
TYPES OF FEEDBACK APPEAR IN TEACHING-LEARNING PROCESS AT SMA 1 MUARO JAMBI

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Abstract	Article Information
<p><i>This qualitative research aimed to investigate frequently types of feedback in learning and teaching process at Senior High School 1 Muaro Jambi. Data were collected through classroom observation in video recording learning and teaching process. The participant of this research is 11th MIPA 1 Grader of Senior High School 1 Muaro Jambi. The observation data analysed inductively in terms of features and facts of the teacher's teaching process. Based on the research result, there were several types of feedback appear in classroom activities such as direct feedback and indirect feedback. Indirect feedback modified became a several part such as Feedback, which happened at a literal level become to comprehend or to request what the utterance meant the statement was wrong, High or low intonation feedback speeches either questions or statement that high intonation referred the statement was wrong or low intonation refers right and one of kind of Feedback, which was speaker paraphrase utterance's statement or question to substitute utterance's wrong statement recast. As suggestion, second language learner (L2) learner and teacher could identify and applied the feedback in class-room activities.</i></p> <p>Keywords: <i>feedback, frequently, learning-teaching process.</i></p>	<p><i>Received:</i> 07/03/ 2024</p> <p><i>Revised:</i> 09/03/2024</p> <p><i>Accepted:</i> 10/03/2024</p>

INTRODUCTION

Every human had competency to apply the language which was communicative competence. Terrell (1977) seemed that communicative competence was defined the human applied language as communication. Communication was a bridge to connect between humans as a result of interdependence between humans, which is a manifestation of humans as social beings. In order to achieve the purpose of communication, humans had had to acquire language. The process of acquiring language, also known as language acquisition, was a com-

plicated and interesting journey that occurred naturally in humans. Language acquisition usually started at a young age and lasts throughout infancy and adolescence, but it could happen at any age. Language acquisition was the natural process by which humans developed the capacity to comprehend and apply language. It included the development of listening, speaking, reading, and writing skills in a certain language either as their first or second (third, etc.) language. Babies went through a prelinguistic stage (0-12 months) from birth, where they cried, made sounds, and developed vowel sounds. Babbling emerged with repetitive consonant-vowel combinations and become more complex. The holophrastic or one-word stage (12-18 months) was a stage where children used single words to express basic needs or desires, such as "milk," "up," or "more". During the telegraphic stage (24-30 months), children expanded their vocabulary and used short sentences resembling telegrams, omitting non-essential words and during early childhood, children develop a better understanding of grammar rules, vocabulary, and language structure, resulting in longer, more complex sentences and elaborate language expressions (Feldman, 2019). It was the object of First Language Acquisition Study. First language Acquisition (L1) was the study of language that someone acquired language as native.

When children grown up and wanted to develop their ability to another language mastery, they learned it. Second language learners passed several stages to acquire or to learn second language. Early exposure to a second language occurred through interactions with caregivers, family members, or educational settings, allowing L2 learners to familiarize themselves with its sounds, vocabulary, and basic structures. L2 learners begun acquiring vocabulary through exposure and practice, focusing on basic everyday communication words and phrases. As L2 learners progress, they developed their understanding of grammar and syntax rules, enabling them to form sentences, used correct word order, and applied grammatical structures in speech and writing. L2 learners enhanced their communication skills in the target language, including listening, speaking, reading, and writing, through conversations, idea expression, and comprehension of written and spoken texts. L2 learners gained cultural understanding, understanding norms, traditions, and practices that influenced language use and communication in the target culture, in addition to language skills. L2 learners aimed to achieve proficiency and fluency in their second language by effectively communicating, understanding complex texts, and engaging in discussions with native speakers (Feldman, 2019). It was the object of Second Language Acquisition Study. Second language acquisition learns how student acquires other languages except first language or we can call second language (L2). and the languages, which acquired after mother tongue is second languages.

L2 learners needed more facilitation to develop their skill on second language. Many factors could influence them as L2 learners but it is okay when they learned the language. Every factor influenced learners in different way based on individual. Because of Individual differences, it happened when learners studied the second language. L2 Learners might be happened such as error, feedback on error, genuine question, display question, negation of meaning, and metalinguistic comments. (Lightbown, P. and Spada, N., 2011).

Learners learned English through making error. They produced the language through either oral or written text. Errors in teaching L2, particularly English, are difficult to prevent. Hasyim (2002) implied that learners of English as a L2 might commit mistakes due to several factors. These characteristics include interference, overgeneralization, transitional competence signals, communication and assimilation methods, and errors caused by teachers. Error happens when learners pronounced untrue language frequently. When they were doing wrong once, it was calling mistaken. Error divided became oral and written error (Truscott, 1999). Troike (2006) stated that feedback was another kind of interaction that can improve SLA; it could inform NSs that their usage was inappropriate in some aspect and serve as an example of accuracy. Next, genuine question was either learners asked a question to teacher or teacher asked question to learner, but either learner or teacher did not know the answer in progress. Display question that teachers asked questions that they know the answers to so that learners may demonstrate their understanding of the language (Lightbown, P. and Spada, N., 2011). Most important, negations of meaning, which instructors or learners work what other speakers are understood. Finally, metalinguistic comment is defined which they talk about language. To sum up, many aspects and factors can influence second language learner.

Feedback as one of aspect can influence learners' development, which happens in foreign language learner process. When L2 studied other language, feedback as facilitate helped them to improve their ability in second language. Feedback was one of way to make students awareness when they acquire a second language. Troike (2006) said that feedback is other sorts of interaction that can improve SLA include feedback from NSs, which makes NNSs aware that their usage is not acceptable in some way and gives a model for accuracy. Learners might aware when they pronounce the word. The language classroom is the only area where feedback on error is usually given on a regular basis (Lightbown, P. and Spada, N., 2011). Corrective feedback provided information on the correctness of a learner utterance, whereas correction suggested that students really learned and increased their knowledge of the language with the help of the correction. (Long 1977, as cited in Ellis 1994:71 as cited in Anggoro, 2001). Even there, it is not always provided consistently. In other hand, feedback helps student to develop their competence in learning second language.

As stated by Doughty and Varela (as cited in Ellis, 2009:7) in response to errors made by learners, teachers would first repeat the statement while emphasizing the error with strong emphasis. If the learner did not correct, they would then reformulate the phrase. For example:

Learner: I think that the worm will go under the soil.

Teacher: I think that the worm will go under the soil?

Learner: (no response)

Teacher: I thought that the worm would go under the soil

Learner: I thought that the worm would go under the soil

Several SLA research indicated that Feedback influenced L2 learners' interlanguage development. Dadashi & Baleghizadeh (2011) revealed that no significant difference mean scores in pre- and post-test for students' spelling errors, as indicated by a matched t-test,

indicating that providing direct feedback on spelling errors did not significantly enhance their subsequent performance on a dictation test. The mean score in pre- and post-test were 14.29 from 22 participants. Then, there was significant difference mean scores in pre- and post-test for students' spelling errors, as indicated by a matched t-test, indicating that providing indirect feedback on spelling errors significantly enhanced their subsequent performance on a dictation test. The mean score in pre-test was 15.02 and post-test were 16.01 from 22 participants. Hashemnezhad & Mohammadnejad (2012) found that feedback often improves the learner's capacity to recognize the indications of an error. Furthermore, the findings showed that error feedback on form in the form of direct feedback is more valuable than indirect feedback, particularly for competent learners. It showed that respondents in Group A, who received direct written feedback like insertion, deletion, and substitution, outperformed those in Group B. Group A had the minimum number of errors in their drafts with a mean error of 52.27, while Group B had a mean error of 61.02. The data indicated that Group A used direct feedback to reduce errors, while Group B was not as effective in reducing errors.

SMA 1 Muaro Jambi is one of favorite senior high school in Muaro Jambi. It had found since 1990. Nowadays, Its accreditation is A. It was decided as Independent Category School (*Sekolah Kategori Mandiri*)/ National Standard School (*Sekolah Standar Nasional*) in 2008/2009 academic year (Sofyan, n.d). Based on observations in 11th grades SMAN 1 Muaro Jambi, it could be seen that student participation in the learning process was still low. This could be seen from the lack of student responses to explanations and questions submitted by the teacher during the teaching and learning process in class (Khodijah, et. all, 2016).

This paper aimed to investigate frequently types of feedback in learning and teaching process at SMA 1 Muaro Jambi. It presented to discuss the type of feedback used by the teacher in classroom activities. The results were expected to show what type of feedback either direct or indirect feedback applied in teaching and learning process. In order to gain these results, the research posed the following research question: what are types of feedback applying in teaching and learning process at 11th Grader, SMA 1 Muaro Jambi?

LITERATURE REVIEW

Concept of Feedback

Troike (2006) said that feedback is other sorts of interaction that can improve SLA include feedback from NSs, which makes NNSs aware that their usage is not acceptable in some way and gives a model for accuracy. Learners might aware when they pronounce the word. The language classroom is the only area where feedback on error is usually given on a regular basis (Lightbown, P. and Spada, N., 2011).

Feedback is defined as information offered by an agent (such as a teacher, peer, book, parent, self, or experience) about elements of one's performance or knowledge (Hattie and Timperley, 2007). Feedback provides a significant impact on students' learning and accomplishments and is a crucial component of language instruction (Petchprasert, 2012). Feedback is a process by which learners get information about their work in order to recognize the

parallels and contrasts between the required standards for any given work and the attributes of the work itself, in order to produce better work (Suchankova, 2017).

Alongside Vygotsky, (Swanson, P. & Schlig, C, 2010) interaction hypothesis serves to frame this study, in which feedback gained during conversational contact promotes inter-language development by connecting input, internal learner capacities, particularly selective attention, and output in productive ways (Long's, 1996; p.451-452).

Types of Feedback

Troike (2006) stated that feedback categorized into two categories based on how people corrected the statement. First, provide direct feedback that the amplifier feed statement was clear. For instance, it's incorrect; the correct answer is... Second, indirect feedback indicated that the amplifier feed statement was imprecise. It featured various modification forms. For example:

- a. Feedback, which occurred at a literal level, became to understand or to inquire what the speaker was saying indicated that the statement was incorrect.

NSS: I can't assist class. (Meaning 'I can't attend class.')

NS: You can't what? (Meaning 'You've got the wrong word. Try again.')

- b. High or low intonation feedback speeches were either questions or statements, with high intonation indicating that the statement was incorrect and low intonation indicating that it was correct.

NNS: John goed to town yesterday.

NS: John goed to town? (Meaning 'The word goed is wrong.')

- c. One type of feedback was when a speaker paraphrased an utterance's statement or asked a question to replace an incorrect statement. It often calls recast.

NNS: John goed to town yesterday.

NS (correcting): Yes, John went shopping.

As a result, they were several kinds of feedback happen in teaching and learning process for EFL. (Troike, 2006).

Hattie and Timperley (2007) implied that type of feedback could vary. First, corrective information pointed out errors or misconceptions in the student's performance and provides guidance on how to correct them. Alternative strategies could offer different approaches or methods for solving a problem or completing a task, allowing students to explore various ways of thinking. Clarifying information might provide additional information or explanations to help students better understand a concept or topic. Encouragement or positive

reinforcement could motivate students to persist in their efforts and boost their confidence. Evaluation could involve assessing the correctness of a response, indicating whether the student's performance aligns with the expected standards.

Then, Petchprasert (2012) stated that two types of feedback were direct (explicit) feedback and indirect (implicit) feedback. Direct feedback, or explicit feedback, involved providing learners with direct forms of feedback related to linguistic errors. In the context of writing, direct or explicit feedback could include actions such as crossing out incorrect words or phrases, providing grammar rules, or orally explaining linguistic errors. Teachers may directly point out errors in students' oral performance to help them identify and correct specific language mistakes. The importance of direct feedback that it played a crucial role in helping learners understand and correct their language errors, leading to enhanced language proficiency over time. By providing direct or explicit feedback and guidance, teachers could support learners in improving their language skills and mastering linguistic forms and structures. Indirect feedback, or implicit feedback, involved pointing out errors that learners have made without directly providing the correction. In the context of writing, indirect or implicit feedback could be given in various forms, such as underlining errors, circling mistakes, or using error codes to indicate the type of error made by the learner. Indirect or implicit feedback could be particularly useful in encouraging learners to engage critically with their language production and develop their self-editing skills. By using indirect or implicit feedback strategies, teachers can guide learners to identify and correct their own errors, fostering a deeper understanding of language structures and promoting independent learning.

Types of feedback were positive and negative feedback. Positive feedback in the context of language learning could be understood as a form of corrective reaction from the teacher that aims to stimulate increased effort (motivating), promote maintenance of the learner's responses (reinforcement), and contribute to changes in responses (information). Positive feedback was seen as a way to enhance the learner's rate and manner of learning by providing encouragement, reinforcing correct responses, and offering information that leads to improvements in the learner's language skills. Negative or corrective feedback emphasized corrective reactions to learner in language learning (Chaudron, 1977; Ellis, 2009). Ellis (2009) argued that negative or corrective feedback hierarchical taxonomies and negative or corrective feedback strategies worked as seen in table 1.

Table 1: A taxonomy of corrective feedback strategies

	Implicit	Explicit
Input-providing	Recast	Explicit correction
Output-prompting	Repetition	Metalinguistic explanation
	Clarification request	Elicitation
		Paralinguistic signal

Source: Ellis (2009)

Table 2: Corrective feedback strategies

Corrective feedback strategy	Definition	Example
Recast	The corrector modifies and corrects the utterance in some way while including the content words of the faulty utterance that came right before it (e.g., phonological, syntactic, morphological or lexical).	L: I went there two times. T: You've been. You've been there twice as a group?
Repetition	The corrector reinforces what the learner said, emphasizing the error with strong emphasis.	L: I will showed you. T: I will SHOWED you. L: I'll show you
Clarification request	The corrector indicates that he/she has not understood what the learner said.	L: What do you spend with your wife? T: What?
Explicit correction	The corrector expresses that the learner's words were lost on them.	L: On May. T: Not on May, In May. We say, "It will start in May."
Elicitation	The corrector implies to the learner to finish the sentence by using rising intonation and repeating only the correct portion of the learner's speech.	L: I'll come if it will not rain. T: I'll come if it?
Paralinguistic signal	The corrector indicates to the learner that they have made an error via a gesture or facial expression.	L: Yesterday I go cinema. T: (gestures with right forefinger over left shoulder to indicate past)

Source: Ellis (2009)

Schulz (2001) believed that some people believe that investing significant classroom time to the analysis and practice of certain grammatical patterns, as well as providing feedback on students' errors, is of little or no benefit. (Hammond, 1988; Krashen, 1985, 1999; Semke, 1984; Terrell, 1977; Truscott, 1999). Feedback is needed in classroom to increase ability.

RESEARCH METHODOLOGY

To gain the result of research, the researcher conducted qualitative study through descriptive qualitative study. Furthermore, qualitative was used to investigate a problem in order to get clear understanding of certain phenomenon (see Kothari, 2004; Kumar, 2011; Cre-

swell, 2013). Parse (2001, P. 57) argued that “qualitative descriptive method is to study intensely a phenomenon to discover patterns and themes about life events when the researcher has specific questions about phenomenon.” The terms of descriptive qualitative research meant how de-scribed the investigation of trouble to comprehend strong understanding of phenomenon. The setting of research was Senior High School 1 Muaro Jambi when the researcher did April 13, 2016.

In collecting data, the researcher applied the instrument which was Classroom Observation through Video Recording. Wragg (2002) seemed that Classroom Observation defined a process by which the observer sat in on one or more classroom sessions, recorded teaching and learning process in classroom. In this case I did classroom observation about feedback on error how I was done it by recording the classroom activities.

The researcher analyzed the data inductively in terms of features and facts of the teacher’s teaching process. Before the analysis, the researcher did to transcribe the video recording. Based on Troike (2006) theory, the researcher divided the finding into two theme like direct feedback and indirect feedback. There were several situations that can happen in this method. Input was simplified, there is a limited amount of error correction on the part of the teacher, and meaning was emphasized over form, Learners usually have only limited time for learning, and so on. Because of criteria, the researcher chosen this method. Then, sample of the class was 11th grades in SMA 1 Muaro Jambi.

FINDINGS

The researcher found the result article which is analyzed by discourse analysis through conversation analysis. This paper here analyzed the kinds of feedback that often use in school. The participant is 11th grades in SMA 1 Muaro Jambi. The teacher was teaching procedure text. The text entitled how to make frenta drink.

T: What do you do?
L: Fi...rs, Fi..rs
T: Fi..rst
L: Fi..rst

In this extract, the learner said the repetition twice such as “Fi...rs” . The learner repeated the sentence to make clear understanding but the pronunciation was wrong. The researcher found an error when the learner said Fi...rs and the learner tried to evaluate the pronunciation of the word “Fi..rs” into “Fi..rst” but, the learner still made mistakes. The teacher modified the learner’s say without repeating the learner’s error and the learner repeated what the teacher’s say. The teacher feedback straight to the point. Feedback could involve assessing the correctness of a response, indicating whether the student's performance aligns with the expected standards (Hattie & Timperley 2007). As a result, the type of the feedback was direct feedback as you seen in (Troike, 2006 & Petchprasert, 2012). Troike (2006) provided that direct feedback that the amplifier feed statement was clear. Then, direct feedback, or explicit feedback, involved providing learners with direct forms of feedback

related to linguistic errors. Teachers may directly point out errors in learners' oral performance to help them identify and correct specific language mistakes. The importance of direct feedback that it played a crucial role in helping learners understand and correct their language errors, leading to enhanced language proficiency over time (Petchprasert, 2012). Next, the teacher's feedback was included into negative or corrective feedback which the strategy was recast. Negative or corrective feedback emphasized corrective reactions to learner in language learning. Recast is the corrector modifies and corrects the utterance in some way while including the content words of the faulty utterance that came right before it (e.g., phonological, syntactic, morphological or lexical) (Chaudron, 1977; Ellis, 2009).

L: What do you mean? Then, cut the orange in-into help.

T: Okay kamu Cut into

L: Ha..lp

T: Cut into Ha..lf

In this extract, the researcher found that there was an error making by the learner by saying "cut the orange in-into help". The teacher tried to give a kind of feedback indirectly by repeating part of learner utterance but it was not part of an error. The teacher said "okay kamu Cut into". Then the learner tried to correct an error but it stilled an error such as "ha..lp". Last, the teacher provided the correction of error directly by saying word "cut into ha..lf". Feedback strategies could offer different approaches or methods for solving a problem or completing a task, allowing learners to explore various ways of thinking . As a result, the type of the feedback was direct feedback as you seen in (Troike, 2006 & Petchprasert, 2012). Troike (2006) provided that direct feedback that the amplifier feed statement was clear. Then, direct feedback, or explicit feedback, involved providing learners with direct forms of feedback related to linguistic errors. Teachers may directly point out errors in learners' oral performance to help them identify and correct specific language mistakes. The importance of direct feedback that it played a crucial role in helping learners understand and correct their language errors, leading to enhanced language proficiency over time (Petchprasert, 2012). Next, the teacher's feedback was included into negative or corrective feedback which the strategy was Elicitation. Negative or corrective feedback emphasized corrective reactions to learner in language learning. The corrector implies to the learner to finish the sentence by using rising intonation and repeating only the correct portion of the learner's speech (Chaudron, 1977; Ellis, 2009).

S: After that-after that, prepare the hand up juice into just

T: juicer

In this extract, the researcher found that there was an error making by the learner by saying "prepare the hand up juice into just". Then, the teacher modified the learner's say without repeating the learner's error by saying "juicer". Thus, the type of the feedback was direct feedback as you seen in (Troike, 2006 & Petchprasert, 2012). Troike (2006) provided that direct feedback that the amplifier feed statement was clear. Then, direct feedback, or explicit feedback, involved providing learners with direct forms of feedback related to linguistic errors. Teachers may directly point out errors in learners' oral performance to help

them identify and correct specific language mistakes. The importance of direct feedback that it played a crucial role in helping learners understand and correct their language errors, leading to enhanced language proficiency over time (Petchprasert, 2012). Next, the teacher's feedback was included into negative or corrective feedback which the strategy was recast. Negative or corrective feedback emphasized corrective reactions to learner in language learning. Recast is the corrector modifies and corrects the utterance in some way while including the content words of the faulty utterance that came right before it (e.g., phonological, syntactic, morphological or lexical) (Chaudron, 1977; Ellis, 2009).

Consequently, feedback was as corrective to create their ability development. Feedback provides a significant impact on students' learning and accomplishments and is a crucial component of language instruction (Petchprasert, 2012). Nevertheless, feedback helped us become awareness to develop our ability in learning second language. Based on the data, the researcher found that more negative or corrective feedback by using recast in context of learning and the type of feedback was direct feedback used in Teaching and Learning English at SMAN 1 Muaro Jambi.

CONCLUSION

To sum up, Feedback was corrective form to develop our skill in studying second language or foreign language. Feedback common happened in learning language. Feedback was kind of awareness to help developing our skill. Feedback provides a significant impact on students' learning and accomplishments and is a crucial component of language instruction (Petchprasert, 2012). There were several types of feedbacks. Feedback were divided into direct and indirect (Troike, 2006; Petchprasert, 2012). Then, feedback were positive and negative feedback in context of learning. They were several feedback strategies in negative or corrective feedback include; recast, repetition, clarification request, explicit correction, metalinguistic explanation, elicitation, and paralinguistic signal (Chaudron, 1977; Ellis, 2009). Based on the finding, the researcher found that more negative or corrective feedback by using recast in context of learning and the type of feedback was direct feedback used in Teaching and Learning English at SMAN 1 Muaro Jambi.

The researcher used simple category to know what the types of feedback occurred in the learning process. In other hand, the researcher thought that other researchers developed the category of feedback more deepen rather than me. It helps to know deepen all categorized of learning process. The researcher hoped that the next researcher would find the reason in using various types of feedback that occurred in classroom

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