

CHAPTER I

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 of key terms.

A. Background of the Study

Speaking is one of the most important skills in language learning, but it is also considered difficult for students, especially in foreign language contexts. Students as foreign language learners still face significant challenges in speaking, such as pronunciation errors, grammatical mistakes, limited vocabulary, and lack of fluency. These errors naturally occur during speaking activities and require appropriate feedback from the teacher. According to Ayu and Ningkrum (2020), pronunciation errors were among the most frequent mistakes committed by high school students, along with grammatical inaccuracies. This is where the role of the teacher becomes crucial, particularly in providing feedback.

One of the most effective ways to address students' speaking problems is through teacher feedback. Feedback serves not only as a corrective tool but also as a mechanism for helping learners recognize their gaps and improve their language performance. Muslem et al. (2021), found that students consider teacher feedback to be a crucial part of the learning process, as it significantly contributes to their speaking improvement. However, giving feedback must be done wisely. If feedback

is provided too frequently or at the wrong time, it can have negative effect, such as lowering students' motivation and self-confidence. For instance, interrupting a student while they are speaking may break their train of thought and cause discomfort or fear of speaking again. Martinez (2006) argues that poorly timed feedback may hinder students' willingness to participate. In contrast, well-targeted and timely feedback can encourage learners to reflect and make meaningful improvements. Hattie and Timperly (2007) also argue that effective feedback significantly enhances student learning when it targets the task, the process, and the students' ability to self-regulate. Therefore, the teacher must consider students' readiness and personality in receiving feedback so that the impact is constructive. Feedback not only functions as error correction but also as a tool to enhance learners' awareness of proper language use (Karliza, 2017). According to Gibbs and Simpson (2004), feedback can address students' errors by improving their understanding through explanation of their learning process. Thus, feedback becomes a powerful instrument for facilitating effective and sustainable learning.

Nevertheless, the effectiveness of feedback is also influenced by the teacher's proficiency in English. A teacher with strong speaking skills and advanced English proficiency is more likely to deliver clear, accurate, and motivating feedback. Teachers who are able to speak fluently, clearly, and confidently can deliver Oral Corrective Feedback (OCF) directly, enabling students to be more actively involved in the learning process and to better understand the material being taught. Teachers

with strong language skills also able to provide clearer and more accurate feedback, which helps students better understand their mistakes.

In the English classroom, corrective feedback (CF) is important in helping students recognize and rectify their speaking errors. When teachers do not provide CF, students may believe that what they are saying is correct, since there is no correction or clarification (Mastang, 2019). Over time, this can lead to fossilized errors and misunderstandings, especially due to mispronunciation. Therefore, the role of the English teacher is essential in guiding students to use the language accurately and in correcting oral errors when they are using English. CF can be classified broadly into oral and written CF. OCF is more relevant in speaking instruction due to its immediacy and interactional nature (Ellis, 2009). In speaking classes, OCF is considered more immediate and dynamic, as it occurs during real-time interaction between teacher and students (Rezaei, Mozaffari & Hatef, 2011).

There are two main categories of OCF: explicit and implicit. Explicit corrective feedback involves the direct correction of an error with a clear indication of what was wrong and what the correct form is without overtly indicating that an error occurred (Lightbown & Spada, 1994; Astia, 2018). According to Lyster and Ranta (1997), six types of OCF strategies include recasts, explicit correction, clarification requests, metalinguistic feedback, elicitation, and repetition. These strategies vary in their degree of explicitness and in how much they promote learner uptake, depending on how aware the student is of the correction and how they respond to it.

Several studies conducted in the last five years have explored the role of OCF in improving speaking performance. There is research from Muslem et al. (2021), Ha et al. (2021), Hardiyanti (2022), Alsolami (2019), Husna (2016), and Astia (2018). Muslem et al. (2021) investigate students' perception toward OCF among English education students at Ar-Raniry State Islamic University. Using a mixed-method approach, they find that most students have a positive perception of CF, as it helps them recognize grammar and pronunciation errors and improves their speaking confidence.

Similarly, Ha et al. (2021) examine OCF practices in four public secondary schools in Vietnam and reveal that students prefer immediate correction during speaking task, while teachers prefer to avoid direct feedback because they worry it may reduce students' confidence. Hardiyanti (2022) analyzes OCF used by lecturers and students' preferences at the Anthropology Study Program of Universitas Brawijaya. The findings show that metalinguistic and elicitation are most frequently used and preferred types of feedback because they allow students to correct their own mistakes. Moreover, Astia (2018) explores the use of OCF in English classes and finds that students respond positively when feedback is given at right time and in supportive way, which helps build their confidence and motivation.

Although many studies have examined OCF in speaking activities, most of them were conducted at the university level and focused on students perceptions or lectures' feedback practices, such as reseach by Muslem et al. (2021), Ha et al. (2021), and Hardiyanti (2022) involving college-level learners, whose have very

different language proficiency, emotional maturity, and learning styles from junior high school students. Compared to MAN (Madrasah Aliyah Negeri) students, Mts students are at a critical stage of language development where confidence, anxiety, and willingness to speak greatly affect their speaking performance. Therefore, understanding OCF practices and students from speaking up, while supportive feedback can encourage confidence and active participation. Moreover, few studies have explicitly explored how teachers provide oral corrective feedback and how MTs students perceive and respond to the feedback during classroom speaking activities.

Based on the explanation above, This research is important to observe when and how teachers provide CF during students' speaking activities in the classroom. Specifically, the researcher observes how the teacher provides CF, identifies the type of CF used and investigates students' perceptions on the CF given by the teacher at junior high school level. The data are analyzed using a qualitative descriptive approach.

B. The Problem of Study

Based on the background above, this study aims to answer several questions:

1. What types of oral corrective feedback (OCF) does the teacher use during the speaking practice in the classroom and in what ways are they used?
2. How do students perceive the oral corrective feedback (OCF) provided by their teacher during speaking activities?

C. The objective of study

Based on the problem above, reseachers have several objective in this study:

1. To identify the type of oral corrective feedback used by the teacher and techniques during the speaking practice in the classroom
2. To examine students' responses toward the corrective feedback provided by the teacher during speaking practice

D. The significance of study

This study have significance for both theoritecal and practical fields of English language teaching, especially in the area of speaking instruction and CF.

1. Theoretical Significance

The findings of this study provide an understanding of CF in English language teaching by providing insights into how students perceive and understand CF during speaking activities, as well as their general views on teacher feedback. The results of this study can give an idea of how students respond to and perceive feedback from teachers, and how it relates to their confidence and speaking ability.

2. Practical Significance

This research was useful for teachers so that they can be more wisely in choosing and giving feedback that not only corrects mistakes, but also makes students more motivated to learn to speak and improve their speaking skills. For students, this study can encourage them to see feedback not as criticism,

but as a help to improve. For further researcher, by providing insights into the use of OCF in speaking classes. This study highlights the need for further research across different levels and educational contexts, as well as more focused investigations into specific types of feedback and the use of various research designs,

E. The Scope and Limitation of Study

This study focuses on the use of OCF used by English teachers during speaking practice in class. It investigates what type of CF is used by teacher and how students perceive and students' respond to the feedback they get during speaking activities. This study involved one English teachers and 50 ninth grade students from two classes at MTsN 2 Kediri. The selection of these two classes was based on their active involvement in speaking activities, particularly presentation-based task, which are relevant to the focus of this study. Other classes were not included because they did not consistently engage in speaking activities that involved the use of OCF. Therefore, these two classes were considered the most appropriate context for examining the use of OCF in speaking practice.

The context of this study is limited to one school, as the researcher had access only to that setting due to time and administrative limitations. This study specifically focuses on speaking and OCF only, while other skills such as writing and written feedback will not be included. This because OCF is more directly and effectively applied in speaking activities, where feedback is delivered immediately

during real time interaction. This study also aims to provide a understanding of OCF specifically in speaking activities, rather than converging all language skills, which would require a boader and more complex research design.

Data collection in this study relied on classroom observations and questionnaire, which may be affected by the students' comfort and their willingness to respond honestly. In addition, observation as a data collection method may not capture all classroom interactions in detail, and questionnaire responses may reflect subjective perceotions. Since this study was conducted over a limited period of time, it may not have been possible to analyze the long term effects of CF on students' speaking development. This is due to practical limitations such as the academic schedule and the limited duration of the study. Futhermore, these observation are considered sufficient as the data obtain show a similar patteren of CF, suggesting data saturation. There are no new patterns or types of feedback observed, so futhur observations are not required. Despite these limitations, this study aims to provide useful knowledge into how OCF is used in the speaking classroom and how it affects student engagement and language improvement.

In qualitative research, the researcher acts as the primary instrument in data collection and interpretation. Therefore, the findings may be influenced by the researcher's percpective and interpretation of the data. Additionally, the findings of this study cannot be generalized to all educational contects, however, the study aim to provide in depth insights into how OCF is used in speaking classrooms and how it influences student engagement and language development.

F. The Definition of Key Term

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

1. **Speaking** is ability to communicate verbally. This includes to convey idea, opinions, or informations orally clearly and effectively.
2. **Corrective feedback** is feedback that given to correct errors or incorrect behaviour, with the aim of helping individuals or groups learn and improve performance.
3. **Oral corrective** is the process of oral correction or information students speaking errors or make mistakes accidentally by their teacher.
4. **Preferences** is the choice or tendency of individuals in choosing products and services, which means individual freedom of choice.