Corrective Feedback in Learning Interaction: Integration of Surface Strategy Taxonomy

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Article Info	Abstract
	The purpose of this research was to ascertain the types of errors found in classroom learning interactions at State Islamic University (PTKI) Metro, to analyze the strategies used to correct student errors in classroom learning interactions at PTKI Metro, and to gain an understanding of the aspects of the Surface Strategy Taxonomy that were discovered in classroom learning interaction errors at PTKI Metro. This study surveyed six lecturers and forty students. The researchers analyzed the data using the Dalton-Puffer theory, which was used to identify and describe the types of typical student errors that occur during learning English in the classroom. Then, using Mendez's theory, we will analyze the various lecturer strategies for correcting student errors in learning. Additionally, the researchers examined the linguistic aspects of the taxonomy category in the students' errors using Dulay, Burth, and Krashen theory. The findings indicated that lecturers at PTKI Metro City used the following corrective feedback strategies: Explicit Correction, Recast, Clarification Request, and Metalinguistic Feedback. Additionally, this study classifies the errors made during classroom interactions using the Aspects Surface Strategy Taxonomy.
	Abstrak
	Penelitian ini bertujuan untuk mengetahui jenis kesalahan yang ditemukan dalam interaksi pembelajaran kelas di PTKI Metro dan menjelaskan strategi yang digunakan dalam mengoreksi kesalahan mahasiswa dalam interaksi pembelajaran kelas di PTKI Metro serta mengetahui aspek Surface Strategy Taxonomy yang di temukan dalam kesalahan interaksi pembelajaran kelas di PTKI Metro. Jumlah Responden dalam penelitian ini adalah 4 Dosen dan 40 Maahsiswa. Dalam menganalisa data, peneliti menggunakan teori Dalton-Puffer digunakan untuk mencari tahu dan menggambarkan jenis kesalahan umum mahasiswa dalam interaksi pembalajaran bahasa Inggris di kelas. Kemudian, menggunakan teori yang ditawarkan oleh Khaled Karim & Hossein yang diterapkan untuk menganalisis jenis strategi dosen dalam memperbaiki kesalahan mahasiswa dalam pembelajaran. Peneliti juga menganalisis aspek linguistik kategori taxonomy yang ada pada kesalahan mahasiswa tersebut

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dengan menggunakan teori Dulay, Burth, dan Krhashen. Hasil penelitian ini adalah strategi *corrective feedback* yang digunakan oleh dosen di PTKI kota Metro adalah *Explicit Correction, Recast, Clarification Request*, dan *Metalinguistic Feedback*. Dan penelitian ini juga mengklasifikasikan jenis kesalahan berdasarkan Aspek *Surface Strategy Taxonomy* pada interaksi pembelajaran di Kelas.

INTRODUCTION

Interaction is one of the important processes in social life. It is based on the fact that every person has a social character, the one cannot carry out their life without interaction. This interaction process occurs in real situations, such as in the field of education. Education includes interactions between individuals or groups (Jácome, Jaimes, & Angulo, 2016). Therefore, education is part of the interaction either in the classroom or in a particular place. Runmei and Zahrani said that interaction in the classroom has an important role, especially in the English learning process (Runmei, 2010; Al-Zahrani, MY, & Al-Bargi, A. 2017). Students can learn English better if they experience it for themselves. The success of learning in the classroom is determined by the quality of learning interactions between lecturers and students (Eom & Ashill, 2018; Zimmerman, 2012; Heikonen et al., 2017). All learning processes are successfully influenced by choosing the right method and strategy, assessing and teaching competence in mastering the material. At the same time, a good system of the learning process cannot guarantee the quality of interaction between students and lecturers, which is caused by differences in the competence of lecturers in controlling and mastering in choosing the appropriate method, exchange in the classroom and assessment of the learning process.

The researchers have conducted a pre-survey on learning interactions in the English Language Education Study Program at Institut Agama Islam Ma'arif NU Metro (IAIM NU) Lampung and Institut Agama Islam (IAI) Agus Salim Metro, and lecturers only use a number of correction strategies, such as explicit correction. The lecturers tell the students that what they say is not true then justify the error in the conversation without explaining the error about the implied linguistic category and minimising the error. However, various correction strategies can be used. As stated by Mendez that there are several correction strategies: explicit correction, recast, metalinguistic feedback, clarification request, and elicitation (Méndez, EH, Cruz, RR; Loyo, G. M, 2010; Amalia et al., 2019). The researchers found several problems related to learning English in the classroom, which involved student errors and strategies in providing error correction. In this case, the researchers found some students' pronunciation errors and the lecturer's correction strategies in English learning interactions. The students have grammatical errors, and lecturers use explicit correction. Furthermore, students make mistakes in pronunciation, where the spoken words are adjusted to written words such as pronunciation in Indonesian. Furthermore, the lecturer corrects the student's mistakes explicitly. In addition, students make other mistakes, and those mistakes often occur in grammar and pronunciation. Lecturers also use the same strategy in correcting students' verbal errors. In addition, the limited use of strategies in correcting student errors is due to limited knowledge in the use of strategy. After that, the lack of knowledge in categorizing the analysis structure in the linguistic category taxonomy aspect. Lecturers think that the most important thing from using strategies is that students can understand what the lecturers are saying and apply the strategies without providing feedback on learning interactions.

This research is important to be carried out to provide corrective feedback in learning interactions. If it is not handled immediately, it will potentially increase students' misunderstanding of concepts and principles in learning, which will lead to learning difficulties for learning students. Facts show that the pattern of correction of students so far has been less communicative. On the other hand, the importance of this research is an effort to anticipate

further failure and overcome difficulties faced by students (Sari, Y. A., Latief, S., & Umar Al Faruq, 2021; Suhono et al., 2020). The pre-survey results obtained by students did not receive an overall corrective response, resulting in students being less motivated to understand and correct their work errors. If left unchecked, this situation can result in the accumulation of learning difficulties and greater obstacles for students to obtain better learning outcomes. According to Yen and Flona, corrective feedback is one strategy that can be used to respond to formative assessment results (Yen Han & Flona Hyland, 2019). Khaled Karim and Hossein (2019) explained that there are four categories in corrective feedback analysis: clarification request, Recast, Elicitation, and Metalinguistic Feedback. Through corrective feedback, students realize where their mistakes are and deepen their understanding of the knowledge gained through learning experiences so that learning difficulties can be overcome and ultimately, the quality of learning outcomes will be better (Celemin, & Ruiz-del-Solar, 2019; Pérez-Dattari et al., 2018; Chen et al., 2018). Corrective feedback is a lecturer's response to student learning errors. This is one strategy that can respond to student learning outcomes (Alsolami, 2019). Thus, corrective feedback *is* seen as an integrated activity in learning that aims to help students correct learning errors and respond to student learning outcomes.

Previous researchers have generally researched corrective feedback. Therefore, it is important to map this research study to find a position that is different from previous research. Zhang and Monta's first previous research entitled "Error Treatment Sequence in Classroom with Native and Non-Native English Teachers". This study focused on the treatment sequence (Zhang, Sen & Chatupote, 2014), namely learner errors and correction of lecturer feedback on native English speakers and non-native English speakers in the classroom. The second previous researcher was Al Fakkie and Siddiek (2013), entitled "Techniques applied in Correcting Students' Oral Errors in Boys of Omani School". This research focuses on the type of elicitation corrective feedback used by lecturers. The third previous researcher is Al Fakkie and Siddiek (2013), entitled "Techniques used by teachers in correcting students". This study focuses on the type of elicitation corrective feedback used by lecturers (Al-Faki & Siddiek, 2013). The next previous researcher was Abeer Al Ghazo & Aljoun (2016), entitled "Error correction strategies for the classroom oral proficiency used by Jordania Teaches at Secondary Level". This study focuses on the type of elicitation corrective feedback on teachers in the use of oral, grammatical and pronunciation (Abeer Al Ghazo & Aljoun, 2016).

Based on previous research, there are differences in the current study. Researchers describe differences as evidence that the current study is different from previous research. Previous researchers used research subjects, namely lecturers who were not native English speakers. In contrast, the current research subjects are lecturers and students in private institutions, which focuses on investigating the types of errors found in classroom learning interactions in private universities, the linguistic category taxonomy aspects found in classroom learning interaction errors and explaining the strategies used in correcting errors. Students in classroom learning interactions in private universities. After that, the difference with the second previous researcher was that the subject of the previous study consisted of 20 students at the Boys of Omaani school, which focused on the type of teacher corrective feedback found in learning. While the current research subjects are lecturers and students in private institutions, which focuses on investigating the types of errors found in classroom learning interactions in private institutions, the linguistic category taxonomy aspects found in classroom learning interactions errors in private universities, and explaining strategies used in correcting student errors in classroom learning interactions in private institutions. This type of strategy should be used in the problem of oral learning interactions in the classroom. This indicates to students that they are using the wrong target language, and there needs to be a thorough error correction both explicitly, recat, metalinguistic feedback, elicitation. There is even a need for an explanation of the use of errors in the linguistic category of the taxonomy category. In line with Ken HeyLand & Flona is explaining that corrective

feedback is the treatment of lecturers in minimizing student errors in learning by informing about the facts of the error (Ken Hyland & Flona Hyland, 2019). Therefore, this strategy stimulates hypothesis testing, allowing students to solve problems in the interaction of English learning. This study aimed to determine the types of errors found in the interaction of learning English at PTKI Metro. To explain the strategies used in correcting student errors in the interaction of learning English at PTKI Metro. To find aspects of Surface Strategy Taxonomy found in English learning interaction errors at PTKI Metro.

METHODS

This study used a qualitative descriptive method to describe or answer questions about a particular localized event or context and participants' perspectives on a practice or problem to understand a group or phenomenon. This research was conducted at Islamic Religious Colleges (PTKI), namely the Ma'arif NU Metro Islamic Institute and Agus Salim Metro Islamic Institute. The respondents of this research were six lecturers and 40 students consisting of 2 Lecturers and 20 Students from Institut Agama Islam Ma'arif NU Metro Lampung, 2 Lecturers, and 20 Students from Institut Agama Islam (IAI) Agus Salim Metro Lampung. This research was descriptive-analytic. The researchers described the types of errors that found in the interaction of classroom learning, the aspects of the *linguistic category taxonomy* could be found in the error learning interaction class and identifies strategies used in correcting errors of students in the learning interactions classes in PTKI Metro

In collecting data, the researchers used observation, interviews, and documentation. Observation is used to dig up data from data sources in events, places, locations, objects, and recorders. In this study, researchers used direct observation techniques by visiting the event, observing the research location at IAIMNU Metro and IAI Agus Salim Metro. What is observed is the process of learning interaction in the classroom to find out the types of student errors and determine the linguistic category taxonomy aspect. In the linguistic category taxonomy analysis, the researcher uses the theory of Dulay' Burt and Krashen (1982). The researcher uses the theory in the corrective feedback analysis (Ken Hyland & Flona Hyland, 2019). The second uses interviews. Interviews were conducted through direct communication with parties who can support the acquisition of data related to the problems studied to obtain data either verbally or in writing on a number of data treated. The interview technique used is a structured technique, which is open-ended and leads to the depth of primary data information. The third uses documentation as additional (secondary) data, but this data serves to clarify and complement the main data.

FINDINGS AND DISCUSSION

This section presents findings and discussions on correction strategies for lecturers and students to correct learning errors at private Islamic religious universities, namely IAIMNU Metro and IAI Agus Salim Metro Lampung. In analyzing these findings, the researcher used the theory proposed by Dalton-Puffer (2007) used to find out and describe the types of common mistakes students make in English learning interactions in the classroom. Then, using the theory offered by Khaled Karim and Hossein (2019), which is applied to analyze the types of lecturer strategies in correcting student errors in learning. In addition, the researcher also analyzed the linguistic aspects of the taxonomy category in the student's errors using the theory of Dulay, Burth, and Krhashen (1998). Further explanation of this phenomenon is presented in the description below.

Types of Student Errors Found in Learning Interaction

Researchers found three types of student errors in classroom interactions in this study. The errors are vocabulary errors, pronunciation errors, and grammatical errors. Vocabulary errors are not often made by students. Students only sometimes use the wrong words or choose the wrong

words. Pronunciation errors usually occur in pronunciation words that students think are foreign words. Meanwhile, grammatical errors are more common among students.

After direct observation by the researcher, it was found that not all students made mistakes. When students do not know the answer to the teacher's question, they remain silent rather than make mistakes. Therefore, the frequency of student errors in each class studied was different. In detail, the errors made by students in learning interactions in English classes are explained based on the types of errors as follows:

Vocabulary Errors

Errors are one of the mistakes made by students in-class interactions. Vocabulary errors include inappropriate words or phrases and improper translation of words. In other words, students often use inappropriate words in a sentence. In addition, students often mistranslate the words given by the lecturer.

Pronunciation Errors

Students make errors in class interactions whose frequency is not much different from vocabulary errors. In this study, the researcher found some student errors in pronunciation.

Grammatical Use Errors: Grammatical

Errors were the third type of error investigated in this study. In general, there are several aspects of grammatical errors in speaking. They use the wrong word order, tense, conjugation, and particles. However, in this study, the researcher only found grammatical errors in the aspect of wrong word order. Word order can be defined as a way to arrange words correctly. In this case, the students' grammatical errors focused on the order of sentences and sentences. It is a grammatically correct combination of two or more words.

In this study, it was found that the students made grammatical errors especially using the wrong word order. The wrong word order made by students covers several cases. First, students are wrong in formulating noun phrases.

The strategy used in correcting student errors in classroom learning interactions

The data that has been collected in this section relates to the lecturer's strategy in correcting student errors in interactions in the classroom. In this study, there were 2 lecturers taken as research subjects. Researchers investigate four types of strategies in correcting student errors, namely explicit correction, recast, clarification request, and metalinguistic feedback. The researcher identified the data based on the type of strategy corrected by the lecturer.

    a) Explicit Correction

Explicit correction is a strategy in which the lecturer provides explicit corrections to students. This strategy is a strategy that is often used in correcting student errors. In using this explicit correction, the lecturers always inform the students' mistakes first and then give the correct corrections to the students.

Data 5;

Lecturer   ; So that, what does it mean "so are you".

Student   ; so how about you

Lecturer   ; So how about you? ***No, follow me. It has the meaning "Just** like you"*

Data 9

Lecturer   ; What does it mean "as white as snow".

Student   ; Snow white

Lecturer   ; No, do like i did. It has the meaning "As white as snow "

The above analysis results show that the lecturer focuses on correcting student errors, then gives correct correction results.

b) Recast

Recast is a strategy where the lecturer replaces and corrects errors in pronunciation directly. So that students follow what has been corrected directly by the lecturer.

Data 12;

Student   : No, I am. I / juice / (just) ….

*Lecturer   : I / **dʒʌst** /*

Student   : I / dʒʌst / / muʊ / (move) from Padang

*Lecturer   : / **muːʊd** /*

Student   : I / dʒʌst / / muːʊd / (moved) from Bandar Lampung

Data 12

Lecturer   ; feed is the noun plural form. Do you know what is the singular noun form feed?

*Student   ; food **/fʊd/** miss.*

*Lecturer   ; food **/fuːd/***

*Student   : okay food **/fuːd/***

Data 18

*Students   : The clue **/eklu/** from Allah swt.*

*Lecturer   : The clue **/kluː/** from Allah swt.*

*Student   : **/klueː/ The***

Data above shows that the lecturer provides direct correction of errors in pronunciation. This can be seen in the case of student errors in *pronunciation.* The above lecturer immediately reminded by providing error corrections directly without repeating mistakes made by students.

c) Clarification Request

Clarification Request is an error-correcting strategy where the lecturer re-questions errors made by students. Or in other words, clarifying the mistakes made by students to ensure whether what the students say is true or false.

Data: 4

*Students   ; Singing Langgam Jawa **are** my hobby*

*Lecturer   : Are you sure using "**are**"? try the other to be*

*Student   : Singing Langgam Jawa **is** my hobby*

Lecturer   : Okay good job.

In the analysis results above, it can be seen that to ask for clarification of student errors, a lecturer again asks the students' mistakes to use the correct grammatical rules. The use of to be "Are" spoken by the student is wrong because the verb -ing (Singing), positioned as the subject, is always considered singular. So the to be must also be in the singular (is).

d) Metalingustic Feedback

Metalinguistic feedback is a correction strategy carried out by lecturers in which the lecturer provides information or questions related to student errors without providing corrections to students. In this strategy, the lecturer provides questions or *clues* linked to errors made by students. So that student are required to think about how to correct their own mistakes.

Data;

Lecturer   ; Open your worksheet page 3! Do you understand?

Student   : Yes, I do

Lecturer   : wha is it?

Student   : Test 3

> *Lecturer   : No. page one, page two, page three. (while opened the worksheet). So what does it mean?*
> *Student   : Open the book page 3*
> *Lecturer   ; Yes, right The*

Data above shows that lecturers use metalinguistic feedback in correcting student errors. Which is indicated by giving questions or *clues* related to errors made by students. So that student are required to think about how to correct their own mistakes.

The aspects of Surface Strategy Taxonomy on classroom learning interaction errors

In this section, the researcher explains the students' data on sentences incorrectly made of the Ma'arif NU Metro Lampung Institute of Islamic Religion and IAI Agus Salim Metro Lampung. The data is taken from the interaction between students and lecturers. Through the Surface Strategy Taxonomy analysis, the analysis data is categorized into four classifications, including Omission, Addition, Misformation, and Misordering. Data analysis is based on the classification of the surface strategy taxonomy.

a.   Types of errors based on surface strategy taxonomy

Suraface strategy taxonomy elaborates on errors categorized into four types, including Omission, Addition, misinformation, and misordering (Dulay, Burt, and Krashen (1982). Therefore, based on student interactions, there are errors categorized in Surface Strategy Taxonomy. The researcher found the following types of errors:

1) Omission

When a learner left out a structure or item in a sentence that should have been required and should have appeared in a well-done utterance, the student made an omission error (Dulay, Burt and Krashen (1982). For example, we know that morphemes or words can be distinguished, for example content words (e.g. nouns, verbs, adjectives, and adverbs) and grammatical words such as nouns and verb inflexions. Omission repeats verbs (-s, -ed, -ing), articles (a, an, the), ke words auxiliary verbs (is, am, are, will, can, must etc.), prepositions (in, on, at, at, etc.). Errors in the omission category tend to affect grammatical or function word functions rather than content words. Prepositions are grammatical morphemes, parts of small words that play a role in conveying the meaning of a sentence. They include the verb and noun inflexions, for example, omission on (*-s/es)* prepositions; (*at, on, in etc.*), article; (*a, an, the*), auxiliary verbs, to be, etc. After analyzing all the data, the researcher found 98 errors in the omission category. Following are some types of errors in written production made by students of International school programs;

 a)   Omission of Bound Morpheme omission of a morpheme (-s / -es)

After analyzing the data, some students made mistakes in omitting the morpheme "-s / -es" function in nouns and verbs. They find it difficult to use the bound morpheme "-s / -es" as a plural form and the bound morpheme "-s / -es" for the third person. As a result, they omit bound morphemes in their pronunciation.

The following is an explanation of the omission bound morpheme "s/-es" in verbs and nouns, for example:

Omission of "-s" Noun Inflection in plural form

Plurality and singularity emphasize the number of nouns. A countable noun is a noun that can be counted. It can be singular or plural. In the form of nouns interpreting nouns no more than one singular, and usually marked by the use of the article, for example, using a, an, one, two, etc. In the plural, interpret the meaning of more than one noun to which the noun is added "–s / -es". This shows that the singular is different from

the plural. After analyzing the data, the researcher found the omission/omission –s / in the noun in plural form:

- You should focus on some *aspects*
  - You should focus on some aspects
  - When we look for some *jobs* here,
  - When we look for some jobs here,
  - I always hear all *programs*.
  - I always hear all programs

In the sentence above, students do not understand the function of "-s/es" as a form of plural nouns because they omitted/omitted "-s / -es" in the noun. There are determiners or markers "all" and "some" in the indicating sentence for the plural. The first sentence should have been "you should focus on some *aspects*", you have to focus on several *aspects*", the second:" When we look for some *jobs* in here ", and the third:" I always hear all *programs*.

Enforced inflected verbs "-s / -es"

Infinitive verbs distinguish two groups of subjects, non-third singular person and third singular. The third singular is divided into three subjects; he is male, she is female, and that. When the subject of the sentence is the third singular, the word its add form "-s / -es" in the sentence.

- It *get* fantastic ratings.
- It gets fantastic ratings.
- Deddy Corbuzier always *presents* a unique program.
- Deddy Corbuzier always presents a unique program.
- Sometimes, he *shows* the magic.
- Sometimes, he shows the magic.

From the sentence pattern above, students do not understand the use of third person singular. When the subject of the sentence is the third singular, the verb must be added "-s / -es". So, this pattern word should be "gets", "present" and "shows".

b) Omission to be

To be consists of *am, is, are, am, was, were, be, being, been, etc*. In this case, the student negates to be in the sentence. The following are examples of mistakes made by students:

- I very happy to watch and hear your TV Program
- I am very happy to watch and hear your TV Program
- About 75% program not interesting, maybe it caused by a bad film program.
- About 75% program are not interesting, maybe it caused by a bad film program.
- I very interesting with your program.
- I am very interesting with your program.

Students negate to be am and are as predicative verbs from the sentence pattern above. As we know, the sentence above must have a complete predicate to be a good sentence. Students must add to be am and are when there is no full verb.

Many people helped by Mario Teguh (L/C/5)

Many people are helped by Mario Teguh (H/SN/5)

Cartoon film which watched by children until adults showed about suicide.

Cartoon film which children watched until adults showed about suicide.

From the sentence above, students ignore to be are and was. When they will use the passive form, they must add tobe to show the passive form. Because when the student expresses the person affected by the action of the verb, the student must add to be *(am, are, is, etc.)* + Verb 2 / 3.

c) Omission of Auxilary

The function of the auxiliary form is to help other verbs to express meaning in the sentence . Auxiliaries include: *do, does, did, etc.* The following are examples of mistakes made by students in learning interactions:

This program is too bad and does not have advantages for children development.

This program is too bad and does not have advantages for children development.

More than 50% of the children do not have other activities.

More than 50% of the children do not have other activity

In the sentence above, the grammatical function *does* and *do* auxiliary is added as a predicate which makes a negative statement or question form. Unfortunately, the students ignored the additional *does* and *do* auxiliary in the negative form. They don't add *does* and *do* in the negative form.

d)   Omission of preposition

Prepositions are words that are used before a pronoun, noun, or noun phrase that is placed in front of it to show the relationship between several words in a sentence. Most prepositions are single words. Here are examples of prepositions to show the relationship between the words, for example, on, at, and by. Students, however, often ignore or ignore prepositions as in the sentences below:

- The program is presented Sunday.
- The program is presented on Sunday.
- That program is not good to be watched children or younger.
- That program is not good to be watched by children or younger.

In grammatical functions, prepositions are used as links between groups of words or other sentences, unfortunately, the student ignores them.

e)   Omission of Conjunction

Conjunction is a word used to connect words or groups of words to express an idea completely. It is usually used in Adverbial clauses. The researcher found several omissions of conjunctions in sentences.

Businessman must be active to talk, to manage, to share about his job with other.

Businessman must be active to talk, to manage, and to share about his job with other.

From the illustration above, the student incorrectly uses "*and"* conjunctions, instead he omitted conjunctions. This sentence should be added *"and"* to fully express his idea.

2) Addition

Addition, especially items that should not appear in well-done speech, is characteristic of errors. (Suhono, 2016) The emergence of errors is the result of the use of certain rules that are not guided by the principles of structure and good grammar. Many examples of errors addition can be presented to show errors in the use of grammar, because after analyzing all the data, the total 20 errors were identified in the errors in addition. Following are some types of errors made by the students:

a) Addition "-s / es" Bound Morpheme

After analyzing the data, some students did not understand the bound morpheme "-s / -es" function. As a result, they make a mistake by showing/doing it certain em in their sentences. Many examples of the addition of "-s / -es" can be mentioned to indicate grammatical errors, for example:

b) Addition "–s/-es" noun inflexion

Plurality and singularity refer to the number of nouns. Nouns can be singular and plural. In the singular, we can use markers, for example, using a, an, the, one, two etc.

However, the presence of the item "-s" at the end of the noun in this sentence indicates a grammatical imperfection. For example:

- Every *individual* should know what he needs for the next future.
- Every individual should know what he needs for the next future.
- Every *individuals* includes children, teens, boys and girls.
- Every individual includes children, teens, boys and girls.

In this case, the students did not match the sense of the single subject of the sentence. Because when the word "every" is put into a sentence, the noun must be singular. So, "individuals" must be changed to "individual".

In grammatical rules, plural count nouns are indicated by adding "-s / -es" at the end of the word. We have to understand, when there is to be is *s*fter noun, noun should be singular. Because the noun "program" in this sentence has been referred to in the first sentence before as a singular noun. So, students must understand the use of nouns that are followed to be.

a) Addition "–s / -es" verb inflection

Here is an example of the presence of the item "-s /" at the end of a regular verb, for example:

All people in this world *needs* education

All people in this world need education.

The problem with the sentence above is that there is an "-s" item after the regular verb. In this case, the subject of the sentence must be correlated with the verb. Because the phrase "All people" of this sentence is a plural subject, the verb must be plural: "need".

b) Addition of verb "-ing" after modal

A verb, which helps another verb to express the meaning of a sentence, is an additional modal verb. Auxiliary modals can, will, should, may, might, must, shall be followed by an infinitive or first verb. After analyzing the data, the researcher found additional verbs after

This program can *giving me motivation in my life.

This program can give me motivation in my life

I like this program. It can *giving me some information

I like this program. It can give me some information

From the sentence pattern above, students add '-ing' at the end of the word after the modal. As we know, Modal is followed by an infinitive verb. So, it has to be "give" in the form of Verb-1.

c) Addition to be

There are different rules in using sentence structure or grammar between Indonesian and English, such as the rules for using to be in English grammar. Because in English grammar there are to be such as am, are, is, was, were, etc. After analyzing the data, the researcher found errors, for example:

I *was* saw the program (H/SN/1)

I saw the program

They will adapt is in social relation (H/LQ/9)

They will adapt in social relation.

From the sentence pattern above, students use to be wrong in using to be, on the other hand adding "was" should not appear in the sentence.

d) Addition of Prepositions

Prepositions are to show the relationship between these words and other parts of the sentence, unfortunately students add double prepositions.

In grammatical functions, prepositions are used to show hyphens as links between groups of words or other sentences, unfortunately, students fail to place prepositions. He added double sentence prepositions.

The programs are from *for* children to adults (H / NMG / 4)

The programs are from children to adults

b. Misformation

Misinformation, especially in the use of incorrect morphemes or structure, is characteristic of language errors (Rusmiati, 2019). In this case, the language learners speak or write, but there is a language error. In this misformation category, the researcher found 20 errors which include misformation of verb infinitive instead of verb 2, misformation of preposition, and misformation of determiner,

Misformation of verb infinitive instead of verb 2

There are regular and irregular verbs in English. In data analysis, students use misformation of verb infinitive instead of verb 2

- Three days ago, I *hear* one of program on channel radio
- Three days ago, I heard one of program on channel radio
- Two or three days ago, I *hear* the opening of a program
- Two or three days ago, I heard the opening of a program

The student entered the wrong verb between the first-form verb and the 2nd-form verb from the sentence above. The student should use the word "hear" instead of "heard" for past events, because there is a time marker: "ago" to indicate past events. So said.

Misformation of Prepositions

Prepositions are words that are used before a pronoun, noun, or noun phrase that is placed before it to show the relationship between these words and other parts of the sentence. However, students use the wrong form of preposition in the sentence below:

- It talks about the reality of life *in* teenager.
- It talks about the reality of life for teenagers.
- Because it gives a bad effect *from* teenager.
- Because it gives a bad effect for teenager.

From the sentence pattern above, students put *"in, from"* preposition, unfortunately there is an error. In the first sentence, the word "in should be "for" to show the purpose of something. Because the function "for" preposition is used to show the purpose. In the second sentence, the word "from" should be "for" to show the purpose of something. Because some prepositional functions " from" is used to indicate starting from the stated position, place, time or condition.

Misformation of determiner (Quantifier)

In grammatical functions, determiners are used to express about nouns. For example, the use of quantifiers includes some, several, many, much, a lot of, all, etc. However, the students one using the form quantifier, such as the sentence below:

- There is *many* information about culture, politics, education, transportation, etc in Indonesia.
- There is much information about culture, politics, education, transportation, etc in Indonesia.
- We can get *many* information about Indonesia
- We can get much information about Indonesia

In grammar function, kuantifi er (*many, much, a lot of, etc., is* used to know the number of nouns, unfortunately students fail to use it. The word "many" should be changed to "much" to make it compatible with uncountable nouns: "information because "many" is used for countable nouns, while "much" is used for uncountable.

To be

In English sentence structure, one consists of to be, am, is, are, am, am, was, were, be, been*,* etc. After analyzing the data, the researcher found errors in the misformation, namely;

- All of these *is* very useful to individuals in the workforce.
- All of these are very useful to individuals in the workforce.

The sentence above, the student says "should", but is not accurate. Because a plural noun must be followed by a plural verb (are). So, "is" must be changed to "is" to make a match between the plural noun and the plural verb in the sentence. Using nouns must be distinguished from verbs in sentences. Sometimes students ignore it, as a result they fail to convey good sentences. Students use the wrong form of nouns, the following are examples;

- This program can *promotion* to tourist in other country
- This program can promote to tourist in other country
- We feel difficult to *interaction* to the others.
- We feel difficult to interact with the others.

In the example sentence patterns above, the student puts the noun: *"promotion"* after the modal, even though it's not accurate. Because the predicate of this sentence does not refer to an action (verb), on the contrary something (noun). So the nouns "*promtion and*"*interaction"* must be verbs.

Misordering

Misordering, which refers to the placement of either a morpheme or a group of morphemes in speech is a characteristic of error (Dullay, Burt and Krashen 1982). The following are examples of errors. misordering :

- Malaysia can make *animation good.*
- Malaysia can make a good animation
- That program can cause *moral degradation* to children
- That program can cause moral degradation to children

In the examples above, students put adjectives and nouns wrongly. When describing a noun, you must put the position of the adjective before the noun. In English grammar it is called an adjective phrase which has the function of modifying a noun. So, the sentence above should be *"a good animation"* and *"moral degradation"*

- So, why *we don't* have such this program?
- So, why don't we have such this program?
- *There are* two presenters' boy and girl wearing the sexy custom?
- Are there two presenters' boy and girl wearing the sexy custom? In this

In this case the students made the wrong placement of interrogative sentences: to be and auxiliary in sentences, because the function of interrogative sentences is to ask questions to other people. So, we must take an auxiliary position before the subject.

The result was different from previous findings, for instance Al Fakkie dan Siddiek (2013) that found corrective feedback on elicitation type for students in Boys of Omani School, Abeer Al Ghazo & Aljoun (2016) in their finding only focus on elicitation type that used by the lecturer to find students' corrective feedback. At the same time, this research was more complex because in addition to focusing on the analysis of the types of errors, but also on the use of corrective feedback strategies and in-depth analysis of the types of errors based on the theoretical aspects of the surface strategy taxonomy. The corrective feedback strategies used by lecturers at PTKI Metro City are Explicit Correction, Recast, Clarification Request, and Metalinguistic Feedback. And this study also classifies the types of errors based on the Aspects *Surface Strategy Taxonomy* in classroom learning interactions, several types of errors that are analyzed through this theory include eliminating the bound morpheme –s/es form in the plural noun form and singular verbs. There are also errors in the omission of to be / omission to be (am, are is), omission of prepositions, auxiliary

verbs and conjunctions. Addition/addition of morphemes or words, and misformations or errors marked by "use of structures or morphemes in words" such as misforatmion of verb invitive instead of verb 2 ''*Three days ago, I hear one of program on channel radio*'' and misformation of preposition ''*Because it gives a bad effect from teenager*''. The *Corrective feedback is* seen as an integrated activity in learning that aims to help students correct learning errors and respond to student learning outcomes. From several research results that have been done, it is stated that corrective feedback in the *elicitation strategy* is something that is often done in overcoming student learning problems and is often used by teachers (Al Fakkie & Siddek, 2013). Then Tingfeng fu & Hosseing (2016) stated that giving corrective feedback in language learning in the classroom is different from adult learners and children's learners, adult learners need more corrective feedback, such as re-asks, asking direct questions, translation, metalinguistic feedback, repetition (Fu, T., & Nassaji, H. 2016). Even Al Ghazo da Aljoun (2016) confirms that it is corrective (Abeer Al Ghazo & Aljoun, Monta, 2016). Meanwhile, Diab, NM (2015), in his research results, also revealed that the corrective feedback strategy can *reduce* lexical errors in written essay tests. The teacher does several treatments and gives several tests in learning. The result is that errors in lexical and pronoun agreement can be reduced, and students can understand the learning material (Nuwar Mawlawi Diab, 2015).

The contribution of the finding was useful in developing interactive language teaching because it provides a researcher's taxonomy for observing lecturers, establishes a framework for evaluating and improving teaching, and helps establish a learning climate for interactive teaching. The application of corrective feedback is very important in learning English in order to correct errors made by students in using English. Knowing the types of errors in the language is also very important so that in learning, students do not repeat the same mistakes in the future.

CONCLUSION

Researchers investigate four types of strategies in correcting student errors, namely explicit correction, recast, clarification request, and metalinguistic feedback. Explicit correction is a corrective feedback strategy that is often used. Then, in the taxonomy strategy's surface analysis, there are five types of errors, including Omission, Addition, misinformation, and Misordering. After conducting this research, the researcher can conclude that the application of corrective feedback is very important in learning English in order to correct errors made by students in using English. Knowing the types of errors in language is also very important so that in learning students do not repeat the same mistakes in the future.

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