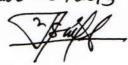*Suhartawan Budianto*

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**Readjusting Foreign Language Teaching :
Strategies & Practices**

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The Use of Worksheet Entry Form (WEF) of Corrective Feedback to Improve Students' Speaking Ability

Suhartawan Budianto
Universitas Dr. Soetomo
Mobile phone 081.5533.40807
E-mail : hartawanbudi76@gmail.com

Abstract:
This article investigates the use of worksheet entry form of corrective feedback to improve students' speaking ability. The purpose of this study was to show how to apply WEF. Analyzing the previous studies was conducted to have a fully understanding. The results revealed that using EWF of CF is beneficial for the teachers and students in improving the quality of speaking for the long- term effects.
Keywords: speaking ability, corrective feedback, WEF

Introduction

Speaking, one of the four skills (listening, speaking, writing and reading) in learning language has a crucial role in students' competence in L2. Students may use their speaking ability to express their ideas and thought. People can judge learner's quality in L2 from her/his speaking skills. To be good at speaking, a student has to provide five components such as vocabulary, pronunciation, grammar, comprehension, and fluency. This essay discusses the three components of speaking in giving the feedback to students; vocabulary (spelling), pronunciation, and grammar.

Corrective feedback sometimes is known with the so-called negative feedback, negative evidence, and error correction. Lightbown and Spada in Chu (2011) give corrective feedback definition such as: any indication to the learners that their use of the target language is incorrect. The learners receive various responses. For example, when a language learner says, he go to school every day, corrective feedback can be explicit, for example, no, you should say goes, not go' or implicit 'yes he goes to school every day', and may or may not include metalinguistic information, for example, don't forget to make the verb agree with the subject'. Another example, when a learner replies, OK, I am agree, then teacher direct says, don't say I am agree but I agree.

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Ohta (2001) says learners may have the chance to compare their own production with that of another. Corrective feedback allows the learners identify their own production and they are able to reformulate them. It also helps L2 development. In addition, Chaudron (1988) argues corrective feedback allows the learners to confirm, disconfirm, and possibly modify the hypothetical, transitional rules of their developing grammars. Giving chance for students to see their utterance makes them use their perquisite competence. Similarly, Schachter (1991) states learners abandon their wrong hypotheses and immediately switch to formulating new ones. Students may not feel comfortable in making wrong utterance and they are eager to fix it right away.

The terms 'Corrective feedback' has been remarkable the controversial issue in ELT. It is controversial because some teachers assume that it will have blocked the students/learners' fluency and make them reluctant to produce the L2 while other teacher believe that corrective feedback is very beneficial for students in the process of becoming stable in L2 competence. Many studies have proved the effects of corrective feedback for both teachers and students. The studies indicated that corrective feedback is needed not only by students but also by students. It means that corrective feedback leads the positive effect to the students mostly. Perhaps, there is almost the negative effect revealing in the same time, but it does not influence a lot in improving students' L2 competence.

In this discussion, English is assumed as L2 in the context of bilingual and multilingual society like Indonesia though it is hard to dichotomize the position of English in Indonesia. It has no intention to look down the role of local languages in Indonesia. The reason is that because many students are able to use Indonesian language in average. In bilingual and multilingual society, it is surely convinced that L2 learners require the feedback from teachers to improve their competence in L2.

Many teachers probably have been applying corrective feedback in their teaching and learning foreign language or L2. They are conscious or not that they have been conducting the feedback for students. The queries are that "Have they used an appropriate method in giving feedback or correction to the students?", "Have they take account for students' psychological problem and students' prior knowledge. If the answer is "yes", the next questions emerging are "Have they evaluated the result?", and "Have they been consistent in using the feedback?" Those questions are needed to be answered to have fully comprehensive discussion.

This essay proposes the effective technique in establishing the corrective feedback to the students. It is inspired by the article of Small Talk: developing fluency, accuracy, and complexity in speaking written by James Hunter. The term 'Worksheet Entry Form' (WEF) is taken / borrowed from James' article. The design of the Worksheet Entry Form (WEF) will be modified based on the circumstances of the classroom in ELT and also the students' needs. There are two types of WEF proposed. First, it is adopted from James' article called computerized WEF of CF. It uses the computer as a medium of providing the corrective feedback. Second, it is designed by the writer which is called paper-based WEF of CF (Corrective Feedback). The second technique chosen is to anticipate the absence of computer or other technical problems or inadequate facilities in certain classroom such as computer, and projectors.

The procedures of WEF is showed and explained in the discussion of this essay. The procedures applied surely need to be matched with the circumstance of classroom and the readiness of teachers and students. It is highly expected that this model can be applied in most classrooms in ELT. Though, this model still needs to be improved in particular cases as it has been described in the first statement of this paragraph.

Discussion

Computerized WEF of CF

Computerized WEF of CF is most preferable model because it is easier to do if the users and facilities support it. The users must be good at operating computer and other electronic equipments. Here is the example of WEF of CF.

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The procedures are as follows:

1) Install the file of computerized WEF of CF, 2) Make one computerized WEF of CF for one student, 3) Fill the information on computerized WEF of CF, 4) Show computerized WEF of CF on the slide to every student, 5) Explain the function of computerized WEF of CF, 6) Describe how to operate computerized WEF of CF, 7) Tell students the significant in the course, 8) Record the utterances made by students for analyzing speaking ability, 9)Have students take note for their friends' production in writing and speaking, 10) Provide a chance for students to give their comments for teacher's note about a student' s sentences or utterances.

The information must be filled out; 1) course or subject, 2) teacher's name, 3) expression made by student, 4) pronunciation produced by student, 5) context/vocabulary, 6) worksheet number, 7) date, 8) speaker, and 9) topic. All applications ease teachers and students to identify the sentences and utterances in the context of speaking and writing. It is not easy to take note of every word, phrase and, sentence uttered by students, so using recording equipment and involving others to make note their friends' utterances are very helpful. This activity is not only showing the errors but also giving opportunities for students to use their knowledge in identifying their friends' production in L2.

Paper-based WEF of CF

The second model is paper-based WEF of CF in which many papers are needed to be distributed based on the number of students and the needs. The procedures are similar to computerized of WEF. The different is only in application. In computerized model, every application is controlled by the computer while the paper-based model is operated manually (teacher-controlled).

Paper-based WEF of CF	
Topic :	
Date :	
Teacher :	
Student :	
Expression :	1... 2... 3...

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Correction	:	1...
		2...
		3...

Pronunciation	:	1...
		2...
		3...
Correction	:	1...
		2...
		3...

Here is the example of paper-based of WEF

The other form of paper-based WEF of CF

Paper-based WEF of CF

	:	
Topic		
Date	:	
Teacher	:	
Student	:	

Spelling	:	1.. ....
		2.. ....
		3.. ....
Correction	:	1..

n	....
	2...
	....
	3...
	....

	1...
Grammar :	....
	2...
	....
	3...
	....
Correctio n :	1...
	....
	2...
	....
	3...
	....

Intona tion :	1...
	....
	2.
	....
	....
	3...
	....
Corre ction :	1.
	....
	....

These following procedures are taken in this model. They are such as follows; 1) Print out the paper-based WEF of CF, 2) Distribute paper-based WEF of CF to students, 2) Fill the information on paper-based WEF of CF, 3) Explain the function of paper-based WEF of CF, 4) Describe how to fill paper-based WEF of CF, 5) Tell students the significant of paper-based WEF of CF, 6)

Record the utterances made by students for analyzing speaking ability, 7) Have students take note for their friends' production in writing and speaking, 8) Provide a chance for students to give their comments for teacher's note about a student's sentences or utterances.

How to evaluate

The most important and necessary to do is how to evaluate this model. It functions to check the students' progress and development of L2 competence. There are several proposed ways to evaluate it. The form of feedback (paper-based and computerized model) can help teacher to map the most errors made by the students and check whether the errors are conducted again in other time or not. If students still make the same errors, teacher must investigate why it happens. For adult learners (students), perhaps the errors with the so-called "Fossilization" in which it is difficult to repair it. For example, to pronoun "question" /kwestʃn/, students pronoun /kwesen/, or to pronoun "she" /ʃi: /, students pronoun /si:/ . The students are not familiar with the phonemes / tʃ / and /ʃ/.

In evaluating the students' WEF can be done into two techniques; 1) individual test and 2) classroom test. Both first and second technique must be conducted in paper-based test. All questions are written down in paper and the answerS as well. Therefore, students are only allowed to use paper in answering the questions not using computer. It must to be done because computer can detect the grammatical errors, incorrect spelling, and inappropriate pronunciation. Evaluation can be conducted weekly or monthly depending on how classroom management is applied. For each technique of evaluation, there are some types of question listed such as; expression and grammar analysis, spelling analysis, pronunciation analysis, and intonation analysis.

1) **Individual Test**

All questions collected from the student whom is going to be evaluated. The student obviously knows the questions well because she/he has got the WEF of CF from the teacher.

a. **Expression and Grammar Analysis**

For example, please choose the correct sentence or utterances below;

1. A) My sister go to school every day by car.
   B) My sister goes to school every day by car.

2. A) I am agree with your idea.

   B) I agree with your idea

3. A) Are you like durian, Hamid?

   B) Do you like durian, Hamid?

Then, teacher may ask students to give a reason why she/he chooses A or B. To make sure whether student comprehends the feedback, a teacher can give implicit question as if she/he interviews the student.

1. How does your sister go to school every day?

2. So, do you agree with my idea?

3. OK, what is your favorite fruit, Hamid?

b. Spelling Analysis

Please choose the correct spelling from the words below;

1. Preparation or preparetion

2. Happyly or happily

3. To analyze or to analyse

c. Pronunciation Analysis

Please pronoun these following words below;

1. Vegetable

2. Flour

3. Suggestion

d. Intonation Analysis

Please read these following sentences or utterances below;

1. What is your name? (falling intonation)

2. Are you a student? (raising intonation)

3. Do you like mango (raising intonation) or apple? (falling intonation)

2) Classroom Test

For the second test (classroom test), a teacher provides several questions collected from all students errors. It can be 20-40 questions depending on the circumstances and time allotment. The instruction is the same like in individual test. This activity can be done if a teacher always shows the feedback for all students in every meeting. Therefore, one student knows his or others errors. It is true that this work is a time consuming. The fully understanding of certain topic is expected to improve students' competence in L2 particularly, in speaking.

a. Expression and Grammar Analysis

For example, please choose the correct sentence or utterances below;

1. A) She is not here last night.
   B) She was not here last night.
2. A) Because you are not come to the party.
   B) Because you do not come to the party.
3. A) Please not late, OK!
   B) Please don't be late, OK!

Then, teacher may asks students to give a reason why she/he chooses A or B. To make sure whether student comprehends the feedback, a teacher can give implicit question as if she/he interviews the student.

1. So, were you here yesterday?
2. Well, are you understand my explanation?
3. Can I say "Not open the door or don't open the door?

b. Spelling Analysis

Please choose the correct spelling from the words below;

1. Democrasy or democracy
2. Atmospere or atmosphere
3. Equipment or equitment

c. Pronunciation Analysis

Please write these following words below; (Teacher dictates several words and students write)

1. Mountain
2. paper
3. Suggestion

d. Intonation Analysis

Please read these following sentences or utterances below;

1. What is he? (falling intonation)
2. Do you watch TV every day? (raising intonation)
3. Do you like mango (raising intonation) or apple? (falling intonation)

Finally, teacher puts the scores in the table below. This table can be designed based on the needs and condition of classroom and students.

Evaluation Table
From individual test

Name;

Date;

Number	1	2	3	4	5	6	7	8	9	10	Total
Expression & Grammar											

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Spelling										
Pronunciation										
Intonation										

Through the evaluation table, teacher is able to check the students' development of his speaking. For example a student's evaluation table shows like below

Evaluation Table
From individual test

Name; SONY
Date; 20th Dec 2012

Number	1	2	3	4	5	6	7	8	9	10	Total
Expression & Grammar	√		√	√	√	√	√	√			7
Spelling	√	√	√	√	√			√	√	√	5
Pronunciation			√	√	√	√	√	√	√		7
Intonation		√		√		√				√	4

The table above indicates that the students are good at expression/ grammar and pronunciation, while is not very good at spelling and intonation. He gets 7 point for expression / grammar and pronunciation but only 5 and 4 point for spelling and intonation.

Evaluation Table
From Classroom test

Name;
Date;

Number	1	2	3	4	5	6	7	8	9	10	Total
Expression & Grammar											
Spelling											
Pronunciation											
Intonation											

Through the evaluation table, teacher is able to check the students' development of his speaking. For example a student's evaluation table shows like below

Evaluation Table
From Classroom test

Name; SONY

Date; 27th Dec 2012

Number	1	2	3	4	5	6	7	8	9	10	Total
Expression & Grammar			√	√	√	√	√	√			6
Spelling		√	√		√			√			4
Pronunciation				√	√	√	√	√	√		6
Intonation		√				√				√	3

The table above indicates that the students get lower points in classroom test than in his individual test. There are some possibilities why it occurs 1) because he didn't concern others WEF, 2) he does not understand

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well about the feedback. This table can be used to find out which errors reproduced by the students. By checking the number of each skill on the table, teacher are able identify the weaknesses and strengths of each student.

Conclusion

The use of WEF is needed to be tried in EFL and ELT classroom. It is very indispensable / useful not only for teachers but also for students. Teacher can identify the errors and fix them. Students can recognize their own errors and try to correct the errors. Student also have a chance to give his argument of their friends' utterances or sentences. It is good for striving the awareness and self-esteem among the students.

To obtain the effectiveness of WEF of corrective feedback, a teacher needs to prepare the design and technique in applying this model. Preparation is based on the classroom and students' condition such as facilities, and the needs of students. Every student has a different performance in L2, but they can share their knowledge to others by giving the feedback.

This activity will be effective if a teacher undergoes it consistently and with a well-prepared plan. Being consistent may contribute the development of L2 for students as students know their own problems in L2. In conducting WEF of CF, it would be interesting for students and teachers in building a good relationship. Perhaps, a teacher frequently feels that what he/she has been corrected to the students is not adequate. This activity is an appropriate model for tracing, recording, and taking note of students' error. For further research, the other model can be developed to evaluate the students' writing ability and diagnosis the most difficult part of writing. Furthermore, the long-term effect of corrective feedback to students is the main goal of providing corrective feedback.

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