomous learning experience.

One of the strategies to scaffold the students is providing feedback as comprehensible input for students. There are several strategies in providing feedback, such as evaluative feedback and interactive feedback (Cullen, 2002; Richard & Lockhart, 1996 as cited in Ran & Danli, 2016). The feedback given by the teacher may contribute to developing students' capacity or may only correct students' error to help students complete the task (Thompson, 2010).

The most common feedback that teachers usually employ in their teaching is corrective feedback (Fawbush, 2010). Hen (2008, as cited in Méndez & Cruz, 2012) suggests that corrective feedback is a more general way of providing some clues, or eliciting some correction, in addition to the direct correction made by the teacher. Moreover, corrective feedback can push the students to modify their faulty utterances (Swain in Lowen & Reinders, 2011) and prevent fossilization (Gass, 1991; Mendez & Cruz, 2010). Corrective feedback is defined as a teacher's reactive move that invites the learners to attend to the grammatical accuracy of the utterance which is produced by the learner (Sheen, 2007).

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Previous research has investigated about oral corrective feedback in educational setting and most of the result found that Recast was the most dominant type among the other types of corrective feedback (Subekti, 2016; Fajriah 2015; Bhuana, 2014; Maolida 2013).

Based on the preliminary investigation, it was found that the teacher in one of the best schools in Bandung Barat regency tended to use explicit correction in indicating the students' errors in the classroom. To expand on the existing types of corrective feedback, this study focuses on exploring the potential of corrective feedback, specifically explicit correction, to scaffold students in their learning spoken English.

2 LITERATURE REVIEW

2.1 Corrective Feedback

More recently, according to Beuningen (2010), Ellis (2009), Ellis et al. (2006), and Li (2010), corrective feedback is the teacher's responses to the students' erroneous second language production. According to Calsiyao (2015) "oral corrective feedback is a means of offering modified input to students, which could consequently lead to modified output by the students"(p. 395). Likewise, Chaudron (1997, as cited in Mendez & Cruz, 2012) defines "oral corrective feedback as any reaction of the teacher, which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance"(p. 64).

2.1.1 Types of Corrective feedback

Recast: "A recast is a reformulation of the learner's erroneous utterance that corrects all or parts of the learner's utterance and is embedded in the continuing discourse" (Sheen, 2011, p. 2).

Explicit correction refers to the explicit provision of the correct form (Lyster & Ranta, 1997) or the clear indication of error made (Kagimoto & Rodger, 2007).

Repetition is defined as the teacher's repetition, in isolation, of the students' erroneous utterance (Lyster & Ranta, 1997).

Clarification request is defined as a way to indicate to the students that their utterance has been misunderstood by the teacher or that the utterance is ill formed in some way and that a repetition is required (Lyster & Ranta, 1997; Ellis, 2009; Kagimoto & Rodger, 2007; Surakka, 2007 as cited in Rezaei et al., 2011).

Elicitation is a correction technique that prompts the students to self-correct (Panova & Lyster, 2002; Lee, 2013) by pausing, so the student can fill in the correct word of phrase (Lee, 2013), and may be accomplished in one of the three following ways during face-to-face interaction, each of which vary in their degree of implicitness or explicitness (Panova & Lyster, 2002).

Metalinguistic feedback refers to comment, information, or question related to the well-formedness of the students' utterance, without explicitly proving the correct form (Lyster & Ranta, 1997; Panova & Lyster, 2002).

Paralinguistic signal, or known as body language (Ellis, 2009; Mendez & Cruz 2012), is defined as gesture or facial expressions used by the teacher to indicate that the students' utterance is incorrect (Ellis, 2009; Mendez & Cruz, 2012).

2.2 Scaffolding in Educational Setting

There are many definitions which define scaffolding in educational context. Many theories outline that scaffolding is the temporary framework for learning. According to Lawson and Linda (2002) state that the strategy of the scaffolding can be appropriately done if the teacher encourages the learners to develop their initiative, motivation, and resourcefulness. Moreover, Hammond and Gibbons (2001) also argue that scaffolding is classified as a term of temporary supporting structures. According to them, teachers need to assist learners to develop new understandings, new concepts, and new abilities. As the learner develops control of these, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings and concept.

In addition, Maybin, Mercer, and Stiere, (1992) also assert that scaffolding in the context of classroom interaction is defined as the "temporary but the essential nature of the mentor's assistance", in which the teacher supporting learners to carry out tasks successfully, so that they later will be able to complete similar tasks alone.

In the process of scaffolding, the teachers help the students in mastering a task or lesson that the students are initially unable to grasp independently (Lipscomb et al., 2004). Lipscomb also states that student's errors are expected, but the teacher should give feedback and prompting so that the student is able to achieve the task or goal. The teacher begins the process of fading and the gradual removal of the scaffolding when the students take responsibility for

the task and masters the task, which allows them to do it independently.

2.3 Scaffolding vs Rescuing

Thompson (2010) differentiates two aspects of scaffolding, first, when the teacher's activity is classified as the real help (scaffolding) or second, when the teacher's activity is classified as a sense of urgency (rescuing). According to Thompson, there are 13 points that make scaffolding and rescuing are different. The 13 points are summarized in three points. Scaffolding concepts consist of; firstly, it takes in-depth knowledge of readers as well as the instructional practices that will most benefits them, and secondly the students are working just as hard as the teacher (if not harder) as the teacher assumes a facilitative role-supporting, modelling, and encouraging, and thirdly scaffolding requires a shared responsibility with an end goal in mind.

In addition, the criteria of rescuing consist of; firstly, rescuing definitely had a sense of urgency for their readers to get it right, secondly the teacher is generally the only one working-the sole responsibility is placed on the rescuer, and thirdly rescuers simple take over.

3 METHODOLOGY

This study was designed as a qualitative method with a case study approach. Qualitative method is appropriate to this investigation as it produces detailed data from a small group of participant (Coll & Chapman, 2000) while exploring feelings, impressions, and judgments (Best & Kahn, 2006). Moreover, qualitative method is suitable to develop hypothesis for further testing, understanding the feelings, values and perception that underlie and influence behavior. Qualitative is a multi-method in focus, involving an interpretative, naturalistic approach to its subject matter, which means that the researcher sees things in different angle or different point of view (Malik & Hamied, 2016).

The site for this study was conducted in one of the best junior high school in Lembang, west Bandung regency. One English teacher and thirty nine students involved in this study. The choice of informants and participants was based on their potential to supply the data needed for this study.

Three data collections were employed in this study. There were; classroom observation, interview, and document analysis. The data collection was conducted from March 24th, 2017 to June 15th, 2017.

The recording's results were transcribed, coded, categorized and analyzed. After that, analysis of each data collection was synthesized and discussed to answer the research questions.

4 FINDINGS

The analysis showed that the teacher used various types of oral corrective feedback followed by explicit correction among the other types used during the speaking practice. This analysis found that there are seven types of corrective feedback as in the teacher's strategy in improving the students' spoken English competence. The corrective feedback types consist of explicit correction, elicitation, recast, linguistic feedback, paralinguistic signal, repetition, and clarification request. The distribution of oral corrective feedback in the classroom is illustrated in Figure 1.
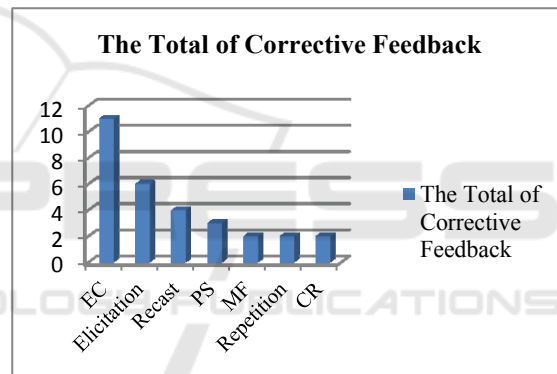

Figure 1: The distribution of oral corrective feedback types.

4.1 The Teacher's Focus in Explicit Correction

In correcting the students' error, the teacher had main concern in choosing any types of errors or mistakes that were made by the students. Based on the classroom observation, the teacher had frequently corrected the students' error on the grammatical errors and then followed by phonological errors.

By doing the corrective feedback to the students, they were helped to increase their understanding of the background knowledge, especially for the use of tense, specifically between present and past. The teacher preferred using explicit correction since the teacher believed that the students needed a further explanation about the concept of basic grammatical form. Ran and Danli (2016) claimed that explicit correction is an effective way for students to correct

their mistakes because teachers provide the correction.

The data also showed that the learners did not operate the linguistic features correctly. The teacher used the explicit correction mostly about the students' error especially on tenses. According to Littlewood (1980) as cited in Fawbush (2010) this phenomenon usually happens when the students were asked to change the tense. This statement was also justified by the teacher. The teacher assumed that grammatical form is the most vital type of error that should be corrected, because of the language's cultural differences of the students between Bahasa and English languages.

4.2 The Characteristics of Explicit Correction

The teacher believed that explicit correction is an effective way for the teacher in correcting the students' error and mistake. The teacher also argued that explicit correction can save the time and energy for the teacher, as a result, the teacher didn't need an extra time to only focus on the students' error repeatedly.

By using explicit correction, the teacher could clearly indicate that the students' utterance contained an error and then the teacher gave the direct correction to them. For example, as mentioned in Excerpt 4.1:

T : *bukan was, tapi diganti sama is*.
Easy emotion, *itukan dipakai pake apa? Harusnya kalimatnya ini apa?* "He gets angry easily" *nah gitu ngomongnya.* Disini jangan lupa harus pakai "s" ((teacher is pointing the word "get")). *Karena HE, inget.* He loved his family, *iyaa liat sini kurang tepat* ((Teacher is circling the word "loved")). Hello... *ha... kalau sudah koma jangan H nya besar juga.*

Regarding the effectiveness of explicit correction, this type of corrective feedback brings some advantages for the learners in the classroom. Since it is believed that explicit correction can avoid the students' ambiguity and reduce confusion, because the teacher stated what is incorrect and what is correct.

It is also supported by Emilia (2010) who asserts that learning occurs more effectively when the teachers are explicitly talking about what is expected of students. Moreover, some experts claim that explicit correction is useful for the students who have limited knowledge of the target language, such as

beginning and intermediate students (Lyster & Ranta, 1997). As it can be seen on the subheading of the teacher's focus in explicit correction, the teacher claimed that most of the students' errors were in the grammatical form. This was because the students were lack of the English competences and also because English is not the students' native language.

On the one hand, explicit correction can also have some drawbacks for the students. This type of corrective feedback can be less effective for the students to modify their faulty utterances as stated by Lyster and Ranta (1997). The moment when the teacher directly indicates the students' error can also be a problem for the students, because it can disturb the flow of students' communication (Long, 1996). In addition, explicit correction also has the tendency for the students to feel humiliated because the teacher gives the correction at the same time when the students uttered the mistakes (Lowen & Reinders, 2011). It can be seen from the observation that some of the students lowered their voices or just keeping their silence while the teacher corrected their mistakes.

In order to judge whether the teacher's corrective feedback is classified into some types of corrective feedback, the researcher finds that there are prominent factors that can be interpreted as the characteristic of explicit correction. The analysis shows that the teacher used explicit correction in the following characterization. The first characterization is *notifying the students' error* which means the teacher explicitly told to the students that they were making the error. Here are some examples of students' error notification of explicit correction:

Excerpt 4.2
T : *aaa ini tidak boleh was..* (You may not use was) ((The teacher is trying to correct the student's error on the white board)).

Excerpt 4.3
Z : what does his look like?
T : *Ooh ... salah kamu, what does HE!* (Ooh... you are wrong, what does HE).

From the two excerpts, it shows that the teacher mentioned the students' error spontaneously in natural interaction. There were no some kinds of chit-chat that were uttered by the teacher to correct the students' errors. Without any consideration in choosing many types of a good manner in communicating the erroneous, the teacher signalled the error that was made by the students directly.

The second characterization is *providing the input,* which means the teacher gives the correct form of the students' error or an accurate answer.

Additionally, further explanations also provided by the teacher in order to minimize the students' error for the next lesson. For example:

Excerpt 4.4

T : *Kalau was itu untuk kata kerja lampau, misalnya kalau dulu ayahku suka marah, maka dipakai was*. *Apakah sekarang ayahnya masih suka marah?* ("Was" is used to indicate that something happened in the past, if in the past, your father was easy to get anger so you can use "was. Now, does your father still get anger?")

S : ((nodded))

T : *bukan was, tapi diganti sama is* (It is not 'was' but it must be changed into "is")

From the excerpts above, it can be concluded that in explicit correction, the teacher tended to declare the students' error unambiguously. The teacher attempted to mention and communicate the error that was made by the students, indicated the student's error, and jumped to the correct answer.

As it can be seen in the excerpt 4.1, 4.2, and 4.9 the teacher clearly indicated that what the students said was irrelevant. The word "not" is the predominated character in this conversation. The teacher precisely mentioned what kind of error that the students made in their assignment. It can be formulated that in explicit correction, the teacher mostly used the pattern such as "It is not X but Y', "You should say X", "We say X not Y" as stated by Sheen (2011). It is also supported by Surakka (2007) and Ellis (2009) who determine two characters of explicit correction. According to them, explicit correction contained some executions that were made by the teacher in terms of the students' error and the teacher's direct correction of the students' errors.

4.3 The Teacher's Strategy in Explicit Correction

In the process of indicating the students' error in the classroom, especially in the types of corrective feedback for explicit correction, it was found that there were similar patterns that the teacher applied in correcting the students' errors. Based on the classroom observation, there were two strategies that were used by the teacher, which can be classified into some types of teacher's strategy, such as; correcting by giving motivation and correcting by emphasizing.

4.3.1 Correcting by Giving Motivation

The motivation that the teacher gave to the students can be interpreted from the teacher's utterance to the students' performance. According to Nyborg (2011) the term motivational utterances refer to the teacher utterances that can help to increase pupils' expectancy of success and task value.

4.3.2 Correcting by Emphasizing

Based on the observation, correcting by emphasizing as a way of correcting done by the teacher can be classified into two points.. Firstly, *emphasizing in order to get the students' attention*. Secondly, *emphasizing on the students' mistakes and errors*.

Emphasizing the sentence with the aim to get the students' attention is one of the strategies that the teacher utilized in the classroom in order to indicate that the students' error.

4.4 Explicit Correction related to Scaffolding

This type of corrective feedback is classified as the scaffolding because:

First, there is the responsibility between the teacher and students to change the correct answer. Besides the teacher indicated the students' mistakes, he also gave some explanations in terms of the mistakes. On the other hand, by some explanation that have been mentioned by the teacher, the students can clarify the correct answer.

Second, this type is not classified as rescuing because the teacher provided some input, not just leave the students' mistake.

5 CONCLUSION

It can be concluded that this study showed a different trend of research in the feedback of scaffolding. The findings are different from those of previous research, in which recast is the most frequently used types of corrective feedback by many teachers (see Lyster & Ranta, 1997; Panova & Lyster, 2002; Sheen, 2004; Anghari & Amirzadeh, 2011; Maolida, 2013;; Esmaeili and Behnam, 2014;q; Bhuana, 2014; and Subekti, 2016).

Firstly, explicit correction is the most dominant type used by the teacher in the classroom. According to the teacher, explicit correction is the best way that the teacher can do to correct the students' mistakes/errors especially in saving the teacher's time

and energy. The teacher can indicate the students' error directly, and then give the further explanation

Secondly, explicit correction can avoid students' ambiguity and reduce confusion because the teacher stated what is correct and what is incorrect. Moreover, explicit correction is useful for the students who have limited knowledge of the target language, such as beginning and intermediate students as stated by Lyster and Ranta (1997) The type of corrective feedback that is used by the teacher in this study is determined based on the level and the characteristics of the students in the classroom. Based on this observation, the type of explicit correction, which is dominantly used by the teacher is the appropriate type that is used in this context, especially for the types and the characteristics of the students in this classroom observation. Explicit correction comes in order to answer the students' needs. The teacher scaffolds the students based on some utterances and episodes in which it is improving their performance and competence in learning English.

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