JURNALILMIAH

JENDELA PENGETAHUAN

literasi

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DAFTAR ISI

JENDELA PENGETAHUAN

Terbit dua kali setahun pada bulan April, dan Oktober. Berisi Ringkasan hasil penelitian, gagasan konseptual, kajian teori, dan aplikasi teori dalam bidang kependidikan.

KETENTUAN PENULISAN

1. Naskah yang dikirim harus *original*, belum pernah dan tidak akan dipublikasikan di media cetak yang lain.
2. Naskah dikirim ke alamat redaksi, berupa ketikan computer, dengan ketentuan sebagai berikut: (a) menggunakan huruf Arial ukuran 12, (b) diserahkan dalam bentuk *disk* satu keping, dan *printout* satu rangkap, (c) diketik menggunakan ukuran 1,5 spasi, batas margin kiri 4 Cm, margin kanan 3 Cm, margin atas 4 Cm, margin bawah 3 Cm, (d) diketik di atas kertas A4, jumlah halaman antara 10 s.d 20.
3. Peringkat judul ditulis dengan jenis tulisan yang berbeda, diletakkan pada tepi kiri, tidak menggunakan angka, dengan ketentuan sebagai berikut:
    (a) **PERINGKAT** 1 (huruf kapital semua dan ditebalkan)
    (b) **Peringkat** 2 (huruf kapital pada huruf pertama, kecuali konjungsi)
    (c) *Peringkat* 3 (huruf kapital pada awal subbab, dicetak miring ditebalkan)
4. Naskah yang dimuat berupa tulisan hasil penelitian dan artikel berupa gagasan konseptual, kajian teori, dan aplikasi teori.
5. Naskah disertai abstrak dan kata kunci, dengan ketentuan sebagai berikut:
    a. Jumlah kata dalam abstrak tidak melebihi 200 kata.
    b. Abstrak ditulis dalam bahasa Indonesia atau bahasa Inggris (italic).
    c. Kata-kata kunci ditulis menggunakan bahasa Indonesia.
6. Sistematika penulisan hasil penelitian menggunakan format sebagai berikut: Judul; Nama penulis tanpa gelar akademik, disertai nama lembaga; Abstrak; Kata-Kata Kunci; PENDAHULUAN, berisi penjelasan mengenai: Latar Belakang, Tujuan Penulisan, dan KAJIAN TEORI; METODE PENELITIAN; PEMBAHASAN; SIMPULAN; DAFTAR RUJUKAN.
7. Sistematika penulisan berupa artikel dari gagasan konseptual, kajian teori, dan aplikasi teori sebagai berikut: Judul, Nama penulis tanpa gelar akademik, disertai nama lembaga, Abstrak, Kata-Kata Kunci, PENDAHULUAN, terdiri atas: Latar Belakang, dan Tujuan Penulisan, PEMBAHASAN, SIMPULAN, dan DAFTAR RUJUKAN.
8. Daftar tabel, dan gambar atau ilustrasi diberi judul dengan keterangan yang cukup, dengan ketentuan judul ditempatkan di atas tabel, sedangkan gambar ditempatkan di bawah gambar.
9. Daftar pustaka ditulis mengikuti tatacara *Harvard*, sebagaimana contoh berikut: (a) nama penulis, ditulis dengan cara nama keluarag (*the second name*) ditempatkan mendahului nama kedua penulis, (b) tahun terbit, (c) judul buku, ditulis menggunakan huruf *italic* (miring), (d) tempat terbit, (e) nama penerbit, antara tempat terbit dan penerbit diberi tanda titik ganda.
    Contoh: Rumbalifar, Adam. 2012. *Belajar dan Pembelajaran dari Sudut Pandang Psikologi*. Ambon: LP2M.
10. Refensi yang diambil dari bukan buku atau buku yang penulisnya lebih dari satu serta buku yang berbahasa Asing, dapat disesuaikan dengan tatacara penulisan daftar pustaka.
11. Naskah yang masuk, berhak diseleksi dan disunting oleh Tim Redaksi dengan tidak mengubah maksud, makna dan tujuan penulisan.
12. Redaksi tidak bertanggungjawab atas seluruh isi penulisan yang dimuat dalam *Jurnal Jendela Pengetahuan*, oleh karena itu penulis bertanggungjawab penuh terhadap seluruh isi penulisan.

STUDENTS' ORAL ENGLISH INACCURACY AND THE CORRECTION OF ENGLISH TEACHERS: *THE BELIEFS, UNDERSTANDING, AND TEACHING PRACTICES.*

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Abstrak: *This study aimed to identify the ways teachers treat 29 senior high school students' oral English related to: beliefs, understanding in teaching. Three research questions were proposed answer: teachers' preference and students' levels of: correction, the effects and benefits. The three ways of gaining the data: continuous observation of teaching, and questionnaires to teachers and students have broken down the following a descriptive statistical data analysis of data to become conclusion:100% (all) teacher consider error as seriousness for students to be corrected, 58, 33% in direct correction, 33,33% occasionally 16,67% almost not correct. While, 89,65% students experienced/accept correction as harassment, 6,89% normal and 3,44% accepted not as harassment. Beside, 68,96% corrected while spiking and as harassment, 10,34% 13,79% responded usual, 6,84% accepted as not harassment. All process of correction supposed to be battered the students and effect to their speaking performances. Therefore, teachers were concluded to be inconsistence in treating errors to the students in their class teaching processes, and against the theoretical bases.*

Kata Kunci: Students oral Inaccuracy or errors, Teacher's responses, and the preferences*.*

Background

It is evident that, if we want to respond any of human cognitive capacities: to speak, to see, to remember, to reason, to recognise, to feel, etc., we need to firstly understand the nature of it (McGinn, 1999: 110). If we want to do psycholinguistics, then you had better do some linguistics first. If you want to know how we see things, then you would do well to learn about how light behaves. If you want to study reasoning, then you need to acquaint yourself with logic. We also need to keep into all tracts, that there is multi-disciplinary connection in cognitive science among psychology, neuroscience, biology, linguistics, mathematics, computer science, and even philosophy to plumb the workings of the human (and animal) mind (McGinn, ibid). As a human, even a veterinary has again-and-again need to be reminded to the case, that there are many related components have guided one to be fully conserrn in an act towards anials. Moreover, how a man, an educational care takers, a teacher acts in taking decission or guiding students verbally into an intention directly in an oral instruction.

Orality is the most significant and determinant asset in any process of human communication (Bel et al, 2007:26). As a determinant asset in communication process, oral communication needs to be in its accurate and proportional position. Besides, communication that takes place in a classroom activity with the students as a small set of commuity with its uniqueness and multy characters this type of communication needs deep understanding, acknowledging to which personality and convinced self trast in order to meet the 'language anxiety of the learners. Language anxiety itself is examined by Gardener and MacIntyre (1993) as the character of learners and variative to each the persons, it can sometimes be facilitating and other times debilitating the learners. Dodigovic higlighted the reason to consider enxiety that the learning aid we develop must among other things be instrumental to reducing anxiety levels (2006: 34). Richey in the way of Vigotskt's Zone of Proximal development (ZPD) (1978) argues that cognitive dissonance of idividual must be revoved, however, from educational perspective, it can be seen as an apportunity to foster schema construction of the correct level to promote development of knowledge. That existing schema of cognitive dissonance is ideal for new learners must also be in integration and accommodation (2013: 37).

This study is under the theory premis of falsifiability, then the theory of errors Lado 1950s (L1 and L2 interference), and some other theory of language teaching. However, it is more to mentalism theoritical base rather than behaviorism. The study adressed to provide teacher with factual information about the disorder under consideration of dealing students face-to-face inaccuracy in their verbal transmition of thought. The study took the reason beside general experience on the class teaching and learning activities which was focusing on dealing students verbal speech inaccuracy or errors, another reason have also suggested by Nickerson (1987) and Giere (1997) in Lum (2002) Nickerson and Giere stress that scientific thinking and other subject in speech therapy considered to be importent following the suggestion of research in thinking that the transfer of thinking skill to other kontext is rarely occure spontaneously so that it can only be acquired through repeated practice. This can also meant that in a class teaching and learning, students need to have more and more time to practice transferring their ideas without much direct intervention from teacher in an oral communication. Ely (1986) in Dodigovic (2006) also found that risk-taking behaviour were a positive predictor of oral correct-ness in classroom participation.

This study was a case study design that highlighted to exploring information related to the intention of teachers in dealing the errors of students, on teachers' perspectives, and the preferences of students as acceptor of the acts, or those who were in the position of being corrected. The data as the result of the study from the teacher and students, both will be provided as beneficial information. Besides the two data, the theoritical information will also be the balance, the guideline for those two types of information. At the end, this study hopes that all theoritical information and the data will be providing acceptable data and

experirnces, which will become the sources to all the language teacher and students.

Research Questions

The data in this study was designed to be gathering for fulfilling the need that cover the three research questions, in a settling area of classroom activities. The three research questions are as below:

The data in this study was designed to be gathering for fulfilling the need that cover the three research questions, in a settling area of classroom activities. The three research questions are as below: (1) what are the preference levels of English teachers in correcting students' inaccuracy?, (2) what are the preference levels of Students of being corrected in their inaccuracy?, and (3) what are the effectiveness and ineffectiveness of an inaccuracy correction?

THEORITICAL REVIEW

All undesirable events are caused to happen, the may happen as the result of equpment failures, problem in design, human performance errors, the efect of some additional causes, etc., which is generally identified by "the cause-and-effect relationship analysis (Ammerman, 1998: 42). In day-to-day communication all have also been familiarized with the term *human errors.* However, the term as in Ammerman is more the error in workplaces that is resulting to an unsatisfaction of a person. In general the term error that is used in this study is equal in meaning, that is an unsatisfaction to considering an event. The term of errors in Amerman and overall sense of meaning may be clarified in definition such as in

MeriamWebster (https://www.merriam-webster.com) for: (1) a/: an act or condition of ignorant or imprudent deviation from a code of behavior, b/: an act involving an unintentional deviation from truth or accuracy, c/: an act that through ignorance, deficiency, or accident departs from or fails to achieve what should be done, d/: a mistake in the proceedings of a court of record in matters of law or of fact, (2) a/: the quality or state of erring b/ Christian Science: illusion about the nature of reality that is the cause of human suffering: the contradiction of truth c/: an instance of false belief, (3): something produced by mistake or a typographical error, (4) a/: the difference between an observed or calculated value and a true value; specifically: variation in measurements, calculations, or observations of a quantity due to mistakes or to uncontrollable factors, b/: the amount of deviation from a standard or specification (5): a/ deficiency or imperfection in structure or function.

The term errors, according to Webster (in ibid), has its synonimous words and phrases. The sinonimous words with the word errors are: *mistakes* (implies misconception or inadvertence and usually expresses less criticism than *error*) the lexical of mistake are: (1) to blunder in the choice, (2) a/: to misunderstand the meaning or intention or misinterpret, b/: to make a wrong judgment of the character or ability, (3): to identify wrongly: confuse with another; *blunder* (regularly imputes stupidity or ignorance as a cause and connotes some degree of blame) that lexically refers to as a verb, devided into intransitive verb: a/ to move unsteadily or confusedly, b/ to make a mistake

through stupidity, ignorance, or carelessness.

While, as a transitive verb it means: a/ to utter stupidly, confusedly, or thoughtlessly, b/ to make a stupid, careless, or thoughtless mistake in for instance *blundering* matters through ignorance. *Slip* (stresses inadvertence or accident and applies especially to trivial but embarrassing mistakes), as a verb, a slip is also lexically cover the intransitive means: (1) a/: to move with a smooth sliding motion, b/: to move quietly and cautiously, (2) a1/: to escape from memory or consciousness, a2/: to become uttered through inadvertence, b/ : to pass quickly or easily away: become lost, (3) to fall into error or fault, (4) a/: to slide out of place or away from a support or one's grasp, b/: to slide on or down a slipery surface, c/: to flow smoothly (5) to get speedily into or out of clothing, (6) to fall off from a standard or accustomed level by degrees or decline, (7) sideslip, this means as verb intransitive means a/: to skid or slide sideways , b/: to slide sideways through the air in a downward direction in an airplane along an inclined lateral axis. While as a noun means 'sideslip'.

In terms of the sinonimous meaning in phrases, the word error equal in the used terms: *comedy errors* (an event or series of events made ridiculous by the number of errors that were made throughout), *error in judgement* (a poor decision), *error message* (a message indicating that an error has occurred), *human error* (a person's mistake rather than on the failure of a machine), *in error* (a/; not correct: mistaken, b/: in a way that is not correct), *errror of one's ways* (one's wrong actions or bad behavior) and *typographical error* (a mistake (such as a misspelled word) in typed or printed

text). All the definition in the sinonimous words and phrases above are still in Webster (in ibid).

The word error in general definition such as in Ammerman (1998:42) and in Merriam Webster (in online) above, there still some other definition of error, even some of them have been stipulated in particular purposes. Acording to Webster's−World university Dictionary (1965:382) an error looked to be 'false belisf; sin, blunder, mistake; every of deviation from wht is considered to be right. Nourish (1983) terms an error as systematic deviation when a learner has not learned something consistently and 'gets it wrong', is an error. Jorge (1972) in Elliot (1983:6) defines error as 'an unwanted' especially from which a particular course designer or teacher does not want. Lenego (1973:259) refers an error as "breacher of the code". Allwright and Bailey (1991:85) error refers to some reference to the production of a linguistic form, which defiates from the correct form, a form of language that is believed to be native speakers' norm. In the perspective of a behaviourist, Huber (1983:144) saya "all incorrect form produced by we have called 'error'. Brown refers to a performance error that is either.

Classification of Error

There are classification of error such as*: overt and covert error, expressive and receptive error, global and local error*. An overt error is an error that is often containing "idiosyncratic grammatical form" (Jannet, 1997:22), she adds this type of error usually considered to no problem. In this type of error, sometimes students will say something which is perfectly correct on the surface, taken in isolation, but is incorrect in context,

and not what s/he intended to say. S/he says 'X' but s/he means 'Y'. While, covert error is type of error that much more difficult to diagnose (since it may require a good knowledge of the learners' L1). For instance, "I have been to the cinema" in applied context of the "last week".

The second duo type of error, expressive and receptive error. An expressive error is an error that is exixting when student say or write something, and an unexpected is acheived. In contrast, receptive error, is an error that is existing when students are listening and reading something and they have misunderstood to what they listen or read. In the other words, students' production of spoken language is called *expressive* and students' understanding to the questions is called *reception.* (Corridor in Bailey, 1991:91). The last duo one is global and local errors. Kiparsky state that a global error is the types of error which effect the interpretation of a whole sentence, while, local error is an error happed in parts of sentence, it is a clause or a phrase (1995).

Definition of mistake

Beside the error that has been considered to be sinonimous in meaning, or even used they are used interchangeably, however, they are eventually different in an ocation. Webster's−World university Dictionary (1965:382) a misteke (n); an error a misunderstanding or an oversight, not to be harshly judged. Brown (1984:05) "A misteke refers to a performance error thatis either a rundom guess or slips, in that it is failure to utilize a known system correctly". Corridor in Bailey (1991:91), a mistake refers to memorylipses, slips of the tongue and

other instances of performance error, as the term that is used in analysis first language data. Hill (1985:91) mistake are some kinds of lips of the tongue, something that students kow and will usually get right; some are the result of students completely misunderstanding either some aspects or the instruction as to what is required of them for particular practice. Perrier (1987:50) mistake is the defiations caused by the performance factor such as limit of understanding and emmotional presures etc., and is improve when being reminded.

Classification of mistake

A mistake is classified into, mistake of *meaning* and mistake of *form* (Edge, 1992). Mistake of meaning is any kind of sentence that break the purpose, and leads to misunderstanding. While, the misteke of form is any kind of sentence that considered to be a mistake, when we make a comparison with the standard English, for example: "I am came Yesterday", when we compare it to "I came yesterday" (p: 2). Edge (in ibid) also classified types of mistake to: *slips, errors and attempt*. A slip refers to any inaccuracy in sentence, that supposed to be when the writer identified it and s/he can doa self correction for the improvement. In the other side an error according to Edge, is a category of a mistake students do and it it is difficult for teacher to point out that student will be able to self-correct accept, it becomes the point of recognition whether or not student have some familiarity with the correct form. So, "If student cannot self-correct a mistake in his or her own English, but the teacher think that the class is familiar fith the correct form, we shall

call that short of mistake an error" (Edge, 1992:10).

Errors and/or Mistekes in English Language teaching

The provided name in the sub-part of discussion, 'and/or' intends to proportionate the term error and mistake not in a comparative particular point of view. It is more to a practical activity when each of both is identified in students oral English. Moreover , the two terms are always interchangeable in used and sometimes difficult to separate in an event occasionally. This is more or less, but is more to the statement of Brown with a question "can you tell me an error and a mistake? Not always." According to Brown, "If, for example an "English learner says" "John cans sing", but on the other occasion says "John can sing" it is difficult to determine whether "cans" is an error or a misteke. If, however such utterence as "John will go", "John mays come" with correct third-person singular use of modal auxiliaries, you might then conclude that learner has not distinguished modals from from other verb" (1994:206).

This part aims to theoritically considering the term errors used in this study, it is the errors and/or mistakes but, those that are day-to-day identified in students oral English as the inaccuracy of students in their verbal conversation. The inaccuracy of students in a class teaching interaction, any types that exist in students' sharing ideas, responding the ideas or asking and answering questions. In the other words, the types of students inaccuracy in their oral English that is supposed to be in English teachers' unignorance, or "an unwanted form especially what particular course designer does not want" (George (1972) in Elliot (1983:3), and what are the English teachers ways to respond to the case(s).

There are many reasons to the case of English language students error and the correction or responding of the english teachers. One of them is the objective of teaching English in Indonesia has undergone several changes back and forth, from grammar study to active acquisition and to passive understanding and now the oral communication Darjowidjojo (1997) in Marcellino (2012:73). however, many English teachers are still in uncertainly dealing the erors of students in their class teaching. In contrast, some of the expert has pointed that not all the errors seemed to be problem (Edge, 1992), Gardner (1985) students feel anxious when speaking in the class as the reason to avoid being corrected, Liu (2006b; Saitu & Sammy, 1996) in Marcellino (1012), the final course grade of students be obtained at the end of the term as a global measure of students' performance in English. Willing (1998), Oxford (1995) in Dodigovic (2006:87) that learner preferences for correction types also seem to vary, while it is not certain that the preferred method of correction is the most useful one. Moreover, Elliot in Lado (1975), Edge (1992:7) errors is the factor that level the degree of different of first and second language, or in Huber et al., Norrish (1984:28) an error is known as "transfer". This may also means that there is no errors without learning any second of foreign language, even error comes from students' thinking of they know the role for the fact they do not know engugh, grammatical misunderstanding, expressing something in a hurry or tried thinking other thing else, etc.

However, but an error in language teaching needed to be put in proportional need, from it general classification into three, from a controvetially possitive and negative, and the neutral sides. Therefore, in considering to the purpose of teaching and the present issue in language teaching, the 'oral communication' as in Darjowidjojo' (1997) in Marcellino (2012:73), error has needed to be understood in some theoritical details, and so, the correction has also dealt into the real professional ways. Even error is supposed to be in negative side, but error still has its merit service, as at least an indicator to see a target language development, means it is a given point (Corridor, 1967 in Lento, 1995:3). Eventhough a Behaviourist in Corridor consider error into the balance of two ways (positive and negative) as symptom of an effective teachng or as an evidence of failure (p:20). In the other side, mentalists view error in an analyst theory, that human is fundamentally a process that involves the making of mistakes. Therefore, mistakes, misjudgement, miscalculation and erroneous assumption from an importent aspect of virtually learning of any skill or acquiring information (Brown, 1994:024).

To be recognizing that, the two philosophical tenets, the analists and mentalists have given rewarning to consider errors. Both of the tenets are considering students errror or mistakes in neutral, or as part of learning. The is also meaning that in correcting students' error or mistake should also be better in considering to which types, "to correct or not to correct" (Brown, 1994 in ibid), and how to correct, or to which types of students and with which one. It does not meant that none correction, but to extent and how, such

as in Debby that the greatest importent is that students should know what he just said or written is correct or incorrect, and to what reason it is correct or not correct (1985: 2). When there is a correction, the suggestion will be correcting by considering the in/ effectiveness values of the error itself, since the purpose of teaaching and the language teaching is to support learning process. Akhter (2007) strengthens also thet, "the role of giving feedback and correction has changed with the popularity of Communicative language Teaching in ESL context". Inline, intensive drilling has also become the proportion. At the end practically, the two ways of doing correction are self-correction and peer-correction, both are still need to be provided to the student for their chances such as suggested by Edge (1992:24) for not to correct the mistake of students, but show that the mistake has been made (self-correction). In peer-correction, Doubloom suggest "Peer correction is particularly useful in the case of what we call errors"(1992:2).

Accuracy

The term accuracy is defined in better language teaching as the lanuage mechanics, and especially covers: Clear and articulate speaking or writing, the free of language from grammar mistakes, correcness of words in spelling and/or pronounciation, and the appropriateness of language situationally and contextually (accesible online, in http:// www. betterlanguageteaching. com/ esl-articles).

Therefore, since communicative competency based upon the areas of linguistic, sociolinguistic, discourse, and strategic, the English language

teachingbecomes the dilemma in choosing either to put the focus of accuracy or fluency aspects become the consern. In one hand, accuraccy is importent because of the successfull communication depends on a certain level of accuracy Doubloon (1995:2) besides the other need of learning a language for the students, to fulfill the needs of examinations in many types of testing to get the job.

Edge (1989:1) with a contradictive of though and the question, say "If mistake is a part of learning, and correction is a part of teaching, how do the two of them go together?". In the other hand, communicative English has become the recent issue or purpose of English language teaching or the problem between *input* (what is being taught) and intake (what is being learnt) Corder 1967. On the other hand, this is about two theoritical bases the behaviourist theory and theory of interlanguage. In one way Behaviourist viewed errors as a path to acquiring the wrong item and therefore an effect to be avoided at all cost, while, In contrast, interlanguage theorists see errors as idiosyncrasies in the learner's L2 system and therefore no errors at all in respect of the learner's IL, but only in regard to the target language (James, 1998: 16 in Dodigovic: 90). Edge has also experienced in the dilemma. She says, simply encourage fluency should be timely always, while, if we do not want to correct linguistic mistake unless they effect students oral communication (1992:23)

Being into the dilemma, no other choice, except the suggestion of Dodigovic (in ibid), with the two key words, they are *feedback* and *reinforcement.* James (1998) in Dodigovic restricts the scope of the

term feedback to a specific type of response to error, i.e. to the type of intervention which informs the learner of the fact that there is an error, but gives no specifics of description or diagnosis. Feedback according to Schulze (2003) is an original term used to describe the self-regulating control systems in mechanics.

This is where the information about what is happening in the system is fed back to the controlling device. The feedback is compared to what should be happening in the system, so that suitable action can be taken. The term reinforcement according to (Bigge & Shermis, 1999: 8–9; Schulze, 2003: 443 in Dodogovic , p. 92) is used in cognitive-interactionist psy- chology to describe the process of testing and verifying the hypotheses the learner has formulated about a problem. Bandura's linear-inter- actionist social-cognitive theory, cognitive reinforcement plays an impor- tant part in human learning as a process within which personal cognitive factors and environmental factors are considered mutually interdependent (Bigge & Shermis, 1999). It consists of people developing self-activated, cognitively-activated expectations through gaining insight into what the consequences might be, which is a process where attention features in a major way (Dodigovic in ibid).

Reinforcement in the other side, Schulze (2003: 443) in Dodigovic (2012) observes the term, 'reinforcement', shows that it continues to be productive even in this context. Schulzes indeed, literature (Bigge & Shermis, 1999: 8–9; Schulze, 2003: 443) shows that the term 'reinforcement' is used in cognitive-interactionist psy- chology to describe the process of testing and verifying the hypotheses the
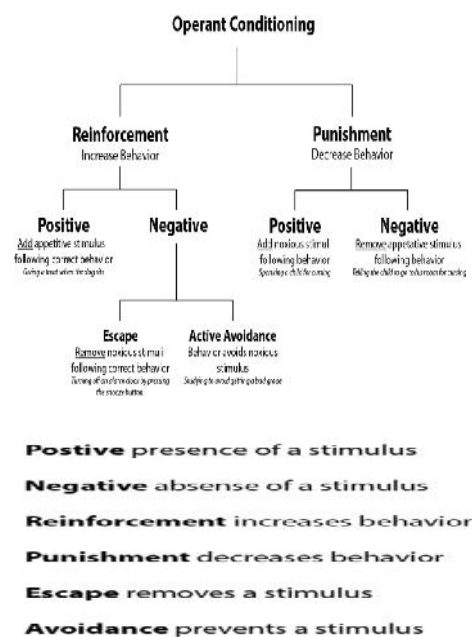
learner has formulated about a problem. Therefore, the linear-inter-actionist social-cognitive theory cognitive reinforcement of Bandura plays an important part in human learning as a process within which personal cognitive factors and environmental factors are considered mutually interdependent (Bigge & Shermis, 1999). It consists of people developing self-activated, cognitively-activated expectations through gaining insight into what the consequences might be, which is a process where attention features in a major way (Dodigovic i 2012:92).

Reinforcement according to free encyclopedia online, is a strengthening consequency of the future behavior of an organism, in which the behaviour is preceded by a specific antecedent stimulus (the cues of an organism to perform a learned behaviour) (in https://en.wikipedia.org). There are the two ways of renforcement and each containing values and the conditioning operant diagram of as described in free encyclopedia (in ibid) as provided in table (a) and conditioning operant diagram (b) as below:

(a) Table of the adding and subtracting of stimuli (pleasant or aversive) in relation to reinforcement vs punishment.

Operant	Rewarding (pleasant) stimulus	Aversive (unpleasant) stimulus
Adding/Presenting	Positive Reinforcement	Positive Punishment
Removing/taking Away	Negative reinforcement	Negative Reinforcement

(b) Operant diagram

Postive presence of a stimulus

Negative absense of a stimulus

Reinforcement increases behavior

Punishment decreases behavior

Escape removes a stimulus

Avoidance prevents a stimulus

Believe

The word term believe is used to the aims of expressing what is the mind of the English teachers and their stright action to that believe. To think into a truth, there has been the theory expresses the idea. Icek Ajzen in 1985 through his article "From intentions to actions: A theory of planned behavior." (provided in free encyclopedia online (https://en.wikipedia.org/wiki/Theory of planned behavior). Belief itselve is defined as the state of mind in which a person thinks something to be the case, with or without there being empirical evidence to prove that something is the case with factual certainty. Epistemologically, philosophers use the term "belief" to refer to personal attitudes associated with true or false ideas and concepts. Even "belief" does not require active introspection and circumspection. there are also the groove of planned behaviour theory describe the inner process of thought to the behavioural

act, the action, in a (free encyclopedia, in ibid) as in (c) below.
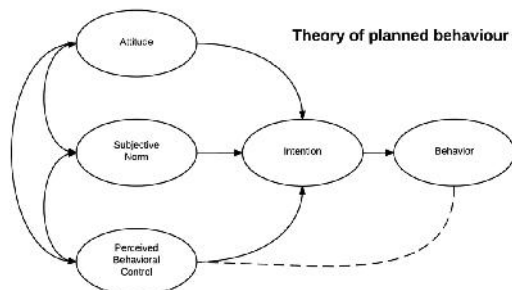
(c) The groove of planned behaviour theory.

Preference

The dictionary of agriculture define preference for: (1) a/: The selecting of someone or something over another or others, b/: The right or chance to make a choice, c/: Someone or something so chosen or preferred. (2) The state of being preferred; favor over others, (3) Law, a/: A priority of payment given to one or more creditors by an insolvent debtor, b/: The right of a creditor to priority of payment, c/: The presentation of a case as ready for consideration and d/: The formal presentation of criminal charges against someone. (4) The granting of precedence or advantage to one country or group of countries in levying duties or in other matters of international trade (https://www.thefreedictionary.com/Pref erence). Online Cambridge Dictionary, preferencr means: a/: the fact that you like something or someone more than another thing or person, b/: an advantage that is given to a person or group of people (in online http://dictionary.cambridge.org.

The term preference in relation to the study Oxford (1995) and Willing (1988) in Dodigovic (2006) say the preference of learner in correction types seem to be vary, while it is not certain that the preferred method of correction is the most useful one (Oxford, 1995). It is however quite clear that the learners want to receive correction (Willing,1988). The statments from Willing and Oxford give the essence that the detail and seriousness need to be concerned in dealing the correction to mistakes of students. It is identifying in the word 'very' and an explicit statement that some of the learner still want. In this case, the suitable wise evaluative question word might be to what extent (when, to whom and how in a classromm. The simple reason is sometime things that you think good does not mean good to all.

RESEARCH METHODS

This type of reseach was a case study, in which the problem would be intensively investigated in the way to find out some possible potential factors that supposed to play the role in students oral English in terms of the intervention. The case study has been selected because it allows considerable detail to show all different stages that must be considered by the English teachers, materials writers, etc., to the process of trial, rejection, modification, and acceptance. By the detail approach English teacher can best understand what is involved in something (Jordan, 1983: 5). While, Nunan (1992) case study tries to illuminate a decission or set of decission: why, where taken, how they were implemented and with what result (Schramm, 1971, cited in Yin1984) in Nunan (1992:76). The study was conducted in 29 student and their 3 English language teachers of one vocational senior highschool in Ambon town.

The three types of data (observing practical activities in the class teaching and learning, questionnaires to thos students and the English language teachers) would have than schavolded one-another, in order to get a closer conclussion to the problem of errors or any types of students verbal inaccuracy, and the way of correction of the English language teachers.

Validity
As the reason for the validity, the data was taken firsly from the intensive observation. The observation was regularly and intensively done till it was felt to be all that English language teacher act have supposed to be the actual day-to-day of his teaching styles. In the other word, all beyond the common sense had been "so omnipresent, so innocuous, are assumptions it embodies and so seemingly inevitable" left in implication (Parker, 1997:21) or Foucault (1980) says "who, after all, can agrgue with the 'truth'" in Scot and Usher (2000: 16). All the fisible situation as the true facts would have also set in the questionnaires sensibly to get the information beyond. The questionnaires were designed to cover information regarding the preferences of teacher and students and the feeling of student when being corrected.

DISCUSSION
As the result, the following data were presented in two part, from the data of the English teacher and the data from students. All information have supposed to explicitly presented, because each of the point of questionnaires were reconstructed shortly and adapted to the chart data. The folowing data is firstly pfovided from students (in chart 1) then the data of teacher (in chart 2).

The data such as presented in chart '1' below, the data of the questionnaires to 29 students such as in vertical (y-axis). Number of questionnaires are presented in horizontally, from left to the right (x-axis) represent options of questionnaires from option no. 1 to 25, show that: all students (100%) respond that they love English very much (qs/1), eventhough, there still the difficulty found in the total of 44,82% sometimes, and 6, 89% occasionally in their oral english (qs/2. Of those dificulties, the most tendensious one is in expressing ideas orally. Thre were 89.6% (26 students) answered yes, means true and 10,34% sometimes only got difficulties (qs/3).

There were also 89.6% (26 students), responded that they feel anxious, worry and shy when thet speak 6,90% (2 students) responded sometimes and 3,45% (1student) almost not (qs/4). In case, 68,97% students responded, the feeling of anxious, worry and shy were when speaking with the mistekes then being corrected and angried by the teachers, 10, 34% sometimes, 17,24% occasionally, and 3,45% for not at all (qs/5). That was because, there had 89,66% (26 students) always been experienced with phisical and verbal harrashment, 6,90% (2students) responded sometimes, and 3,45% (1 student) occasionally (qs/6). In contrast 6,90% sometimes speaking with mistekes and compared to other students, 6,90% (2 Sts) ccasionally, 37,93% (11Sts) and 48,285 (14 Sts) not at all (qs/7). This data may also means that the thought of students shoed that almost all of them were in equal with their English.

Chart 1
Data of English Teachers' Reponses to the Questionnaires.

Sometimes

In this chart data, the data of teachers shows that: all teachers (100%) believe that an error is a serious thing in students' learning. By that ideas, teachers the observation data found that teachers corrected students in the way teacher had chances, and quite brutal.

Chart 2
Data of Students' reponses to the questionnaires.

Conclusion

Based on the data from teachers and students separately, or to compare both, data show particular values as the results, to conclude that English language teachers were still confuse to manage their ways sense, and emotional in doing an oral correction to the students direct or indirectly.

This was because teacher looked to be in the gaps of theoretical and practical treatment of an oral correction to treat their student. Beside, students in contrast also found to be in complicated sense and experience as being hated and offended with the correction because of the ways of teachers' corrections.

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