FEEDBACK PROVIDED BY TEACHERS DURING THEIR TEACHING: A STUDY AT LITTLE STAR BILINGUAL PRE-SCHOOL

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of

Sarjana Pendidikan

Ari Resti Sapto Wulan
112013701

ENGLISH TEACHER EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY

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A STUDY AT LITTLE STAR BILINGUAL PBE-SCHOOL

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FEEDBACK PROVIDED BY TEACHERS DURING THEIR
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Abstract:

This study attempts to investigate what kinds of feedback provided by Pres-
school Teacher during their teaching and how that feedback applied in the class.
The subjects involved in this study are 3 teachers in different classes (Toddler,
Playgroup and Kiddy Class) in Little Star Pre-school, Salatiga. The data collected
in class observation used a camera recorder. After that, the data was transcribed
and classified into the kinds of feedback on talk, based on Lyster and Ranta
(1996) and Cole (1994) study. There are 7 kinds of feedback that given to the
students. The finding shows that total types of feedback at all level (Toddler,
Playgroup and Kiddy) are: explicit correction is (44%), clarification request
(20%), metalinguistic feedback (12 %), elicitation and the use of feedback using
expression/ gesture (8% each) and repetition and recast (4%).

Keywords : Types of feedback, Bilingual Pre- School Teacher

Introduction

In the classroom, a teacher can have many different roles which are
changeable during teaching and learning process. The roles can be as a class
facilitator, an organizer, a prompter, a class participant, a resource, a tutor, a
controller, an observer; and even as an assessor. For the last role, the example can
be when a student cannot provide a correct verb in Past Tense, a teacher asks him
or her to repeat the word and automatically he or she can correct it her or himself.
Such a feedback is crucial in learning, as stated by Harmer (2001) a teacher
should be a learning resource that focus on giving constructively critical
comments and gives a clue or clues.
In giving feedback, Irons (2008) explained that a teacher must participate in motivating and encouraging the students by providing proper feedback. The teacher should understand the students’ learning preference in order to correct not only errors but also the students’ responds toward the teacher’ explanations and or questions.

From the language teachers’ point of view, Chaudron (1988) notes the provision of feedback is a major means to inform learners about the accuracy of both their formal target language production and their other classroom behavior and knowledge. From the learners’ points of view, the use of feedback in repairing and involvement their utterance may constitute the most potential source of improvement in both target language development and other subject matter knowledge. Chaudron’s arguments before, the importance of feedback seem to be supported by other teaching practitioners through their research. Based on research by Derek Patton and Professor Bridie Raban (2012) found that 1,13 % teachers feedback gives the greatest impact on students achievement than questioning (0,41%), direct instruction (0,82), instructional quality (1%), students prior cognitive ability (1,04%).

Due to the importance of feedback, it is unsurprising that studies have been conducted to investigate the use of feedback in English as Foreign Language (EFL) Classroom. Ragawanti (2007) conducted a research about students’ preferences on feedback in Indonesian classroom context. The result of her study, the mean score showed that explicit feedback got the highest point among the
other types of feedback such as Recast, Metalinguistic feedback, Clarification request, and gestures or expression.

Feedback is not only important in adult classroom context, but also it important in young classroom context especially for young learner. Coskun (2010), an EFL teacher at Abant Izzet Baysal University, Turkey, conducted research about on oral error correction. The participants in their study were young learners in a French immersion program. Teacher-student interactions were recorded and the results yielded the percentage distribution of the six feedback types as: recasts 55%, elicitation 14%, clarification requests 11%, metalinguistic clues 8%, explicit correction 7%, and repetition of error 5%. Recasts were by far the most widely used technique, accounting for over half of all feedback moves.

It is interesting to know how feedback is also crucial for young learner. As we know that early childhood is a crucial stage of life in terms of a child's physical, intellectual, emotional and social development. Growth of mental and physical abilities progress at an astounding rate and a very high proportion of learning take place from birth to age six. It is a time when children particularly need high quality personal care and learning experiences. The learning capabilities of humans continue for the rest of their lives but not at the intensity that is demonstrated in the preschool years. With this in mind, babies and toddlers need positive early learning experiences to help their intellectual, social and emotional development and this lays the foundation for later school success.

Due to the pivotal roles of feedback for teaching English and due to not many studies of feedback done in Bilingual classroom, I am interested to study on
feedback used by teacher in Little Star bilingual Preschool. Therefore, this study will concern about: What types of feedback are provided by a Bilingual Preschool Teachers during their teaching? Also how do those feedback are applied in this Pre-school?

The result of the study is hoped to contribute valuable insight that can develop the pre-school or teachers’ teaching method, especially improving their ability in giving feedback, making decision on what types of feedback suitable for the children to learn English.

**Theoretical Framework**

This chapter discusses theoretical background of the study about teacher talk especially feedback that provided by pre-school teacher. The first section tells about teacher talk. Teacher talk is a part of classroom interaction. It is also necessary to understand about classroom interaction which is aimed to make the teaching learning process alive. Teacher talk is also a part of teaching strategy. It is important to know how the teaching goes in class and the proportion of teacher talk by giving feedback. It begins with the definition. Then, the next part is type of teachers’ feedback. The last but not least, this chapter also describes about the bilingual education in general.

**Teacher Talk**

Definiton of Teacher Talk

As cited in Longman Dictionary of Language Teaching and Applied Linguistics by Richards (1992) defines teacher talk as “Variety of language sometimes used by teachers when they are in the process of teaching” (p. 471).
In addition, Cullen (1998) as cited by Nugroho (2010), teacher talk is promoted as a source, which provides great potency to be delivered as a comprehensible input for the learners. Here, teachers stand as the people who can provide the comprehensible input for the learners in learning foreign language.

Moreover, Ellis (1985) formulates the definition of teacher talks as “The special language that teachers use when addressing L2 learners in the classroom” (p.145).

Aspects of Teacher Talk

As cited by Ragawanti (2006), Tsui (1995) classifies Teacher Talk into three aspects. They are:

a. **Teacher explanation**

   It includes the subject matter of the lesson to the students by using facts, citation of authorized sources, or their own opinion. Furthermore, Ragawanti (2006) citing Hall (2003, p. 87), states that explaining can stand for identifying or describing the meaning of a concept or a term, giving reason underlying certain actions or beliefs, or making clear the causes of events.

b. **Teacher question**

   In classroom, the way to interact with the students, the teachers always ask a question/s to the students. As explained by Ragawanti (2006), questioning shows the situation in the classroom when teachers normally ask a question about content or procedure which is intended for learners to answer. When the teachers are asking about content, they will ask about
the content of the lesson or material that they have explained to the
students. For example: having finished explaining about Shakespeare’s
Romeo and Juliet, teachers ask “Who is Romeo’s father?” Then, they will
discuss the answer. When the teachers are asking about procedure, they
will ask about the managerial or instructional aspects of the lesson, such as
“Have you done the homework?” or “Any questions about the
assignment?”

c. Teacher feedback
Feedback from the teachers can be positive or negative for the students. In
classroom, the way to give comment on how well or badly the students
have performed is very crucial. For example: “yes”, “good”, “correct” and
“wrong”. The other way to giving feedback, the teacher will correct the
grammatical error that the students have made. For example: “they is
going to Semarang”, the teacher will correct it “they is” instead of “they
are going to Semarang”.

**Teacher Feedback**

Definition of feedback

As cited by Glenda and Gillian (2000), Wilkes (1979) stated that
“Feedback is to offer or suggest (information ideas etc.) in reaction to an inquiry,
experiment etc“. In addition, Glenda and Gillian (2000) stated that feedback is the
provision of information before, during and after an experience. Moreover Long
(1977) stated that Feedback is used in case of teacher’s attempts to supply the
learners about the information the correct one.
Kinds of feedback

Lyster and Ranta (Corrective Feedback and Learner Uptake, 1996, p. 46-49) distinguish six different types of feedback used by the teacher, they are:

a. Explicit correction

This correction happens when the teacher provides the correct form; the teacher may clearly indicate that what the student has said was incorrect. In other word it refers to the explicit terms of the correct form.

Example:

(S) : The dog run fastly.
(T) : “Fastly” doesn’t exist. “Fast” does not take –ly. That’s why I picked “quickly”

Explicit correction is considered noticeable that learners become aware of a teacher’s correction to the answer (Lochtman, 2002, p. 276). As cited in Nunan and Clarice (1996, p. 70), Cole (1994) points out that the students prefer this feedback since they prefer to be prompted, given or told that there was a mistake in their utterance.

b. Recast

It involves the teacher’s reformulation or paraphrase part of student’s utterance but not include the error. In this part teacher may repeat what the students have said but change the error with the correct one. In this stage, the error correction is implicit and more silent since it may focus on the word only, do not using phrases like “You mean...” or “you should say...”

Example:
(S1) : when your phone partners, did you talk long time?
(T) : When you phone partners, did you talk a long time?
(S2) : Yes, my first one I talked for 25 minutes.

The students are possibly not aware that their teachers are correcting therefore, there is a possibility that recast is ignored by the students (Lightbown & Spada, 1996, p. 167). For that reason, Lochtman (2002, p. 276) considers recast to be less salient in the input of the learners than explicit correction.

c. Clarification request

This kind of feedback can refer to problems in either comprehensibility or accuracy or both. Lyster and Ranta (Corrective Feedback and Learner Uptake. 1996, p. 47) have coded feedback as clarification request only when these moves follow the student’s error. It is included phrase like Pardon me, sorry, excuse me and “what do you mean ....?”

Example:

(T) : How often do you wash the dishes?
(S) : fourteen
(T) : Excuse me. (clarification request)
(S) : Fourteen.
(T) : Fourteen what? (clarification request)
(S) : Fourteen for a week.

d. Metalinguistic feedback

Lyster and Ranta (1996, p. 46) mention that comments, informations, or questions related to the well-formed students’ utterances without explicitly
providing the correct form. Metalinguistic feedback on comments generally indicate that there is an error somewhere (for example: Can you find your error?).

Other Example:

(S) : I go to Semarang yesterday.
(T) : which one is yesterday telling for, a past or present event?
(S) : past
(T) : so what is the past form of ‘go’?
(S) : went

e. Elicitation

It is teachers’ techniques to directly elicit the correct form from the student. One technique is that teachers elicit completion of their own utterance by strategically pausing to allow students to fill in the blank as it were, (‘it is a .......”). Directly teachers elicit the correct form from student. It is other technique that used by teachers. They use questions to elicit correct forms.

Example:

(S) : My father cleans the plate
(T) : Excuse me, he cleans the?
(S) : plates?

f. Repetition

It is refers to the teacher’s repetition to the students’ erroneous utterance.

Example:

(S) : They is...
Moreover, as cited Ragawanti (2006) expression or gestures for giving feedback is conducted by Cole (1994). It exemplifies the idea of using expression or gesture to indicate that the students’ answer was incorrect.

a. Feedback using expression or gesture

Expression or gesture is used to indicate that the answer was incorrect.

Example:

(T) : In 543, which digit is in the hundreds place?
(S) : four
(T) : (wave her/ his hand to the student)
(S) : five

To sum up, providing feedback for the learner is a crucial aspect of teaching. As Chaudron (1998) notes in his review of feedback in language teaching, from the language teachers’ point of view, the provision of feedback is a major means by which to inform learners of the accuracy of both their formal target language production and their other classroom behavior and knowledge. From the learners’ points of view, the use of feedback in repairing and involvement their utterance may constitute the most potential source of improvement in both target language development and other subject matter knowledge.

Bilingual Education

Now in Indonesia, there are a lot of bilingual schools. Bilingual education in Indonesia deals with instruction program for students whose native language is
not English. In relation to the language use, as cited by Nugroho (2010), Krashen (1996) who has studied bilingual education for years, mentions that there are three characteristics of good bilingual education in general:

1. It provides background knowledge through the first language via subjects matter teaching in the first language. This should be done to the point so that the subsequent subject matter instruction in English is comprehensible.

2. It provides literacy in the first language

3. It provides comprehensible input of English, through teaching ESL and gives sheltered subject matter. The sheltered subject matter is the material intended for intermediate second language acquirers and is taught in a comprehensible way.

The Study

Context the study

To give more explanation about the types of feedback that provided by teacher in preschool, this research was conducted at Little Star Bilingual Preschool. It is located in a small town of Salatiga, Central Java, Indonesia. It is a bilingual school which uses the learners’ L1 (Bahasa Indonesia) and English as the medium of instruction. I choose this pre-school because of the interesting programs and the activities that they offered and to know how the feedback applied there. In addition, The Principal of Little Star Pre-school- Mrs Dra. Dyah Murtirini Sulistyati said that this school uses a home-like learning curriculum in which the teacher teaches the students in a fun and non-threatening way so that
they can enjoy the teaching and learning process. Besides that, the curriculum is focused on learning by playing (Inquiry Based Learning method). It refers to the children as an inquirer. The children are given the stimulus to help them to be a creative, critical, wide knowledge, open-minded, caring and have good behavior.

Besides, the school also provides a playground where the students can play with their friends there and do the activities related to the teaching and learning process so that the students can feel like they are in their own home. The school uses a weekly schedule, which informs about the material that the students will learn in a week, as its school system. The class is divided into 6 groups. The first stage is Baby Class (age 1 year below). The second is Pre-Toddler Class (age 1 to 2 year), the third is Toddler Class (age 2 to 3 year), the fourth is Playgroup Class (age 3 to 4 year), the fifth is Kiddy A Class (age 4 to 5 year), and the last is Kiddy B Class (age 5 to 6 year).

Participants

The participants of this study were three facilitators. They taught in different levels (Toddler, Playgroup and Kiddy) that opened in Semester 2, 2012/2013 Academic Year. They were around 24 to 40 years old and 80 % of them graduated from English Department of Satya Wacana Christian University, Salatiga and they have three to four year teaching experience.

Instruments of Data Collection

The data were obtained from classroom observation. As a writer, I was to be a non-participant observer in every class because it was easy to collect the data and allowed me to gather large amounts of information to support my data during
the observation. I conducted the observation for two (2) weeks long and got the 7 meetings to get the data. The observation took for about thirty minutes for each section. For this purpose, the teaching and learning process in classroom was recorded using a camera.

Data Collection Procedure

I recorded the teaching and learning process in pre-school class. Then, I transcribed the recording and classified which feedback belongs to each type of feedback.

Data Analysis

The data was analyzed in descriptive qualitative research. The descriptive analysis was used to get frequency of what type of feedback mostly used by the teacher. After knowing the frequency, the transcribed data was also used to see how feedback is applied in the classroom.

Finding and Discussion

This section presents the finding of the research obtained from in class observation at Toddler, Playgroup, and Kiddy Class, that is to answer the research questions on what type of feedback frequently used by the teachers and how each feedback is applied in the classroom. The finding was based on the theory of type of feedback based on Lyster and Ranta (1996): explicit correction, recast, clarification request, metalinguistic feedback, elicitation, repetition, and also based on another theory of type of feedback from Cole (1994) cited in Ragawanti (1996), i.e. feedback using expression or gesture.
Finding

The finding attempts to answer the first research question: What type of feedback is used in classroom. It is divided into three: the finding of types of feedback at toddler, at play group, and Kiddy class. From the findings, the total use of feedback in all level can be seen in the pie below.

Types of feedback at toddler class

![Types of feedback at Toddler Class](image)

Figure 1: Types of feedback at Toddler Class.

The pie chart shows that clarification request is the most frequently used feedback (35%). The second one is explicit correction (31%), and then repetition (17%), recast (9%), and metalinguistic and elicitation (4% each). As for feedback with expression/ gesture, it was not used at this class.
Types of feedback at playgroup class

Figure 2: Types of feedback at Playgroup Class

The pie chart shows that explicit correction is the most frequently used feedback (40%). Then, the percentage of clarification request and elicitation is 16% each. Meanwhile, feedback using expression/gesture is 12%. The next is repetition and metalinguistic feedback got 8% each. As for recast, it was not used at this class.
Types of feedback at Kiddy Class

![Pie chart showing types of feedback at Kiddy Class]

Figure 3: Types of feedback at Kiddy Class

The pie chart shows that explicit correction is the most frequently used feedback (63%). The second one is metalinguistic feedback (32%), and then clarification request is 5%. For recast, feedback using expression/gesture, repetition, and elicitation were not used at this class.

Total types of feedback used at toddler, playgroup, and kiddy class

![Pie chart showing total types of feedback]

Figure 4: Total types of feedback used at Toddler, Playgroup, and Kiddy Class.
The pie chart shows the total of types of feedback at all levels (Toddler, Playgroup and Kiddy Class). They explicit correction is the most frequently used feedback (44%). The second one is clarification request (20%), metalinguistic feedback (12%), elicitation and the use of feedback using expression/ gesture is about 8% each. Moreover for the least frequently used feedback are repetition and recast 4%.

**Discussion**

After did observation for 2 weeks long, there was a notification that should be highlighted in this part. Even though Bilingual (Indonesian- English) Program is applied in this school, the use of Indonesian is major. It is because Indonesian is a first language that learned before they learn English as foreign language. The use of English here is only as medium instruction. So, there were a lot of examples using Indonesian.

In this discussion section presents of the second research question: on how teacher each types of feedback above is applied in classroom based on the theory on types of feedback in Theoretical Framework section.

**a. Explicit Correction**

According to the theory in Theoretical Framework section, the finding shows that explicit correction is dominantly given in all classes (44%). According to the Lyster and Ranta (1996) in explicit feedback, teacher provides correct form by saying clearly and directly toward students’ incorrect answer. For example:

1. Observation/ Meeting 5 (Kiddy Class)
   
   S: kacanya itu ada yang persegi panjang
T: he em rectangle  
S: persegi kotak  
T: persegi, square.

2. Observation/ Meeting 1 (Playgroup Class)
T: nah, kalau bisa, gunanya tanahnya dibajak seperti ini biar apa ya?  
S: gembul  
T: biar gembur ya, bukan gembul

3. Observation/ Meeting 3 (All Classes together)  
(while the students planted the seed (bean), one of the student then ask to the teacher)  
S: terus nanti jadi bunga?  
T: bukan bunga, tapi sayuran

In the examples above, the teacher uses corrective feedback directly after students make mistake. First example indicates that the student does not know the English word of “persegi” in English, then the teacher corrects it and uses “square” for “persegi” directly. The second example is shows that the teacher asks to the students about the effect if the soil is plowed. Then the student answers it “gembul” (fat) instead of “gembur” (friable). Toward the student’s incorrect answer, the teacher corrects it into “gembur” not “gembul”. Similar with the two examples before, when the student think that bean is “bunga” (flower), the teacher directly corrects it that bean is not flower, but it is a “sayuran” (vegetable).

b. Recast

A recast involves teacher’s reformulation or paraphrase part of student’s utterance but not include the error. The purpose is helping a student notice his or her mistakes and repair it on his or her own. Example of recast obtained from the observation/meeting 6 (Toddler Class) can be seen as follows:
T : Okay, tadi di morning circle kita belajar tentang apa ya?
S : belajar padam kebakaran!
T : Belajar tentang orang yang bekerja sebagai Pemadam Kebakaran.
S : Pemadam kebakaran Mrs? Yang memadamkan kebakaran ya Mrs ya?
T : Iya Didas, Sekarang Catherine, pak Pemadam kebakaran itu kerjanya apa ya? Apa Catherine?

In the example above, when the class was started, the teacher asked the students about what the topic that they have just learned in morning circle. The student’ answer is “belajar padam kebakaran” and then the teacher paraphrases the incorrect answer with “Belajar tentang orang yang bekerja sebagai pemadam kebaran”. After this recast, the student says “Pemadam kebakaran”.

c. Clarification request

Based on theory section, clarification request is used by teacher when the student’ makes mistake then the teacher corrects the mistake by asking question. From observation, the following example illustrated how clarification request is applied:

(Observation/ Meeting 1 (Playgroup Class))

T : tadi satu lubang berapa biji tadi teman-teman?
S1 : Satu
T : satu lubang tadi berapa biji Vin?, Alvin, Mrs Betty minta tolong, Apik belum tau. Tadi satu lubang, bijinya ada berapa ya Alvin?
Satu lubang di isi berapa? Diisi berapa?
S2 : dua
T : Nah berapa?
S1 : dua.

From the example above there is a technique to give clarification request by asking other students to help their friends to answer the question from
teacher. When student 1 answers “satu” (one) instead of “dua” (two), the teacher corrects the incorrect answer by asking question to other students “Alvin, Mrs Betty minta tolong, Apik belum tau. Tadi satu lubang, bijinya ada berapa ya Alvin? Satu lubang di isi berapa? Diisi berapa?” (Alvin, Help Mrs Betty! Apik does not know, how many seed needed in one hole Alvin? In one hole, how many seed? How many?). The student 2 answers “dua” (two). Then the teacher clarifies “nah berapa?” (so how many?) until the student realizes the mistake and says “dua” (two) for the correct answer. Moreover, teacher clarifies students’ answers, then he or she also repeats the students’ answer to get the right answer.

(Observation/ Meeting 1 (Playgroup Class))

T : ... berapa lagi satu lubangnya?
Ss : (keep silent)
T : dua (whispering)
S : satu
T : satu? masa satu? Tadi kan Mrs Betty bilang satu lubangnya ada?
S : dua

The second example above indicates the student does not know the answer and the teacher asks a question again to the students to remember or recall the correct answer. The teacher asks “berapa lagi satu lubangnya?” (how many seed needs in one hole?), all students keep silent while thinking the answer, teacher gives a clue by whispering the answer “dua” (two) but the student still gives incorrect answer “satu” (one), here the teacher clarifies the student’ answer “ satu? Masa satu? Tadi kan Mrs Betty bilang satu lubangnya ada?” (one? Is it one? Mrs Betty just said that in one hole how many seed is need?”), after that question, the student can answer it correctly “dua” (two).
d. Repetition

Lyster and Ranta (1996), stated that this action refers to the teacher’s repetition to the students’ erroneous utterance. When the students made mistakes on pronunciation, teacher will repeat the students’ answer or difficult word to say. Some examples below describe what happened in class:

1. Observation/ Meeting 1 (Playgroup Class)
(Teacher gives the seed and asks the students to calculate the seed by giving the example first)
T : nih, one
S : one (unclear pronunciation)
T : one (unclear pronunciation)?
S : one (right pronunciation), two (clear pronunciation)
T : two (right pronunciation)
S : three (unclear pronunciation)
T : three (unclear pronunciation)?
S : three, three, three (unclear pronunciation), three (right pronunciation)

2. Observation/ Meeting 7 (Toddler Class)
(When the teacher asks to the student about traffic light and what the meaning of that sign)
T : Nah kalo disuruh berjalan, warnanya apa ya?
S : Merah
T : Merah? ... 

3. Observation/ Meeting 7 (Toddler Class)
(While the teacher takes a paper that have been draw like a traffic light)
S1 : Lihat!
T : Now, look! Lihat!
S2 : Lihat, Coba!
S1 : Lihat!
All : (look at what that the teacher show)
T : Ada lingkaran yang berwarna merah (take one), ada yang warna
S1 : uning (kuning)
T : uning? Ku-ning (take one), ...

In the examples above, the teacher repeats the students’ mistake directly after students has made mistake as a sign what the answer is incorrect. The
first example indicates that the student spell the word with unclear pronunciation such as one (/wan/) instead (/wan/), teacher repeats the mistake on (/wan/) directly. Then the student can say the word “one” (/wan/). The student spells “three” with unclear pronunciation again (/tri/) instead of (/tri:/). The teacher repeats the student’ mistake (/tri/) again and then the students can spell “three” (/tri:/). The second example, when the teacher asks what sign it is when the vehicle is allowed to go. The student answers it “merah” (red) instead of “hijau” (green), and then teacher repeats the students answer. Similar to the second example, when the student can not spell the word properly “uning” instead of “kuning” (yellow), the teacher also repeats the student word “uning” then the teacher gives the correct form of “uning”. It is “kuning” (yellow).

e. Metalinguistic feedback

In this case, teachers use guiding information, comments and questions related to error to lead the students to get to know the correct answer. The following examples show how the teacher give metalinguistic feedback by guiding information to help the students to aware the mistake before about what they have made:

(Observation / Meeting 5 (Kiddy Class)
(The students write down RODA but there is one student who was still confused)
T : Ayo Naora, ayo tulis!
S : Regimana Miss?
T : Gimana ya nulis R? Naora , ada R nya tuh! ( show the letter on NAORA name, give a time to student to notice and then point out R). Nah ini R.
(Then the student writes R on her worksheet)
In this writing activity, teacher asks the students to write down the word that she has just said “roda” (wheel). Teacher spells the word first (“R-O-D-A Roda”). One of student is still confused how to write down the letter, and then asks to the teacher “R gimana Miss?” (How is write down R letter Miss?), Then the teacher guides the student on how to write down the letter by pointing the R letter that the student just wrote down on her own name “NAORA”. After that the student can write down R letter.

After the teachers guiding information, I will show the finding or teacher gives comment and questioning on the students’ mistake, i.e.:

Observation/ Meeting 1 (Playgroup Class)
T : ...sini Apik belum tau sendiri nih. Tadi Apik ndengerin gak ya? Rafael sini dong bantuin! Kalau bijinya sudah dimasukkan di dalam lubang, kemudian tanahnya diapakan ya?(asking question)
S1 : di giniin (cover the hole with the soil)
T : itu namanya diapakan?(commenting)
S2 : ditutup

The example above describe when the student 2 does not understand what she should do, the teacher asks another student (student one) to help her friend by asking question, “ Kalau bijinya sudah dimasukkan di dalam lubang, kemudian tanahnya diapakan?” (After digging the soil and giving two seeds on the hole, then what should they do the next). Then the student 1 practices what he should do and answer “di giniin” (di tutup/ covering the hole with the soil). And then the teacher commented what the student 1 did “itu namanya diapakan?” (what are you doing?) Student 2 notices what the students 1 and then student 2 can answer “ditutup” (cover the hole with the soil). Commenting and questioning the students incorrect answer will lead the
students to think about and find out the correct answer through further questions, clues and information given by the teachers.

f. Elicitation

Based on theory, elicitation is teachers’ techniques to directly elicit the correct form from the student strategically pausing to allow students to fill in the blank. For example:

(Observation/ Meeting 3 ( All Classes together)
T : siapa ya? Didas! Wah Didas dapat gaji. Hore! Sini Didas, nih dua (2) ditambah satu (1) jadi berapa?
S : ( take his money and think)
T : (teacher waiting the students answer but the students still keep silent). ti-...?
S : tiga

In the examples above, the teacher uses elicitation when the students keep in silent while thinking, then the teacher gives a clue and asking the students to fill in the blank. The example indicates that the teacher asks the student to count his money “Sini Didas, nih dua (2) ditambah satu (1) jadi berapa? (Didas come here!, Let’s count, how is the result of two plus one is ....) Then the student takes his money while thinking. The teacher gives time to the students to think it for moment. But when the student still keeps silent, teacher directly ask the student to filling in the blank “ti…?” then student fill the correct answer “ti-ga” (three).

g. Feedback using expression or gesture

Sometimes gesture was useful for error correction. Richard and Lockhart (1997) said that a gesture can trigger the students’ mind to correct their mistake immediately.
Examples below show how the teacher gives feedback using gesture or expression:

1. Observation/ Meeting 1 (Playgroup Class)
   (Teacher gives the seed and asks the students to calculate the seed by giving the example first)
   T : nih, one
   S : one (unclear pronunciation)
   T : one (unclear pronunciation)?
   S : one (right pronunciation), two (clear pronunciation)
   T : two (right pronunciation)
   S : three (unclear pronunciation)
   T : three (unclear pronunciation)?
   S : three, three, three (unclear pronunciation), three (right pronunciation)
   T : and, and? (The teacher waiting for students response, but the students still keep silent and then the teacher shows her 4 finger to the student) and?
   S : four
   T : good!

2. Observation/ Meeting 1 (Playgroup Class)
   T : Ni lubangnya sudah ready. Setelah itu kita beri berapa ya bijinya?
   S1 : tiga
   S2 : dua
   T : lihat jarinya Mr. Betty dulu. Look at my fingers (show the two finger). How many?
   S3 : dua, dua, dua
   Ss : dua (2) (they also show their two fingers).

From the first example above, the gesture is used for giving feedback. When the student is asked to count the seed, one, two, three and then she stops counting, the teacher directly asks her “and, and?” . For moment, the teacher gives other clue by showing her 4 fingers to the student while asking “and?” By showing teacher finger, the students can continue her counting “four”. Similar as the first example, the student cannot answer the question “Ni lubangnya sudah ready. Setelah itu kita beri berapa ya bijinya?” (The
holes are ready! How many seeds are given for each hole?). Student 1 answers “tiga” (three), the second student (student 2) answers “dua” (two). Then, the teacher ask the student to look at her finger that shows the answer (two), while asking “how many?” then the student 3 can answer “dua, dua, dua” (two, two, two) that followed by all student say “dua” (two).

Conclusion

This study is aimed at investigating what type of feedback based on Lister and Ranta (1996) and Cole (1994) study. From the data, I concluded that type of feedback frequently used at all levels (Toddler, Playgroup, and Kiddy Class) was explicit correction (44%). The second one was clarification request (20%). The third one was metalinguistic feedback (12 %) and the next one was elicitation and feedback using expression/ gesture (8% each). As for the least frequently used feedback was repetition and recast (4%). However, the distribution of the types of feedback was different in each level (see figure 1, figure 2, and figure 3). For example, at toddler class, the most frequently feedback used was clarification request. Another example is feedback with gesture at playgroup. It is used 12 % but not used at all Toddler and Kiddy Class.

From the data, I also can conclude that each feedback was applied in the classroom in the way the theory explains. For example explicit feedback used to correct the student’s incorrect answer directly. Recast was applied to correct the student’s incorrect answers by paraphrasing the correct answer without includes the error.
The limitation of the study

Some difficulties happened during the data analysis process. When I conducted the observation, I also interviewed the teachers after the class finished. I got the data from the interview and tried to analyze the interview. But the finding from the interview can possibly allow misunderstanding about the topic on the type of feedback provided by Pre-school teachers during their teaching and how that feedback applied in the class to be teacher’s opinion on giving feedback in Pre-school.

Recommendations for the Further Research

This study focuses only on the teacher’s feedback on students’ talk at Pre-school and how this feedback is applied in the classroom. This topic can be broadened to other research to investigate some other related topic. It is very interesting and gives more insight knowledge for further research to investigate teacher feedback in student’ behavior and the impact for them in teaching and learning process or in the progress of their learning. The result would be advantageous for teachers to improve their methods of giving feedback.

REFERENCES


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Further, I would like to dedicate this paper especially to Ibu, Bapak, Dek Pras, Dek Surya, Dek Ayu, and Kak Dama Budhi Sapt. Thanks for your pray, your
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lecturers, ED staffs, I cannot be the ONE if I am not learning from you.
## APPENDIX A

The summaries of the transcription on type of feedback on Meeting 1

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Example</th>
<th>Count</th>
</tr>
</thead>
</table>
| 1. Explicit Correction | 1. T: siapa yang tau, ini biji apa?  
S: kacang  
T: kacang panjang ya.  
2. T: nah kalau bisa, gunanya tanahnya dibajak seperti ini biar apa ya?  
S: gembul  
T: biar gembur ya, bukan gembul.  
3. T: Nah, Ael tadi kan lubangnya ada empat (4) coba dihitung Rafael!  
S: satu- dua- tiga- empat- lima- enam  
T: satu- dua- tiga- empat! Four Holes!  
4. T: hmm, tadi menanam apa El? Biji apa?  
S1: biji kacang  
T: biji kacang panjang.  
5. T: Let’s count! One  
S: satu  
T: one  
S: one | 5 |
| 2. Metalinguistic feedback | 1. T: Nah sekarang lihat, kita pakai ini (stick) untuk bikin lubangnya ya! Satu- dua-...  
S: tiga thok wae tho Mrs!  
Tiga!  
T: hem?  
S: Tiga  
T: empat ya  
2. T: ...sini Apik belum tau sendiri nih. Tadi Apik ndengerin gak ya? Rafael sini dong bantuin! Kalau bijinya sudah dimasukkan di dalam | 2 |
| 3. Clarification request | 1. T: … berapa lagi satu lubangnya?  
Ss: (keep silent)  
T: dua (whispering)  
S: satu  
T: masa satu? Tadi kan Mrs Betty bilang satu lubangnya ada?  
S: dua  
2. T: tadi satu lubang berapa biji tadi teman-teman?  
S2: Satu  
T: satu lubang tadi berapa biji Vin? Alvin, Mrs Betty minta tolong, Apik belum tau. Tadi satu lubang, bijinya ada berapa ya Alvin? Satu lubang di isi berapa? Diisi berapa?  
S3: dua  
T: Nah berapa?  
S2: dua. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Recasts</td>
<td>0</td>
</tr>
</tbody>
</table>
S1: anu, biji  
T: Biji ka-?  
S1: biji kacang  
2. T: Apik sudah menanam?  
Apik, Apik sudah menanam?  
S: (ignore the teacher)  
T: Apik menanam apa Pik?  
S2: ha?  
T: hmm, tadi menanam apa El? Biji apa?  
S1: anu, biji  
T: Biji ka-?  
S1: biji kacang |
<table>
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<tbody>
<tr>
<td>2</td>
<td>2</td>
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<td>---</td>
</tr>
</tbody>
</table>
| 3. Repetition | 1. S: one, two, three, four (unclear pronunciation)  
T: one-two- three- four (use clear pronunciation with pauses)  
2. (Teacher gives the seed and asks the students to calculate the seed by giving the example first)  
T: nih, one  
S: one (unclear pronunciation)  
T: one? (unclear pronunciation)  
S: one (right pronunciation), two (clear pronunciation)  
T: two (right pronunciation)  
S: three (unclear pronunciation)  
T: three (unclear pronunciation)  
S: three, three, three (unclear pronunciation), three (right pronunciation) | 2 |
| 4. Feedback with gesture/ expression | 1. T : Ni lubangnya sudah ready. Setelah itu kita beri berapa ya bijinya?  
S1: tiga  
S2 : dua  
T : lihat jarinya Mrs Betty dulu. Look at my fingers (show the two finger). How many?  
S3: dua, dua, dua  
Ss: dua (2) (they also show their two fingers).  
2. T: owh, ada lagi lubangnya, kan ada empat (4). Berapa lagi satu lubangnya?  
Ss: (they are keep silent)  
T: dua (wishpering)  
3. T: nih, one | 3 |
<table>
<thead>
<tr>
<th>Speaker (S)</th>
<th>Response (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>one</td>
</tr>
<tr>
<td>one, two</td>
<td>two</td>
</tr>
<tr>
<td>three</td>
<td>three</td>
</tr>
<tr>
<td>three</td>
<td>three</td>
</tr>
<tr>
<td>and, and?</td>
<td>and?</td>
</tr>
<tr>
<td>(show her</td>
<td>finger)</td>
</tr>
<tr>
<td>and four</td>
<td></td>
</tr>
<tr>
<td>four</td>
<td></td>
</tr>
<tr>
<td>good!</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX B
The summaries of the transcription on type of feedback on Meeting 2

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Example</th>
<th>Count</th>
</tr>
</thead>
</table>
menginggal itu pakai mobil jenazah bukan ambulance ya. Ambulance itu alat transportasi untuk mengambil, mengantar pasien.

<table>
<thead>
<tr>
<th>2. Metalinguistic feedback</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Clarification request</td>
<td>2</td>
</tr>
<tr>
<td>4. Recasts</td>
<td>0</td>
</tr>
<tr>
<td>5. Elicitation</td>
<td>2</td>
</tr>
<tr>
<td>3. Repetition</td>
<td>0</td>
</tr>
<tr>
<td>4. Feedback with gesture/ expression</td>
<td>0</td>
</tr>
</tbody>
</table>
### APPENDIX C
The summaries of the transcription on type of feedback on Meeting 3

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Example</th>
<th>Count</th>
</tr>
</thead>
</table>
| 1. Explicit Correction     | (While the students plant the seed, one of the student think that the seed will grow to be flower and ask to the teacher)  
  S: terus nanti jadi bunga?  
  T: bukan bunga, tapi sayuran. | 4     |
|                            | (2) S: aku mau beli empat (4)  
  T: lho kog empat (4)?  
  Uangnya tadi ka nada tiga (3).  
  Jadinya kurang dong.  
  Tadikan uangnya Cuma ada tiga (3). |       |
|                            | 3. T: Davina mau yang mana?  
  S: ini (take a banana)  
  T: owh, ini pisang. |       |
|                            | 4. S1: apa lagi?  
  S2: sama ini (point strawberry)  
  T: mana?  
  S2: ini (point strawberry)  
  T: owh strawberry. |       |
| 2. Metalinguistic feedback |                                                                         | 0     |
| 3. Clarification request   | (Rafael takes the fruits from the seller without permission)  
  T: Kalau diambil berarti harus bayar.  
  Mana uangnya?  
  Rafael punya uang?  
  S: gak punya.  
  T: gak punya? | 2     |
|                            | 2. T: berapa ini?  
  S: dua (2)  
  T: dan?  
  S: satu (1)  
  T: jadinya?  
  S: tiga |       |
<p>| 4. Recasts                 | 1. T: Now, sekarang uang ini tadi dari mana? | 1     |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Elicitation</strong></td>
<td><strong>1.</strong> T: siapa ya? Didas! Wah Didas dapat gaji. Hore! Sini Didas, nih dua (2) ditambah satu (1) jadi berapa? S: (take his money and think) T: ti-? S: tiga</td>
</tr>
<tr>
<td><strong>6. Repetition</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>7. Feedback with gesture/ expression</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
APPENDIX D
The summaries of the transcription on type of feedback on Meeting 4

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Example</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Clarification request</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4. Recasts</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>5. Elicitation</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>6. Repetition</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7. Feedback with gesture/</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>expression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX E

The summaries of the transcription on type of feedback on Meeting 5

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Example</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explicit Correction</td>
<td>T: worksheetnya dibagi dulu ya. This is for you (deliver the worksheet), this is for you, for you and you, tulis namanya dulu di kanan atas. S1: satu, dua, tiga, empat S2: (see the worksheet and then ask to the teacher) nomornya sampai tujuh Miss? T: write down your name first!</td>
<td>10</td>
</tr>
</tbody>
</table>


5. T: Rista gimana N? (Rista cannot write N properly) T: itu R Rista

7. T: C  
    S: C gimana?  
    T: C (write down the letter use her forefinger and show it to the students)

8. S1: U  
    S2: kayak gini Miss?  
    T: U (write down the letter use her forefinger and show it to the students)

9. S: kenapa ini dihapus Miss?  
    S: sudah tho Miss!  
    T: Naora, RAN, R-A, A dulu (she waiting Naora write down the letter)  
    T: itu apa Naora? Ayo dihapus dulu (waiting Naora to erase what she just wrote down)  
    T: sini sini, ni setelah R, A dulu, seperti ini (give example how to write down A).

10. T: Nah, yang dibenerin montir nanti diberi tanda positif (she give example how to give mark +) Kalau bukan beri tanda bintang.  
    S: di situ Miss? (point the whiteboard)  
    T: bukan, di gambar kalian masing- masing.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>T: dimana kotaknya Rista yang nomor 3?</td>
</tr>
<tr>
<td></td>
<td>S: ini</td>
</tr>
<tr>
<td></td>
<td>T: Nah, sampingnya dulu. Coba di benerin ya, Nih penghapusnya!</td>
</tr>
<tr>
<td>3.</td>
<td>S: KACA</td>
</tr>
<tr>
<td></td>
<td>T: K- A. (the students write down the letter)</td>
</tr>
<tr>
<td></td>
<td>T: (she check Tata’s writing) oh, K dulu Tata!</td>
</tr>
<tr>
<td>4.</td>
<td>S: sudah Miss</td>
</tr>
<tr>
<td></td>
<td>T: itu kurang E tuh Naora, itu Metran. METERAN. Itu Mnya sudah, Enya sudah, T nya sudah, terus?</td>
</tr>
<tr>
<td>5.</td>
<td>T: E nya kurang tuh</td>
</tr>
<tr>
<td></td>
<td>S: gimana?</td>
</tr>
<tr>
<td></td>
<td>T: E nya ada dua (2), punya Naora masih satu itu. Lihat nih kayak punya Tatia. (Naora ignore the teacher)</td>
</tr>
<tr>
<td>6.</td>
<td>T: Rista kog disitu gambarnya?</td>
</tr>
<tr>
<td></td>
<td>S: di kotak nomer satu (1)?</td>
</tr>
<tr>
<td></td>
<td>T: iya di nomer satu (1), itu dibalik dulu.</td>
</tr>
</tbody>
</table>

### 3. Clarification request

### 1. T: meteran di benerin montir? |
| S1: iya |
| S2: tidak |
| S3: itu kan alatnya. |
| T: kalau alatnya berarti diberi tanda apa ya? |
| S3: bintang |

42
<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>4. Recasts</td>
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<td>0</td>
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<tr>
<td>5. Elicitation</td>
<td></td>
<td>0</td>
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<td>6. Repetition</td>
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<tr>
<td>7. Feedback with gesture/ expression</td>
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<td>0</td>
</tr>
<tr>
<td>Types of feedback</td>
<td>Example</td>
<td>Count</td>
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<tr>
<td>3. Clarification request</td>
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<td>0</td>
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</tbody>
</table>
2. S1: gelap Mrs.
T: tunggu, sekarang akan terang kalau ada lilin yang menyala. (lighting up the candle).
S1: (blow the candle)
T: jangan di tiup nanti mati lagi, dan gelap.
S2: (blow the candle)
T: oo, jangan ditiup. Sekarang nyalakan lagi jangan di tiup ya. Hati-hati jangan bermain api nanti kebakaran. (Catherine blows the candle)
S1: jangan tiup Catherine!
T: ayo Catherine mau nanti kebakaran?
S1: iya jangan main api nanti kebakaran!

| 3. Elicitation | 0 |
| 4. Repetition | 0 |
| 5. Feedback with gesture/ expression | 0 |
APPENDIX G
The summaries of the transcription on type of feedback on Meeting 7

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Example</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explicit Correction</td>
<td>1. T: nah kalau disuruh berjalan, warnanya apa ya?</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>S: meyaaah (unclear pronunciation instead of merah)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: Merah? No, tapi apa ya? Berjalan warna hi-? Hi-? Hijau</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. T: Kalau hijau artinya? S: meaaaah (unclear pronunciation instead of merah)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: hijau, artinya berjalan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: Lhoh kog dikasih lagi. Yuk ditempel disini. Sudah sedikit saja. Cukup!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. T : ( point green circle) yang ini? S: tatata</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: green S: green</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. T : Sekarang mana yang merah Catherine?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S1: ini (point the yellow circle)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: No. Merah mana Catherine? S1: ini (point the yellow one)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T: Bukan sayang, itu warna yellow kuning. Ini merah</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(give the red circle)</td>
<td></td>
</tr>
<tr>
<td>2. Metalinguistic feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Clarification request</td>
<td>1. T: Apa tadi tugasnya ya? Ss (keep silent and thinking)</td>
<td>8</td>
</tr>
</tbody>
</table>
|   | T: apa tadi ya? Apa Didas? Apa tugas Pak Polisi?  
S1: emmm  
T: Apa ya tugas pak Polisi tadi, Catherine?  
S: (no comment)  
T: Pak Polisi itu tugasnya mengatur lalu lintas di jalan.  

2. T: kira-kira kalau kuning itu artinya apa ya?  
S: (silent and listen to the teacher)  
T: Yellow, kalau warna rambu lalu lintas sudah berwarna yellow kuning, itu artinya jalannya harus pelan-pelan.  

3. T: terus kalau berjalan lagi lampunya warna apa ya Didas?  
S1: (ignore the teacher and watch out the window)  
T: Didas (hold Didas's arm)  
Didas, ayo apa tadi kalau jalan? Kalau disuruh pak polisi jalan lagi apa tadi lampunya?  
S2: tidak  
T: berjalan? (pointing the green circle). Pak Polisi Didas, mobilnya disuruh jalan begini, nah Didas begini (ask Didas to act as a Police who regulate the traffic) dan sopirnya jalan. Nah, begini, sekarang jalan. Berarti warna lampunya warna apa?  
S2: ijoow  
T: iya hijau.  

4. T: ngeng ngeng oh tiba-tiba warna lampunya jadi ini (show the yellow circle) Warna apa ini?  
S: yeooow (unclear) |
|------------|---------------|--------------|
|            | 1. T: Didas kalau stop, berhenti artinya warna lampunya warna apa ya?  
S1: (thinking)  
T: warna apa ya? Warna me-?  
S2: yaaaah  
T: lampunya merah. | 1. T: Nah kalo disuruh berjalan, warnanya apa ya?  
S: Merah  
T: Merah? … |
|            | 1. T: Kalau kuning (pointing the yellow circle)  
S: yeooooow (unclear pronunciation instead of yellow)  
T: yellow ya. Yellow pelan-pelan. | 2. (while she take a paper that have been draw like a traffic |
light) ya.
S1: Lihat!
T : Now, look! Lihat!
S2: Lihat, Coba!
S1: Lihat!
All: (look at what that the teacher show)
T: Ada lingkaran yang berwarna merah (take one),
   ada yang warna
S1: uning (kuning)
T : uning? Ku-ning (take one),

3. S: Lagi! Yang lagi?
   T: yang lagi?
   S:Iya.
  T: Yang lain?
  S: lainnya
  T: Ya Yang satu lagi
  warnanya apa ya? Sebentar
  tunggu Polwan Catherine
  dulu. Dia belum selesai.

4. T: Good! Sekarang arti lampu
   merah apa ya?
   S: merah, jalan
   T: merah, jalan?
   S: (nodding her head)
   T: Kalau merah ber-hen-ti ya.

| 7. Feedback with gesture/ expression | 0 |
## APPENDIX H
Frequency of teachers’ feedback each classes in Little Star Preschool

<table>
<thead>
<tr>
<th>Class</th>
<th>Types of feedback</th>
<th>Meeting</th>
<th>Meeting</th>
<th>Total each class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler</td>
<td>Explicit correction</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Metalinguistic feedback</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Clarification request</td>
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<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Recast</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elicitation</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Repetition</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Feedback using gesture/ expression</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>18</strong></td>
<td><strong>23</strong></td>
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<tr>
<td>Playgroup</td>
<td>Explicit correction</td>
<td>5</td>
<td>5</td>
<td>10</td>
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<tr>
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<td>Metalinguistic feedback</td>
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<tr>
<td></td>
<td>Clarification request</td>
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<td>2</td>
<td>4</td>
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<td></td>
<td>Recast</td>
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<td>0</td>
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</tr>
<tr>
<td></td>
<td>Elicitation</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<td>Repetition</td>
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<td>Feedback using gesture/ expression</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>9</strong></td>
<td><strong>25</strong></td>
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<tr>
<td>Kiddy</td>
<td>Explicit correction</td>
<td>2</td>
<td>10</td>
<td>12</td>
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<td>Metalinguistic feedback</td>
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<td>Clarification request</td>
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<td>1</td>
</tr>
<tr>
<td></td>
<td>Recast</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Elicitation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Repetition</td>
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<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>Feedback using gesture/ expression</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
<td><strong>17</strong></td>
<td><strong>19</strong></td>
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</table>
APPENDIX I
Total Frequency of teachers’ feedback in Little Star Preschool

<table>
<thead>
<tr>
<th>Types of feedback</th>
<th>Toddler Class</th>
<th>Playgroup Class</th>
<th>Kiddy Class</th>
<th>Meeting 3 (all classes together)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit correction</td>
<td>7</td>
<td>10</td>
<td>12</td>
<td>4</td>
<td>33</td>
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<tr>
<td>Metalinguistic feedback</td>
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<td>2</td>
<td>6</td>
<td>0</td>
<td>9</td>
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<td>Clarification request</td>
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<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Recast</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Elicitation</td>
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<td>4</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Repetition</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Feedback using gesture/ expression</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td><strong>23</strong></td>
<td><strong>25</strong></td>
<td><strong>19</strong></td>
<td><strong>8</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>