

CHAPTER II

REVIEW OF THE LITERATURE

This chapter explains about the review of the literature. They are definition of corrective feedback, OCF, students perception and previous studies.

A. Definition of Speaking

Speaking is one of the skills that students must master in learning English especially in EFL context.. Many experts define speaking in different ways. Brown,G. (1989) Speaking is the act of expressing needs, sharing information, and providing services. While Jones (1989) states that speaking is a form of communication that requires both speaker and listener to achieve mutual understanding. Therefore, speaking is not only about production sounds, but also about conveying messages effectively based on purpose and context. In language learning, the purpose of speaking is to enable students to communicate meaningfully and interact with others using the target language.

In this study, speaking is used as a medium for students to present their ideas and demonstrate their understanding of the material, while also becoming the context where oral corrective feedback is provided by the teacher. Based on this research, the type of speaking activity used is monologue speaking in the form of presentation. Presentation is a structured speaking activity where students deliver information in a organized way to an audience (Sakkir et.al, 2022). This type of activity requires students to prepare and present their ideas clearly, making it suitable for observing

students speaking performance and the use of teacher feedback. In this study, speaking is viewed as an activity where students produce spoken language and receive feedback from the teacher.

Therefore, the focus is not only delivering information, but also on how students produce language and how the teacher responds to students errors. The speaking activity was conducted through presentation based tasks with the theme of advertisement. Students presented the definition, purpose, and examples of advertisement in front of the class. The teacher began the lesson by reviewing the previous material and asking students to continue their presentations. During the activity, students presented their work one by one in front of the class, while students were presenting, the teacher paid attention to their pronunciation and sentence production. When students made errors, the teacher provided OCF, such as correcting pronunciation, asking students to repeat their utterance, or giving clarification. After each presentation, the teacher asked questions related to the presented material to other students in order to check their understanding.

The speaking activity was conducted continuously until all students had the opportunity to present their work, the use of the advertisement topic provided a clear structure for students, which guided the flow of the presentation. Therefore, speaking in this study refers to students presentation activity in the classroom where they deliver information about advertisement and receive OCF from teacher during the speaking process

B. Corrective Feedback

Corrective feedback is provided when there are indications that the target language is not being used correctly (Tomczyk, 2013). According to Li (2014) explains that CF refers to the responses given to students regarding the linguistic errors they make in their oral or written production in a second language. CF not only serves to point out errors but also to guide students towards the correct form of language. Therefore, CF is considered important because it helps learners in developing their mental representation of the target language (celce-murcia, 2001; 1991). In other words, CF helps learners better understand how the language works internally.

The role of CF become increasingly important when teaching students, where they develop cognitive and linguistic skills. Triwinarsih (2017) emphasizes that CF should be applied to help students achieve their learning goals effectively, as CF gives to them clues to support their progress the teacher is often the one who guides students and gives them instructions. In addition, students are also play an active role in their own learning process. Although teacher are essential in guiding and supporting students' development. Feedback is a key element in the teaching and learning process, which is why this study focuses on how feedback is implemented in the classroom (Mastang, 2019).

However, Hattie and Timperly (2007) argue that feedback will be more effective if it is specific, timely, and improvement oriented rather than judgemental. Specific feedback refers to feedback that clearly identifies a students errors and

provides detailed information on what needs to be corrected. In the context of OCF, this occurs when a teacher directly points out pronunciation or grammatical errors and provides the correct form, so that students understand exactly what is wrong and how to correct it.

Timely feedback means feedback is provided at the right moment, particularly during or immediately after a student delivers their speech. In speaking activities, timely feedback allows students to recognize their mistakes while the context is still new in their memory, which helps them make corrections immediately and avoid repeating the same errors. Furthermore, improvement oriented feedback focuses on helping students develop their language skills rather than judging their performance. This type of feedback encourages students to reflect on their mistakes and motivates them to improve, rather making them feel discouraged or anxious.

Therefore, with the correct use of CF, teachers can not only give students the correct form of language but also interact with students' emotions (Tang, 2023).

C. Oral Corrective Feedback

Oral corrective feedback (OCF) has been an important focus in the second language acquisition teaching research and practice. It refers to verbal responses given by teacher to students' spoken language errors, with the aim of drawing attention to the errors and facilitating their correction. According to Li (2014), CF is "the teacher's and peers' response to learners' erroneous second language production", and plays an important role in improving learners' performance.

OCF focuses on teacher's direct response to students' incorrect utterances. When giving feedback to students, teacher is essentially providing information about the students' performance or comprehension (Hattie & Timperley, 2007). This feedback is used to help reduce the gap between what students currently know and how they are expected to perform or develop further (Hattie, 2009). In the process of learning to speak English as a foreign language, OCF plays a major role for the development of accuracy and fluency. Sakiroglu (2020) argues that in a foreign language teaching classroom, fluency is not the only component of learning. While fluency is not the only component of learning, accuracy is also one of component needed for oral communication. Therefore, he stated that one of the ways to improve accuracy in oral communication is to provide CF orally during second or foreign language teaching.

Lyster and Ranta (1997) categorize OCF into six different type. Which teacher can be based to correct students errors, according to the needs of the situation:

1. Recasts

Recast refers to when the teacher reformulates a student's utterance without directly pointing out that a mistake has been made. According to Tedicka and Gortari (1980), this type of feedback involves correcting a student's error by providing the correct form without explicitly pointing out the error (p. 2). Similarly, Lyster and Ranta (1997) state that Recast refers to a teacher's reformulation of all or part of the student's statement without clearly highlighting the error. For example:

Student: “He have a cat”.

Teacher: “He has a cat”.

2. Explicit Correction

Explicit correction is where the teacher clearly and directly points out the mistake that has been made and gives the correct form. According to Tedick and Gortari (1998), explicit correction occurs when the teacher clearly shows that the student’s utterance is incorrect and directly provides the correct form. While Lyster and Ranta (1997) stated that Explicit correction refers to the direct provision of the correct form. The teacher uses phrases such as “Oh, you mean...” “ You should say...” to clearly indicate the correction.

For example:

Student: “She works /wɔ:ks/ eight hours a day”.

Teacher: “She work /wɜ:k/. You should say /wɜ:k/”

3. Clarification Requests

Clarification requests are a way used by the teacher to indicate that the utterance is not understood. According to Tedick and Gortari (1998), using expressions such as “Excuse me?” or “I don’t understand” to show that the message is unclear or contains errors, signals the student to repeat or reformulate the utterance (p. 3). Meanwhile, Lyster and Ranta (1997, p. 47) state that clarification requests involve using phrases like “Excuse me?” or repeating the error with questions such as “What do you mean...?”, to help the students clarify their utterance. For example:

Teacher: “Where is John?”

Student: “He go to the toilet”

Teacher: “Excuse me?”

Student: “He goes to the toilet”

4. Metalinguistic Feedback

Metalinguistic feedback is provided without giving the correct form. Instead, the teacher offers comments, information, or questions related to the structure of the student’s utterance (Tedick & Gortari, 19988, p 3). Similarly, Lyster and Ranta (1997) define metalinguistic feedback as feedback that includes comments, information, or questions about the correctness of the utterance without explicitly supplying the correct answer. These can be metalinguistic comments, e.g. “No, not that”, and metalinguistic information, e.g. “It needs an article”, or metalinguistic questions, e.g. “Does the noun need an article?”. These comments are to help students clarify their utterance. For example:

Student: “He have a car”

Teacher: “Is that the correct form of ‘have’ for he/she/it?”

5. Elicitation

Elicitation is when the teacher prompts the learner to self-correct. Tedick and Gortari (1998, p. 3) describe elicitation as a type of feedback in which the teacher directly corrects the correct form by asking questions such as. “How do we say that in English?” or by pausing to allow the student to

complete the teacher's utterance, e.g., "Say that again". Meanwhile, Panova and Lyster (2002) define elicitation as a correction technique that encourages learners to self-correct. They explain that this technique can be applied in three ways during face to face interactions, with each approach differing in how much it encourages students to correct themselves and in the level of explicitness or implicitness involved (p. 4). For example:

Student: "She go to school every morning"

Teacher: "She...?"

6. Repetition

Repetition is when the teacher repeats the student's mistake using a questioning intonation to make the student aware of the error. Lyster (2007) explains that repeating mistakes, together with clarification requests, elicitation and metalinguistic clues is categorized as a clue because it does not provide the correct form directly, but allow the students to self-correct. Repetition of errors are the teacher reiterations of the learners, in this case, repetition involves the teacher repeating the student's incorrect utterance, usually with adjusted intonation, to help the student realize their mistake and produce the correct form on their own. For example:

Student: "I see...the...the...elephant at zoo"

Teacher: "I see the elephant at the zoo"

These types vary in their explicitness. Explicit feedback types, such as explicit correction and metalinguistic feedback, clearly indicate that an error has

occurred. On the other hand, implicit feedback, such as repetition of errors, clarification requests, and elicitations, leaves it to the students to notice the correction. Ellis (2009) and Lightbown and Spada (1994) further emphasize that implicit feedback is less likely to disrupt communication, but explicit feedback tends to be more effective in encouraging students' absorption and correction. Astia (2018) found that in classroom practice, repetition is the feedback strategy most often used by teacher because it does not disrupt the flow of communication and it is less threatening to students. However, metalinguistic feedback, and explicit correction were more effective in helping students recognize and understand the errors. Metalinguistic feedback is a type of CF in which the teacher provides comments, information, or questions of the error without directly providing the correct answer. In this strategy, teacher can point out mistakes by providing guidance on grammar rules, pronunciation, or language structure. This type of feedback encourages students to think critically about their own language use and correct their own mistakes. Therefore, metalinguistic feedback plays in developing students awareness of language rules and encourages deeper cognitive processing.

In contrast, explicit correction is a direct form of feedback. The teacher clearly points out the student's utterance is incorrect and provides the correct form. This strategy helps students immediately recognize their mistakes and understand the correct form without confusion. Therefore, explicit correction is highly effective in improving accuracy, especially for learners who still need clear guidance. Although the two strategies differ in terms of their level of clarity, they were closely

interrelated in supporting student learning. Metalinguistic feedback encourages students to reflect and selfcorrect, while explicit correction help students receive accurate guidance when they cannot identify the correct form on their own. The combination of these two strategies allows teachers to customize their feedback based on students needs. Similarly, Ningkrum (2019) observed that although teacher often used repetition, students were more responsive and showed greater improvement when given explicit or metalinguistic feedback, especially in speaking clases.

Overall, OCF is not only a means to correct linguistic errors, but also an interactive tool that supports students; awareness and accuracy. If chosen and delivered appropriately, the type of OCF can significantly impact how well students understand, process and learn from their errors.

D. Student Perception on OCF

Students' perception refers to how learners perceive, interpret, and emotionally respond to the feedback they receive during language learning. In the context of teaching English as a foreign language (EFL), students perception of a learning environment affects how much they learn. Perception is the process by which people organize and interpret stimulus patterns in their environment (Atkinson, 1983). One must experience something in order to engage in perception (Sarkol, 2016). Whereas according to Qiong (2017), perception is the process of interpreting and organizing sensations to create meaningful experiences. This process includes three main stages: selection, organization, and interpretation.

Selection refers to the process by which students focus on certain aspects of the learning experience while ignoring others. In the context of CF, students may focus more on the teacher's tone of voice, correction style, or specific feedback provided during speaking activities. For example, some students may focus on explicit corrections, while others may pay attention to the teacher's body language or intonation when providing feedback.

Organization is the stage where students organize the information they have received into a meaning form. In this case, students begin to categorize and connect the feedback they receive, such as grouping various types of CF and understanding how these types of feedback relate to their speaking performance. Interpretation is how students make meaning of the information they have organized based on their prior knowledge, experiences, and feelings. For example, students might interpret CF as helpful support for their learning, or conversely, as criticism that could undermine their self-confidence, depending on how the feedback is delivered. That's all suggests that students' perceptions of English language learning is influenced by how they select, organize, and interpret the information or treatment they receive during learning. This shows that students' perception of English learning is influenced by how they select, organize, and interpret the information or treatment they receive during learning.

Previous studies have shown that students' learning experiences strongly shape their perceptions of speaking activities. Rofi'i and Nurhidayat (2019) found that some students feel anxious and passive, and experience difficulties in speaking

when speaking activities are conducted without guidance and proper feedback from the teacher. As a result, the effectiveness of speaking activities dropped, as students lack confidence and were less willing to participate. This finding highlights the importance of teacher practice, particularly in providing guidance and feedback during speaking practice.

In addition, affective factors such as anxiety and fear play an important role in shaping students' perceptions of speaking English. Pohan and Kusumawardani (2023) reported that many students have negative perceptions about speaking English due to anxiety, fear of making mistakes, fear of being laughed at, and lack of confidence. Their research highlighted that students' affective responses, which significantly influence how they engage in speaking activities and respond to feedback. When students feel anxious or insecure, they tend to avoid speaking activities, which limits their opportunities to improve their speaking skills.

Furthermore, students' perceptions are also influenced by how teachers interact with them, the clarity of instructions, and the classroom atmosphere. Asnawi, Zulfikar, and Astila (2017) argue that students' perceptions are shaped by their learning experiences, including the way teachers provide explanations, give feedback, and create a comfortable learning environment. This relates to students' understanding, as clear guidance, students tend to develop positive perceptions and improve their performance.

In the context of OCF, students' perceptions of CF can greatly influence the way they receive, understand and respond to corrections. Muslem et al. (2021) found

that most students had a positive perception of the OCF given by their teacher, as it helpful in improving their speaking skills and strengthening their linguistic awareness of the mistakes they made. This finding is closely related to students' learning impact, as effective feedback contributes to meaningful improvement in their language ability. In addition, students also show different preferences toward feedback. Ha et al. (2021) found that although teachers often hesitate to give immediate feedback for fear of student emotions, most students actually want feedback as soon as they make a mistake. Students feel comfortable when feedback is given in a way that does not discourage or disrupt their speaking fluency (Karliza, 2019). This indicates that students' perceptions are not only about the content of the feedback, but also the way and time it is delivered. They believe that immediate feedback is more effective in helping them identify and correct mistakes.

Another study by Nawangsari (2022) also confirmed the importance of exploring students' perceptions in English learning. She found that students' perceptions of learning are strongly influenced by motivation, environmental support, and the way teachers deliver materials and feedback. This showed the role of student motivation, as positive perception of the feedback can increase students' active participation and understanding of the material. Thus, understanding and considering students' perception of CF is crucial in creating an effective, supportive and constructive learning environment.

Overall, the studies reviewed show that students' perceptions of speaking activities and OCF are affected by several interconnected aspects, including teacher

practice, students' understanding, preference toward feedback, affective responses, students' motivation, and learning impact. These aspects shape how students experience, interpret, and respond to feedback in speaking activities. Positive perceptions can encourage students to actively participate in speaking activities, while negative perceptions can discourage their performance and willingness to speak. Therefore, understanding students' perceptions of OCF is crucial to creating an effective and supportive speaking classroom. Based on these findings, this study used the above literature as a theoretical and empirical foundation to develop questionnaire items, which aimed to capture students' perceptions of teacher feedback students' understanding, teacher practice, preference toward feedback, affective responses, students' motivation, and learning impact in speaking activities.

E. Previous Study

Many researchs have been conducting studies related to this research, there are as follows:

1. Muslem, et. Al (2021) in there research entiteled Students' Perception Toward OCF in Speaking Classes: A case at English Education Department Students. This study used the method quantitative and qualitative research design, data collection was taken using questionnaire and interview. The survey target is 100 students of the English Language Education Department, Ar-Raniry State Islamic University. The researchers found among undergraduate students in English education programs in Indonesia,

revealing that most students have a positive perception of OCF. They found that feedback helped them recognize grammar and pronunciation mistakes that they were not aware of, and it increased their confidence in speaking English. However, the study also emphasized that feedback should be delivered at the right time and in the right way, as some students felt embarrassed when corrected suddenly while speaking. The researchers concluded that teachers should balance between clarity and sensitivity when giving feedback to maintain students' motivation and participation in class. This study has a difference in the place where research was conducted, this study was conducted at a university.

2. Ha, et.al (2021) in there research entiteled OCF in English as a Foreign Language Classrooms: A teaching and learning perspective. This study used the mix method and data collection was taken using questionnaire and interview. The target of the survey was 15 students and 24 teachers at four public secondary school in Vietnam. This research highlights a common discrepancy: although teachers tend to be cautious about giving direct or immediate correction (believing that it can undermine students' confidence), teachers tend to choose the type of feedback based on the students' ability level and the classroom situation. Students actually prefer feedback given directly during speaking tasks. Most students believe that feedback given right after effective feedback practices should match students' expectations and be tailored to the classroom culture and students needs. This study has a

difference in the place of research, this study conducted in a secondary school abroad.

3. Hardiyanti, A.P. (2022) in there research entiteled OCF used by the Lecturer and students preference on its feedback : An analysis in English Course of Antropology Study Program University of Brawijaya. This study used the descriptive qualitative method and data collection was taken using questionnaire, classroom observation and interviews. The target of the survey was all of second students of antropology study. The results of this research showed that grammar and pronunciation errors were the most frequent errors in speaking activities. Lectures tend to use metalinguistic feedback to provide linguistic clues to students, and elicitation is the most preferred form of OCF by students because it gives them opportunity to correct their own mistakes without being immediatly given answers, while the teachers more often use strategies that do not interfere with speaking fluency such as recast. This preference mismatch suggest the need for better communication between teachers and students in choosing feedback strategies. This study concludes that the effectiveness of OCF depends not only its type, but also on how the feedback is delivered and received by students. This research has a difference in the focus of errors, the research focuses on grammar and pronunciation errors. While this research focuses on pronunciation errors.

4. Alsolami, R. (2019) in there research entiteled Effect of OCF on Language Skills. This study used the literature review design and data collection by observing several studies from articles and theses. The results of theis research found that the most frequently used types of feedback were recast and explicit correction. Teachers tend to choose recast because they consider time effeciency and student comfort when choosing correction strategies. Teachers also consider this type does not distrust the flow of communication and keeps students comfortable when speaking. However, The selection feedback types is also adjusted to the types of errors made by students, such as pronunciation or grammatical errors. This study provides a concrete picture of the application of OCF in speaking classes at the senior high school level and the importance of teacher flexibility in teaching strategies. The study shows that the type of OCF used is highly dependent on the context and purpose of teaching. This research has differences in its research methods and data collection. This research uses the literature review method, while researcher will use the case study method.
5. Husna, N. (2016) in there research entiteled The Teacher's Technique in Providing CF on Students' Pronunciation Errors. This study used the descriptive method and data collection was taken using pre-test and post-test. The target of the survey was 2 English teachers, the first teachers second year students and second teacher the third. From the data results of this study state that have been obtained, which is teacher 1 (mrs. X): explicit correction

(69%) which is predominantly used; the teacher directly mentions the incorrect form of pronunciation and models the correct pronunciation. Recast (23%) means the teacher inserts correction implicitly by repeating the students sentence and correcting the pronunciation and metalinguistic feedback (8%) means the teacher gives hints indirectly or with rhetorical questions. Teacher 2 (miss Y) explicit correction (64%) which is also dominant in her class. Elicitation (27%) means the teacher pauses or directs students to correct their own speech and clarification request (9%) means the teacher ask the student to repeat the unclear utterance. So that, the use of CF is the most frequently used type of CF by both teachers. The use of CF is very helpful for students in correcting pronunciation errors directly. However, both teachers have not utilized all available types of CF, which might enrich the teaching learning interaction. The difference in this study is the focus of the research, this study focuses on teachers CF only without looking at students' perceptions.

6. Astia (2018) in there research entiteled CF in English Class. This study used the qualitative descriptive method and data collection was taken using observation and interview. The target of the survey was 1 English teacher and 38 students. This research states that teachers use three main types of CF recast, explicit and clarification request. CF recast is most commonly used type of CF, where teachers correct students' utterances by implicitly providing the correct tense. Teacher using CF type clarification request aim

to maintain smooth communication and not make students lose confidence, the teacher chooses to correct errors that appear frequently or are important to learn. Researcher state the effectiveness of CF is depends on when it is given, how it is delivered and teachers attitude that does not embarrass the student. When feedback is given selectively, productively, and constructively, then CF serves not only as a linguistic corrective but also a tool to build students confidence and create a positive learning climate. The difference in this study is in the focus of the research and the method, this study focuses on teacher' CF only without looking at students perceptions.