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the first\highlight2 \highlight4 language. Corrective Feedback (CF) does not always provide the correct form but it also forces learners to utilize their own resources in constructing a reformulation.\highlight2

\par Direct \highlight4 feedbacks do not figure out the actual performance of students\highlight2 comprehension in correcting the errors because teachers have provided the correct one. Teachers have to invite students to be active finding the correct one from their errors they produce\highlight2 \page A. \highlight4 Introduction Errors are flawed side of learner speech or writing (Dulay, Burt, and Krashen 1982).\highlight2

\par This \highlight4 occurs because errors deviate from some selected norm of mature language\highlight2 performance \highlight4 (Dulay, Burt, and Krashen 1982).\highlight2 Since spoken and written are the productive knowledge made by second language learners, the errors are frequently \highlight4 committed by L2 learners. The errors of L2 learners are much influenced by their L1.\highlight2

\par It \highlight4 is in line with the statement stated by Corder (1967) saying that they (errors) were the result of interference in the learning of a second language from the habits of the first language. Large corpora of errors consistently indicate that lexical errors are the most common among second language learners (Gass & Selinker, 1994: 270).\highlight2

\par In \highlight4 language acquisition, some errors are unavoidable, particularly interlanguage (the process between L1 and L2). The query is that the errors have to be corrected or not. To answer this, it is necessary to take the advantage and disadvantages of correcting. In many previous studies, both teachers and\highlight2 students think that corrective feedback is very important to improve their language competence.

\par Corrective \highlight4 Feedback (CF) does not always provide the correct form but it also forces learners to utilize their own resources in constructing a reformulation.\highlight2 It is also investigating the future achievement than current. Longterm quality of writing and speaking is the main objective than only knowing the \highlight4 effect after giving corrective feedback.\highlight2

\par The \highlight4 new paradigm that must be taken into account is the long-term effect is more important than the current (short-term effect) of providing CF. B. Theoretical Background Lewis (2008) defines errors as anything that sounds wrong which occurs when students communicate in more\highlight2 complicated language. Error types then can be classified into: (1) errors of omission, (2) errors of overuse, (3) errors \highlight4 of fact, (4) errors of form, (5) errors of clarity, (6) socio-cultural errors, (7) discourse level errors, (8) local and global errors.\highlight2

\par Meanwhile, \highlight4 Heaton (1991) argues the test writers in elementary level will be treated far more tolerant than intermediate and advanced levels in treating errors. There are two lexical errors; (1) formal errors, and (2) semantics errors (Hemchua,\highlight2 and Schmitt. 2006). \highlight4 This article only focuses on formal errors which are categorized into (1) formal misselection; involving similar lexical forms (visual and sound similarity), (2) misinformation: not

existing in the L2, (3) distortion: misapplication of the target language or misspelling.\highlight2

\par

\par It \highlight4 is strongly believed that the debate between two contradictory ideas \ldblquote To correct or not correct\rdblquote arrives to the appropriate statement saying what to correct and how to correct\rdblquote . Yet, it is out of the question to correct all students\rquote errors. Teachers have to focus on a certain aspect of language that must be corrected such as lexical, grammar, semantic errors and etc.\highlight2

\par

\par Giving \highlight4 corrective feedback should consider the actual students\rquote needs to improve their L2. In addition, different errors have different treatment based on the learners\rquote proficiency. CF functions are not to give too much burden in correcting,\highlight2 and every single error must not be corrected since there is no much time for \highlight4 teachers to correct it.\highlight2

\par

\par On \highlight4 the other hand, students would be very uncomfortable and unmotivated to face that they have many errors in their writing and speaking. The other aspect which must be regarded is a consistency. A consistency in giving CF never gets much attention in previous research. The previous studies only emphasize on the effectiveness of CF and how it is conducted by teachers.\highlight2

\par

\par Teachers \highlight4 of L2 have to be alert that applying CF won\rquote t be very beneficial to students\rquote L2 improvement if it is\highlight2 prepared, planned and implement consistently. \highlight4 C. Research Method The three categorizes of errors above will be discussed by providing some examples both in speaking and writing. The examples of errors are taken without regarding the level of L2 learners where they are beginners, intermediate and advanced.\highlight2

\par

\par Frequently, \highlight4 almost errors are made by the beginners because of some logical reasons such as their linguistic knowledge and competence. Here are some examples of\highlight2 \highlight4 Formal misselection: (a) They haven\rquote t difficultness again (suffix type), (b) The setting of their sit is male and female (vowel-based type), (c) Teachers and students fell dissatiafaction with it (consonant-based type).\highlight2

\par

\par Misformation: \highlight4 (a) The third reason is the facilities (coinage) in this school are\highlight2 very less (calque), (b) Then, absent the students one by one Distortion: (a) \highlight4 Teachers and students fell\highlight2 dissatisfaction with it (overinclusion), (b) It can help the teacher to maximal when lern the material (misselection and omission), (c) The condition of classroom is quite too because the classroom is far from the road (misordering) It is not doubtful that second language learners acquire feedback from their teachers to improve their second language competence. Teachers only give feedback on students\rquote productive knowledge (spoken and written).

\par

\par As giving a corrective feedback has been debatable for many years among the researchers, the most important of giving of feedback should be taken into account. It is not dealing whether the errors must be corrected or not, but \highlight4 what to correct and how to correct\highlight2 are more prominently regarded. It is not wise to let students do the errors without correcting their errors.

\par

\par Some people who encounter that errors must not be corrected should consider the better treatment to solve the problem and not abandon it without any alternative solution. D. Analysis 1. \highlight4 Students\rqote Perception of Lexical Errors\highlight2 Perhaps, many learners are aware that their production in writing and speaking are not always accepted by the native speakers\rqote understanding or advanced English users. The lack of vocabulary knowledge is the reason why it happens.

\par

\par Many of learners formulate their production of second language which is dominantly affected by their first language. The affection is unavoidable since it is easier to adopt the L1 patterns into L2. Therefore, the mental linguistics of L1 learners reflects to their L2. For beginner level, errors are conducted without consideration that they have made errors, but for intermediate and advanced level, the errors \highlight4 occur because of the\highlight2 careless of using L2. It means that \highlight4 intermediate and advanced level\highlight2 students should think whether their sentences or utterances are correct or not.

\par

\par It seems \highlight4 very hard to do\highlight2 this on speaking \highlight4 because there is no\highlight2 revision. Usually, it can be done on writing during revising. 2. Teachers\rqote Feedback for Long Term Effect Direct feedback is the most preferable type of feedback that both students and teachers like. Yet, it does not contribute significantly in the future. It indicates that the effect of direct feedback merely emerges in short-term quality.

\par

\par Teachers have to check whether their feedback improve the students\rqote quality in acquiring L2 in the future meaning the long-term effect. Later, the teachers\rqote belief has also important rule. \highlight4 Feedback strategies cannot work without\highlight2 teachers\rqote \highlight4 beliefs that the strategies can work or their readiness to innovate in their own classroom\highlight2 (Lee, 2011) This article suggests that in giving corrective feedback a teacher has to considered three important things; (1) consistency, (2) long-term effect, (3) individual student record of errors, (4) possible solution. To gain long-term effect of corrective feedback, a teacher must be consistent in what area the feedback should be given.

\par

\par Simple \highlight4 meta-linguistic explanation, namely, explanation of rule(s) with example(s), is the best type of written CF for long-term accuracy\highlight2 (Bitchener and Ute. 2010). Finally, the long term effect can be evaluated if a teacher is able to identify, categorize, find the best solution, and check whether the same errors which have been corrected still occur in the future (Does he/she still make the same errors in the future or not). 3. Examples and (in-depth) analysis Table 1.

\par

\par Examples of Speaking and Writing Errors No \'\07Utterance Sentence \'\07Formal Errors \'\07 \'\07 \'\07 \'\07 \'\07Misselection \'\07Misformation \'\07Distortion \'\07 \'\071 \'\07A: Do you mind if I Open the door? B: Yes, of course \'\07v \'\07 \'\07 \'\07 \'\072 \'\07Where are you from? \'\07v \'\07 \'\07 \'\073 \'\07I breakfast at 6 in the morning \'\07 \'\07v \'\07 \'\07 \'\074 \'\07I am difficult to do that \'\07 \'\07v \'\07 \'\07 \'\075 \'\07Welcome to democration era \'\07v \'\07 \'\07 \'\07 \'\076 \'\07The

birocration is always difficult \ '07v \ '07 \ '07 \ '07 \ '077
\ '07Congratulation on new job.

\par

\par \ '07 \ '07v \ '07 \ '07 \ '078 \ '07I go to school with my father? \ '07
\ '07 \ '07v \ '07 \ '07 \ '07 \ '07 a. Examples \highlight4 of Lexical errors
in\highlight2 speaking 1. A: Do you mind if I open the door? It\ 'rquote s
very hot here B: Oh, yes. Sure. The correct reply is \ldblquote No, I
don\ 'rquote t / No problem\rdblquote Frequently the request should be
replied by the positive form of phrase or sentence.

\par

\par B assumes that A wants to \highlight4 open the door and\highlight2
needs B\ 'rquote s permission, so B simply responses with showing an
agreement. I have tested many times this request on my speaking class,
and I found most students replied my request with the positive one
meaning to show the agreement what I wanted to do.

\par

\par It occurs in Indonesian context because almost request in Indonesian
use the positive one for examples, Bolehkah saya\ '85, Apakah boleh
saya\ '85, and these two sentences won\ 'rquote t be said Tidak
bolehkah\ '85, Apakah tidak boleh\ '85. The best correction to this error
probably can be given by showing some other exceptions of English request
using \ldblquote mind\rdblquote , for examples would you mind shutting
the door please!. It is a misselection error where the expected response
is not what the request wants.

\par

\par The possible solution for this error above is by showing some
exceptions of replying request in English which explain that some
requests should be replied with expression \lquote No\ 'rquote to show the
acceptations. A teacher has to use the request using \lquote Do you
mind\ '85 or Would you mind if...\ 'rquote which make students accustomed
with this expression. Where do you from? / Where are you from? The
correct question is (Where have you been) Tense in English has a very
crucial in determine the meaning of an utterance.

\par

\par In some occasion, Indonesian L2 learners only use their Indonesian
form into English without regarding the sense of sentence in the target
language (English). Their inadequate knowledge of English grammar causes
L2 produce their utterances. These question is merely derived from L1
(1)\ldblquote Dari mana kamu? Kok lama tidak kelihatan?, (2) Anda dari
mana? Saya tunggu ga datang-datang.

\par

\par This error is categorized as misselection error. The question maker
selects an inappropriate way to get the information. The appropriate way
to solve this error is by showing the function of every tense in English.
When students study present perfect, they have to be told the different
between \lquote Where have you been?\ 'rquote and \lquote Where are
from?\ 'rquote .

\par

\par I breakfast at 6 in the morning ? the correct one (I have breakfast
at 6 in the morning) The word \ldblquote breakfast\rdblquote probably is
assumed as a predicate. What happens next is that the sentence looks like
correct because it consists of subject (I), predicate (breakfast) and
adverb of time and place (at 6 in the morning). Another example is
\ldblquote They absent today\rdblquote . Perhaps, L2 learners have to
know that an English sentence is always needed a predicate.

\par

\par The predicate can be verb (go, study, eat, and etc) or be / linking
verb (am, is, are, were, was, etc). It proves that the error made by the

speaker is a misformation error because the speaker uses the wrong L2 linguistic form. I am difficult to do that ? It is difficult for me to do that. The speaker assumes that this pattern of the sentence is the same with I am absent or I am busy.

\par

\par This error should not happen in intermediate and advanced learners if they have learner the form of adjective + to infinitive. It probably occurs because the speaker adopt Indonesian \ldblquote Saya sulit untuk melakukan itu\rdblquote . It is called as misformation error because the speaker gets the interference of L1 linguistic form. b.

\par

\par Examples \highlight4 of Lexical errors in\highlight2 writing Welcome to democracation era! ? Welcome to democracy era! This example shows that overgeneralization is frequently conducted by the students (beginner) meaning a certain linguistic pattern can be applied into the other linguistic pattern. Probably, students assume democracation has the similar pattern in the words such as solution, revolution, transportation.

\par

\par The other example is \ldblquote The birocration is difficult (The bureaucracy is always difficult). Here, the writer of that expression cannot find the appropriate form of L2, so it is a misselection error. Congratulation on your new job ? Congratulations on your new job What students hear or listen the word (s) of L2 have influence to what students think.

\par

\par The suffix\lquote s\rquote in congratulations is not clearly pronounced whether it is pronounced with\lquote s\rquote or without\lquote s\rquote . Then, this trivial matter reveals on students\rquote writing. The suffix\lquote s\rquote probably can be easily neglected since the word \lquote congratulation\rquote cannot be changed into the plural one. Therefore, it is a misselection error. I go to school with my father? ? For Indonesian context, that example has three propositions; (1) I go to school, (2) My father goes to work, and (3) We go together.

\par

\par This sentence is very confusing in native speakers\rquote interpretation because it has a meaning that (1) I am a student, (2) my father works in school where I study, and (3) we go to same place (school) together. The writer uses L1 linguistic form into L2, but the meaning can be interpreted in some ways. \highlight4 It does not matter if\highlight2 the hearer knows Indonesian context well. Otherwise, the message is not going to be understood or gained.

\par

\par From the explanation above, \highlight4 it can be concluded that\highlight2 the error is a distortion error. E. Conclusion Have EFL teachers thought that their feedbacks to their students\rquote writing and speaking are effective or not? Is there any students\rquote progress or improvement of \highlight4 their writing and speaking\highlight2 in the future? Have teachers\rquote feedbacks fitted students\rquote perception? There are few questions rising of students\rquote perception and teachers\rquote feedback in the context of EFL classroom. EFL teachers have to \highlight4 evaluate the effectiveness of\highlight2 feedback they have been giving to the students.

\par

\par It can be conducted by looking how the students response toward the feedback. \highlight4 Direct feedbacks do not figure out the actual performance of students\rquote comprehension in correcting the errors

because teachers have provided the correct one. Teachers have to invite students to be active finding the correct one from their errors they\highlight2 produce. This is necessary to utilize the students\rqquote metalinguistic.

\par

\par It means students are also active to empower their prior knowledge to correct their own errors. The other possible solution is that teachers should be consistent in providing corrective feedback. It is very necessary to \highlight4 evaluate the effectiveness of corrective feedback\highlight2 and the long term quality of corrective feedback.

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