

## **Chapter Four**

### **Finding and Discussion**

This chapter explains the results of this research. The researcher explains the findings and then discusses those. The researcher has done the observation, interview, and document analysis with the four classes of International Relation in academic year 2016/2017 about the types of error correction in students' speaking and writing at LTC UMY. There are two research questions in this research; they are what types of error correction that the teachers implemented in students speaking are and what types of error correction that the teachers implemented in students' writing are. To get the data, the researcher conducted an observation. The instrument that the researcher used was video recorder in speaking class and documents in writing class. Besides, to clarify the data from the document, the researcher did interview with the writing teachers. After collecting the data from English teachers in IR major in academic year 2016/2017 daily conversation and essay writing classes at LTC UMY, the researcher obtained plenty of data. The researcher observed 2 teachers who teach speaking; they were Dewi and Marsya, and 2 teachers who teach writing; they were Marsya and Tere. Those names are not their real name, but the researcher uses pseudonyms to keep the confidentiality of the participants.

The speaking data were in the form of observation video. The researcher observed two classes which were international and regular, so the researcher had 2 observation videos. Each video was only one meeting of ninety minutes long. The writing data were in the form of students' essay papers that had been corrected by the teachers. The international class submitted nineteen, and the regular one submitted

twenty five essay writings. Besides that, the researcher also did the interview with the writing teacher to ask deeper about types of correction that they used in students' writing.

First, the researcher found a lot of types of error correction that is implemented by teachers in students' speaking and writing according to the experts, twelve types of error correction in speaking and also twelve types of error correction in writing, those are:

<b>Types of error correction in students' speaking</b>	<b>Types of error correction in students' writing</b>
<ol style="list-style-type: none"> <li>1. Correction in front of the class after speaking</li> <li>2. Correction with feedbacks</li> <li>3. Correction in the form of invite the students to comment theirs</li> <li>4. Repeat correction</li> <li>5. Correction in the form of statements and questions</li> <li>6. Echo correction</li> <li>7. Correction with expressions</li> <li>8. Hint correction</li> <li>9. Correction in the form of</li> </ol>	<ol style="list-style-type: none"> <li>1. Give circle and underline correction</li> <li>2. Indirect correction</li> <li>3. Focused correction</li> <li>4. Unfocused correction</li> <li>5. Red pen correction</li> <li>6. Oral correction</li> <li>7. Direct coded correction</li> <li>8. Indirect coded correction</li> <li>9. Indirect uncoded correction</li> <li>10. Non-negotiated direct</li> </ol>

reformulation	reformulate correction
10. Get it right correction	11. Prompt + reformulate
11. Peer correction	correction
12. Gentle correction	12. Feedback with negotiation
	correction

*Table 2.* Types of error correction in students' speaking and writing according to experts

Finally, based on the video observation, among those twelve error corrections proposed by the experts, the researcher found eight types of error correction in students' speaking. For the error correction in writing, based on the document and interview with the teachers, the researcher obtained thirteen types of error correction in students' writing. Due to which, those types of correction made the data become so various.

### **Types of Error Correction in Students' Speaking**

The first category is the types of error correction in students speaking that was implemented by the teachers in the classroom. According to Harmer (2007), when students are involved in the accuracy of the work, it is the time for teachers to correct it and tell the students' error, and it is called 'teachers invention;' a stage when teachers stop the students' activity and give correction. According to the video observation, the researcher obtained eight types of error correction in students' writing that was implemented by Dewi and Marsya. Those types are correction in

front of the class after speaking, correction with feedbacks, correction in the form of statements and questions, echo correction, correction in the form of reformulation, get it right correction, peer correction, and gentle correction. In researcher's findings the researcher put the dialogue between two or more people in the classroom that shows types of error correction. The researcher wrote T for teachers, S for student, and Ss for Students.

**Correct in front of the class after speaking correction.** Both teachers,

Dewi and Marsya gave a correction in front of the class after the students' speech

T: "And so I will give you some feedbacks, ok listen everyone" **(O1 - I -43)**

T: "can I see your slides, yes okay so aaaaa Zara you said the large of Samarinda and Manado and it should be the size or the wide" **(O1 - I - 165)**

T: "Alright thank you so thank you, and sorry for the overtime class, I still want to give some correction here, listen" - **(O2 - R - 194)**

Dewi and Marsya's corrections support Harmer's (2005) research. As Harmer (2005) said that in his research at London Language School there are two types of error correction in students' speaking, those are students liked being corrected in front of the class after their task is finished, and students loved to be corrected at the moment of speaking.

It is proved by the way Dewi and Marsya said to the students after they spoke in front of the class. When the students finished their presentation, Dewi and Marsya

then gave correction. This type of correction was also found in Harmer's (2005) study. The study also found that students preferred this type of correction.

**Correction with feedbacks.** Dewi and Marsya were also implementing this type of error correction in students' speaking by explaining the feedbacks then. Both of them often used this type of correction. After the students said their errors, Dewi and Marsya obtained it right and then explained the reason why.

#### Dialogue 1

S: "and in Subang, the food, almost all the food is salt, if you eat and taste the food from subang you will feel more salt, saltier." (O1 - I - 24)

T: "the food is so you mean *asin*? So you say salty not salt, not salt, salt means *garam*. So if you want to say *asin* you say salty" (O1 - I - 45)

#### Dialogue 2

S: "I agree with your opinion but it's not 100% agree because you said that vehicle make traffic jam, right? ... you can reach the area it's more longer than you use your vehicle to go there ... Okay I wanna tell about policy in Indonesia, the policy is take us as far as we know that before we make the policy Indonesia has weak economy, now when the policy is help in Indonesia, our economy stronger than before and then its makes increase our state revenue" (O2 - R - 130)

T: “Somebody says more higher, double comparative right, right, and then more longer it should be longer only” (O2 - R - 194)

From those statements, it means that both Dewi and Marsya support Harmer’s study that teachers could explain the feedbacks to students. When students made an error, teachers may explain where the error was and got it right after that. When teachers found some errors in students, they can get the answer right, but it is followed by the explanation. Their statements on the video could really support Harmer’s opinion about explaining the feedbacks type in students’ speaking.

**Correction in the form of statements and questions.** This type of error correction is also used by Dewi and Marsya. From the researcher’s observation, statements and questions become one of the most often used by the teachers to correct the students’ error.

#### Dialogue 1

S: “... In this lovely morning I as the presenter, . . . . will present /'prezənt/ a presentation with my partner” (O1 - I - 19)

T: “So how would we say, we would like to present /'prezənt/ or we would like to present /'prIzen/ ?” (O1 - I - 43)

#### Dialogue 2

S: “it can help the low economic class if the man and the woman get sick and then the assurance” (O2 - R - 70)

T: “Is it insurance or assurance? Assurance *atau* insurance, it’s in English?”

**(O2 - R - 71)**

Giving a statement and question to the students while teachers found an error is not only used by Dewi but also Marsya. Both of them usually used a statement and question to ask the students whether they were right or wrong in speaking. Thus, the students can get it right by themselves and it supports Harmer (2007) research. Statements and questions mean that when the teachers found an error in students’ speaking, they directly ask the students to correct it. Like Harmer (2007) stated, statements and questions correction is where the teachers give a clue statement by saying, “It’s OK but it is not right” or asking them, “Do you think it is right?” to make them explain what they have said.

**Echo correction.** This type of error correction was sometimes used by Dewi and Marsya. The purpose of this type of error correction is to make the students realized that they are wrong in pronunciation, or in the use of vocabulary.

Dialogue 1

S: “And the last about speech, the way people in Sorong speech is using more hares words to speak than in Pontianak” **(O1 - I - 117)**

T: “Hares words?” **(O1 - I - 118)**

According to Harmer (2007), echo is when teachers repeat the wrong word of the students, so the students realize their mistakes. Dewi and Marsya sometimes

repeat the error of students then asked them to correct, and it is the same as Harmer's research that echo is when teachers repeat students' error so they realize it.

**Correction in the form of reformulation.** Correction in the form of reformulation is when the teachers ask the students to clarify what they mean. Based on the researcher's data, Dewi and Marsya did not often use this type of error correction, but they used it only once or twice in the classroom.

#### Dialogue 1

S: "Okay and then accessibility. Bangkok has complete transportation to the facilities while in Bau-bau doesn't . What we talking is about the accessibility to the city and the facilities. Example, if you are living in a rural city or you are living in a city that is lately to be uncommon to some people, it really not really easy to connect into some importance facilities, if you live in Bau-bau, well, your example, mmmm hospital, do you know, what is the capital city of your place, like, is it Sulawesi" (O1 - I – 208)

T: "Would you explain more about that?" (O1 - I – 209)

#### Dialogue 2

S: "I totally disagree with her argument if we are look the commuter line with right now, they are xxx very bad when they pre service because.." (O2 - R – 174)

T: "You mean, the service is not really good, tell me the what the service which is not really good" (O2 - R – 175)



Harmer (2007) said that reformulate correction happens when the teachers want to ask to the students again what the students have said, by asking them again with a wrong sentence, the students will realize and correct their errors by themselves. According to Harmer (2007), reformulate correction is when teachers ask students to clarify more about their statements before, and this opinion is supported by Dewi and Marsya that sometimes they asked the students to clarify more about their statements.

**Get it right correction.** This type of error correction was mostly used by Dewi and Marsya. Get it right correction means that the teachers correct the students' error by giving the right word. When the teachers use this type, they do not give any explanation, feedback, or clue. They only give the right answer to the students, whether they want to give it directly when the students are speaking, or after the students finish their speech.

#### Dialogue 1

S: "... The culture in ternate and Makassar is various and similar because they are both so nation, however in ternate the culture in Ternate originally half of Malaysian transferred, the culture in Makassar is influences strongly by Malay poli nations like we are in ternate using *melayu malaynisian* trip and what is that called, aaa *melayu malaynisian* language, like I can say with Nia, in foreign language like 'Nia *ngana su makan belum?*' like that, but it's really different with reyhan in Ambon, it's different in the aaaa pronunciation like in ternate I spell me with *kita* in ambon they say *beta*" (O1 - I – 68)

T: "ooo so it's different dialect" (O1 - I – 69)

## Dialogue 2

S: “In here I want talk about fashion, in the past the fashion especially for woman in Indonesia aaa they was still were aaa” (O2 - R – 96)

T: “They still wore” (O2 - R –97)

When Dewi and Marsya obtained the students’ errors right, it really supports Harmer’s study that teachers do not only giving a clue and but they also need to correct it by themselves; sometimes, teachers need to give the right answer.

**Peer correction.** Dewi and Marsya actually did not say that they ask the other students to correct the person in front of the class while she/he is speaking if there is an error, but according to the video, Dewi and Marsya just kept silent when the other students were correcting the person who spoke in front of the class. It means that, the teachers let the students do the peer correction.

## Dialogue 1

S: “and about Sorong, Sorong is dominate by sea so it means it’s easier for you to found face what fresh fish, yes fresh fish” (O1 - I – 113)

Ss: “Sea food” (O1 – I – 114)

## Dialogue 2

S: “it can help the low economic class if the man and the woman get sick and then the assurance” (O2 - R – 72)

T: “Is it insurance or assurance? Assurance *atau* insurance, it’s in English?”

**(O2 - R – 73)**

Ss: “Insurance”(O2 - R – 75)

From the dialogue above, Dewi and Masya let the other students to correct their friends’ work and it means that what Dewi and Marsya did was peer correction and it is related with Harmer’s research error correction and one of the types is peer correction. Some students corrected their friends’ error while speaking in front of the class. It is almost the same as Harmer’s research that teachers can ask the student to correct their friends’ speech. It is named corporative correction and it is very helpful to increase the students ‘awareness of the mistakes.

**Gentle correction.** From the researcher’s data, Dewi and Marsya quite often used this type of error correction. They often directly corrected the students’ error in the middle of the students’ talk or after the students’ speech.

Dialogue 1

S: “It’s warm but the wind (*wain*) is hot” (O1 - I – 99)

T: “The wind (*wInd*)” (O1 - I – 100)

Dialogue 2

S: “In here I am not agree with you” (O2 - R – 88)

T: “I what? I disagree” (O2 - R – 89)

Dewi and Marsya also support Harmer's opinion about gentle correction. When students make errors, Dewi and Marsya directly gave correction and it is called gentle correction. Harmer (2007) said that gentle correction is one of types of error correction, but it is like a bit interruption but it is not in the middle of the students' sentence. After the students speaking, teachers can repeat again by using reformulate correction, and then the students will understand that they have make error, and it is usually used to check the students' fluency.

From those result, the researcher concludes that actually the teachers do not use the same correction in every error. For the use of the types of error correction, the teachers do not always use the same correction. Teachers like to change the type and they give various feedbacks to make students not bored with only one type of correction. From the data, the researcher got 8 types of error correction in students speaking that related with expert's opinions.

### **Types of Error Correction in Students Writing**

Based on the document that the researcher got from two teachers in LTC UMY who taught English for the IR classes, the researcher only obtained one type from Marsya and two types from Tere. Both teachers told the students first before they gave a correction. Marsya and Tere made an agreement with the students that they would use several kinds of error correction and the meaning of those. Seeing the data that the researcher got are not various, the researcher decided to have an interview with the teacher. The researcher asked the teacher if there were others types of error correction that they gave in students' writing. According to Marsya's

opinion, the total types of error correction that she usually gave to the students were five types, and the total that Tere used were thirteen types of error correction in students' writing. Those types that was implemented by Marsya and Tere in students' writing were circle and underline correction, indirect correction, focused correction, red pen correction, oral correction, direct coded correction, indirect coded correction, indirect uncoded correction, non-negotiated reformulate correction, prompt + reformulate correction, feedback with negotiation correction, additional exercise, and peer correction.

In the discussion below, the researcher made some groups of error correction types in students' writing. There are eleven error correction types that are implemented by English teachers in LTC UMY, but the researcher summarizes it into seven error correction types. Five types that the researche found form the data are the same as experts' study, and two others were additional correction that were implemented by teachers at LTC UMY. Those seven error correction types in students writing based on the results are red pen correction, focused correction, oral correction, prompt+reformulate correction, feedback with negotiation correction, additional exercise, and peer correction. Red pen correction is included direct correction, indirect correction, and indirect uncoded correction. Direct correction can also give the right answer correction or non-negotiated correction. Indirect coded correction is included give a circle and underline in students' writing. Indirect uncoded correction is also divided into two, and they are indirect uncoded correction and indirect correction.

<b>Types of error correction in students' writing</b>
<ol style="list-style-type: none"> <li>1. Red pen correction           <ol style="list-style-type: none"> <li>a. Direct correction               <ul style="list-style-type: none"> <li>- Get it right answer</li> <li>- Non-negotiated correction</li> </ul> </li> <li>b. Indirect correction               <ul style="list-style-type: none"> <li>- Circle and underline correction</li> </ul> </li> <li>c. Indirect uncoded correction               <ul style="list-style-type: none"> <li>- Indirect correction</li> </ul> </li> </ol> </li> <li>2. Focused correction</li> <li>3. Oral correction</li> <li>4. Prompt+reformulate correction</li> <li>5. Feedback with negotiation correction,</li> <li>6. Additional exercise,</li> <li>7. Peer correction</li> </ol>

*Table 3.* Grouping of error correction types in students' writing

**Red pen correction.** Red pen correction is a type of error correction that usually the teachers give in students writing. Red pen correction means that the teachers give the right answer in students' error. Ghabanchi (2011) said red pen correction means a written feedback for example like the teachers give a sign on

students' writing like circling, underlining, even giving comment. Giving comment here is not literally giving a comment, but teachers also give the right answer when the students write an error on their writing. Red pen correction is divided into three types, and those are direct coded correction, indirect coded correction and indirect uncoded correction.

***Direct coded correction.*** Direct coded correction was only used by Tere. Direct coded correction teachers really give the complete answer of the error.

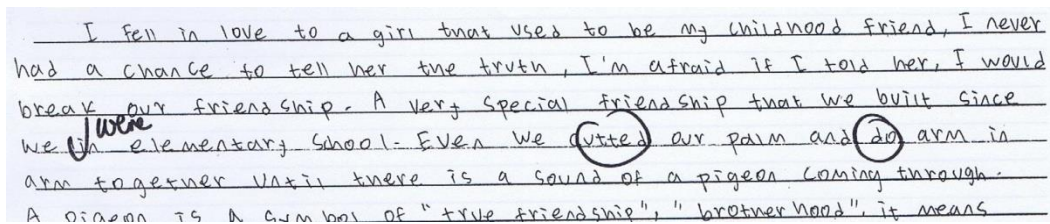


Figure 7. Sample of direct coded correction

In this type, only Tere who supports Akbari and Toni's study about giving a complete answer in students' sheet, because Marsya did not do this type at all. It supports Akbari and Toni (2009) who has mentioned that direct coded is when the teachers write down the complete correct answer over the error.

In this type of correction, teachers directly give the right answer of the students' work.

Direct coded correction is also the same as non-negotiated reformulate correction. Non-negotiated reformulation means the teachers give the right answer in students' writing without any negotiation with

them, so teachers just give the right answer in students' errors, then return to them back. Marsya did not use this type, but Tere did. Sometimes when the students' writing would be returned to the students back, Tere gave the right answer on it without any negotiation with the students.

“If I return this paper back to the students, I usually give the right word.” (I2 – R – 2)

Therefore, Tere's statement can support Nassaji's (2012) statement that non-negotiated direct reformulation is when the teachers immediately correct the student's writing without any negotiation. This type of correction was used by Tere. Tere used direct coded correction if she wanted to return the students' writing back. Sometimes, when Tere gave a correct mark in students' writing, she also gave the right word of it there. Yet, in this type of correction, Marsya did not give this type to her students. This type of error correction was only used by Tere.

***Indirect coded correction.*** Indirect coded correction is that the teachers show the error then give the cue. This correction just gives a cue or sign when a word or sentence is wrong. Tere used indirect coded by using checklist mark to show the missing word in a sentence, and underlined for the not understandable words or sentence.



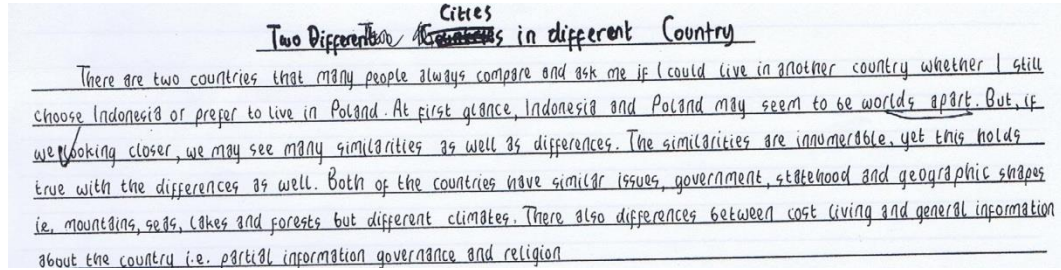
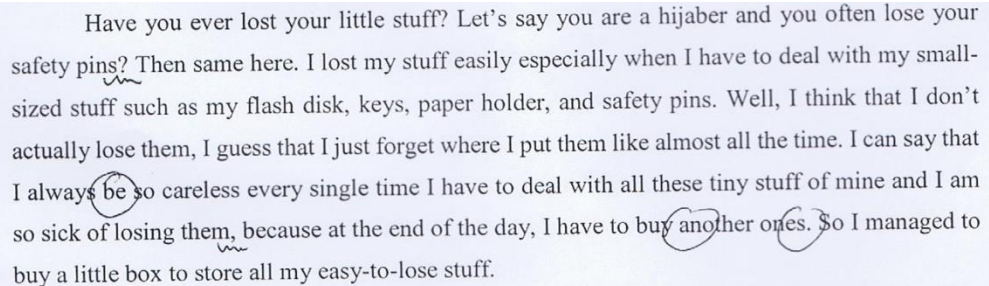


Figure 8. Sample of indirect coded correction

According to Akbari and Toni, Indirect coded is a correction when teachers just give a clue or mark in students' error, so Marsya and Tere really support their statement about this type. Teachers do not give the right answer on the paper; the teachers just give a cue with a comment that explains that this is wrong. It is mentioned by Akbari and Toni (2009). So that, Marsya and Tere support this statement that both of them used indirect coded while giving a correction in students' writing. Marsya used circle to mark the error of grammar and diction and underlined to show the error that related with the mechanism things. Giving a clue is also can be give a mark like a circle and underline. So, gave a circle and underline correction is included in indirect coded correction.

*Circle and underline correction.* Both Marsya and Tere used circle as their error correction in students' writing. Marsya used circle to check the errors in the use of grammatical knowledge such as the use of tenses, the error of using singular noun or plural noun, some missing parts, diction,

comparative degree, the use of gerund, and subject verb agreement. Based on the document, almost the entire circle was used for the wrong use of tenses. Everything that related with the error of using tenses, Marsya used circle to give a clue for the students. However, not all of the circles were wrong in the use of tenses. Marsya sometimes used circle to mark the error of using singular noun or plural noun, some missing parts, the error use of diction, or there was some errors in the use of grammatical knowledge in that sentence (preposition, conjunction). Marsya also explained on the interview that she put a different mark in every kind of errors in order to make the students can easily differentiate between one error and another. She also mentioned about the reason why she used circle in the students' writing.

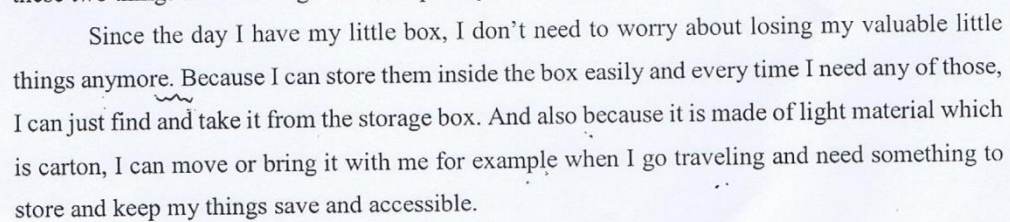


Have you ever lost your little stuff? Let's say you are a hijaber and you often lose your safety pins? Then same here. I lost my stuff easily especially when I have to deal with my small-sized stuff such as my flash disk, keys, paper holder, and safety pins. Well, I think that I don't actually lose them, I guess that I just forget where I put them like almost all the time. I can say that I always be so careless every single time I have to deal with all these tiny stuff of mine and I am so sick of losing them, because at the end of the day, I have to buy another ones. So I managed to buy a little box to store all my easy-to-lose stuff.

*Figure 9. Sample of circle correction*

Tere also used circle to give a clue for the students' error in the use of tenses, preposition, gerund, conjunction, diction, subject verb-agreement, comparative degree, and capitalization. As same as Marsya, almost the entire circles were caused by the error use of tenses. Marsya and Tere said that they used these methods because the students could easily understand

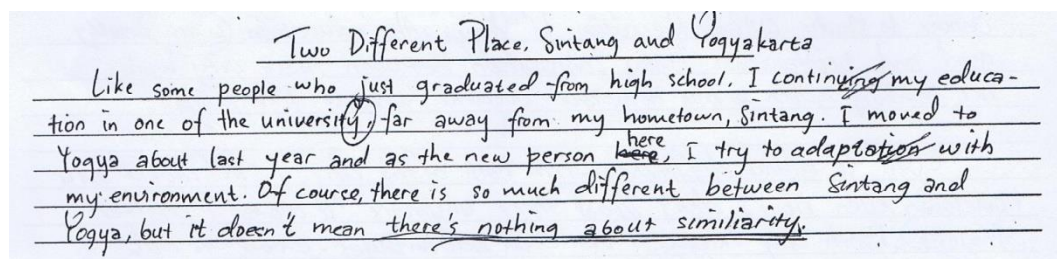
their errors more than the teachers directly gave the right answer. Another type that Marsya and Tere gave to the students was underlining. Marsya gave an underline to check the students' error in the function of punctuation, conjunction, diction, space, capitalization, the use of singular and plural noun, and fragment. Marsya also added that she would give an underline if she found several things related with mechanical terms.



Since the day I have my little box, I don't need to worry about losing my valuable little things anymore. Because I can store them inside the box easily and every time I need any of those, I can just find and take it from the storage box. And also because it is made of light material which is carton, I can move or bring it with me for example when I go traveling and need something to store and keep my things save and accessible.

*Figure 10.* Sample of underline correction in Marsya's

On the other hand, Tere used underline to give a clue to the student that she did not understand with their sentences. If Tere found some vocabularies or sentence that did not make any sense, she gave an underline on it.



Two Different Place, Sintang and Yogyakarta  
 Like some people who just graduated from high school, I continuing my education in one of the university, far away from my hometown, Sintang. I moved to Yoqya about last year and as the new person here, I try to adaptation with my environment. Of course, there is so much different between Sintang and Yoqya, but it doesn't mean there's nothing about similarity.

*Figure 11.* Sample of underline correction in Tere's

Sometimes, she also found some excess words that the students wrote, for example; when the students used double verb in a sentence.

*“If it is only one or two words like this, it means..aaaa sometimes it means which one does she/he want to use, we talked or we were talking?” (I2 – R –4)*

According to Icy (2004), the corrections can be direct error feedback; it means that the teachers directly give a circle or underline the grammatical error in students’ writing work. Giving a circle and underline are the same type because both of them give a clue for students. Yet, according to Marsya and Tere, circle and underline have different purpose of error correction. Circle and underline have different purpose, but they still the same type of error correction, which gave a mark on students’ writing. Although the teachers gave the same clue, but they do not want the students get confused of it,so they gave different mark like circle, underline, cross, checklist, or triangle.

The researcher also got other clues that the teachers produce in students’ writing, those are cross and checklist marks. Cross mark is for the unneeded words, and checklist mark is for some missing parts that related with the grammatical or diction. Thus, Both Marsya and Tere support Icy’s opinion about giving a clue to the students’ writing, though each clue has different purposes.

***Indirect uncoded correction.*** This type of error correction is just used by Tere. Indirect uncoded is when the teachers just give a mark with a red pen without giving any cue.

*“I ask them to read the sentence, okay. Is there something wrong with the sentence? Oo, but usually all of them are smart ya, so they answer it should be like this or that.” (I2 – R – 15)*

In this last type of Akbari and Toni’s statement, it means that the teachers only give a sign like a line in students’ error without any cue. Sometimes Tere just asked the students to re-read their writing, so that the students would realize if there was something error on their writing. Tere’s statement below supports Akbari and Toni’s opinion about the last type of error correction in students’ writing according to them. Only Tere who sometimes asked the students to guess where the error was, so Tere supports Akbari and Toni’s opinion about giving indirect uncoded correction. Furthermore, indirect correction is also included in this type of error correction.

*Indirect correction* . According to Icy (2004), indirect correction is when teachers indicate the margin that there is an error on a certain line. This statement is supported by Marsya that she wrote down a line from one sentence to another sentence. She gave this type of error correction to students if their content was irrelevant.

*“If there is error in the organization for example, mmmm, the information should be in the body of the paragraph, or I will give the correction if for example the information is not related with the topic*

*sentence, not coherence and cohesive. It is usually more than one line, if the content is not should be there but she/he put it there, I usually make a line from one line to the other, like this, sret..sret.. sret..So, I will write down aaa “irrelevance supporting details” for example or “it should be in the introductory paragraph” for example. So, I will give line from one line to another that the errors that she/he makes are irrelevance information or irrelevance supporting details.” (II – I – 12)*

Marsya said that sometimes she drew a margin in students' writing if there was irrelevant content in students' essays, so it supports Icy's (2004) statement that one of error correction in students' writing that implemented by teachers is by indicating the margin on certain line.

**Focused correction.** As teachers who gave error correction to students, Marsya and Tere concerned to the use of tenses in students' writing. Marsya and Tere also concerned to the students' grammar.

The box has a perfect small shape with soft yellow based color. It has a beautiful printed flowers all over the surface of the box. The flowers is as colorful as the rainbow. The box is made by carton materials so that makes it light and easy to be carried or moved. It has a little black rubber-made lace on the shutter of the box and it has a small round metal-made button on the bottom of the box. So when I have my stuff inside I can just lock the box by twisting the lace all the way the button to make them stay inside.

*Figure 12. Sample of focused correction in Marsya's*



such as the content and grammar. In fact, Marsya more concerned to the content of the students' writing.

*“Because before they write this one, they have to make a draft and I have corrected that (the draft), meaning that for example the information C, it should not be on the body, I have corrected that at the consultation.” (I1 – I – 4)*

Tere also did the same correction as Marsya, which was oral correction. Tere also gave the correction before the students collected their writing. She also moved around to check the students' outline first, but Tere also did the oral correction after she checked all of the students' writing paper. After Tere corrected all of the students' writing, she chose several errors that mostly happened in students' writing, and then she explained the errors in front of the class for all the students. So that, the students would realize by themselves after Tere showed the errors in front of the class.

*“When they are making the draft, so when in the classroom I give them feedback and I move around to check their writings directly.” (I2 – R – 9)*

*“Yes, in an oral way.” (I2 – R – 13)*

So, both Marsya and Tere gave oral correction to give feedbacks in students' writing and it really supports Ghabanchi's (2011) statement that one of types of error correction in speaking is oral correction. Ghabanchi (2011) said that another type of error correction in students' writing is oral correction. It is a spoken correction. It



sometimes happens when the teachers find a serious mistake in students' writing, so the teachers usually use oral correction in order to make the explanation clearer.

**Prompt+reformulate correction.** This type is only used by Tere. Tere sometimes gave the students initial to their errors while she moved around the class to give feedback. Tere would ask them where their errors were, after that, the students would guess their error and correct it by themselves. In this type of error correction in students' writing, the teachers just give the initial of the students' error, and students should correct it by themselves.

*“So I give a clue, okay, now let's see the punctuation is right or wrong, what is the tenses that usually used by narrative text? Something like that” (I2 – R – 15)*

According to Nassaji (2012) prompt+reformulate correction means that the teachers give the initial in some wrong words, and then the student should correct it by them. From the text above, Tere gave the students' clue, then students had to correct by themselves, so Tere supports Nassaji's opinion about prompt+reformulate correction that is given by the teachers.

**Feedback with negotiation.** This type of error correction in students' writing is also mentioned by Nassaji (2012), and who did this type of error correction was Tere again. Before the students collected their writing, Tere moved around the class, and at that time, she implemented this type. She negotiated with the students and discussed their errors. After Tere corrected the students' writing, she

took common errors that the students did and discussed it in front of the class with the students.

*“It is for overall, so for example I pick one from..what are the common mistakes, for example is in a narrative essay, the students usually did the error in the use of tenses, so I just take a sample from one of them and I typed it, then I show it in front of the class and I ask them to answer what the right answers are.” (I2 – R – 7)*

*“I ask them to read the sentence, okay. Is there something wrong with the sentence? Oo, but usually all of them are smart ya, so they answer it should be like this or that.” (I2 – R – 15)*

The purpose of Tere doing this type of error correction to students is to make all of the students know the common errors that happened on them.

*“I usually give overall feedback for all students in the classroom, so they can see their result.” (I2 – R – 2)*

When Tere showed the errors on the screen, she did not mention the name of the students who made errors. She did this because she did not want her students knew who did those errors.

*“More generally, in order to I do not point to B or C, no. In order to make them more understand, and learn from the other friends.” (I2 – R – 11)*

By saying those, Tere supports Nassaji's statement about have a negotiation with students while giving them error corrections.

**Additional exercise.** According to the researcher, there is no expert that she got who used this type of error correction. Yet, Tere mentioned it on the interview that sometimes when the students were still less in one part, Tere gave an additional exercise for them. She did this in order to make their writing better.

*“It is reinforcement, oh it means they still less in this part, so I usually give an additional exercise, like that.” (I2 – R – 20)*

*“For all, there are several who good but I give for all the students, so that for them who has been understand are more understand, who has not understand, will be understand, just like that. So there is no difference among them.” (I2 – R – 22)*

Tere gave the additional exercise not only for the students who were less, but also to the students who had been doing very well in writing class. She did this in order to make the equality of the students.

**Peer correction.** This peer correction type is also not gotten from the expert. No expert says that peer correction is one of the types of error correction in students' writing. When the researcher interviewed Tere, she mentioned that sometimes she let the students correct their friends' work. Tere asked the students to change their writing with others and they had to correct it with the correct answer if they thought that there was an error on their friends' writing.

*“Sometimes, I give them a peer correction ya.” (I2 – R – 24)*

*“I change (their paper) to the other, so they can give feedback to their friends but for this peer correction feedback, I ask them to give the right answer on it.” (I2 – R – 24)*

Tere did the peer correction among students in order to make the students be able to detect the errors and correct their friends' error too.

From the documents, the researcher concludes that Marsya only used one type of error correction that was circle and underline. It means Marsya only gave a clue for the students' writing. Although circle and underline have different purposes of correction, but it still becomes one type of error correction in students' writing. On the other hand, Tere used two types of error correction. The first type is circle and underline, but Tere also added cross and checklist mark. Each mark had different purposes such as grammar, unneeded words; there were some missing parts, punctuation, and so on. Another one is direct coded that Tere directly gave a right answer in students' writing. Yet, to get deeper data, the researcher got an interview with both teachers and finally got five types from Marsya and thirteen types from Tere. Totally, Marsya used circle and underline correction, indirect correction, focused correction, oral correction, and indirect coded correction; and Tere used circle and underline correction, focused correction, red pen correction, oral correction, direct coded correction, indirect coded correction, indirect uncoded

correction, non-negotiated reformulate correction, prompt+reformulate correction, feedback with negotiate correction, additional exercise, and peer correction.