DIDAKTIKA

JURNAL ILMU PENDIDIKAN DAN PENGAJARAN

PENGANTAR REDAKSI

Puji syukur kami panjatkan ke hadirat Tuhan Yang Maha Esa yang telah memberikan rahmat dan hidayah-Nya, sehingga penerbitan volume 7 no. 1 Jurnal *Didaktika* dapat terlaksana dengan lancar.

Pada edisi ini, *Didaktika* berisi 3 (tiga) artikel hasil penelitian dan 3 (tiga) artikel analisis kritis. Pada edisi ini, artikel-artikel yang terbit meliputi masalah-masalah konsep pendidikan, pengajaran dan desain instruksional, serta analisis sastra.

Ucapan terima kasih disampaikan kepada:

1. Segenap Pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Jember.

2. Staf Administrasi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Jember.

3. Para penulis yang telah menyumbangkan naskahnya.

Pada edisi ini masih terdapat kekurangan. Untuk itu dewan redaksi mengharapkan saran dan kritik bagi kemajuan *Didaktika* pada edisi selanjutnya. Dewan redaksi juga mengharapkan partisipasi para dosen, guru, dan pemerhati pendidikan dan pembelajaran untuk mengirimkan naskahnya, baik hasil penelitian maupun analisis kritis. Partisipasi tersebut akan sangat membantu kelancaran dan keberlanjutan *Didaktika.*

Jember, April 2011

Dewan Redaksi

iii

DAFTAR ISI

NEVER ENDING PROBLEMS OF SPOKEN ERROR CORRECTION IN ENGLISH LANGUAGE LEARNING (REVISITED)

Hairus Salikin [1)]

Fakultas Sastra Universitas Jember,

Email: hai_salikin@yahoo.com

Perum Gunung Batu Permai Blok GG. No. 9 Jember

Abstrak: Tulisan singkat ini menyajikan persoalan yang tidak pernah selesai tentang kesalahan berbicara dan pengoreksiannya dalam proses belajar bahasa asing. Kesalahan dalam belajar bahasa asing merupakan sesuatu yang normal bahkan perlu bagi pembuat kesalahan itu sendiri. Bahkan kesalahan dalam berbicara tidak hanya terjadi pada pembelajar bahasa asing, ia juga terjadi pada penutur asli bahasa tertentu. Ada lima pertanyaan yang tidak pernah memberikan jawaban yang selesai dalam hal kesalahan dalam berbicara bahasa asing yaitu 1). Haruskah kesalahan dalam belajar bahasa asing dikoreksi?; 2). kalau ya, kapan kesalahan-kesalahan tersebut harus dikoreksi; 3). Kesalahan-kesalahan apa yang harus dikoreksi?; 4). Bagaimana cara mengoreksinya? 5). Siapa yang harus mengoreksi kesalahan-kesalahan tersebut? Jawaban terhadap persoalan-persoalan tersebut adalah bahwa pembelajar bahasa asing masih sangat membutuhkan pengorkesian pada saat yang tepat sehingga tidak membuat para pembelajar terganggu. Diantara tiga komponen kesalahan yang harus dikoreksi, cara pengucapan seharusnya memperoleh prioritas utama untuk dikoreksi oleh baik guru mau-pun teman belajar. Pengoreksian harus dilakukan dengan cara sedemikian rupa sehingga tidak membuat pembelajar tersinggung. Walaupun jawaban jawaban terhadap kelima pertanyaan tersebut selalu terbuka untuk didiskusikan, ada satu hal yang harus dicatat bahwa pengoreksian yang diberikan baik oleh guru maupun teman belajar harus serilek mungkin sehingga tidak membuat mereka yang dikoreksi tersinggung. Dengan demikian diharapkan mereka akan memperoleh manfaat dari pengoreksian yang diberikan.

Key words : errors, spoken error, error correction, spoken error correction

INTRODUCTION

It is common knowledge that normal individuals acquire their first language with a fair degree of success, since everyone is born with the ability to learn a language and then grows up in the

---

community where a certain language is spoken. This means that normal children will speak the language of the society where they grow up because they have an amazing ability to internalize the language they hear in the environment. Most people witness this remarkable ability of the children to acquire their mother tongue and then use it (Brown, 1980:17). One remarkable thing about children is the high degree of ability to acquire more than one language simultaneously. In a multilingual society, children are usually able to communicate with each other using more than one language.

Learning a foreign language (FL) on the other hand, is different from that of the first one for it is a complicated process. A lot of research has been done to make learning a FL more effective. However, it remains surprisingly difficult to say with certainty what learning and teaching methods are truly more effective than others (Bartram and Walton, 1999:3). Richards and Rodgers (2001:13) remind the FL teachers that no single method could guarantee successful results. It is not an easy step that can be programmed in a quick do-it-yourself kit and "no one can tell you how to learn an FL without really trying" (Brown, 1981:1). People cannot learn it successfully just by learning the rules of the target language (TL) without using it in real life situations. Nevertheless, having real life situations is not easy to fulfil in countries where the TL is taught as an FL because the environment might provide less support for the students to use the TL. In those countries, the TL is usually not widely used in the community. It is not uncommon that the teachers and students only use the TL in the classroom and when they leave the classroom the TL is forgotten.

The teaching of English as a foreign language (EFL) in Indonesia is not much different from foreign language teaching in many other parts of the world (Priyono, 2004). In countries (like Korea, China, Vietnam, and Thailand) where English is taught as a foreign language, it is very rare for the learners to reach success especially on accent and cross-cultural understanding. In those countries, the lack of general success is the most striking characteristic of foreign language learning (Gass and Schachther, 1989; Moyer, 2004). The language learners usually make some errors when using the target language (TL). These errors are normal in

foreign language learning. Even native speakers of language often make errors when suing their own language.

These problems become very challenging when teachers have to correct learners' errors, as one of the teachers' functions, due to the fact that as non-native speakers of English, their own English might not be free from errors. Nevertheless, despite their questionable spoken English, as teachers, they do most of the error corrections in the classroom (Ur, 1996; Nunan, 1989, Edge, 1989; Harmer, 2002). When people say someone is good at English because she/he makes very few mistakes, you can be sure that the person making the judgment is a teacher (Bartram and Walton, 1999:5) indicating that one of the teachers' functions in the instructed learning and teaching is to provide corrections when the learners are making errors.

DISCUSSION
Definition of Errors

There is an extensive range of definitions to errors in L2 learning starting from the basic, a form that is unwanted by the teacher (George, 1972) to Harmer (2002) definition which is somewhat more realistic. Harmer argues that error is part of students' interlanguage, that is a language which a learner has at any one stage of development. His model is far more flexible than George's model that only relates to the teacher since, as part of interlanguage, learners' errors are considered natural that is something that always happens to FL learners. While Chaudron, (cited in All-wright and Bailey, 1991:86) defines error as"linguistic forms or content that differ from native speakers' norm or fact", or "any other behaviour signalled by teachers as needing improvement". These definitions include behaviour that still warrants further comment and provides a broad framework for discussion. Richards et al. (1992:127) propose another definition asserting that error is "the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning". These definitions suggestthat the standard on which to judge errors is the native speaker of the TL.

Applying the definitions which include the native speakers might not be practical in countries where English is taught as a FL, more specifically in Indonesia, because most of the English teachers are not native speakers. What appears to be a more practical definition is offered by Edge (1989:10). He suggests that if learners cannot self-corrected errors on their own and a teacher is familiar with the correct forms, these deviations are called errors. Involving teachers when defining errors in foreign language learning is very important, because teachers (native or non-native speakers) are considered to be the source of information about the second and foreign language and react to the errors. Ridley and Lee (1999:34) in their study focussing on how students' spoken errors should be treated in the classroom found that students are in favour of error corrections especially teacher corrections. Bartram and Walton (1999:5) argue that the judgment that learners make errors in FL learning is usually made by teachers indicating that in foreign language learning contexts teachers react to learners' errors.

Problems in Defining Errors

Defining errors in L2 learning is not a simple matter because it is probably not seen in the same way by different observers and there might be disagreement among teachers about what errors are (Donald, 2004). This means that a universal definition of second language errors cannot be formulated since it could be defined according to situation, reference group, interlocutor, style and pronunciation pressure. This idea seems to suggest that defining errors in L2 learning is a complex process since errors as such in a certain group of people might not be considered erroneous by other groups. Different situations might result in different errors, so that there could be several definitions of error in L2 learning. Even, defining errors in speaking could be more perplexing compared to writing (Lennon, 1991b:182).

There are factors which need to be taken into account when defining errors in ELT. They are the immediate content of the utterances in question, understanding of the content of the lesson, the intent of the teacher or student, and the prior learning of the students (From Chaudron, cited in Allwright and Bailey, 1991:86). These factors might even make the definition of errors in L2

learning more difficult because they may be seen differently by different observers. For example, Hughes and Lascaratou (1982) asked ten Greek teachers of English, ten native speaker teachers of English, and ten native speaker non teachers to judge thirty-two erroneous and four correct sentences. They found that one of the correct sentences, Neither of us feels quite happy, was judged to be erroneous by two Greek teachers, three native speaker teachers, and five non teacher native speakers. Another correct sentence was, The boy went offinto a faint, was also judged erroneous by two Greek teachers, nine native-speaker teachers, and nine native speaker non teachers. What is interesting to note in that study is that native speakers (both teachers and non teachers) judged correct sentences to be erroneous. This phenomenon is in line with Lennon (1991b:182) who claims that even among native speakers, the problems of defining errors in foreign language learning still exist.

In relation to these difficulties Allwright and Bailey (1991-:84) argue that the practice of using departures from the native speaker norm to define errors is too narrow and inadequate. A great deal of the world's foreign language teaching is done by non native speaking English teachers who provide a non native model of the target language. As a consequence it is impractical, if not impossible, to define errors using a native speaker norm.

On the whole, there is no single theory that defines errors in L2 learning sufficiently. It is not a question of whether the definetions are right or wrong. All definitions could be right in their own way since people might view errors in a different way. Teachers must be careful when saying a particular form is wrong because a certain expression could be wrong in a certain area but perfectly acceptable in another one. It might be form that the teachers have never used but which in fact exists (Bertram and Walton, 1999:6). In addition, people might find harder to spot errors in spoken than in written or formal texts (Lennon, 1991b; James, 1998).

Differences between Errors and Mistakes

There are theoretically some distinctions between errors and mistakes in foreign language learning. Nevertheless in practice these differences are not easy to find especially in classroom settings since teachers and learners might have different ideas about the

differences between the two. The following table shows an over-
view of differences between the two.

Differences between "errors" and "mistakes"

	Errors	Mistakes
Corder, 1981	refer to errors of competence that is systematic	Error of performance (unsystematic). These are of no significance to the process of language learning
Chadessy, 1980	error reveals the underlying knowledge of language to date	A product of chance circumstances; they are errors of performance and thus unsystematic
Johnson, 1988	Errors happen when students do not have the appropriate knowledge or false knowledge	Mistakes occur when there is a lack of processing ability
Richards et. al. 1992	Results from incomplete knowledge	Caused by lack of attention, fatigue, carelessness, or some other aspect of performance
Bartram and Walton 1999	Deviation caused by the learner trying out something new and getting it wrong	Deviation caused by the learner not putting into practice something they have learned
James, 1998	Deviations that the learners are unable to make the corrections	Deviations that the learners are able to correct the deviations

Although the differences between errors and mistakes seem
obvious, it is not always easy and practical to differentiate between
the two, especially when the students are speaking. Bartram and
Walton (1999:20) claimed that the distinction is an academic one
and in an ELT program, especially in the classroom, it is imprac-
tical to distinguish between errors and mistakes. It is not always
easy to tell that the learners have learnt something or vice versa.
Teachers might think that the learners are making errors but the
learners could argue that they are making mistakes. Based on this
difficulty of differentiating between errors and mistakes in FL

learning, this article uses the term errors that could also cover mistakes.

Error Corrections in FL learning.

Before elaborating error corrections in FL learning, it is worth considering what Bartram and Walton (1999:6-7) argue that non-native speaker teachers should be careful when saying that a particular form is wrong, it might be wrong in a certain place but perfectly acceptable in another place. They remind us that any-body's knowledge of a language, including their own, is partial. Even native speaker do not understand the grammar of their own language in its entirety and certainly do not know all the variations of it. This means that as non-native speakers, we have to be very careful when correcting students' errors since our own TL might still be questionable. Consequently, teachers may correct learners' errors wrongly.

Error correction, according to Ur (1996:242), is infor-mation that is given to the learner about his or her performance of a learning task, usually with the objective of improving this perfor-mance. The word improving could indicate that there is something that needs to be corrected for his or her performance might deviate from the TL. This is due to the fact that correction, according to Lightbown and Spada (2001:172) is a kind of information given to FL learners when making errors and it is an indication to learners that their use of the TL is incorrect. Despite the effectiveness of error corrections is still inconclusive (Bartram and Walton, 1999; Lightbown and Spada, 2001), errors usually exist in instructed FL learning and teachers do most corrections (Brock in Ming, 1993; Diana, 1991; Lightbown and Spada, 2001) because corrections are parts of learning and teaching process (Edge, 1989:1). Even in the instructed situations, learners want more corrections than what their teachers provide (Lee and Ridley, 1999:34).

Error corrections are divided into three types: self-correc-tions, peer-corrections, and teacher-corrections (Edge, 1999; James, 1998; Bartram and Walton, 1999). Self-corrections are corrections conducted by the learners making errors and peer-corrections are corrections given by their friends. Teacher-corrections are teachers' effort to correct their students when making errors. Teachers' cor-

rections are supposed to be more effective than self-corrections and peer-corrections (Lee and Ridley, 1999:33) indicating that learners still rely very much on their teachers. This is understandable because it is very normal, especially in FL context, that teachers are considered to be having the expertise and linguistic knowledge to correct learners' errors.

It should be noted that though error corrections always exist in instructed FL learning, by and large, there are three principles which should be taken into account. First, corrections should be given effectively by applying correction techniques that could bring about improvement in the students' FL learning. Second, corrections should be sensitive in that the more sensitive the learners, the more gentle should the corrections be. It is very often that corrections, especially teachers' corrections, make the learners embarrassed and they probably stop learning the TL. Third, matching corrections to learners' preferences is of importance because the learners have their own preferences on what to be corrected.

As long as error corrections are concerned, especially on speaking, Harmer (2002:105) reminds FL teachers not to interrupt the learners in mid-flow to point out a grammatical, lexical, or pronunciation error, because to do so destroys the communication. This statement was already questioned long time ago by Allan (1991). She asks how teachers can encourage fluency and communication, yet give corrective feedback without destroying student's confidence? This question seems to be a dilemma for teachers when they are correcting students' spoken errors. In practice, correcting learners' errors when they are speaking in an FL destroys communication and might lose their confidence in using the TL. Additionally, speaking in front of the class is a source of anxiety (Young, 1990:539), let alone speaking in a foreign language.

The Importance of Errors

There is a significant shift in attitude towards learner errors in ELT. If the traditional review of errors in L2 learning argues that errors are like sin, they should be avoided (Brooks cited in Hendrickson, 1978:387), today errors are viewed as integral parts of a language learning process and they are very significant. Some educators (Edge, 1989; Fauziati, 2003; Harsono, 2003;) believe

that making errors is part of learning and it cannot be avoided since it is natural. Changes in pedagogy have also influenced people's attitude towards errors and error corrections in FL learning. With recent approach of FL learning and teaching, less emphasis has been placed on formal accuracy than was formally the case, and more importance is focused on fluency, especially in speaking classes (Allwright and Bailey, 1991: 84).

In additions, it is worth noting that learners' errors are considered important because they shed light on learners' learning process, that is why people should take more positive attitude towards them (Ridley and Lee, 1999). Bartram and Walton (1999: 12-13) propose several reasons that the learners should make errors. For them, making errors is natural and this happens in native speakers or non-native speakers of a certain language. When the learners are making errors, they might try their hypotheses about their beliefs of the language being learnt. This is one of the characteristics of good language learners (Harmer, 2002:42).

Since making errors is natural, this also occurs in the speech of adult talking together in their mother tongue and it is interesting to note that these errors are often ignored unless they cause some sort of breakdown in communication (Allwright and Bailey, 1991:88). As far as language is concerned, children also make errors when they are talking in their mother tongue but corrections are very rare and when corrections occur they tend to focus on meaning rather than form (Lightbown and Spada, 2001:15). It is very common that children, English native speakers, would say *Daddy goed* and *they comed* instead of *Daddy went* and *they came*. This also could happen to adult foreign language learners (*Harmer, 2002*:100) *indicating* that all learners of a language, whether it is a first language (F1) or a foreign language, they all make errors (Bartram and Walton, 1999:11).

Talking about the importance of errors in FL learning and teaching, James (1998:12) cited Corder's ideas stating that errors are significant in three respects. Errors tell the teacher what needs to be taught; they tell the researchers how learning proceeds and they are a means whereby learners try their hypotheses about the TL. It is worth noting that making errors is an inescapable fact and it is an integral part of language learning and language use. Teachers and students may be able to eliminate them to a certain

extent but they may never be eliminated altogether (Bartam and Walton, 1999:12).

Problems of Correcting Errors in Foreign Language Learning.

Though errors corrections are often provided in learning and teaching process, their effectiveness is far from clear. This means it is not apparent whether or not the corrections are effective. That is why, it could be beneficial to trade back to James M Henrickson (1978) five basic questions related to error corrections in foreign language learning and teaching. He proposed: 1). Should learner errors be corrected?, 2). If so, when should learner errors be corrected?, 3). Which learner errors should be corrected?, 4). How should learner errors be corrected?, 5). Who should correct learner errors? The answers of those five questions are still open to discussion; meaning that there is not a single correct answer. Every answer could be appropriate for certain learners in specific situation. The most essential thing to be taken into consideration in that the foreign language learners want the errors in foreign language learning to be corrected in a meaningful way. That is the way which can encourage foreign language learners to learn from their errors they made during the process of foreign language learning.

Should Learner Errors be Corrected?

Before deciding to provide corrections on errors made by the foreign language learners, there is a basic question to be taken into consideration that is should learner errors be corrected. This is very essential since the learners might not need their errors to be corrected. There are differences among learners' attitudes towards error corrections. These differences could be because of different teaching techniques and task types in FL learning. A number of researchers have conducted studies relating to error corrections preference. Lee and Ridley (1999), Harsono (2003) in their studies found that learners want more corrections than what their teachers provided. It is common knowledge that all teachers provide error corrections for their students just like parents correct their children's errors. Unfortunately error corrections might not work effectively for children. They are sometime vey useful to adult foreign language learners because they will help them learn the

rules of the language being learnt (Krashen and Seliger 1975).As part of teaching, error corrections always exist in the learning and teaching process (Harmer, 2002:104). This means that it is difficult, if not impossible, to avoid error corrections in the classroom.

When Should Learner Errors be Corrected?

Perhaps the most challenging thing to be decided is that when should error correction be provided. As stated earlier, correcting errors in ELis not a simple thing. When language learners make spoken errors, FL teachers might correct errors directly after they have recognized that errors have been made or they might postpone for sometime and let them uncorrected. Kang and Jeong (2006) found out in their study that FL teachers can take note of the learner errors while the learners are talking and correct them later with the class together. The problem with immediate spoken error corrections is that they often involve interrupting the learners in mid-sentence which can be disruptive or eventually inhibit the learners' willingness to speak in speaking classes (Allwright and Bailey, 1991:103) . It should be remembered that learners need the experience of uninterrupted talking in their TL (Ur, 1996:246). These two options have their own risk, looking at the fact that it is not a simple choice whether or not corrections should be provided. That is why FL teachers should be very careful when providing error corrections because different learners need to be treated differently.

It must be noted that if the teachers or classmates fail to correct learner spoken errors at an appropriate time, this practice might result in a negative reaction to error corrections. Consequently, the learners might not benefit from corrections provided. This mistimed error corrections might be harmful for the learners (Allwright and Bailey, 1991:92). However, although it is difficult to determine when to correct learner spoken errors, it is worth considering what the learners believe about the appropriate time of error corrections. This is of importance because by considering their preferences about the appropriate time of spoken error corrections FL teachers can correct learner errors appropriately based on the learner preferences. By doing so, learners could be happy

with corrections provided and eventually they could benefit from them.

Which learner errors should be corrected?

Making decisions about which errors to treat is not an easy task for FL teachers (Gebhard, 2000:189). This indicates that teachers should be careful when deciding which spoken errors should be corrected in speaking classes. This is understandable since language learners might have different beliefs about which errors to be corrected in their speaking classes. Kang and Jeon (2006) found out in their study that in order to correct learner errors effectively, teachers need to know learner' preferences for errors to be corrected. Their preferences for errors to be corrected are essential to be considered because corrective feedback is provided for the sake of them.

Katayama (2007) and Kang and Jeon (2006). They found in their studies that there are three areas which are essential to be taken into account when correcting learner spoken errors: vocabulary, pronunciation, and grammar. Nevertheless, their studies did not investigate the errors which should be prioritized to be corrected. Hairus' study (2007 unpublished) reveals that among the three, the subjects of his study assert that mispronunciation should be prioritized to be corrected followed by grammatical errors and errors in vocabularies. The subjects propose similar reasons why they think that mispronunciation has to be taken into account compared to grammatical errors and errors in vocabulary.

They believed that if people produce mispronunciations when speaking, there will be misunderstanding of what they are talking about. This is because mispronunciations will create misinterpretation and eventually communication does not work well. The second reason is that when the learners can speak with good and clear pronunciation, they might feel confident about using the TL. Eventually, they will speak freely and fluently. It should be noted that though they have their own reasons why they believe that mispronunciation should be considered important to be corrected in speaking classes, the subjects in general suggest that corrections must not be given in mid-talking since this practice destroy communication.

How should learner errors be corrected?

Providing the appropriate methods for correcting errors in foreign language learning is so important due to the fact that inappropriate methods could result in negative effect to the learners being corrected. That is why, teachers or classmates should be careful when correcting the learner spoken errors. Teachers and classmates need to be keenly aware of how they should correct learner errors and avoid using corrections strategies that might embarrass or frustrate the learners. Every learner is different in accepting error corrections provided either by their teachers or friends. Katayama (2007) in her study focused on Japanese EFL students' preferences toward corrections of oral errors. The results of her study revealed that the correction method the learners like best is the EFL teachers present the correct form when correcting the learner utterances which are considered wrong. For Bartram and Walton (1999:52), providing the right answers is called reformulation. However, it should be remembered that the corrections must be provided after the learners have talked in the TL.

Another method which is not popular is that the teacher hands around small pieces of paper to the learners in the classroom. In this case, the teachers and learners have a chance to provide error corrections by making notes on these pieces of paper and the learners making errors bring the notes home and they study the corrections at home. By this way, it is expected that the learners are not embarrassed and offended about error corrections provided and it is believed that applying this method could make the learners more relaxed. It seems that this way is good but it is not easy for teachers to know that the learners really correct other learners making errors.

Who should correct learner errors?

The fourth consideration to be taken into account is who should correct learner spoken errors in FL learning and teaching process. Though this question sounds easy to answer, it should be taken carefully. This is because if the persons providing corrections are those the learners do not like, the effect could be more complicated. That is why considering the learner preferences of who should correct their spoken errors in speaking classes is of paramount

importance. Thus far, the most common source of feedback to language learners in the classroom is corrections provided by teachers (Gebhard, 2000; Allwright and Bailey, 1991; Ur, 1996).

It is worth considering, the learners are more nervous if their teachers provide corrections compared to corrections provided by their classmates. This is because FL teachers are considered superior compared to FL learners and this superiority is usually manifested by providing error corrections (Bartarm and Walton, 1999:8). Conversely if the learners receive corrections provided by other learners they are more relaxed since they can discuss the corrections provided. When talking about the usefulness of the corrections provided, it is found that teacher corrections are more useful than classmate corrections. This is because other classmates might have the same errors since they are the same level. That is why corrections provided by classmates could be acceptable if the classmates providing corrections are more proficient in English compared to the learners making errors.

CONCLUSION

Making errors in FL learning and teaching is not only normal, but the learners could learn from their errors. As part of FL learning and teaching, making errors cannot be avoided. People will not be able to avoid making errors in FL learning and teaching dues to the fact that it a learning process. Even it is not only normal for FL learners, but it also occurs in learning and teaching in general.

There are some important consideration when talking about spoken error corrections in FL learning and teaching. First, it is worth noting James' idea (1998:1) that to err and to speak are each uniquely human, then to err at speaking or to make errors at speaking, must make the very pinnacle of human uniqueness. This indicates making errors is very normal for human being. Second, since most people believe that error corrections are part of teaching process, it is expected that they area provided in order to promote learning and they should be taken carefully. This means that error corrections must not make the learners upset, offended, embarrassed and some other negative things. If the learners

experience a bad time because of corrections provided, they might be unmotivated about learning the TL.

It is expected that the learner have more opportunities to try the TL they are learning. This means that the teachers are expected not to talk too much and not to provide lots of error corrections in speaking classes. This is because they need the experience of uninterrupted communication when speaking in the TL. When the learners have lots of opportunities to speak in the language they are learning, they might feel confident about using the TL. If they are confident about using the TL, they might speak more fluently and speaking fluently in the TL is the ultimate goal of FL learning.

Four, the method of correcting learner spoken errors should not make the learners upset or embarrassed. This indicates that teachers or classmates must not be severe about learner spoken errors. This is because correcting should not mean insisting on everything being absolutely correct, it could mean keeping the FL learners to become more accurate in their use of the TL (Edge, 1998). If the teachers provide error corrections severely, they might not helpful but harmful to the learners.

Finally, though the problems of error corrections will never come to an end, it is expected that error corrections are provided in such a way so that the learners could benefit from them. This is because the ultimate goal of providing error corrections is to improve learner performance in using the TL. This is in line with what is claimed earlier that error corrections are providing for the sake of the learners.

REFERENCE

Allan, Diana. 1991. Tape Journal: Bridging the Gap Between Communication and Correction. *English Teaching Journal* 45(1): 61-66.

Allwright, D. and Bailey, K. M. 1991. *Focus on the Language Classroom: An*

Introduction to Classroom Research for Language Teachers. Cambridge: Cambridge University Press.

Aridah. 2004. Students' Preference and Reactions to Teacher Feedback in

BambangYudi Cahyono and UtamiWidiati (Eds). *The Tapestry of English* Language *Teaching and Learning in Indonesia* (pp. 195-203). Malang: State University of Malang.

Bartram, M. and Walton, R. 1999. *Correction*. London: Commercial Colour Press.

Brown, H.D. 1981. *Principles of Language Learning and Teaching*. Englewood Cliff: Prentice Hall.

Corder, S. Pit. 1981. *Error Analysis and Interlanguage*. Oxford: Oxford University Press.

Fauziati, E. 2003. Interlanguage Errors in English Textbooks for Junior High

School Students in Surakarta. *TEFLIN Journal*. 14(2): 179-192.

Gebhard, J.G. 2000. *Teaching English as a Foreign or Second Language: A*

Teacher Self-development *and Methodology Guide*. The United State of America: The University of Michigan Press.

Ghadessy, M. 1989. Selection of Development Errors by Students with Different L1 Background. In *IRAL*, 27(1): 53-61.

Harsono, M.Y. 2003. Language Learner Language. A case Study of Seventh Semester Students of the English Department, Faculty of Education

Atmajaya Catholic University Jakarta in *TEFLIN Journal*, 14 (2): 165- 192.

Harmer, J. 2002. *The Practice of English Language Teaching*. Essex: Longman.

Hendrickson, J. H. 1978. Error Correction in Foreign Language Teaching: Recent

Theory, Research and Practice. *Modern language journal* 55 (2): 494-498.

Holley, F.M and King, J. K 1971. Imitation and Correction in Foreign Language

Learning. *Modern language journal* 55(8): 494-498.

Hughes, A and Lascaratou, C. 1982. Competing Criteria for Error Gravity. *English Language Teaching Journal*, 36(3): 175-182.

James, C. 1998. *Errors in Language Learning and Use*. Now York: Longman

Johnson, K. 2001. *An Introduction to Foreign Language Learning and Teaching*. Essex: Longman.

Johnson, K. 1988. Mistake Corrections. *English Language Teaching Journal*. 42(2): 89-96.

Lennon, P. 1991a. "Error and the Very Advanced Learner" . *IRAL*, 12(1)

Lennon, P 1991b. Error: Some Problems of Definitions, Identification and Distinction. *Applied linguistics*. 12(2): 180-196.

Moyer. A. 2004. *Age Accent and Experience in Second Language Acquisition: An Integrated Approach for Critical Period Inquiry*. Sydney: Multilingual Matters Ltd.

Nunan, D. 1989. *Understanding Language Classrooms*: A guide for teacher- initiated action. New York: Prentice Hall (UK) Ltd.

Priyono. 2004. The Logical Problems of Teaching English as a Foreign Language in Indonesia in BambangYudi Cahyono and UtamiWidiati (Eds.), *The Tapestry of English Language Teaching in Indonesia* (pp.17-35). Malang: State University of Malang Press.

Richards, J.C. and Rodgers T.S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Salikin, Hairus. 2008. Unpublished Dissertation. Indonesian Learner Perceptions of Spoken Error Corrections. Universitas Negeri Malang