CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research questions, objectives of the study, the benefits of the study, scope and limitation of the study, and previous study.

A. Background of the study

Speaking is one of the productive skills used in communication. It is often considered difficult. Speaking is the process of delivering an idea of someone to others orally. Regarding English learning as a foreign language (EFL), of the four language skills, speaking tends to be the hardest skill to acquire, particularly provoking learners' anxiety[1]. According to Spratt, speaking is a productive skill that involves using the organ of speech to express meaning to other people. Speaking is a communicative skill between two actors: the listener and the speaker[2]. Hammer explained that speaking happens when two persons are engaged in talking to each other[3]. It means that speaking is not a skill just producing words, phrases, and sentences, but there must be at least two persons involved in the process. One of the things that must be considered is pronunciation. Pronunciation is a key aspect that determines the success of communication. Mispronunciation can lead to misunderstanding and may result in miscommunication[4]. Chaney summarizes that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts[5].

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[1] Sun, Y. C., & Yang, F. Y., "Help, Therefore, Learn: Service Learning On Web 2.0 In An EFL Speaking Class," *Computer Assisted Language Learning* 28, no.3 (2013): 202, doi: 10.1080/09588221.2013.818555

[2] Spratt, M., Pulverness, A., & Williams, M. *The TKT, Teaching Knowledge Test Course* (Cambridge: Cambridge University Press, 2005): 35

[3] Harmer, J, *The Practice of English Language Teaching* (Harlow: Longman, 2001): 78

[4] Toyyibah, "Developing Materials Of English Phonetics And Phonology For Elt Departments At Islamic Higher Education Institutions Based On Integration Paradigm", *Didaktika Religia: Journal of Islamic Education* 9, no.2 (2021): 359. DOI: 10.30762/didaktika.v9i2.3286

[5] Chaney, A. L. and Burk, T. L. *Teaching Oral Communication in Grades K-8* (Boston: Allyn and Bacon, 1998): 13

Teaching speaking is a process of teaching how to communicate well. It is not only about how to make students understand aspects of speaking that need in the speaking process, but teachers should also teach how to communicate based on the context[6]. It means that speaking should see the situation and condition that happened, and it is built by nonverbal language that a speaker uses. Richards and Renandya say that since language teaching aims to provide learners with communicative competence, classroom activities seem to be an important component of a language course. Therefore, the teacher should consider some aspects in designing and administering such activities which can make the students easier to learn.[7]

Teaching speaking is teaching about speaking learning which is a process to help students get knowledge from the environment system and useful to inform, persuade the aim, express the idea, communicate, and as interact with a human beings in daily activities. There are many approaches implemented in teaching speaking as second language instruction. The first is Content-Based Language Teaching (CBLT) aims at eliminating the artificial separation between language instruction and subject matter classes which exist in most educational settings[8]. The second is Task-Based Language Teaching (TBLT) which is a teaching approach employing tasks as its main pedagogical tools to structure language teaching, the task-based approach is the clear enhancement of communication linguistics in that they have related principles in teaching[9]. The third is Cognitive-Interactionist Approach, The Cognitive-Interactionist Approach focuses on the input that learners receive, the interaction they engage in, and the output they produce[10]. The fourth is Concept-Based Instruction (CBI), Concept-Based Instruction (CBI) focuses on providing clear, brief, systematic, and

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[6] Dianiinurhajati,inon-verbal Languages, Important Aspectsineglected By English Teachers in Teaching Speaking. *Prosiding SEMDIKJAR (Seminar nasional Pendidikan Dan Pembelajaran)*, *3*, (2019): 128

[7] Richards, J., *Communicative Language Teaching Today*. RELCP. (New York: Cambridge University Press, 2005): 2

[8] Angela Creese, "Is this content-based language teaching?," *Linguistics and Education* 16,no.1 (2005): 191, doi: 10.1016/j.linged.2006.01.007

[9] Murat Hismanoglu, & Sibel Hismanoglu, "Task-based language teaching: what every EFL teacher should do," *Procedia Social and Behavioral Sciences* 15,no. 1 (2011): 49

[10] You Jin Kim, "Cognitive-Interactionist Approaches to L2 Instruction", In *The Routledge Handbook of Instructed Second Language Acquisition*, Ed Shawn Leowen & Masatoshi Sato (New York: Rouledge, 2017), 128

applicable explanations of grammar that help learners construct a functional understanding of complex grammatical concepts[11]. The last one is Processing instruction (PI), Processing instruction (PI) is an approach to teaching language form based on learners' input-processing strategies, and it consists of an explicit part based on a default input-processing problem and an inductive, implicit task-based part in the form of structured input tasks.[12].

Language is a crucial means of communication. It allows us to share our thoughts, feelings, views, and ideas with others, and English is the most widely spoken language in the world. Learning English requires consistent practice and patience[13]. Many people around the world choose to study English as a second language, and in some countries, it is included in the school curriculum and taught to children at a young age[14]. There are two main theories of language learning: the traditional cognitive psycholinguistic theories and the more recent sociocultural theories. The psycholinguistic view focuses on the individual's internal cognitive and psycholinguistic processes in language learning, while the sociocultural view places emphasis on social interaction in learning[15]. The sociocultural theory is a theory of the development of higher mental practices that sees social interaction as the core of the communication and learning process. Teachers play an active role in constructing the teaching environment, and their beliefs about language learning can shape the way they teach. However, the main focus of teaching activities is on the learners.[16].

According to the Regulation of the Minister of Education and Culture number 21 of 2016 regarding the English subject, senior high school students in Indonesia are expected to be able to create short and simple oral and written

[11] Lawrence Williams, & Lee B Abraham, "Using concept-based instruction in the L2 classroom: Perspectives from current and future language teachers," *Language Teaching Research* 17, no.3 (2013): 3, doi: 10.1177/1362168813482950

[12] Sasan Baleghizadeh, & Arash Saharkhiz, "The Impact of Processing Instruction on the Recognition and Production of English Derivational Affixes Among EFL Learners," *SAGE Open* 4, no. 4 (2014): 1, doi: 10.1177/2158244014551930

[13] Rajathuraiinishanthi, "The Importance Of Learning English in Today World," *IJTSRD* 3, no.1 (2018): 871, doi: 10.31142/ijtsrd19061

[14] iniyozova Aziza Ilyosovna, "The Importance of English Language," International Journal On Orange Technologies (IJOT) 2, no.1 (2020): 22, Retrieved from journals.researchparks.org

[15] Heini-Marja Pakula, "Teaching Speaking," *Apples Journal of Applied Language Studies* 13, no.1 (2019): 96, doi: 10.17011/apples/urn.201903011691

[16] Sorayya Behroozizad, Radha M.Kinambiar, & Zaini Amir, "Sociocultural Theory as an Approach to Aid EFL Learners", *The Reading Matrix* 14, no. 2 (2014): 219.

texts, using appropriate text structure and language that is accurate and acceptable[17]. The goals of English learning in Indonesia, as stated in the Act of National Education System number 20/2003, are to: (1) develop communicative competence, including the macro skills of listening, speaking, reading, and writing; (2) build and increase self-awareness of acquiring English as a foreign language and a means of learning and communication; (3) build and develop an understanding of the close relationship between language and culture and promote intercultural understanding[18].

The history of English teaching and learning in Indonesia has involved a number of different curricular approaches. The first method implemented was the Grammar Translation Method (GTM), which aimed for students to be able to understand and translate passages in English. This was later followed by the introduction of an oral approach, which placed emphasis on the development of oral skills (listening and speaking). The next approach, the structural approach, focused on language learning as a set of learned behaviors, with the repetition of sounds, words, and expressions playing a significant role in language proficiency. The most recent approach, the communicative approach, views language as a means of communication beyond its structure. In the 2013 curriculum, the communicative language teaching approach was combined with the systemic functional linguistics (SFL) and genre-based approach (GBA) in order to develop students' communicative competence[19]. The goal of English studies in Indonesia is to enable students to communicate politely in both oral and written form for various purposes. In senior high school, English is a compulsory subject taught to students in the twelfth grade.

According to data from the English Proficiency Index in 2021, Indonesia ranks 80th out of 112 countries in the world, or 14th out of 24 Asian countries, with an English proficiency score of 466[20]. This puts Indonesia in the "low proficiency band" category. In order to improve this ranking, it is necessary for

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[17] *Peraturan Kementerian Pendidikan dan Kebudayaanino 21 tahun 2016 tentang standar isi pendidikan dasar dan menengah.*

[18] *Undang Undangno. 23 tahun 2003 tentang sistem pendidikaninasional*

[19] Subhan Zein & Didi Sukyadi, "English language education in Indonesia: A review of research (2011–2019)," *Language Teaching* 53, no. 4 (2020): 5, doi: 10.1017/S0261444820000208

[20] EF English Proficiency Index, retrieved from https://www.ef.co.id/epi/

teachers, especially those teaching speaking skills, to work together. In senior high schools in Indonesia, there are five major barriers to English speaking for students: a lack of knowledge of vocabulary, difficulty with grammar, fear of negative reactions from others, low bravery when speaking publicly in English, and anxiety when speaking English[21]. These data highlight the need for teachers to increase their capacity and ability to deal with these problems, which could include improving their own qualifications. At the same time, it is important for students to be motivated to see learning English as a necessity in the current digital age, where communication between countries is made easier by the use of English.

As a foreign language, it is natural for students to make mistakes when speaking. According to Yanto, it can be challenging for beginners and intermediate learners to communicate effectively in another language, especially at the beginning and intermediate levels[22]. The analysis of the problems faced by students in the English language education department revealed that these problems include a lack of appropriate vocabulary, inadequate grammar mastery, incorrect pronunciation, a lack of exposure to English outside of class, a lack of confidence, and a lack of development in the English speaking curriculum[23]. According to Netty's research, there are four problems faced by students when it comes to speaking. The first is inhibition, where students may worry about making mistakes, receiving criticism from others, or being shy. The second is a lack of ideas, which can lead to students being silent participants in speaking activities due to a lack of vocabulary and grammar. The third is low or uneven participation in speaking, with only a few students participating while others remain silent. The last problem is the influence of mother tongue use.

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[21] Azmi Randu Farhani, "English-Speaking Issues Towards Indonesia Senior High School Students," *Prosiding* Seminarinasional ilmu pendidikan dan multidisiplin (Jakarta: Universitas Esa Unggul, 2020): 442, retrieved from https://prosiding.esaunggul.ac.id/

[22] Mardiy Yanto, *Practical English Language Teaching:inunan Chapter 3 tefl_v2,* (USA: McGraw-Hill, 2004): 48, retrieved from acedemia.edu

[23] Sri Wahyuningsih, & Muhamad Afandi, "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," *European Journal of Educational Research* 9, no. 3 (2020): 967, doi: 10.12973/eu-jer.9.3.967

There are two factors that can affect a student's speaking ability: internal and external factors. Internal factors include the student's motivation to speak, while external factors include the classroom environment and conditions[24]. According to Kristi, there are two types of barriers to teaching speaking English: internal and external factors. Internal factors include native language, age, exposure, innate phonetic ability, identity, language ego, and motivation to speak English well. External factors include teaching speaking English in a large class and learners' autonomy[25]. The students in this study reported that they did not have enough time to practice English. They only had a few opportunities to learn English in class and limited time to practice outside of class, which made it difficult for them to use English. As stated by Hetrakul and Fauzi, students tend to use English more frequently inside the class and less frequently outside the class[26].

Internal factors such as personality can affect an individual's ability to speak. According to Cahyani, there is a correlation between personality type (extroverted or introverted) and speaking skills. Personality refers to the unique qualities of an individual's behavior that allow them to adjust to their environment. Students who do not have strong personalities may be weaker, more easily influenced, indecisive, and less confident, which can have a negative impact on their development. Therefore, it is important for teachers to recognize the personality types of their students in order to facilitate a smooth learning process[27].

Nana identifies two personality types: extroverted and introverted. Someone who is extroverted tends to prioritize the interests of their environment over their own interests and tends to be more open. On the other hand, someone

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[24]Netty Huzniati Andas, "Students' Speaking Problem at the Fourth Semester of English Study Program in Sembilanbelasinovember Kolaka," *ELT Worldwide Journal of English Language Teaching* 7,no. 1 (2020): 1, doi: 10.26858/eltww.v7i1.12359

[25]Kristiinuraini, "The Barriers of Teaching Speaking English for EFL Learners," *Journal of English Language, Literature, and Teaching* 1,no. 1 (2016): 7, doi: 10.32528/ellite.v1i1.159

[26]Mahfudz Fauzi, "The Implementation Of Speaking Activities To Improve The Students' Speaking Ability At The Tenth Grade Students Of Ma Hasan Muchyi Pagu," *Simki-Pedagogia* 2,no. 1 (2018): 14, retrieved from simki.unpkediri.ac.id

[27] Kadek D. Cahyani, "Effect of Personality on Speaking Skills of Language Departement in SMAinegeri 1 Sawan," *Journal of Educational Research and Evaluation* 4,no. 2 (2020): 114, doi: https://doi.org/10.23887/jere.v4i2.24663

who is introverted tends to be more reserved and focused on their own interests. It is important to understand and learn about personality because it is closely related to how an individual is accepted by their social environment. Additionally, understanding personality can help us know our own learning methods. In particular, those with extroverted personalities tend to enjoy speaking and processing language, while introverts may be more focused on their own thoughts and ideals. Introverted students tend to be quiet and may prefer reading in the process of language acquisition. If a person's personality is in alignment with the patterns accepted by their community, they will experience good acceptance. However, if a person's personality is not appropriate or goes against the patterns accepted by their environment, they may be rejected by their community. If there is a balance between a person's personality and the personality accepted by their social environment, there will be no issues. However, if there is a discrepancy between the two, the person may seek a social environment that is a better fit or may try to make adjustments to their social environment[28].

Personality refers to an individual's character, one aspect of which is their personality type. Zhang states that there are two main personality types: extroverted and introverted. Extroverts tend to focus on the outer world of people, things, and activities and are energized by interaction with others. They enjoy talking, participating, organizing, and socializing. They are action-oriented and may become impatient with slow, tedious tasks or complicated procedures. They often prefer to figure things out by talking through them. Extroverted students tend to learn best by talking and physically engaging with the environment. They do well in classrooms that allow time for discussion, talking, or working with a group, and may enjoy activities that involve some physical activity. On the other hand, introverts are more introspective and tend to evaluate their own thoughts and feelings. They enjoy planning and organization and may be more reserved and cautious. They tend to learn best through quiet, mental reflection, and may prefer reading, lectures, and writing

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[28]Nana S. Sukmadinata, *Landasan Psikologi Proses Pendidikan.* (Bandung: Remaja Rosdakarya, 2004):145

over oral work. They often enjoy working independently, excel at verbal reasoning, and need time for internal processing. They may enjoy listening to others talk about a topic while privately processing the information themselves.[29].According to Uzer, personality only makes a small contribution to how well students learn. Extroverted students tend to learn best by talking and physically engaging with their environment, as talking helps them clarify their thoughts. On the other hand, introverted students tend to learn best in quiet situations. Therefore, extroverted students, who tend to be more outgoing and active, may be better at mastering English speaking than introverted students, who tend to be more reserved and quiet[30].

According to Ary and Toyyibah, students have a variety of different abilities to speak. Some students may have very good English proficiency, speak fluently, quickly raise their hands, and eagerly answer their teachers' questions. They have good vocabulary mastery, can easily produce grammatical sentences, or can read English texts without any difficulty. On the other hand, some other students are very reluctant to speak up, mostly keep silent during class activities, never answer teachers' questions addressed to the class, or need a long time to answer teachers' questions specifically addressed to them. Producing a single sentence is even a big problem for them[31]. In the speaking classes, the teachers should consider priorities of errors corrections. This is because when the corrections are provided for the errors which the learners think unnecessary to be corrected, the FL learners might not benefit from error corrections. Relying on their preferences of which errors should be prioritized is essential to be taken into account for corrections are given for the sake of the learner TL improvement. The learners argue that mispronunciation is the first

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[29] Zhang, Y, "The role of personality in second language acquisition", *Asian Social Science* 4,no.5, (2008): 58-59, doi: 10.5539/ass.v4n5p58

[30] Yuspar Uzer, "The Influence of Students' Personality Types to Their Speaking Achievement on the Tenth Grade Students of the State Senior High School 6 Palembang," *ANGLO-SAXON* 8,no.2 (2017):261, doi: https://doi.org/10.33373/anglo.v8i2.1226

[31] Ary Setya Budhi Ningrum & Toyyibah, "Evaluating The Effectiveness Of Intensive English Course In Islamic Higher Education", *JEELS (Journal of English Education and Linguistics Studies)* 9, no.2 (2022): 280. DOI: 10.30762/jeels.v9i2.565

priority to be corrected in speaking classes. This is followed by grammatical errors and errors in vocabulary to be considered[32].

The teacher plays an important role in correcting errors made by students. When feedback is provided to correct errors, it is called corrective feedback. Sri Wahyuni stated that feedback given by a teacher makes learners more aware of their strengths and weaknesses in a learning course so that it is expected that they can use the strengths to overcome the weaknesses by understanding the feedback given[33]. Corrective or formative feedback is defined as "information communicated to the learner that is intended to modify their thinking or behavior for the purpose of improving learning." For example, in response to an algebraic error involving order of operations, a teacher may say, "Remember, do the parentheses first." While there are several terms used to refer to this type of feedback in literature, this overview uses the term "corrective feedback."[34]

Ellis stated that there are six strategies that can be used by the teacher in giving correction; those are explicit correction, recast, clarification request, elicitation, repetition, and paralinguistic signal[35]. Explicit correction is a correction strategy in which the corrector indicates that an error has been made, identifies the error, and provides the correct form or answer. This is a direct and explicit way of providing corrective feedback, and may be effective in helping learners identify and correct their errors. Recast is a correction strategy in which the corrector incorporates the content words of the learner's incorrect utterance and changes and corrects the error in some way (e.g., phonological, syntactic, morphological, or lexical). Repetition involves the corrector repeating the learner's incorrect utterance while highlighting the error with emphatic stress. Clarification requests involve the corrector indicating that they have not understood what the learner said. Explicit correction involves the corrector directly stating the correct form or providing the correct answer. Elicitation

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[32] Hairus Salikin, "Correcting Errors In A Communicative Speaking Classes", *Lingua Scientia* 3, no. 2 (2011): 119.

[33] Sri Wahyuni, "The Effect of Different Feedback on Writing Quality of College Students with Different Cognitive Styles", *DINAMIKA ILMU* 17, No.1 (2017): 40, DOI: 10.21093/di.v17i1.649

[34] Valerie J. Shute, "Focus on formative feedback," *Review of Educational Research* 78, no. 1 (2008): 153, doi:10.3102/0034654307313795

[35] Rod Ellis, "Corrective Feedback and Teacher Development," *L2 Journal* 1, (2009): 9, doi: https://doi.org/10.5070/l2.v1i1.9054

involves the corrector repeating part of the learner's incorrect utterance but not the erroneous part, using rising intonation to signal for the learner to complete it. Paralinguistic signals involve the corrector using gestures or facial expressions to indicate that the learner has made an error. These are all strategies that teachers can use to provide corrective feedback to their students.

Teachers often prioritize correcting oral errors that disrupt communication when providing corrective feedback. Another commonly used strategy is to only address errors in structure, vocabulary, pronunciation, or speech acts that have already been taught in previous lessons. This allows teachers to focus on reinforcing previously learned language skills and ensuring that students are able to use them effectively in communication[36]. Many studies have been conducted on the use of corrective feedback in EFL, particularly in relation to speaking performance. Rista found that implementing corrective feedback was effective in improving EFL students' speaking performance. This suggests that corrective feedback can be a useful tool for supporting language learning and improving speaking skills[37]. Additionally, Nurmiati found that most students preferred explicit correction because they believed it was helpful to know the specific part of their error and made it easier to correct the error in order to avoid making the same mistake in the future. This suggests that explicit correction may be more effective in helping students improve their performance and avoid making similar errors in the future[38]. The students generally had positive responses to the corrective feedback given by the teacher, feeling that it was helpful and that they learned a lot from it. They also did not resent being corrected and appreciated the opportunity to correct their errors. However, as Muchsin found, not all students favored every type of corrective feedback. This suggests that individuals have their own unique perceptions of feedback and

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[36]Kathleen Bailey, & Davidinunan, *Practical English Language Teaching Speaking* (USA: McGraw-Hill, 2004): 173

[37]Rista Anandainingias, "The The Effectiveness of Corrective Feedback in EFL Students' Speaking Skill: The Students' Responses," *Sistema: Jurnal Pendidikan* 2, no. 1 (2001): 52, doi: 10.24903/ sjp.v2i1.721

[38]Inurmiati, "Teacher's Corrective Feedback Strategies on Students' Speaking Performance and Students' Perception toward Corrective Feedback". *Jurnal Pendidikan dan Pembelajaran Khatulistiwa* 6, no. 10 (2017): 1, doi: 10.26418/jppk.v6i10.22244

may respond differently to different types of feedback or that every person has his or her own perception of the feedback[39].

Both extroverted and introverted students have strengths and challenges when it comes to language acquisition. Extroverts may have an advantage because they are more likely to seek out opportunities to communicate with other foreign language speakers. On the other hand, introverts may have fewer opportunities to interact due to their personality type. Extroverted students tend to enjoy communicating to understand new information and ideas, working in groups, trying things first, and thinking afterward. They learn best when they can collaborate with others and learn by doing rather than watching or listening to others. They can also discuss their views with others if they are having trouble comprehending them. Introverted learners, on the other hand, tend to prefer self-study, listening to others speak, and thinking about knowledge in solitude. They may prefer to think about something first and then try it out, listen, observe, write, and read, and take their time to complete assignments. Introverts thrive in calm environments with plenty of opportunities to reflect, restructure, and refine their work. They often make connections between their coursework and their own interests.[40]. According to Zainuddin, personality type may impact writing competence in second or foreign language learning. One aspect of personality that may be particularly relevant for research in this area is the difference between introversion and extroversion. It is important for teachers to facilitate communication and provide equal opportunities for both introvert and extrovert learners to participate in order to ensure that they can learn and work together effectively. This study focuses on examining the relationship between teacher corrective feedback, personality traits (introversion and extroversion), and student responses[41]. Dyah Sari and Eka Saputri that students with extrovert personality have better ways in speaking than the introvert. Their characteristics as extrovert contribute a positive effect on their speaking ability in some ways, better than the introvert ones do. In short, extrovert students are in favor in terms

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[39] Arief Muhsin, "The Effectiveness of Positive Feedback in Teaching Speaking Skill". *LINGUA CULTURA* 10,no. 1 (2016): 25, doi: 10.21512/lc.v10i1.873

[40] Loewen, S., & Reinders, *Key Concepts in Second Language*, (Palgrave Macmillan, 2007): 125

[41] Zainuddin, "The Impact Of Personality: Extrovert Vs. Iintrovert On The Ability In Syntax In Essay Writing, "*Jurnal Studies in English Language and Education* 3,no. 2 (2016): 159

of speaking[42]. Teachers can make instruction more effective if personality traits can predict individuals' tendency and beliefs toward receiving CF.

The researcher will do the study at Senior High School 7 Kediri because it is one of the favorite schools in the city. It is one of the golden triangles of favorite school in Kediri. This school is located in the favorite school area. The input students here are from various backgrounds of education and also the previous school with various characteristics. Based on those facts, the purpose of the study is to investigate the corrective feedback given by teachers and how it is received by students in terms of improving their speaking performance. By examining the effects of different types of feedback and students' responses to them, this research aims to provide insights into effective teaching practices.

The findings of this study may help guide teachers in making their CF more effective by suggesting that CF may need to be tailored to the personality of the learner. For example, teachers may include a simple brief personality test during needs assessment, and based on the results of this study, avoid frequently correcting students who score very low on conscientiousness, while encouraging highly competitive students to be more aware of CF by making it more explicit.

B. Research problem

Based on the background of the study, the problems are formulated as follows:

1. What types of oral corrective feedback that are used by the teachers in the speaking class?

2. What are the extroverted students' preferences to the feedback given by the teacher?

3. What are the introverted students' preferences to the feedback given by the teacher?

C. Objectives of the study

In line with the research problems, the objectives of this study are:

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[42] Dyah Sari, Eka Saputri, Extrovert and introvert students in speaking ability of English department at IAIN Palangka Raya. *Proceedings of the 1st INACELT (International Conference on English Language Teaching*. (State Islamic Institute Palangka Raya: Indonesia, 2017): 10

1. To find out the types of oral corrective feedback that are used by the teachers in the speaking class

2. To investigate the extroverted students' preferences to the feedback given by the teacher.

3. To investigate the introverted students' preferences to the feedback given by the teacher.

D. Significances of the study

This research has two benefits, as follows:

1. Theoretical Benefits

The benefits of this research are expected to contribute to the understanding of how corrective feedback can help improve students' speaking skills in English. By providing insights into the effects of different types of feedback and how students respond to them, this research can inform teaching practices and help teachers more effectively support their students' language development.

2. Practical Benefits

In practical terms, the benefits of this research are to provide teachers with an understanding of corrective feedback in speaking, and to give insight into students' perspectives when receiving corrective feedback. This can help teachers adjust their strategies when providing feedback in order to be more effective. Additionally, this research may help students understand the importance of receiving corrective feedback and how to effectively incorporate it into their language learning process.

E. Limitation

This study has several limitations, including the scope of corrective feedback given by the teacher on the students' speaking performance, as well as the students' perceptions and responses to the feedback. The study was conducted with 12th grade students at Senior High School 7 Kediri.

F. Definition of key terms

Researchers explain several operational definitions used in the discussion in order to provide an understanding of the research focus, they are:

1. Speaking

   Speaking is the process of delivering an idea of someone to others orally between two actors, it is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

2. Teaching Speaking

   Teaching speaking is teaching about speaking learning which is a process to help students get knowledge from the environment system and useful to inform, persuade the aim, express the idea, communicate, and as interact with a human beings in daily activities.

3. Corrective Feedback

   Corrective or formative feedback is feedback given by the teacher which is aimed to correct the student's work or performance.

4. Oral Corrective Feedback

   Oral Corrective Feedback refers to a teacher or peer's response to a learner's erroneous utterance. Teachers can choose to correct an error immediately after it occurs or make a note of the error and delay correction until later.