

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Speaking is among the of the language skills that is essential to learn in order to interact with others. One of the most important skills to acquire is the ability to speak if you want to be able to communicate effectively. Those who lack verbal communication skills are going to discover it challenging to establish relationships with others. Many students make mistakes when practicing their speech or participating in speaking exercises both inside and outside of the classroom. However, they had differing perspectives on the timeliness of the feedback.<sup>1</sup> Teachers in higher education devote significant time and effort to providing written and oral feedback.<sup>2</sup>

Many researchers believe that there are a number of explanations why students' speaking abilities may be lacking, including the curriculum's absence of concentration on speaking because it is not tested in national exams, teachers' limited English proficiency,

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<sup>1</sup> Asnawi, Zulkiflar, T., & Astila, I. (2017). Students' perception of oral corrective feedback in speaking classes. *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(3), p. 278.

<sup>2</sup> Irons, A. (2008). Enhancing Learning through Formative Assessment and Feedback. In *Religious Education in the Secondary School*. Taylor & Francis e-Library, p. 43.

unfavorable classroom environments, and inadequate chances for students to practice speaking English out of the classroom.<sup>3</sup>

In order to assist them recognize their wrong words, pupils require feedback. Clarity when speaking promotes intelligibility and reduces effort for lecturers.<sup>4</sup>

Students require feedback in order to continue improving their educational achievement. Moreover, it is critical for students and children in their formative years to receive and work on feedback in order to enhance their knowledge, behavior, and abilities. There are various methods to provide feedback, particularly to students. Aside from that, teachers must grasp what is most effective for them and provide feedback accordingly. Feedback should be constructive and positive. However, this does not imply that teachers will cover up or applaud their pupils' faults. It should be communicated in a way that is clear and meaningful. Effective feedback is offered during the learning process. Despite this, instructors shouldn't correct every error students make when utilizing the target language.<sup>5</sup>

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<sup>3</sup> Gudu, B. O. (2015). Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. *Journal of Education and Practice*, 6(35), p. 56.

<sup>4</sup> Darcy, I. (2018). Powerful and effective pronunciation instruction: How can we achieve it? *The Catesol Journal*, 30(1), p. 14.

<sup>5</sup> Asnawi, Zulkiflar, T., & Astila, I. (2017). Students' perception of oral corrective feedback in speaking classes. *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(3), p. 277.

The key to any the educational process is feedback, and giving learners appropriate and useful feedback may significantly improve their language-learning skills. Put another way, good feedback can raise the interest of pupils and proficiency in English language acquisition. As an educator in the classroom, a teacher or lecturer may thus play a critical role in assisting students in enhancing their speaking competence by providing pertinent and useful comments. Once pupils make mistakes in their speech, they require to get corrective feedback as an element of their feedback. Corrective feedback is given to pupils in reaction to errors they have made.<sup>6</sup> In accordance with the researcher's experience in speaking group, corrective feedback was selected for this study due to both positive and negative effects. When speaking in class, the researcher and other students frequently made mistakes, which the lecturer in charge of the class normally fixed right away.

The lecturer's constructive criticism in our speaking class has the potential to boost my enthusiasm to study and improve the method of learning. as receiving correction in front of the class can occasionally make students nervous, corrective feedback additionally allows students learn more effectively. However, if it is given ineffectively, it

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<sup>6</sup> Mahdi, D., & El Saadany, N. (2013). *Oral Feedback in the EFL classroom*. Malmö högskola.

may have an adverse effect on enthusiasm and gives some students to lose interest in learning.<sup>7</sup>

Negative feedback comes in the form of corrective feedback (CF). When learning, pupils typically receive corrections for their mistakes. The speaking or verbal faults made by pupils learning English as a second language are the main subject of this study. Giving pupils constructive criticism while they speak is another way to practice social mediation as they carry out language-related tasks that they are incapable to complete on their own. Put another way, social mediation refers to the exchange that takes place when learners and instructors exchange comments. Time is another factor in corrective feedback.<sup>8</sup> The duration refers to the proper moment for peers or professors to provide comments. There are two types of remedial feedback: indirect and direct. Direct feedback is offered by the instructor by demonstrating the right form of language, whereas indirect feedback is provided by the teacher by identifying the faults that pupils make but not correcting them. Besides, in the English language classroom, the students want to hear specific forms of

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<sup>7</sup> Mollestam, E., & Hu, L. (2016). *Corrective Feedback on L2 Students' Writing*. Malmö University.

feedback from their teachers and receive input on pronunciation. Almost 80% of the pupils chose feedback on word choice eight times.<sup>9</sup>

Even instructors' first criterion for successful corrective feedback is to raise students' awareness of the problem. Teachers' judgments of the usefulness of corrective feedback might be influenced by both direct and indirect factors. The term "direct factors" refers to the process of selecting the appropriate corrective feedback approach, which was determined by factors including error, audience, teaching emphasis, learner characteristics, past teaching experience, and classroom duration. Indirect factors include things like learners' emotions, cultural biases, and empathy. In answer to this issue, according to the findings of a research done in 2018 by Khalil, 50% of the students were mostly in favor of the beneficial outcomes of giving corrective feedback that highlights mistakes made by students and offers suggestions for growth.<sup>10</sup> Feedback might be useful because it makes the pupil feel less defensive. In this case, the student is more likely to hear feedback as a way for the teacher to assist him or her, rather as condemnation. It then assigns the pupil a behavior to focus on. This form of criticism provides individuals alternatives on how to

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<sup>9</sup> Mahdi, D., & El Saadany, N. *Op. Cit.*, p. 43.

<sup>10</sup> Khalil, Z. M. (2018). EFL Students' Perceptions towards Using Google Docs and Google Classroom as Online Collaborative Tools in Learning Grammar. *Applied Linguistics Research Journal*, 2(2), p. 42.

improve their talents. They can focus on their replacement behavior rather than how they look to their friends or professors. In speaking exercises, corrective feedback is crucial since it may help learners connect their speech to its equivalent in the target language and highlight patterns they may not be familiar with.<sup>11</sup>

Finally, it can be solution-based. Corrective feedback focuses on the solution, not the individual. It emphasizes on what pupils can accomplish, rather than what they should have done. Furthermore, it is likely to yield the intended outcome without difficulty. When students continue to take the measures outlined in the feedback, it demonstrates trust in the instructors' efforts as well. When the revised conduct fits their needs, they will continue to follow the measures suggested by the teachers. When delivering feedback, language teachers question themselves who they should provide it to. One of the contentious problems about whom to correct is the bridge, which attempts to connect the age factor of language learners with the varied impacts of feedback systems being used.<sup>12</sup> Other than that, the outcome of feedback in providing the substance of instructor remarks in audio and

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<sup>11</sup> Abrar, M., Mukminin, M., Habibi, A., Asyraf, F., & Makmur, M. (2018). "If our English isn't a language, what is it?" Indonesian EFL Student Teachers' Challenges Speaking English. *The Qualitative Report*, 23(1), p. 141.

<sup>12</sup> Thiri, S. (2022). Corrective feedback in language teaching. *Journal of International Cultural Studies*, 28, p. 158.

textual format offers a potentially exciting field of study.<sup>13</sup> The above explanations and the advantages of corrective feedback lead one to the conclusion that it is an answer to student error and that peer teachers can provide it. "Student's Perception on Corrective Feedback Giving by Lecturer in Speaking" is the study's intended title, according to the researcher.

## **B. Statement of Problem**

The researcher develops the research problem in the following manner, taking into account the problem that is stated in the backdrop previously:

1. How is student's perception on corrective feedback giving by lecturer in speaking?
2. What types of corrective feedback giving by lecturer in speaking?
3. What are the impacts of corrective feedback giving by lecturer in speaking?

## **C. The Aims of the Study**

The following are the research aims, which center on the limitations of the problem and the aforementioned study statement:

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<sup>13</sup> Cavanaugh, A. J., & Song, L. (2014). Audio Feedback versus Written Feedback : Instructors' and Students' Perspectives. *MERLOT Journal of Online Learning and Teaching*, 10(1), p. 130.

1. To find out student's perception on corrective feedback giving by lecturer in speaking
2. To examine types of corrective feedback giving by lecturer in speaking
3. To analyze the impacts of corrective feedback giving by lecturer in speaking

#### **D. Benefit of Study**

##### **1. Theoretical benefit**

Theoretical benefit of this study research is anticipated to become a reference for English education students who will study more about speaking and who loose motivation and confidence when perform individually in front of the classroom.

##### **2. Practical benefit**

The research's practical application is as a thorough assessment of students' perceptions of lecturers' corrective comments while they speak.

#### **E. Limitation of Study**

During this study, the researcher concentrates on how students at the state Islamic University Sultan Maulana Hasanuddin Banten perceive the corrective feedback that lecturers provide while speaking about the utterances of English Education students.



## F. Previous Study

There have been some prior studies on the subject; in this part, the researcher reviews those earlier studies as sources for the current study:

1. First, “student’s perception on oral corrective feedback in speaking classes.”<sup>14</sup>

This study used a qualitative descriptive research methodology. This study was carried out at UIN Ar-Raniry's fourth semester of English language instruction. There are 25 learners of speaking lessons. The survey uses random sample method. To learn how pupils felt about the spoken corrective feedback they had gotten from their professors in their speaking sessions, the researcher chose five classes at random. According to the study's findings, oral corrective feedback was extremely beneficial and required in their speaking lessons. In contrast, students occasionally expressed significant disagreements with their instructors' corrections of their mistakes during their speaking engagements when they received corrective feedback.

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<sup>14</sup> Asnawi, Zulkiflar, T., & Astila, I. (2017). Students’ perception of oral corrective feedback in speaking classes. *ENGLISH EDUCATION JOURNAL (EEJ)*, 8(3), 275–291.

2. Second, “EFL Learners Preferences of Corrective Feedback in Speaking Activities”.<sup>15</sup>

A qualitative description analysis is the method in this study where the findings provide detailed information. When conducted at the appropriate moment, descriptive research may provide comprehensive data on a study subject. The attitudes and views of Saudi EFL learners regarding the usage of corrective feedback during speaking exercises are investigated in this study. Sixty female EFL pre-intermediate students in their preparatory year at King Abdulaziz University in Saudi Arabia's English Language Institute (ELI) made up the participants. The study combined quantitative and qualitative methods, using a questionnaire to determine students' preferences for correcting errors made during speaking exercises and ten student interviews to get more details and the rationale behind these preferences.

3. Third, “Corrective oral feedback on students’ errors in speaking courses”.<sup>16</sup>

An addressee's reaction to a speaker aimed at rectifying the speaker's mispronounced words is a type of corrective feedback.

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<sup>15</sup> Gamlo, N. H. (2019). EFL Learners’ Preferences of Corrective Feedback in Speaking Activities. *World Journal of English Language*.

<sup>16</sup> Rochma, A. F. (2023). Corrective oral feedback on students’ errors in speaking courses. *Journal of English Language Teaching and Learning (JETLE)*, 4(2), 125–135.

Research which concentrates explicitly on how lecturers and students perceive corrective feedback in speaking classes is still rare. Three things emerged from the descriptive study that used survey and observation methods: the duration of the lecturer's spoken corrective feedback; the types of oral corrective feedback that the lecturer offers in speaking courses; and the kinds of oral corrective feedback that students, especially those enrolled in Speaking for Social Intercultural Communication and Speaking for Academic Purposes courses, are most interested in. According to the study, educators should be able to identify which mistakes to fix and what kind of remedial feedback to use in their speaking lessons.

4. Fourth, “Students’ Perception Toward Oral Corrective Feedback in Speaking Classes: A Case at English Education Department Students”.<sup>17</sup>

The purpose of this study was to assess how students felt about the oral correction feedback that their lecturers gave them throughout their speaking sessions. Among of a population of 254, 100 learners were involved in this survey from the English Language Education Department at Ar-Raniry State Islamic University (UIN Ar-

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<sup>17</sup> Muslem, A., Zulfikar, T., Astilla, I., Heriansyah, H., & Marhaban, S. (2021). Students ‘ Perception Toward Oral Corrective Feedback in Speaking Classes : *International Journal of Language Education*, 5(4), 244–259.

Raniry) in Banda Aceh. A simple random sampling approach was used to choose survey participants in order to represent the whole population. The data were collected using a customized questionnaire. The interview was also employed as a study instrument. Study employed both quantitative and qualitative methodologies. The data acquired from the surveys was conducted by percentages, whereas the data from the interview was conducted by a qualitative technique. The findings found that learners regarded lecturers' spoken corrective comments as a crucial aspect of language acquisition. It was really beneficial in strengthening the pupils' speaking skills. It may be finished that oral corrective feedback improved the students' speaking performance. As a result, this study was essential in highlighting students' impressions of oral corrective feedback from their lecturers when teaching and learning to speak in their lectures.

5. Fifth, "High-School Students' Beliefs about Oral Corrective Feedback in EFL Classroom: A Survey Study".<sup>18</sup>

This study proposes to evaluate students' perceptions of the target and source of OCF (Oral Corrective Feedback). 226 senior high school students participated in this survey research as responders. An

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<sup>18</sup> Mawarni, F. I., & Murtafi'ah, B. (2023). High-School Students' Beliefs about Oral Corrective Feedback in EFL Classroom: A Survey Study. *SALEE: Study of Applied Linguistics and English Education*, 4(2), 472–486.

instrument was used in this study to gauge the views of learners about the purpose and sources of OCF. After that, the data was assessed utilizing descriptive statistics. In the end, the students decided that mistakes of all kinds, particularly those that affect interaction, ought to be fixed. This study also showed that, because it was beneficial, students desired their instructors had offered them the chance to practice providing feedback to one another and promoting self-correction. The findings showed that students were receptive to getting feedback on a variety of errors, indicating that teachers are not the only people who may provide them with criticism.

6. Sixth, “EFL Students’ Preferences for Corrective Feedback in Speaking Instruction Across Speaking Course Levels”.<sup>19</sup>

The tastes of freshmen and sophomores for corrective feedback in speaking practice are examined in this cross-sectional survey research, along with their opinions of it, the kinds of problems that need to be solved, the timing of correction, the means of correction, and the formats of correction. The study used interviews and a questionnaire to gather data. It found that while both groups acknowledged the value of corrective comments and valued criticism,

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<sup>19</sup> Atma, N., & Widiati, U. (2015). EFL Students’ Preferences for Corrective Feedback in Speaking Instruction Across Speaking Course Levels. *Bahasa Dan Seni*, 43(2), 183–195.

they were embarrassed when they received spoken corrections. Freshmen and sophomores alike desired that all of their flaws would be rectified. While the sophomores preferred phonological problems to be corrected at all times, the freshmen wanted grammatical errors corrected at any moment. When it came to timing, both groups expected their mistakes to be fixed after they had finished speaking. Furthermore, both groups favored remarks from the teacher. At the end, in any case of the kind of error, straightforward feedback was favored over paralinguistic signals.

7. Seventh, “Learners’ Perceptions on the Use of Oral Corrective Feedback in One-to-One EFL Classroom”.<sup>20</sup>

This study emphasized learners' viewpoints and preferences for verbal corrective feedback given by teachers during the course of instruction and education utilizing a descriptive qualitative approach and an empirical methodology. This study used purposive sampling and involved two students and one instructor from the Amsterdam Institute English course in Makassar. Semi-structured interviews and observations were used to gather the data, which showed that the learners discovered it less difficult to react to the teacher's statements

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<sup>20</sup> Syakira, S., & Nur, S. (2022). Learners’ Perceptions on the Use of Oral Corrective Feedback in One-to-One EFL Classroom. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 6(2), 286–306.

since the teacher's oral corrective feedback helped them identify their mistakes in grammar, lexis, L1 use, and, most importantly, phonology (pronunciation). In addition, discrepancies regarding the preferences of the students and the teacher's use of feedback in terms of spoken corrective comments are found. While students appreciated having time to fix their mistakes, professors usually made frank remarks. It follows that giving pupils more time to practice self-repair will aid in their ability to understand their mistakes. Corrective feedback methods were impacted by the teachers' opinions, especially for those who teach with a customized approach. The research's ramifications are finally looked at.

In responding to the other researchers, the researcher in this present study uses qualitative research and cross-classifactory or cross-sectional survey design. The difference between this study and others are the use of this survey method aims to measure the perception on corrective feedback giving by lecturer in speaking, the types of corrective feedback giving by lecturer in speaking, and the impacts of corrective feedback giving by lecturer in speaking.

## **G. Research Organization**

The paper is divided into five chapters, each of which has an explanation that explains a certain issue.

**Chapter I Introduction**, it involves the study's history, identification problem, problem statement, goal, significance, limitations, prior research, and research organization

**Chapter II is Theoretical Framework**, includes theorists from a number of professionals who have carried out research relevant to this study.

**Chapter III Research Methodology**, covers the research methodology, the study place and time, the participants and sample, the data collection process, and the data analysis technique.

**Chapter IV is Results and Discussions**, this chapter contains of the description, analysis and interpretation of the data.

**Chapter V Conclusion and Suggestion**, this chapter concludes and makes recommendations.