EFFECTIVE ERROR TREATMENT IN ORAL CLASSROOM OF ENGLISH TEACHING AT HEALTH MAJOR

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ABSTRACT

Errors were inevitable in the process of language learning for students. All lecturer agree that errors students made in oral English are not allowed. Lecturer should not mainly focus on fostering the students' competence of using the languages fluently only but errors the students made also could be ignored. Mistakes could unfold what students were poor in. The lecturer should help them out in time. All students hoped for lecturer' help in correction and treatment. Only in that way they could improve their English little by little. On the other hand, if we ignored the students' errors in spoken English, they would never be able to communicate well with other in English or did well in exams. In fact, the language error common occurred in English teaching at Health major. This article discussed about language error and its correction in teaching classroom at Akbid Namira Mandailing Natal through analyzing the types of errors and exploring the causes of errors. And it was putted forward to some strategies to correct these errors.

Keywords : *Errors, Error Correction, Oral Classroom*

INTRODUCTION

In learning language, especially oral classroom activities, students make errors. All learners commit errors in learning a second and foreign language. Every student will commit errors when they use their target language (TL). Errors must be differentiated from mistakes. A mistake can be committed by every people even though they speak or write in their mother tongue and mistake can be self-corrected. A mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly (Brown, 2007:257). Lapses or mistakes are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of the tongue, random ungrammaticalities, and other performance lapses in native-speaker production also occur in second language speech.

Brown (2007:258) says that an error is a noticeable deviation from the adult grammar of a native speaker that reflects the competence of the learner. In other word, error is deviations that are committed by second language (SL) or foreign language (FL) learners because of the lack of the knowledge of TL in which the deviations cannot be self-corrected by the SL or FL learners. These errors in learning occur as habit formation and fossilization.

Nowadays, language error is an inevitable universal phenomenon which occurs in the process of learning English. How should we deal with students' errors? This is an important issue. When meeting the students' error, a lecturer should find the causes of the errors. We usually find some unbelievable errors which occur in students' spoken English. Because students can't master the whole knowledge that lecturer introduced. They must go through a long process to master the whole knowledge. So, lecturer should use right way to correct these errors of our students.

The application of various method in classroom did not fulfill the needs of students yet in learning. Even this approach provided the better method to teach the students in English, but the students still did errors and could not understand and used English well whether it is for learning or communication. Students occurred many errors that were affected by many factors and that errors were should be corrected.

The above description has shown that research on English Acquisition still continuous and people still believe in its merit with regard to finding out how learners acquire a foreign language. In relation to this issue, the researcher decided to study errors committed by health students. She studied errors in the oral classroom of a group of health major students at Akbid Namira Mandailing Natal. This research was conducted in order to answer these questions; (1) what types of errors are committed by the students? (2) what are the sources of the errors? (3) why are global errors still committed by the health students and how to correct the error?

Therefore, the researcher intends to find out the fact about error correction in oral classroom English teaching at Akbid Namira Mandailing Natal.

METHOD

The research was designed as a case study which was conducted in the second semester of midwifery students of Akbid Namira Mandailing Natal. The participants of this research were all students of the Class with a total number of participants were 28 students. The data were collected through an oral classroom that involved all of the students who were taken as subjects of the study. The project can be described as follows.

The researcher listened and focused on the participant in oral classroom project. Every participant speaks about their past experience or their daily life or their future life and what they know about the particular subject in English. The length of every monologue consists of various number of words, it depends on the students' capability. The time allocation that was given to speak up was until one minute. The analysis was done with the following procedure or steps. The Procedural of Error Analysis: Identifying Errors

The first step was to identify the students' errors. To identify error, the researcher compared the sentence that contains error (s) to the original. The learners make error because of their lacks of knowledge of the languages rules they learnt. When the learners make errors, they will not be able to correct it by themselves. The second step is to correct the error.

RESULTS AND DISCUSSIONS

A. Types of Students' Errors

There were three types of errors that found in oral classroom English teaching at Akbid Namira Mandailing Natal. Actually, there were many reasons and factors that affect these errors existed in the classroom. Such as the different background of the students that related to language user groups in language teaching, method of teaching, whether it was integrating content-based approach and task-based approach or not, learning strategies and interlanguage and the natural route of development.

Table I. Types of the errors were

Type	Pronunciation errors	Grammatical errors	Communication strategy-based errors
Proportion	30 %	40 %	30 %

1. Pronunciation Errors

A student said as follows: "She was very weak in English [wak], she speaks English poorly [porli]. Her friends can [can] barely [berli] understood.

The example showed that pronunciation errors often make it hard for the speakers to make themselves understood or even made them misunderstood and listeners puzzled. So, communicating in English seems to be more difficult.

2. Grammatical Errors

Students often said sentences like this "i have two brother. I do ho ework yesterday. I am cook in the kitchen." The first sentence was spoken by students who were influenced by the mother tongue-bahasa Indonesia. The rest was spoken by students whose lecturer often reminds them that "I" should be followed by "am". If these errors didn't get corrected in time, the students would keep them in mind and thought they were right. The result would be very terrible. The three short sentences were enough to show us that it was necessary for the students to obey grammar rules when speaking English.

3. Communication Strategy Based Errors

When students asked their lecturer such private questions or asked question in a bad time or not in a good timing. She was a patient lecturer who can tolerate it. We were not sure whether everyone would accept it. If so, such students would not be welcome or be considered impolite. They may lose many friends and opportunities.

B. The Causes of Language Errors

1. Language Transfer

Mother tongue played a very significance role in English learning and it had great influence on learners' language which was known as interlingual transfer. The influence from mother tongue can be both positive and negative, so there are positive transfer and negative transfer of mother tongue (e.g., I very like my lecturer). In Indonesia, we usually use the vocabulary in the different ways. So, the students often make sentences like that in English form.

2. Intralingual Interference

Errors can also be caused by the training the learners received. It includes the textbook explanations and lecturer's instruction. Sometimes textbook's writers failed to explain a language rule or phenomena clearly and comprehensively. And sometimes language lecturer might give the implicit or imprecise explanation to language items or the use of a language rule. When learners were exposed to the new linguistic materials, they are likely to make incorrect or false induction or incomplete generalization and so errors caused by learning context occur. e.g., After studying the sentence "would like to do sth...", the students often used the error sentence "feel like to do sth...". And some students regard the follow words as adverb. "Friendly, lovely and lonely".

3. Communication Strategies

When existent precise language items were not available to the learners, they would consciously adopt some verbal or nonverbal mechanism for communication. The communication strategies contained using synonyms and opposites, switching to first language or literally translating first language items into second language. When some items were improperly used, error based on the use of communication strategies occurs. Besides factors mentioned above, affective factors and social factors may also be the causes of errors in language learning.

C. The Strategies of Error Correction

Despite of the types of correction provided, these below corrections were the types of correction that were existed at Akbid Namira Mandailing Natal. The corrections also adopted and adapted from the theory of Schachter. They were:

1. Lecturer' Correction

1.1 Explicit Correction

Explicit Correction refers to the explicit provision of the classroom. As the lecturer provided the correct form, she clearly indicated that what the student had said was incorrect.

A: Where did you go yesterday?

B: I go to my grandmother's house

A: Oh, you should say: "I went to..." Read after me, please.

B: Oh, sorry. I went to my grandmother's house.

A: That's right.

1.2 Implicit Correction

Requests indicate to the students either that their utterance had been misunderstood by the lecturer or that the utterance was ill-formed in some way and that a repetition or a reformulation was required. A clarification request included phrases such as "pardon me ..." and "What do you mean by...?"

A: I will go tomorrow the next time?

B: What do you mean by tomorrow the next time?

A: sorry, I mean just tomorrow

B: Ok, Now I ask you again. When will you go?

A: I will go tomorrow.
B: Good job.

2. Students' Correction

2.1 Lead Students to Correct Errors by Themselves

A lecturer couldn't correct the errors directly all the time. lecturer could lead the students to correct errors by themselves. lecturer could help students find their errors and the causes by themselves.

A: I go to a market last weekend.
B: I go to ... ↗? Last weekend...↗? Go...↗?
A: Sorry, I went to a market last weekend.
B: That's right. You are a clever boy.

2.2 Errors Correction by Group

As we know, classmates' study together every day. So, their classmates could point out the errors when a student occurs an error. The student received the correction easier than that the lecturer points out his error.

A1: We go for hollyday
B: (Ask whole students) hollyday?
Whole S: No, holiday.
A1: Sorry, we go for holiday.
B: Good job.

CONCLUSIONS

In oral classroom, students spoke up and active, the lecturer guided and controlled them, when they did error the lecturer would make the error correction. All in all, when an error occurs, the lecturer must decide firstly whether to correct the error. Interest is the best lecturer and confidence is essential for students to do well in lessons. So, when correcting students' errors, lecturer must pay much attention to the time, the way we use and our attitude. We can do it differently, sometimes during the event in class, sometimes after the event or after class. We must be friendly and patient. We can manage it by using body language, by rephrasing the students' words with right information, or by asking questions according to the students' errors etc. In all, we should try to avoid discouraging students while correcting errors. So, if the lecturer thinks it is necessary to correct it, then he or she would make a decision on several questions: when, how and who to do this error correction. Therefore, the issues described in this modal can raise a serious of questions. Of course, the lecturer should find the appropriate way to correct the error. Therefore, we can help the students improve their English step by step without hurting them.

So, as lecturer, we must evaluate the results of using these different strategies in our classroom and then make our decision on when to do error correction. Lecturer also had to consider the learner's different personality and study ability. Lecturer should treat different students with different ways.

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