STUDENTS' PREFERENCES TOWARD ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS OF THE ENGLISH DEPARTMENT OF IAIN KEDIRI

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By:

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iii

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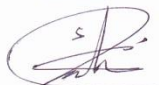
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       Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 24 Juli 2019 kami dapat menerima dan menyatakan hasil perbaikannya.

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MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Allah akan mengangkat (derajat) orang-orang yang beriman dan berilmu di antaramu beberapa derajat. Dan Allah Maha Teliti terhadap apa yang kamu kerjakan. – (Q.S Al-Mujadilah: 11)

DEDICATION

All praise is due to Allah SWT, the Lord of the Worlds, for His mercies andblessings that have been given to me to finish this thesis.

With all my love, I dedicate this thesis to:

- ➢ My dearest parents, my mother (Ginarti) and my father (Robeddica) who always pray for my success every day, support, and encourage me. Thank you so much for raising me up until I grow as well as I am now.
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- ➢ All my beloved lecturers at IAIN Kediri, especially for my advisors, Mrs. Sri Wahyuni, M.Pd and Mr. Mohammad *Muhyidin*, M.Pd Thank you so much for your kind guide, advice and suggestion to make my thesis much better.
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At last, the author realizes that this thesis still is still far from perfect. The suggestions and criticcs for the author are very welcomed. Hopefully, this thesis can be useful for us and become the input for the parties in need.

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Sances Giantika

ABSTRACT

Giantika, Sances, (2019) *Students' Preferences Toward Oral Corrective Feddback In Speaking Class of The English Departement of IAIN Kediri*, Thesis, Tarbiyah, English Language Education Departement, Islamic Institute of Kediri. Advisor (1) Dr. Sri Wahyuni, M. Pd. (2) Mohammad Muhyiddin, M. Pd.

Keywords: Students' Preferences, Oral Corrective Feddback, Problem in Speaking

Speaking is one of the four skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. The students as foreign learners learn English language to speak, here will be some errors made by the learners when they do a conversation in the speaking classroom. The purpose of this study are to find out students preferences towards the type of oral corrective feedback, and to find out students' preferences when oral corrective feedback should be given by the lecturer.

This research design used in this study is descriptive quantitative research design and the subjects of this research are 110 students fourth semester in speaking class of English Department of Islamic Institute of Kediri (IAIN Kediri). The data of the research was collected using some items of the questionnaires. There are two questionnaires, the first question consists of 6 items about students preferences to type of oral corrective feedback by the lecturer. The second question consist of 15 items that which is answered based on the Likert Scale for students feeling when oral corrective feedback is given by lecturer, students preferences toward oral corrective feedback how oral error corrective feedback should be given by the lecturer, and questions for students preferences toward when oral error corrective feedback should be given by the lecturer. The data calculated and analayzed with SPSS verison 21 and 22.

The first finding in this study is the students also agreed that when the students' made errors the lecturer gives corrections, usingthe type of metalinguistic oral corrective feedback. In this second questionnaire there are three categorizations of each statement, the first category is to find out student preferences for students' feelings when oral corrective feedback is given by the lecturer, 49% or 54 students strongly agreed to get corrective feedback. The second category is students' preferences towards how oral corrective feedback is given by the lecturer, 41% or 46 students' choosing agreed if each of their oral errors is corrected. Afterward, the third category is students' preferences when oral corrective feedback should be given by the lecturer, showed is that 42% or 47 students' choosing agree if corrective feedback was given in the class.The conclusion from the study, thefirst finding shows the type metalinguistic of oral corrective feedback becomes the students' preferences. The second finding, is that the majority of students prefer choosing strongly agree when the lecturer gives oral corrective feedback in the classroom.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIXES

CHAPTER 1

INTRODUCTION

This chapter explains the background of the study, research problem, purpose of the study, significance of the study, scope and limitation of the study and the definition about key terms.

A. Background of the Study

Speaking skill is used for any and all the language, when the students ordered to perform some kinds of oral task (Harmer, 1998). It is one of the skills that has big role in conversation, because by mastering the speaking skill people can carry out conversation with other, give the ideas and exchange the information. In speaking classroom, the lecturer usually uses some activities that may include discussion, role playing, game, problem solving, songs, or presentation. Moreover, speaking is very important in foreign language learning, so the teacher should make students be interested in speaking activities.

Speaking is one of the four skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue (Boonkit, 2010). As English is universally used as a means of communication. English speaking skills should be developed, which is expected to improve the achievement of communication both with native English speakers and other members of the international community.

When we talk of a person who knows a language, we usually tend to mean that a person is able to produce meaningful sentences in that language, in

other words a person can speak that language. Thus the claim that a person knows English usually includes the statement that a person can speak English. Many learners starting to learn a foreign language usually seek an improved competency in their productive skills; namely writing and speaking. These learners assess their progress in the target language in terms of their ability to speak fluently in communication. As common sense and research suggests, speaking is more than to form grammatically correct sentences and then to pronounce them.

The are three areas of knowledge that composes speaking skill (Kurum, 2017). The first is mechanics (pronunciation, grammar, and vocabulary), mechanic is using the right words in the right order with the correct pronunciation. The second is functions (transaction and interaction), function is knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). The third is pragmatics, social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants), pragmatic is understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the world of education, English includes subjects. When the students as foreign learners learn English language to speak, the learners still have some difficulties, such as the pronunciation, grammar, limited of vocabulary, or their fluency. There will be some errors made by the learners when they do a conversation in the speaking classroom. They do not have much time to think about the exact expression they have to produce. In this case, some errors may

appear in their speech. The role of the lecturer to provide corrective feedback is very important to justify the students' mistake in speaking. When the lecturer does not give corrective feedback to the students, the mistake will be considered right. Students may think they have used English appropriately, because their lecturer never gives corrections when they use English. It can also cause misunderstanding between the speaker and the listener. Therefore, the role of an English lecturer is important to guide language students in correcting students' oral errors while using English.

The types of corrective feedback (CF) in general are oral corective feedback and written corrective feedback (Fidan, 2015). A lecturer should know what students prefer about corrective feedback because sometimes students prefer oral corrective feedback rather than written corrective feedback. It is important for the lecturer to know what a student wants and what they want to learn and what they want to teach.In this case corrective feedback also has a negative and positive impact. It depends on the lecturer when the lecturer gives feedback. The lecturer gives corrective feedback must be in the right way for corrective feedback to motivate students to correct mistakes. But students will lose the spirit of learning if lecturers give corrective feedback that is not appropriate.

Oral corrective feedback and written corrective feedback may have different effects. In this case the researcher focus on oral corrective feedback. According to researchers before conducting research, oral corrective feedback is more desirable by students because students will directly know their mistakes and students can respond and understand to corrections given by the lecturer.

The result of study by Ananda, Febriyanti, and Yamin (2017) shows that repetition becomes the most wanted kind of oral error corrective feedback which students prefer. Second, on how oral error feedback should be given, most of students prefer the teacher gives corrective feedback privately or individually for every error which the students made. Last, the majority of students prefer being corrected in the classroom immediately. Overall, the students give positive attitude towards oral error corrective feedback.

According to Lyster and Ranta (1997) Corrective feedback provides important information that can be used by students in the modification of their errors. Learner uptake provides students' responses that immediately follow the teacher's feedback. Lyster and Ranta (1997) have provided the most complete taxonomy of corrective feedback, there are six classification of oral corrective. Firstly, repetition is when lecturer repeats the student's error and changes the intonation to draw student's attention to indicate that there is a problem. Secondly, elicitation is when lecturer elicit the correct form from the student by asking question. There are at least three techniques that Lecturer use to directly elicit the correct form from the student. First, lecturer use questions to elicit correct forms "What do we say to someone who help us?" Second, "elicit completion", pausing to allow the students complete lecturer's utterance, for example: He is a good …" The last is asking students to reformulate the utterance, for example: "Can you say that again?". Thirdly, metalinguistic feedback arecontaining comments, information, or question related to the correct form of student's utterance, without explicitly providing the correct form. Metalinguistic is comments such as, "Can

you find the correct form?". Fourthly, clarification is request, the instructor asks what the speaker meant by the error utterance by using phrases like "Pardon me? Excuse me? Again?". It is indicated if student's utterance has been misunderstood by lecturer or instructor. Fifthly, recast is generally implicit, because in this case it does not show expressions like "Oh, you mean …", "You should say …" However, recast is more salient than others in that they may focus on one word only. Recast is when lecturer repeat of the utterance, replace the error with the correct form without directly pointing out that the student's utterance was incorrect. The sixth, explicit correction refers to the explicit provision of the correct form. As the lecturer provides the correct form, he or she indicates that the student had said was incorrect. (e.g. "Oh, you mean …", "You should say …")

Not only about the types of oral error corrective feedback errors which lecturers should consider in given corrective feedback oral errors to the students, but also how and when it should be given oral corrective feedback in order to help students in notice and correct their errors. Which error must be corrected by the lecturer, every errors or only important errors. Should it be done privately between lecturers and students or should it be done individually when they study in class. Should it be done privately between lecturers and students or should it be done individually when they study in class. Should it be given oral corrective feedback in the class or after class over. These questions are needed to be considered because it affects students' attitudes in learning and acquiring English.

Hendrickson (1978) stated that when lecturers allows some errors and correct others, students feel more comfortable speaking than if the lecturer is to

correct every errors. Havranek's (2002) suggests that the best corrective feedback to correct simple grammar rules such as verb suffixes and help is an example of research that shows that the type of error being corrected may determine whether or not it should be corrected. When research Catchart & Olsen (1976) found that students wanted most of their verbal errors corrected.

Based on Krashen (1994) and Truscott (1999), corrective feedback which is done in the classroom can provide students with negative emotional experiences that can hinder them in the learning process. On the other hand Smith's (2010) study showed most of the students want their error be corrected immediately in class. However, lecturers must have their own priorities and consider many things in giving corrective feedback to the students and it should be coincided with the situation in teaching and learning activities because it can affect students' emotional experience in learning and acquiring English. Firwana (2010), in his study found that finding the right time to do corrective feedback is very important to be considered by the lecturer.

The results of study by Olmezer-Ozturk,& Ozturk, (2016) shows that student perceptions are vary greatly according to the type and timing of OCF (Oral Corrective Feedback) provided by their teacher. They regard requests for recast and clarification as ambiguous whereas they think that meta-linguistic feedback is an anxiety and difficult to understand. As for the time, it was found that students did not feel comfortable when they were corrected with direct feedback and their successive use by teachers makes students reluctant to speak in the classroom environment.

The results of study by Fadilah, Anugerahwati, and Prayogo (2017) shows that both the freshman students and sophomore students agreed that student's errors should be treated, particularly one which is delivered orally. In the matter of errors from the point of communication, the teacher should correct all errors that students made in speaking. And for the error domain, grammar and pronunciation error are considered more essential for the students. A correspondence was also found in the timing of correction, the finding shows that there is a clear tendency for freshman students and sophomore students to prefer delayed feedback which is given after they finish speaking. As far as the relationship between anxiety and corrective feedback is concerned, of all the corrective feedback strategies investigated in the present study, explicit correction and metalinguistic feedback create the least amount of anxiety in the learners, as they were the most popular strategies among the anxious students of the study.

The results of study by Suryoputro & Amaliah (2016) shows that explicit correction is the most frequent type of oral corrective feedback used by the teacher and self- repair as the most frequent type of students' uptakes. Regarding the responses of given oral corrective feedback, the student admitted that they became aware of their own errors; motivated to improve their speaking skill; their pronunciation and grammar input improved; and their vocabulary enriched. The students of giving positive responses on the explicit correction.

The results of study by Asnawi, Zulfikar, Astila (2017) shows that students consider the lecturer to provide oral corrective feedback is an important

part of language learning. Oral feedback from lecturers orally is very helpful for students in improving the speaking skills of students in their speaking class.

The results of study by Fidan (2015) shows that the vast majority of the participants prefer their errors to be corrected, and a smaller majority of them prefer teachers to correct them immediately. Just over half (54%) of the participants primarily prefer grammatical errors to be corrected; the most preferred correction strategy (43%) is teachers giving the correct form immediately and the second most preferred correction strategy (21.2%) is teachers repeating the erroneous part of the utterance.

Because of this reason, the researcher feels this study is important in observing when and how should the teachers give corrective feedback in students' speaking activity in the classroom. The researcher takes fourth semester students atState Islamic Institute (IAIN) Kediri as the subject of observation. Through this study, the researcher observes students preferences about oral corrective feedback given by teacher in students' speaking. Meanwhile, the data are analyzed by using descriptive quantitative method.

B. The Problems of the Study

Based on the background of the study above, the researcher is interested in finding the answer of the following questions:

1. What type of oral corrective feedback do the students prefer given to students in speaking class of the English Departement of IAIN Kediri?

2. When is the oral error correction feedback given based on what students prefer in speaking class of the English Departement of IAIN Kediri?

C. The Objectives of Study

Based on the research formulation mentioned above, researchers has some purposes in this study:

1. To describe type of oral corrective feedback that students preferences to students in speaking class of the English Departement of IAIN Kediri

2. To describe the time that students prefer when oral corrective feedback should be given to the students in speaking class of the English Departement of IAIN Kediri.

D. The Significance of Study

This study will have significance for both of theoritical and practical. In the theoritical of this study that is to generate the theory of oral corrective feedback in students speaking which can be a literature about how oral corrective feedback should be given to the students' speaking errors in teaching speaking for the readers.

Practically, the results of this study are expected to give taking references for lecturers to get a better understanding based on the type and time that students prefer when the lecturer gives several types of oral corrective feedback to fourth semester students in speaking class.

E. The Scope and Limitation of Study

   To specify the research, the researcher has some scopes and limitations of the study. The scopes of this study are when the lecturer should be given oral corrective feedback for fourth semester students at State Islamic Institute (IAIN) Kediri. And In this study using a questionnaire to find out type of oral corrective feedback that students preferences in speaking class of the English Department of IAIN Kediri. Here the researcher only examine when oral corrective feedback should be given to students based on their preferred opinions. And did not examine the types of oral corrective feedback that are often used by lecturer when should be give oral corrective feedback to students.

   The limitation of this study focus on describing when the teachers giving oral corrective feedback in students speaking activity in the class at fourth semester. the speaking activities of students in English classes or students who speak, because English in fourth semester students integrates four skills (listening, speaking, reading and writing). However, in this study researchers focus on observed oral error corrective feedback in the fourth semester students 'speaking skills given by the teacher to correct students' speaking errors. Researcher also wants to describe about the meaning of teacher in giving corrective feedback for their students' speaking. It is important for teachers to know when oral corrective feedback should be given in teaching speaking well.

F. The Definition of Key Terms

Based on the focus of this research, there are two definitions below:

1. Speaking skill is one of the skills that must be mastered by students and verbal activities used by students in English classes.

2. Oral corrective feedback is the process of oral correction or information students speaking errors or make mistakes accidentally by their teacher.

3. Preferences is the fact that someone like something or someone more than another thing or person. Preference refers to the set of assumptions related to ordering some alternatives, based on the degree of happiness, satisfaction, gratification, enjoyment, or utility they provide, a process which results in an optimal "choice.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter explains about the review of the literature. They are definition of speaking, elements of speaking skill, problem in speaking, oral corrective feedback, and previous studies.

A. Definition of Speaking

Speaking skill is used for any and all the language, when the students ordered to perform some kinds of oral task (Harmer, 1998). It is one of the skills that has big role in conversation, because by mastering the speaking skill people can carry out conversation with other, give the ideas and exchange the information. In speaking classroom, the lecturer usually uses some activities that may include discussion, role playing, game, problem solving, songs, or presentation. Moreover, speaking is very important in foreign language learning, so the teacher should make students be interested in speaking activities.

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Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns &Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

In the world of education, English includes subjects. When the students as foreign learners learn English language to speak, the learners still have some difficulties, such as the pronunciation, grammar, limited of vocabulary, or

their fluency. There will be some errors made by the learners when they do a conversation in the speaking classroom. They do not have much time to think about the exact expression they have to produce. In this case, some errors may appear in their speech. The role of the lecturer to provide corrective feedback is very important to justify the students' mistake in speaking. When the lecturer does not give corrective feedback to the students, the mistake will be considered right. Students may think they have used English appropriately, because their lecturer never gives corrections when they use English. It can also cause misunderstanding between the speaker and the listener. Therefore, the role of an English lecturer is important to guide language students in correcting students' oral errors while using English.

B. Elements of Speaking Skill

This part is to review the related criteria of speaking ability to measure one's speaking skills that are accuracy, fluency, and appropriateness.

1) Accuracyis one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns.According to Richards (1992:31), accuracy concerns "the ability to produce grammatically correct sentence." In other words, accuracy in language means grammatical accuracy only. Nevertheless, in Thornbury (2005), the terms "accuracy" seems to cover more than that. Specifically, speaking English accurately means doing without or with few

errors on not only grammar but vocabulary and pronunciation, as well. He also setsthe clear scale for assessment of accuracy:

a)Grammar: Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions or difficult tenses.

b) Vocabulary: Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

c)Pronunciation: Students speak and most people understand.

2) Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. Richards (1992:141) definesfluency as "the features whichgivesspeech the qualities of being natural and normal." More specifically, Thornbury (2005) pointsout thecriteria for assessing fluency. They are as follows:

a)Lack of hesitation: Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

b) Length: Students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete the task.

c)Independence: Students are able to express their ideas in a number of ways, keeptalking and ask questions, and many moreto keep the conversation going.

3) Appropriateness

According to Winski (1998), a completedefinition of appropriateness is not practically possible. Intuitively, an utterance is appropriate in contect if it is not unexpectedly conspicious (marked) in some way. Appropriatenessis also used as a criterion to measureone's speaking competence.

C. Problem in Speaking

Speaking skill is an important aspected to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance oflearners to speak the language learned. However most people learning a language have a goal to be able to speak so that they can communicate. Speaking in a second or foreign language has often been viewed as the most demanding of the four skills (Bailey and Savage, 1994 as explain in Fitriani D.A., Apriliaswati R. Wardah, 2015: 2*)*. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context.

When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very

complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. For this reason, oral language or speaking is regarded principle. Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002 as explain in *Fitriani D.A., Apriliaswati R., Wardah 2015: 2*). However, foreign language learners experience frustacting feeling of not being able to participate in speaking activity.

Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000 as explain in *Fitriani D.A., Apriliaswati R., Wardah 2015: 2*). In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning (Hinkel, 2005 as explain in *Fitriani D.A., Apriliaswati R., Wardah 2015: 2*).

Other problems that appear in student's speaking are lack of self confident and anxiety. They may confront with certain feelings that affect their English speaking such as unconfident, shy, anxious, nervous, and worry. If the

students themselves are not believing that they are able to speak, it has become a big problem for them. Speech difficulties can be affected by a person's emotional state, speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties (Lawtie, 2004s as explain in *Fitriani D.A., Apriliaswati R., Wardah 2015: 2)*.

Factors that Cause Speaking difficulties to EFL Learners (Zhang, 2009 as explain in Al Nakhalah, 2016: 100) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. There are many factors that cause difficulty in speaking (Ur, 1996 as explain in Al Nakhalah, 2016: 100). The first is inhibition, students are worried about making mistakes, fearful of criticism, or simply shy. The second is nothing to say, students have no motive to express themselves. The third is low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. The fourth is mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

There are some psychological factor that hinder students from practicing their speaking in English class. Like the fear of mistake, as argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi

Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

There are causes of fear of mistake, the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus, 2001 as explaine in Al Nakhalah, 2016: 101). In addition, Hieu, (2011) and Zang, (2006) as explained in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially inan EFL context like in Indonesia. Most EFL students are afraid to try and to speak in a foreign language they learn (Middleton, 2009 as argued in Al Nakhalah, 2016: 101). In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

D. Oral Corrective Feedback

Oral corrective feedback can be given as a response to correct students" errors in using the target language, particularly students" spoken errors. Fungula (2013) has stated that oral corrective feedback is a direct indication or clue given when there is an error that a student has produced when using the English language. Annie (2011) has noted that oral corrective feedback from the teacher " verbal feedback in response to students" errors in speaking performance and often focuses on pronunciation, vocabulary and language patterns, communication skills, ideas and organization. In conclusion, oral corrective feedback is oral feedback given by a teacher or a peer as an indication that there are errors the students "use of the target language".

There is some notions of oral corrective feedback put forwarded by different experts. Lightbown and Spada (as cited in Karbalaei and Karimian, 2014), define "corrective feedback as any indication to the learners that their use of the target language is incorrect" (p. 967). According to Calsiyao (2015) "oral corrective feedback is a means of offering modified input to students which could consequently lead to modified output by the students"(p. 395).Likewise, Chaudron (as cited in Mendez and Cruz, 2012), defined "oral corrective feedback as any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (p. 64). In short, oral corrective feedback is the process of giving correction toward student's error in oral production which can be conveyed by teachers and students.

In Indonesia, a study conducted by Khunaivi and Hartono (2015) showed that corrective feedback in speaking classes was given in order to reduce the possibility of wrong target language use leading to fossilization. In addition, Maolida (2013) has stated that teachers" corrective feedback is important to promote "young learners" inter language development (p.121). However, she also points out that, teachers should deliver clear corrective feedback in order to facilitate the students understanding of the correct target language use. Solikhah (2016) recently concluded that corrective feedback provided by their teachers can improve student" speaking competence, though the teacher should not correct the students" errors when the students are speaking. In other words, the corrective feedback should not break the flow of speech. From all these studies, it can clearly be inferred that corrective feedback is very common in language classes. Yet, it is very important to be given wisely by the teacher to avoid making the students feel uneasy towards the corrective feedback.

According to Lyster and Ranta (1997) there are six classification of oral corrective. Firstly, repetition is when lecturer repeats the student's error and changes the intonation to draw student's attention to indicate that there is a problem. Secondly, elicitation is when lecturer elicit the correct form from the student by asking question. There are at least three techniques that Lecturer use to directly elicit the correct form from the student. First, lecturer use questions to elicit correct forms "What do we say to someone who help us?" Second, "elicit completion", pausing to allow the students complete lecturer's

utterance, for example: He is a good …" The last is asking students to reformulate the utterance, for example: "Can you say that again?". Thirdly, metalinguistic feedback are containing comments, information, or question related to the correct form of student's utterance, without explicitly providing the correct form. Metalinguistic is comments such as, "Can you find the correct form?". Fourthly, clarification is request, the instructor asks what the speaker meant by the error utterance by using phrases like "Pardon me? Excuse me? Again?". It is indicated if student's utterance has been misunderstood by lecturer or instructor. Fifthly, recast is generally implicit, because in this case it does not show expressions like "Oh, you mean …", "You should say …" However, recast is more salient than others in that they may focus on one word only. Recast is when lecturer repeat of the utterance, replace the error with the correct form without directly pointing out that the student's utterance was incorrect. The sixth, explicit correction refers to the explicit provision of the correct form. As the lecturer provides the correct form, he or she indicates that the student had said was incorrect. (e.g. "Oh, you mean …", "You should say …").

E. Previous Studies

Research on corrective feedback preferences is important, as it informs practitioners of learners'perspectives and, subsequently, may lead to more effective teaching practice when combined with results from the corrective feedback effectiveness research. Brown (2009) reported that learners think

that a quality of effective teachers is to be able to correct oral errors immediately. There is, nonetheless, some variation in the degree to which learners want to be corrected. The result of study by Brown (2009) compared first- and second-year university students and found that second-year students, who were more advanced has a stronger preference for indirect rather than direct types of corrective feedback than did first-year students. A tendency for learners with higher proficiency to prefer to work out errors on their own is understandable, because the likelihood of self-repair increases as learners become more proficient in the target language. A mismatch between learners' wish to receive corrective feedback and teachers' views on providing corrective feedback has been widely reported. That is, the extent to which learners want to be corrected is generally greater than teachers' wish to provide correction.

The results of study by Olmezer-Ozturk, & Ozturk, (2016) shows that student perceptions are vary greatly according to the type and timing of OCF (Oral Corrective Feedback) provided by their teacher. They regard requests for recast and clarification as ambiguous whereas they think that meta-linguistic feedback is an anxiety and difficult to understand. As for the time, it was found that students did not feel comfortable when they were corrected with direct feedback and their successive use by teachers makes students reluctant to speak in the classroom environment.

The results of study by Fadilah A. E., Anugerahwati M., and Prayogo J. A., (2017) shows that both the freshman students and sophomore students

agreed that student's errors should be treated, particularly one which is delivered orally. In the matter of errors from the point of communication, the teacher should correct all errors that students made in speaking. And for the error domain, grammar and pronunciation error are considered more essential for the students. A correspondence was also found in the timing of correction, the finding shows that there is a clear tendency for freshman students and sophomore students to prefer delayed feedback which is given after they finish speaking. As far as the relationship between anxiety and corrective feedback is concerned, of all the corrective feedback strategies investigated in the present study, explicit correction and metalinguistic feedback create the least amount of anxiety in the learners, as they were the most popular strategies among the anxious students of the study.

The results of study by Suryoputro, G. And Amaliah, A. (2016) shows thatexplicit correction is the most frequent type of oral corrective feedback used by the teacher and self- repair as the most frequent type of students' uptakes. Regarding the responses of given oral corrective feedback, the student admitted that they became aware of their own errors; motivated to improve their speaking skill; their pronunciation and grammar input improved; and their vocabulary enriched. The students of giving positive responses on the explicit correction.

The results of study by Asnawi, Zulfikar, T., Astila, I., (2017) shows that students consider the lecturer to provide oral corrective feedback is an important part of language learning. Oral feedback from lecturers orally is

very helpful for students in improving the speaking skills of students in their speaking class.

The results of study by Fidan, D., (2015) shows that the vast majority of the participants prefer their errors to be corrected, and a smaller majority of them prefer teachers to correct them immediately. Just over half (54%) of the participants primarily prefer grammatical errors to be corrected; the most preferred correction strategy (43%) is teachers giving the correct form immediately and the second most preferred correction strategy (21.2%) is teachers repeating the erroneous part of the utterance.

The result of study by Jean & Simard's (2011) shows that the teachers expressed a preference for correcting only errors that impede communication, so as not to interrupt the flow of communication and not to diminish their students' confidence. Teachers' concerns regarding corrective feedback thus tend to be twofold: first, they believe that corrective feedback can break the communicative flow and thus have an adverse effect on communicativeness (Brown, 2009); second, they believe that corrective feedback can induce language anxiety because learners may lose face by being corrected in front of others (Lasagabaster & Sierra, 2015). And the most frequently reported observation has been the students' greater desire for receiving corrective feedback than their teachers' willingness to provide them. The students in Lee's (2013) study, for example, were in favour of receiving explicit and immediate corrective feedback during their oral production, while their

teachers were strongly opposed to the idea of correcting all of the students' erroneous utterances.

CHAPTER III

RESEARCH METHOD

Research is one of the important parts of the research to getting the data. In this case, the setting is outlined and directed to answer the formulation of the problems. Thus chapter discusses the research design, the subject of the research, the instruments of research, the data collections, and the data analysis.

A. Research Design

Research design is the way to arrange the settings of the research and collect the data based on research problems. The research design of this study is descriptive quantitative research using survey. This study uses quantitative descriptive research because in this study using questionnaires as method of collecting data on the student preferences towards oral corrective feedback to get the frequency of student responses to the questionnaire. The researcher wanted to describe the type of oral corrective feedback that was preferred by students in the speaking class and time of the student preferences when oral corrective feedback was given by the lecturer in the class.

In descriptive quantitative research using survey, the researcher aim is to determine the relationship between one thing (an independent variable) and another (a dependent or outcome variable) in a population. Quantitative research designs are either descriptive (subjects usually measured once). A descriptive study establishes only associations between

variables. For an accurate estimate of the relationship between variables, a descriptive study usually needs a sample of hundreds or even thousands of subjects. The estimate of the relationship is less likely to be biased if you have a high participation (Hopskin, 2008). Descriptive quantitative research uses instruments such as questionnaires and interviews to gather information from groups of individuals. (Ary, Jacobs & Sorensen, 2010)

B. The Subject of the Research

The subject of the research is 110 students in the fourth semester of the English Department of IAIN Kediri. The researcher chooses the fourth-semester student because in the fourth-semester students had passed the English course for conversation. Furthermore, in the fourth semester, they will face public speaking classes. It means the students had experienced several types of lecturer's oral corrective feedback in their speaking.

C. The Instruments of the Research

The instrument used in this study is a questionnaire. There are two questionnaires. The first question is about students' preferences to the type of oral corrective feedback given by the lecturer it is used to collect the data on students' preferences to types of oral corrective feedback. This first questionnaire was made by researchers, which was adjusted to the research on students' preferences to type of oral corrective feedback by lecturers. The first questionnaire consists of 6 items questionnaire about

students' preferences to types of oral corrective feedback. The blue print can be seen in Appendix 1.

The researcher conducted a try out on the first questionnaire to determine the validity of every statement. The results of the try out indicate that most students understand from every statement given to them. The researcher included explanations and examples of each type of oral corrective feedback. In this questionnaire try out the researcher obtained data from 35 fourth semester students. Then, this questionnaire was stated valid after the data was analyzed using SPSS 21 and 22 and categorized according to Guilford (1956, p.145). The face of the validity of the statement on the first questionnaire can be seen from the questions that the researcher submits directly to the fourth semester students. Mostlythe students find it easy to understand every item made by the researcher because in every item there is an explanation and example. While the expert validity can be seen from the opinion of the fourth semester speaking lecturer, the first questionnaire used was correct and easy to understand. The calculation data of the reliability of the first questionnaire is 0.660 and included in the category of high validity or good validity according to Guilford (1956, p.145). Table 3.1 presents the percentage and number of students from the tryout questionnaires about student preferences for the type of oral corrective feedback.

TABLE 3.1

Questions on Students' Preferences to The Type of Oral Corrective Feedback Given by Lecturer

No.	Statement	Multiple Choice				
		5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)
1	Repetition	0	15	13	7	0
		0 %	42 %	37%	20 %	0 %
2	Elicitation	0	0	3	23	9
		0 %	0 %	9 %	66 %	26 %
3	Metalinguisti	25	9	1	0	0
		71 %	26 %	3 %	0 %	0 %
4	Clarification request	0	4	19	9	3
		0 %	11 %	54 %	26 %	9 %
5	Recast	0	0	12	17	6
		0 %	0 %	34 %	49 %	17 %
6	Explicit	0	4	13	18	0
		0 %	11 %	37 %	51 %	0 %

Total   = 35 students

5 (SA) = Strongly agree

4 (A)	= Agree
3 (N)	= Neutral
2 (D)	= Disagree
1 (SD)	= Strongly Disagree

Table 3.1 above describes the results of student preferences to types of oral corrective feedback. In the data, the researcher involved 35 respondents in taking data for try out the questionnaire about students' preferences toward type of oral corrective feedback. Metalinguistic oral corrective feedback has a high percentage with a percentage of 71% or 25 students choosing strongly agree to this type. This explains that fourth semester students prefer metalinguistic oral corrective feedback when their lecturers correct their oral error in speaking class. In this study, it can be know is that students prefer the type of oral metalinguistic corrective feedback rather than other types, because the highest percentage of questionnaires given to fourth semester students is a type of oral metalinguistic corrective feedback. When the lecturer gives corrections to students using this type of metalinguistic feedback, the lecturer also provides a correct explanation of the students' speaking errors. All of the statements contained in trying out on the questionnaire are declared valid, 6 items in these statements can be used in actual research.

The second question is about students' preferences when oral error corrective feedback is given by the lecturer. It is used to collect the data on the

time preferred by students when lecturers give oral corrective feedback. The second questionnaire that used in this research is adopting from the questionnaire that is used by Ananda, Febriyanti, Yamin, Mu'in (2017) that was adapted from Katayama (2007) and Smith (2010). The questionnaire consists of 15 items question that including 6 items Likert scale questions for students preferences toward oral corrective feedback is given by lecturer, 6 questions for students preferences toward how should be given by the lecturer, 3 items questions for students preferences toward when oral error corrective feedback should be given by the lecturer.The blue print of the first and second questionnaires are included in the appendix 1 and 2.The instrument of questionnaire in this study is included in the appendix 3 and 4

D. The Data Collections

The data of the research was collected using some items of the questionnaires. There are two questionnaires, the first question consists of 6 items about students preferences to type of oral corrective feedback by the lecturer. The second question consist of 15 items that which is answered based on the Likert Scale for students feeling when oral corrective feedback is given by lecturer, students preferences toward oral corrective feedback how oral error corrective feedback should be given by the lecturer, and questions for students preferences toward when oral error corrective feedback should be given by the lecturer. After that, the

questionnaire is consulted with advisor and the researcher was assured this questionnaire satisfactory reliability and construct validity.

There are a number of ways to scale responses to questions. One of the most popular approaches is the Likert scale (published in 1932). This scale, like many others, measures attitudes to set statements put by the questionnaire. The respondent is provided with a scale of possible responses (usually five) to the question – ranging from the attitude measure 'strongly agree' to the exact opposite measure of 'strongly disagree'.

E. The Data Analysis

Using some questions require the respondent to indicate answers according to a predefined list or scale, ranging from a very positive answer to a very negative answer. There are a number of ways to scale responses to questions. One of the most popular approaches is the Likert scale (published in 1932). This scale, like many others, measures attitudes to set statements put by the questionnaire. The respondents is provided with a scale of possible responses (usually five) to the question- ranging from the attitude measure 'strongly agree' to the exact opposite measure of 'strongly disagree'. The percentages of the items in the questionnaire were calculated and determined by a formula developed on Microsoft Excel and SPSS version 21 and 22 In order to explain students' preferences towards oral corrective feedback, using percentages and descriptive statistics.

The coding data is the way analyzing data to classified and identified data to classified and identified data questionnaire base on the category of oral corrective feedback. Then, the percentage of each questions of oral corrective feedback analyzing through simple form which was analyzed through SPSS version 21 and 22, which made it easy to find out the validity, reliability, and percentage of responses from students about oral corrective feedback given by lecturers. All results of data tabulation, the data calculate and analyze of validity and reliability of the first and second questionnaires, descriptive statistics, and frequency questionnaire data are found in appendix 5, 6, 7, 8, 9, 10, 11, 12, 13.

Determination of the categories of each instrument validity statement in questionnaires classified according to the categories put forward by Guilford (1956, p.145) are as follows:

0,80 - 1,00 : Very good validity

0,60 - 0,80 : High validity (good)

0, 40 - 0, 60 : Medium validity (good enough or fair)

0, 20 – 0,40 : Low validity (Low or Poor)

0,00 – 0,40 : Very low validity (Bad or not valid)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestion base on the data result and discussion about previous study . Furthermore, the conclusion related with the result of the students' preferences to types oral corrective feedback and the students' in fourth semester gives positive response when the lecturer gives comments or corrections in oral eror in speaking class. Then, there are some suggestion to some people related to this research in order to make a better condition in the next research.

A. Conclusion

This study aims to investigate the students' preferences toward oral corrective feedback in speaking class in the fourth semester of IAIN Kediri. The first finding in this study is the students also agreed that when they made errors the lecturer gives corrections, using the type of metalinguistic oral corrective feedback. The students prefer to metalinguistic oral corrective feedback because metalinguistic oral corrective feedback makes it easy for students to understand their mistakes and also increase their knowledge of something they don't know. Furthermore, the types of corrective feedback related to the students' preferences are metalinguistic oral corrective feedback. Metalinguistic oral corrective feedback helps the students fourth semester to know their errors and increase their more knowledge. Metalinguistic is

including oral corrective feedback contains comments, information, or question.

In the second finding is the students' preferences when the lecturer gives oral corrective feedback on their oral errors in the speaking class are showing the highest percentage strongly agree to scale. In this second questionnaire there are three categorizations of each statement, the first category is to find out student preferences for students' feelings when oral corrective feedback is given by the lecturer, 49% or 54 students strongly agreed to get corrective feedback, because with teacher feedback they knew the mistakes they made and would not repeat mistakes. The second category is students' preferences towards how oral corrective feedback is given by the lecturer, 41% or 46 students' choosing agreed if each of their oral errors is corrected because it makes them easier to justify their errors. Afterward, the third category is students' preferences when oral corrective feedback should be given by the lecturer, showed is that 42% or 47 students' choosing agree if corrective feedback was given in the class because the other students could understand the mistakes made by one of the students and more effectively.

B. Suggestion

The conclusion from the study above, the suggestion is given to the students as a research subject, the teacher, and the next researcher. The data above was presenting some results of the research. So, the researcher suggests that the students should attend to the correction, comment, and information from the lecturer so that the students doesn't repeat the next oral error. For the

lecturer, the researcher suggests that the lecturer should try to use the type of metalinguistic oral corrective feedback that easily students' understanding of the corrections given by lecturers. This helps students easily understand oral corrective feedback and get a lot of knowledge. For the next researcher, the study can be consideration and reference with a similar subject. It happens because this research focuses on the students' preferences to type of oral corrective feedback. So, the next research can study focus in the other in language skills, in the next study can explain how students' response when the teacher or the lecturer should use each type of oral corrective feedback given to the students.

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