Teacher's Belief about Error Correction on Teaching Reading and Their Practices

Chalimatus Sa'dia
University of Islam Malang
Diyah_92@ymail.com

Abstract

This study aimed to knowteachers' belief about error correction on teachingreading and toseetheir actual classroom practices of error correction on reading withregard to their belief.There were four experienced and two novice teachers as the subjects, which every teacher observed in four meetings from two different classes. The design ofthis study was qualitative case study using triangulation as the technique of collecting data. An interview, documentation, and observation were the triangulation ways that applied in this study. Teacher's belief about error correction on reading was assessed through a questionnaire and an interview,while observation and documentation were used to know the classroom practices. The study indicated that some beliefs about error correction were applied in practice and others not.The aim of checking beliefs and it's actualiation in the classroom was not to find the most practiced teacher but it was one of the ways to make teachers more aware to their beliefs and really apply their ideal beliefs in their classroom.

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Keywords: teachers' belief, error correction, reading, classroom practice

Students need to have skill in reading, because it should be mastered before they graduated from senior high school. Reading skill is important for students in passing an examination. Many of the questions are in the form of text, so the students should have ability to read the passage generally.That is one of the reasons the students often make make errors in their reading activities. There are many variations of errors in the language elements such as pronunciation andintonation whether the error causes misunderstanding or not.

Many research discussed error correction on teaching writing, and from those research can be concluded that sometimes error correction will give positive and negative impact on the students. This research explored the beliefs and the activities in the class from 4expertteachers and twonew novice teachers related to errorcorrection on teaching reading and their practice in three senior high schools at one of Islamic boarding school in Pasuruan those are SMK Billingual Al-yasini, MAN 2 Pasuruan and SMA Excellent Al-yasini.

Every educators have certain beliefs in doing their activities in the classroom. Their ideologies, personal identity and individual philosophies in teaching some skillsrepresent their beliefe. Michella Borg (2001) make definition thst a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment. Further, it serves as a guide to thought and behavior' (2001, p. 186). Related studies on teacher beliefs have known that teacher beliefs can have a great effect on the decision of training. However, language teachers' beliefs do not always correspond with their

activities in the class. Some teachers in English language are not always conscious to what they belief and what is the function of their beliefs actually.

A teachers should try to support their students to involve their four skills. One of their duties is to add a correction and give good riview on the students' errors. Based on the writer's experience, students usually wanted to get correction for almost any error they made. The survey conducted by Ancker (2000, p. 22) reveals similar findings. Most students expect the teacher to check every errorr they made, and their basis is the urgency of learning to read English text correctly. On the contrary, most teachers have different opinions. According to one of teacher correct every error from students can let bad impact on the students' motivation and confidence.

Referring to the whole discussion above, the researcher wanted to dig more deeply relate to their belief about error correction on reading and their practice.For the first, the researcher collected and identified the teacher's belief about error correction on teaching reading from 4 experienced and two novice teachers in SMK Bilingual Al-yasini, SMA Excellent,and MAN 2 Pasuruan. Then, she observes their classes to check their classroom practices related to the practice of error correction on teaching reading. The last, the researcherfigured out the suitability of teacher's belief and classroom practicesabout error correction on teaching reading.

Method

Instrument

The research instrument for this study was an interview, questionnaire, observation and document analysis. Ary et al. (2010, p. 441) conveyed that interview is often used to obtain as a basic methods for in finding the data qualitatively, to collect the data from people about opinions, beliefs, and feelings about situations in their own words. Moreover, the interview is an appropriate method for collecting data in order to get others' opinion and interpret it by own words.

This study used an interview and questionnaire to know teachers'belief about error correction on reading, and also additional information in getting the data more clearly. Moreover, in order strengthen the data, researchers also used observation and documentation to know the classroom practices with regard to their beliefs and their practices.

Participants

Four experienced and two novice English teachers from three Senior High Schools were involved in this study. Two teachers were from SMK Kesehatan Al-yasini, three teachers from MAN Pasuruan and a teacher from SMA Excellent Al-yasini.

Findings

Based on the data analysis, there were fifteen (15) statements related to the teachers' belief on teaching reading that usually used in their reading classes exactly in the first and second class of SMK Bilingual Al-yasin, SMA Excellent Al-yasini,and MAN 2 Pasuruan in the academic year of 2018/2019. The statements consisted of used a various of error correction techniques, provided correct answer with explanation, usingcertain facial expression to indicate an error from the students, corrected every errors not from the material, appoint the error and asked students to mention it, again the words or sentences to indicate the position of error, indicted the position of error by giving yes-no question, they need require various techniques in having error correction, error correction should be given in the

end of reading activities, students have not to be insist for it in the midst of reading, correction is not shaming, left error uncorrected, ignored the error without giving the correct version, teacher-correction is more effective and the last statement was self-correction is the best.

Table 1 outlined a resumeof four experienced and two novice teachers' belief argumentation in error correction on reading in their particular classes as collected from the questionnaire and stated while having interviews.

The stated beliefs from the teachers, showed that all teachers usedvarious of error correction techniques, those were repeating an error word or sentences with another intonation to signal position of error, signaling the position of error by delivering a yes-no question and also using a facial expression or body language to signal the error.Septi, Toetik, andMasruroh did not correct errors except the object of the material; according to them it would spend much time and make their students not focus on the certain topic at that time. Liswati,Rokhani, and Mutmainnah corrected all errors outside the scope of the lesson, according to them it would not spend much time and make their students more aware of their errors.

Every student has their own characteristics for responding error correction from their teachers. Sometimes they will be more confident after getting some corrections, and others would not have the same feeling, they will be shy to practice their English in reading after getting some corrections from their teachers, so all of them really agree that everystudentsneeddifferent techniques in givingthe correction.

For two novice trainers (mutmainnah and masuroh) believed that error correction should occur in the middle of a communicative reading activity. According to them correcting the students' error is very crucial. Students would remember if they have ever got some correction to the errors they made, so she needed to checkevery their errors. Actually, the students already had the answer for their errors according to them. The teacher must prepare many techniques to make them realize that they had made an error and would not repeat the same errors. Whereas experienced teachers said that reading activity should not be distrub, error correction should occur after they finish their reading activities.

Most of them believed that both self-correction and teacher-correction were effective in correcting students' error. They mixed them in her reading class, but one of them preferred to use self-correction in her class. she always tried to guide her students to correct the errors by themselves, but Toetikbelieved that teacher-correction was more effective than self-correction. Most of her students did not approve self-correction in their class. Sometimes she asked her students to correct their friends' error.

The importance in relating the relation from beliefs and it's actualization in the classroom was not to say that a certain method is better than other. Knowing English language teachers' beliefs and their activities in the class can give information about teachers' ability able to apply the approaches in teaching and learning processes.

Table 1. Teachers' Belief Statements.

Statements	**Septi**	**Toetik**	**Liswati**	**Rokhani**	**Mutmainnah**	**Masruroh**
I use a various of error correction techniques	3	3	3	3	4	4
I usecertain expression to show the error	3	1	3	4	3	3

I correct errors another topic from the lesson	2	1	4	4	3	2
I point out the error and asked my students to mention it	3	3	4	3	3	2
I signal the postion of error by delivering a yes-no question	3	3	3	3	4	3
Every students need different techniques in doing correction	3	4	3	2	4	3
Error correction should be given in the end of reading activities	4	4	3	3	1	2
Students should not be distrubwhile they are reading	3	4	3	3	3	2
Error correction is not shaming	3	4	4	2	3	4
I leave error uncorrected	2	1	1	1	1	2
I Point out the error without giving the correct version	2	1	1	1	1	2
Teacher-correction is more effective	3	3	3	2	2	4

Self-correction is the best	3	2	4	2	4	2

Key: (1) Strongly Disagree
(2) Disagree
(3) Agree
(4) Strongly Agree

Practices in the classroom

Table 2 outlines a resumethe result of observation in the classroom. In this occasion the researcher only sits in their class without giving any intervention to the teaching and learning processes. From this table can be concluded that from this study, some beliefs are applied in their classroom and others not. Sometimes peripheral, Ideal and contradictory beliefs are not found in the learning activities. Ideal beliefs is one of very difficult and need the struggle to implement it for all teachers in the particular teaching. Peripheral beliefs are the beliefs, that are not really concern by researcher in doing interviews. Contradictory beliefs are different source of strained among beliefs and its' practices. They did not realize that sometimes what they practiced in the class do not reflect their beliefs on practicing error correction in their reading activities.

Table 2. Teachers'Classroom Practices.

Statements	**Septi**	**Toetik**	**Liswati**	**Rokhani**	**Mutmainnah**	**Masruroh**
I usemany techniques in correcting the error	✓	✓	✓	✓	✓	✓
I usecertain expression to show the error	✓	✓	✓	✓	✓	✓
I correct all errors although not related to the lesson	✓	x	✓	✓	✓	✓
I point out the error and request my students to mention it	x	✓	✓	✓	✓	✓
I signal the position of	✓	✓	✓	✓	✓	✓

error by givingyes-no question						
Every students need different method in having error correction	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓
Error correction should be given after reading activity	✓	✓	✓	x	x	✓
Students should not be distrub in themiddle of reading	✓	✓	✓	✓	✓	✓
Error correction is not shaming	✓	✓	✓	✓	x	✓
I leave error uncorrected	✓	✓	✓	✓	✓	✓
I Point out the error without giving the correct version	✓	✓	x	✓	✓	✓
Teacher-correction is more effective	x	✓	✓	x	✓	x
Self-correction is the best	✓	x	x	x	✓	x

Key:

✓ (suitable)

X (not suitable)

Discussion

Dealing with the first research finding, all experienced and novice teachers from SMK Bilingual Al-yasini, SMA Excellent Al-yasini,and MAN 2 Pasuruan in the academic year of 2017/2018 have various beliefs about error correction on reading. Teachers make some corrections to improve learners' accuracy in reading especially in their pronounciation and intonation.

All teacher believe that error correction can give contribution to their students ability. contribute to their student's habit, to practice self-correction in reading activities. The finding indicates that teachers concern to the refrain some errors from the students. They also trust that they have to concentrate on the errors that broke the sense. The teachers often use many ways to confirm errors such as repetitions,explicit and implicit correction, convey clues to the students, and examining the errors with the whole class, interrogeting questions to give a correction or exposition of the errors and bringing the students to do self-correction or peer-correction.

Using facial expression is one of the most effective way of having error correction according to the teachers. In interviews, they express that it is needed to have kinds of manner since every individual have different learning styles which need different ways of correcting their errors. Based on their experiences each students could get from that special method. Farrell and Lim (2005) stated that, there may be an unsuitablity between their opinion in their mind with their actual practices in the classroom.

Most of them are not sure and care of their beliefs about error correction on teaching reading. No differences between experienced and novice teachers in this context. They are in the process of formingwhen they asked about their beliefs and this study is the first change for them that ask to verbalize their beliefs in their reading classes.

Senior (2006) has said that experienced and novice teachers can inform their beliefs, the educators may not be able to practice to what they have made or a certain judgment while teaching because these beliefs are always chang. Gatbonton (2008) also has argued that novice teachers' beliefs are likely to be stiff, as they had less opportunities to generalize it. Although this important point may not always right for all novice teachers, it can be they are still negotiating their beliefs about how to do error correction on teaching reading.

Conclusion and Suggestion

This case study investigated teachers' beliefs about error correction on reading and classroom practices of twonovices and four experienced teachers in SMK bilingual Al-yasini, SMA Excellent Al-yasini and MAN 2 Pasuruan. The result of this study showed that eventhough theclassroom practices of experienced teacher's are more clearreflect to their beliefs, there are instances where their beliefs are not suitable with their practice, and theunsuitabilityis still normal.

In this study, some beliefs were practiced and others were not. In an interview, they say that sometimes they do not realize what they have practiced in their class. Practicing what they believe about error correction is quite difficult for them. Many surprising or new thing can be met in their classes, and of course, they feel that their beliefs are not appropriate for every condition.

Eventhough the object of this study only six teachers and have restriction as the results of generalization and the invention signify that both teachers refered

example of suitability and unsuitability are not always distinctive to differentiate, also the study showed that language teachers need to reflect on their existing beliefs and classroom practices and to ‘question those beliefs in the light of what they intellectually know and not simply what they intuitively feel’ according to (Johnson 1994, P. 439).

In the research scope teachers must be know the reasons why students make errors, teachers must be know the condition in correcting students’ errors. Teachers can give more attention whether an error distorts meaning or not. The important one they must pay attention to the level and type of errors. The last, teachers must be in having error correction strategies like say positive comments, how to valued in doing some corrections.

In addition,teachers should be informed about the way to develop self-, peer- and group corrections among students. Finally, teachers should realize that errors always happened in the learning activities, that is why they should always try to give corrections and try to minimize the negative impact of doing error correction,

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