TEACHERS' STRATEGIES IN CORRECTING STUDENTS' ERRORS IN CLASSROOM INTERACTION

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Abstract: This research was aimed to investigate the strategies used by the teachers in correcting the students' errors in classroom interaction. The research was conducted at ten States Junior High Schools of Payakumbuh, West Sumatera consisted of one classroom for each school. The subject of the research was the ten teachers and all the students who were exist in those ten classrooms. This research was descriptive qualitative with the classroom interaction analysis. The finding of this research were (1) the errors which most frequently made by the students were vocabulary error. (2) The teacher used some different strategies in correcting the students' error. However, the strategies which the most frequently used were explicit correction and recast. (3) The students' preference was on explicit correction, metalinguistic feedback and clarification request. (4) The commonly reason of teachers tend to use the certain strategies in correcting the students' error was because the teacher consider that the oral error correction was the effective way to communicate and help the students improve their speaking skill. Besides, the teachers know the level of students' understanding, condition, and the ability in receiving what the teachers gave.

Keywords: Students' error, teachers' correction

INTRODUCTION

Interaction in the classroom refers to the interaction between teacher and students and also among the students in the classroom, (Wanphet, 2006: 75). Basically, a good teaching and learning process needs the interaction involving the entire components in the classroom such as students, teacher, and also the learning materials. Some teachers realize that creating a good and effective interaction with the students and among the students are very important to reach the purpose of the teaching and learning itself.

Interaction in the classroom plays a significant role especially in English language teaching and learning, (Yu, 2008). The students may learn English better if they experience it by themselves. It means that if the students are engaged in the classroom activities directly, they will learn better. The students who are active in conversation through turn talking may develop their language. Meanwhile, those who are passive in conversation will have less opportunity to learn.

English language teaching and learning successes are determined by the quality of interaction between teacher and students during the classroom activity, (Englehart, 2009: 713). There are several factors from the teacher which determine good interaction in learning process

namely: the teacher's competence in mastering the material, choosing and using the teaching method, and assessing the process and result of learning.

In fact, a good system of professional training cannot ensure the increasing quality of interaction between teacher and students in learning process. It is because of the difference of teachers' competence in mastering the materials, methods, media, classroom management, and assessing the learning process and result.

In learning foreign language, students sometimes meet the errors. Error is different from mistake. It can be distinguished from each cause. Error is caused by lack of understanding, (Thomas, 2011). It means that the students cannot correct their mistake, even if they look back at their notes or course book. Meanwhile, mistake is caused by slips of tongue. It means that sometimes a word or sentence just come out wrong. Normally, the students will correct themselves when they make a mistake, perhaps with a little prompting from others. Actually they know the correct language, but they forgot to use it.

When the students make errors or mistakes, they need to be corrected. In other words, error correction occurs when the students have the errors either in written or spoken language. Based on who corrects the errors, there are three types of correction namely, self correction, peer correction, and teacher correction. Self correction is the correction done by the students themselves. Peer correction is the correction done by the student in pair with another student. Then, teacher correction is the correction done by

the teacher with several strategies. This research talked more about teacher correction on the students' oral error or in their spoken.

The teacher needs to correct every student's oral error. It aims to make the students do the correct one in learning English. The teacher's error correction is needed to avoid the fossilization in using incorrect form of English. However, in correcting the students' errors the teacher should know the best time to correct, which errors that should be corrected, and how to correct those students' error. If the teacher knows about these, it will give the positive effect to the students in acquiring the target language.

The aim of this research is to investigate further phenomena of classroom interaction especially the teachers' strategies in correcting the students' errors in classroom interaction at the seventh grade of Junior High School of Payakumbuh. Spesifically, the focus of this research are: (1) identifying the types of students' errors that are found in classroom interaction, (2) investigating the teachers' strategies used in correcting the students' error, (3) describing the students' preference toward the teacher's correction strategies, (4) investigating the reasons why the teachers tend to use the certain strategies in correcting the students'errors.

Before revealing the findings and discussion, some related theories need to be presented. The theories include the classroom interaction, students' common errors in classroom interaction and teachers' correction strategies.

CLASSROOM INTERACTION

Interaction is achieved by two means of resources, (Dagarin, 2004: 129). It can be either verbal includes written or spoken words, or non verbal includes touch, proximity, eye-contact, facial expression, gesture, etc. Interaction is as the key to language teaching for communication. It means that interaction is as the facility in using a language when their attention is focused on conveying and receiving authentic messages. He also suggests the ways to promote interaction in the language classroom such as, avoiding teacher dominated classroom, being cooperative and considering affective variables.

There are some aspects of classroom interaction namely: teacher talk, error treatment, teacher questions, learner participation, task-based interaction, and small group work, (Alison, 2007: 342). Talking about teacher talk, there are some features of teacher talks. Firstly is amount of talk, which is talking of teachers' takes up about two-thirds of the total talking. Secondly, a functional distribution, in which the teacher is likely to explain, gives question and command, and asks students to respond. Thirdly is rate of speech when talking to the students. Next feature is pauses, in which teachers likely to make longer pauses when talking to the students than to native speakers. Other features are phonology, intonation, articulation, and stress. Teachers tend to make their speaking more loudly and making their speech more distinct when addressing second language students. Teachers also make modifications in vocabulary, syntax, and discourse. An interesting on teacher talk is how teacher determines what level of adjustment to make. It means that in the interaction the students may vary in their level of proficiency and where there is likely to be only limited feedback from a few students.

The next aspect of English classroom interaction is error treatment. Error treatment refers to the way the teachers respond to a student's linguistic error made in learning, (Byram, 2004: 609). It means that in error treatment the teacher must know what the type of student's error that should be treated or corrected. Besides that, the teacher must know when and how the treatment or correction should be made. Moreover, the performer of treatment is not only the teacher but also other student or even students themselves. Thus, who performs the treatment must be considered.

Other aspect in classroom interaction is teacher's questions. 80 percent of what is considered in classroom interaction is teacher's questions, (Marzano, et.all, 2001: 129). It means that in classroom interaction teachers' question is important. Teacher ask question for variety purposes, including: to actively involve students in the lesson, to increase motivation, to evaluate students' preparation, to develop students' critical thinking skills, etc. The teacher may vary the purpose in asking question in a single lesson or a single question may have more than one purpose.

Classroom interaction happens between teacher and students. A classroom interaction is the activity in the classroom and supported by teacher questions and students' responses, (Wanphet, 2006: 75). It has instructional value for children. The classroom interaction is the greatest

value if it is structured so that all children know what is expected and are able to work with the teacher to build a collaborative response. Therefore, the classroom interaction is the interaction between the teacher and the students orally in learning process. It can be the students' responses to teacher's question and happen when the students would like to overcome the conversation.

Students' Common Errors in Classroom Interaction

Pronunciation and grammar are essential to be corrected, (Salikin, 2001: 69). It is because pronunciation and grammar are the main basic of mastering the English speaking language. If those are not corrected, fossilization will occur. Salikin also emphasizes that pronunciation determines the efficiency of the communication. Several students are getting in trouble with pronunciation, not because they cannot copy the accents of the native speakers, but because they fail to make themselves understood. They also have the point when mentioning grammar on the top list of oral error correction. Grammar is considered as a frame of the language. Nobody can be proficient and fluent in English without grammar.

There are three main linguistic error categories, namely: grammar, vocabulary and pronunciation, (Dalton-Puffer, Christiane, 2007: 220). Grammar error consist of morphosyntax; morphological and syntactic errors. Vocabulary error is lexical error consisted of wrong denotations, idiom, technical term (the letter often difficult to distinguish from factual errors. Then, pronunciation is phonological error included wrong word stress, and major phonemic substitution; mispronunciation which could impede understanding.

Moreover, in identifying the students' error, it is needed to know the criteria of each types of error itself. There are some categories of error supported by Mackey, (2000: 471–497.): (a) Morphosyntactic error (grammatical error) includes learners incorrectly use word order, tense, conjugation, and particles. (b) Phonological error (pronunciation error) includes learners mispronounce word. (c) Lexical error (vocabulary error) includes learners use vocabulary inappropriately, mistrans-lation or they codeswitch to their first language because of their lack of lexical knowledge. (d) Semantic and pragmatic error includes mis understanding of learner's utterance, although there are not grammatical, lexical, or phonological errors. These categories of errors were studied in this research. It is because these errors made by the students in common classroom interaction that should be corrected by the teacher.

The correction must not be frightening in that non-threatening classroom because it is needed to encourage the students to speak in English, (Salikin, 2001: 70). This is what teachers should consider as correcting students' oral errors. In reality, oral error correction is more beneficial than harmful.

Teachers' Correction Strategies.

A good strategy for handling oral error feedback can boost student motivation, build confidence, and create a satisfying learning experience, (Margolis, 2010: 4). However, the degree of effectiveness of error correction strategies adopted

by teachers may depend, partly, on the attitude of the students toward those strategies, (Tok, 2010: 11-13). As a result, there are several subjective and objective factors that influence the use of techniques and strategies in the classroom.

There are some frequent strategies that can be used in oral error correction, (Méndez, et.al, 2010: 246). It can be seen in the following explanation:

a) *Explicit correction*: The teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect. In other word, the teacher corrects the students' mistakes by informing that it is wrong by saying "No. It's wrong", "You should say". For example:
St: He take the bus to go to school
T: Oh, you should say he takes. He takes the bus to go to school

b) *Recast*: An implicit correction in which the teacher repeats what the learner has said replacing the error. In this case, the teacher corrects all or parts of the students' utterances using correct form. For instance:
St: He take the bus to go to school
T: He takes the bus to go to school

c) *Clarification request*: The teacher asks for repetition or reformulation of what the learner has said. In this way, the teacher indicates that he/she does not understand the students' utterance by saying "I'm sorry", "I don't understand". For instance:
St: He take the bus to go to school
T: I'm sorry?

St: He takes the bus to go to school

d) *Metalinguistic feedback*: The teacher indicates that there is a problem and asks if the students can correct it. In this way, the teacher provides cues such as comments, information, or questions related to the well-formedness of the students' utterances. For example:
St: He take the bus to go to school.
T: Do we say he take?
T: How do we say when it forms the third person singular form?

e) *Elicitation*: it is a correction strategy that prompts the student to self-correct. Elicitation can be established when the teacher pauses and lets the student complete the utterance, when the teacher asks an open ended question, and when the teacher requests a reformulation of the ill-formed utterance. In short, the teacher provides a sentence and strategically pauses to allow students to "fill in the blank". For example:
St: He take the bus to go to school.
T: He...?
T: How do we form the third person singular form in English?
T: Can you correct that?

f) *Repetition of error*: The teacher repeats the student's utterance by making a high intonation on the error itself to highlight it for example:
St: He take the bus to go to school.
T: He take?

METHOD

The type of this research was descriptive qualitative research with classroom interaction analysis method. There were 20 video recordings of classroom interaction which are recorded by using video recorder. The data of the research were utterances that were uttered by the teachers and students during classroom interaction. The sources of the data were the ten teachers and 277 students at the seventh grade of Junior High school of Payakumbuh. This research used some instruments namely video recorder, questionnaire, and interview guide.

FINDINGS AND DISCUSSION

This research took place in classroom interaction. There were 20 recordings of classroom interaction which were recorded from 10 different classes.

Based on the analysis, it can be stated that teachers' correction strategies were used in classroom interaction at the seventh grade of Junior High School of Payakumbuh. Regarding to the finding, there are some discussions. The first discussion was about what types of students' error that was found in classroom interaction. The second discussion was about the teachers' strategies used in correcting the students' errors. The third discussion was about the students' preference toward the teachers' correction strategies. The last discussion was about the reason why the teachers tend to use the certain strategies in correcting the students' error.

Types of students' error found in classroom interaction.

Errors which were found in the classroom interaction consist of the errors made by the students. Dalton-Puffer (2007: 220) states that there are three main linguistic error categories, namely: grammar, vocabulary and pronunciation. This theory was suitable to this research. In this research, the researcher also found three types or categories of errors made by the students as Dalton-Puffer had stated before.

Based on video recording analysis and transcript, it seems that the types of error which most frequently made by the students was vocabulary error. In the classroom interaction, especially basic level of students, the vocabulary was the one of the learning focus. The students were encouraged to mastery the vocabulary because it was included the basic skill to master the other skill. In learning English especially in speaking, the vocabulary errors could not be avoided. However, because of this error the students could learn more and increase their English skill.

The students' vocabulary errors that were mostly found in classroom interaction involved some aspect. Firstly, the students used inappropriate word or phrase in a sentence. For instance, when the teacher asked to the students *"May I introduce myself?"* then the students answered *"Yes I may"* while the correct answer is *"Yes you may".* In this case the students have the mistake in using the word in a sentence. Secondly, the students made the error in translating the words, phrases, and sentences. It was occurred when the teacher asked the students about the translation of the word from target language to the first language or conversely. Moreover, when the students produced an utterance in English,

they code switched the utterance from target language and first language. These results were supported by the theory of Mackey et al. (2000). They states that lexical or vocabulary error includes using words inappropriately, mistranslating, and code switching to the first language.

The reason of why the vocabulary errors mostly found in classroominteraction at the seventh grade of Junior High School was that the main focus of learning process was speaking. In the classroom researched, the interaction between teacher and students was good. However, sometimes when the teacher asked a question about the vocabulary to the students, some of them were feeling doubt even they were anxious to answer the question. Contrary, there were students who were over active. They could answer all the teachers' question without considering that their answers were right or wrong. Therefore, the students made the error in using the word even in pronouncing the word. In other hand, the aim of learning process at this level of students was to make the students could speak in English in the classroom. Moreover, the students have to be able to use many expressions for daily conversation. In fact, the students had less knowledge of English vocabulary and they did not know how to use the certain words or phrases. Therefore, in the classroom interaction was found many errors in vocabulary.

Teachers' strategies used in correcting the students' error.

Dealing with how the teachers correct the students' errors, the teacher used some correction strategies which suggested by Mendez at al. (2010). These strategies were explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition of error. However, every teacher in the classroom research uses a variety of different correction strategies. This finding was in line with the research that has been done by Al-Naqbi (2009).

Based on the analysis on the recording, the high portion of using correction strategies was explicit correction, recast and metalinguistic feedback. Then, the average portion was clarification request and repetition of error. Meanwhile, the low portion of using correction strategies is elicitation. In other word, the strategies which most frequently used by the teacher in correcting the students' errors was explicitcorrection. In this case, the teacher used the correction strategies depend on the students' necessary. A correction strategy was considered as the most effective by the teacher if the students could understand the errors and their speaking skill was increase.

In English teaching and learning, correction strategies done by the teacher is very important. It means that the teachers play important role in correcting the students' errors. The teachers are recognized as professional with high level of English. They are the ones who correct students' errors and explain in a way that the students can understand the errors. Teacher correction is better than self correction and peer

correction, (Méndez, et.al., 2010). Regarding to the finding, it is right if the teachers chose some strategies like explicit correction,

recast, and metalinguistic feedback to correct the students' errors. It was because the teachers knew the problem and the solution. They also could define and simplify the error so that the students can understand the errors.

The English teachers of SMPN in Junior high school of Payakumbuh mostly used explicit correction and recast in correcting the students errors. It was because the students are the foreign learners. Explicit correction and recast were the strategies where the teachers provided the correct form to the students and indicated that what the students had said was incorrect. It is assumed that these strategies were suitable to the students than metalinguistic feedback. Not all the students understood when the teachers used metalinguistic feedback in correcting their errors. However, it was better for the teacher to try applying this strategy in the classroom interaction for the foreign language learners.

Related to the types of errors found in classroom interaction, the researcher found that the teachers used the certain strategies in correcting the students' error. Vocabulary error was most frequently corrected by using metalinguistic feedback. Then, pronunciation error was most frequently corrected by using recast and explicit correction. Meanwhile, grammatical error was corrected by using explicit correction.

Besides the teachers used those six strategies, the result of analysis discovered a teacher used translation strategy in correcting the students' errors. In using this strategy, the teacher translated her question into bahasa Indonesia in order to the students understood and could give the correct answer. This strategy used by the teacher because the students really could not understood what the teacher asked. It can be said that this strategy was the last choice after those six strategies proposed by the expert.

Students' preferences on teachers' correction strategies.
Knowing the students' preferences toward the teachers' correction strategies in classroom interaction was very important for the teachers. This statement was supported by Salikin (2001). Salikin points out that, "There is a great need to hear what the learners think of oral correction". This reason founded the researcher to conduct the research on the students' preferences toward the teachers' strategies in correcting the students' errors.

The result of the research showed that the students favored if their error was corrected. It was because the students wanted to know the reason of their error in English. They also wanted to be good in English. It was in line with Katayama (2006) who investigated the attitudes of 249 university students. The result also showed that the students preferred the teacher corrected their error. It was because the students wanted to improve their accuracy in Japanese. Meanwhile, this research investigated 277 students of the seventh grade of Junior high school. Besides the students favored their oral error was corrected, the students thought that the correction was not hinder their

learning. When the students were asked about whom they preferred to correct their oral error, most of them preferred the teacher whom corrects their oral errors then their classmate. It was because the students thought that the teachers' correction was better than their friends' correction.

Al-Naqbi (2009) studied about *"Investigating the Types and ffect of Oral Corrective Given to Students in Fujirah"*. The results showed that students of different proficiency levels prefer certain patterns of error correction. High achieving students preferred their teachers to recast their errors, while average and low achieving students wanted their teachers to explain why their utterance was erroneous and to give them a time to correct the error themselves. Different from this research, the object of the research were 277 students of the same proficiency level. The result of this research showed that most of the students preferred the certain error correction strategies. Based on table 10, High achieving students wanted the teachers to correct their oral errors using explicit correction, metalinguistic feedback, and clarification request. Meanwhile, the average and low achieving students preferred being corrected using recast, repetition of error, and elicitation.

Furthermore, there was some reason why most of the students preferred explicit correction, metaligistic feedback and clarification request. First, the students preferred explicit correction strategy because they wanted the teacher to inform about the error and directly provide the correct utterance. In other hand, the teacher used this strategy most frequently than the other strategies.

Thus, the students were accustomed with this strategy.

Second, the students also preferred being corrected using metalinguistic feedback because when the teacher provided the information and questions related to the errors, they could think more about the correct form of error. Last, the students preferred clarification request because they wanted to correct their error by themselves with the teachers' help remainding the errors.

Knowing the students' preferences on teachers' correction strategies was very needed for the teacher in language teaching and learning. It deals with Salikin (2010) who states that there is a great need to hear what the learners think of oral error correction. Regarding to the finding, the extent of students' preferences is variable over time, from person to person, and setting to setting needs to be explored. This implies that students' preferences change over the course of language instructions. Actually there are many factors influencing the students' preferences and perceptions.

As the language teachers is likely to be viewed as experts about language related matters, their views, whether expressed explicitly in the classroom or implicitly by teaching practice, could have strong influence on the students' preferences.

There is a gap between teachers' choices and learners' preferences of error correction, (Yoshida, 2008: 78-93).

In this research, the researcher also found a gap between teachers' choice and students' preferences of teachers' error correction strategies. The teacher used explicit correction, recast and metalinguistic feedback frequently. In other hand, the students preferred

explicit correction, clarification request and metalinguistic feedback. The gap was on the using of recast strategy by the teacher while the students preference was on clarification request. It can be assumed that the students expected the teacher corrected their error by using clarification request because by this strategy the students could do self repair. The students could understand their error or mistakes when the teacher requested the clarification to them.

The reason of teacher using the certain strategies to correct the students' error.

When the teachers determined to correct the students' errors and chose the certain strategies, they have had the reasons. The commonly reason of the teachers to correct the students' oral errors was because of their understanding of oral error correction itself. The teachers considered that oral error correction was the teacher's way to communicate and help the students improve their speaking skill of English.

Moreover, the teachers realized that the error correction was the teachers' responses to the students' error. This reason was supported by Tataway (2006) who defines error correction or corrective feedback as any indication to the students that their use of target language is incorrect, which includes various responses that the students receive.

Furthermore, in choosing the appropriate correction strategies, the teacher thought of the reason why to use it. For instance, the teacher chose

explicit correction in correcting the students' error. The reason for this case was that the teacher considered by telling the students' about their error and explicitly providing the correction, the students could understand easily what the teachers referred to. Besides, the other reason was the teacher believed that explicit correction was the most effective strategy than the other strategies.

Based on the analysis of transcription of classroom interaction recording and interview, the suitable reasons of using the certain strategies in correcting students' error were uttered by the teachers. Two teachers choose metalingistic feedback to correct students' vocabulary error. It was because the teachers considered that by using metalinguistic feedback the students could think more before finally they could do self correction. By giving clue, information, or question to the students, the teachers helped the students to guess what the word or phrase pointed. It can be assumed that the teachers wanted to make the students more creative and innovative in learning vocabulary of English. Thus, they could improve their English correctly.

Besides, there were three teachers used recast in correcting students' pronunciation error. It was because the teachers considered that by using recast the teacher could implicitly indicate the error. So that the students could know directly that what they uttered were incorrect. In this case, the teachers wanted that the students would not be confused when the teacher replaced the error with the correct pronunciation and they can understand easier. In addition, the teacher realized that the students

of the seventh grade level still have low competence in English. So, by using this strategy the teacher realized that the students could catch what the teacher pointed easier. In short, it was assumed that the teachers wanted the student did not need to think in long time so that it did not waste the time of learning.

Moreover, there were five teachers who used explicit correction to correct the students' error. Three of them used it to correct students' vocabulary error and two others used it to correct students' pronunciation error. The teachers chose this strategy because they considered that this strategy was the most effective and appropriate to be applied for the seventh grade students who had the basic understanding of English. it can be assumed that the teacher used this strategy because they want to make the students easier in understanding the English vocabulary and pronunciation.

CONCLUSION

In conclusion, vocabulary error was the most frequently error made by the students. it can be stated that the students in this level were still have low understanding of English vocabulary. Then, the correction strategies which frequently used by the teacher were explicit correction, recast, and metalinguistic feedback. It can be said that the teacher considered these strategies are the effective and appropriate to be applied at this level of students. Next, commonly the students' preference was on explicit correction, metalinguistic feedback, and clarification request. It means, besides using explicit correction and metalinguistic feedback frequently, the students expected the teachers to

use clarification request frequently too. Morover, The commonly reason of teachers tend to use the certain strategies in correcting students' error in classroom interaction was because the teacher consider that the oral error correction was the effective way to communicate and help the students improve their speaking skill. Besides, the teachers used the certain strategies because they know the level of students' understanding, condition, and the ability in receiving what the teachers gave.

SUGGESTION

It is suggested to the student in order to understanding more about vocabular includes the using of words, translating the words, and so on. It is also suggested to the teacher, there are many strategies that can be used to correct the students' errors. So, by knowing, understanding, and using these strategies the teachers could increase the students' skill of English. The teachers also have to understand the students' preferences toward the oral error correction strategies in order to the teachers more easily in improving the students' speaking skill.

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