STUDENTS' PERCEPTION TOWARD TEACHER ORAL CORRECTIVE FEEDBACK

THESIS

Presented to
State Islamic Institute of Kediri
In Partial fulfillment of Requirements
for the Degree of *Sarjana* in English Education

By:
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                               Feedback

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

Kediri, Mei 22nd 2019

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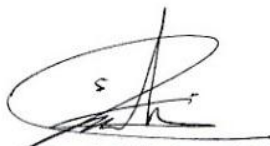NIM. 9322 033 15

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APPROVAL PAGE

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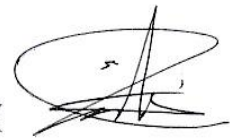Has been examined by the Board Examiner of State Islamic Institute (IAIN) of Kediri on June, 25th 2019

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Bersama ini saya lampirkan berkas naskah skripsinya, dengan harapan dapat segera diujikan dalam sidang Munaqosah.

Demikian agar maklum dan atas kesediaan bapak, kami mengucapkan terima kasih.

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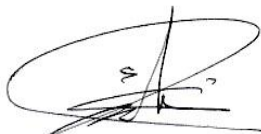
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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam siding munaqasah yang dilaksanakan pada tanggal 25 Juni 2019 kami dapat menerima dan menyatakan hasil perbaikannya.

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MOTTO

<div dir="rtl">فَإِذَا فَرَغْتَ فَانصَبْ</div>

So when you have finished (from your occupation), then stand up for Allah's worship (Q.S Ash-Sharh 94:7)

First, think. Second, believe. Third, dream. And finally, dare.

(Walt Disney)

DEDICATION

With all of my love, I dedicate this thesis to:

- ➢ *My dearest and beloved family, my mother Widya Puji Astuti, my father Subiyanto, my sister Rachma Zainiyyatul Khamimah who never stop motiving me and being my supporting system. Thanks for your loving, blessing, praying and finance, so your daughter can finish this study.*

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At last, the author realizes that this thesis is still has many weaknesses. The suggestion and criticism for the author are very expected. Hopefully this thesis can be useful for us and become the input for the parties in need.

Kediri, Mei 22nd 2019

Researcher

ABSTRACT

Chasnaah, Friska Restianty. *Students' Perception toward Teacher Oral Corrective Feedback*. (I) Dr. Sri Wahyuni, M.Pd and (II) Drs. H. Nur Akhlis, M.Pd. Advisors.

Key Word: Students' Perception, Teacher Feedback, Oral Corrective Feedback

Teacher interaction plays as a significance role in learning process. That interaction is called feedback. One type of feedback that becomes the focus of this study is corrective feedback. This topic still becomes debatable issue. There are some pros and contras among the researchers regarding to this issue. Therefore, the researcher encouraged to find out how students perception on oral corrective feedback given by lecturers in the classroom.

The aim of this study is to find out students' perception toward oral corrective feedback given by the lecturer during the speaking class. The approach of this study was qualitative. Questionnaire and interview were used as the instruments to obtain the data. The questionnaire consist of fifteen question in form of statement, was modified from Elsaghayer (2014) and Septiana, Bukhari, and Hendra (2016). The interview is conducted to the twelve students chosen randomly from class A, B, and C. The researcher took 4th semester students of English Department of IAIN Kediri who took public speaking class as the respondents.

The result both from the questionnaire and interview revealed that the majority of the students argued that teacher oral corrective feedback is very helpful in learning process. They can learn from the correction that given by the lecturer. The students want if the lecturer corrects every oral error they made. However they want to the lecturer let them correct their error by themselves. The mistakes they made do not make them doubtful and frustrated when they receive corrections from the lecturer. However, they feel interrupted and embarrassed when they get corrections in front of the class. Apart from the negative things they feel, this is a problem for the way teacher correct their students' error. The students are assumed to be the best way to give corrective feedback when students finish their presentation or in the end of the class.

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CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of the key terms.

A. Background of the Study

English as a world language makes other countries which are non-English-speaking country triggered to make English as a compulsory subject for their citizen. And Indonesia is one of the countries that applied it and realize how important English to prepare the next generation facing the world. Consequently, Indonesian students need to learn and practice a lot since English is not their first language. Moreover, there are four skills that must be learned if they want to master in English. They are listening, speaking, reading, and writing. From the four skills, speaking is considered to become the most difficult to learn.

Many researchers have investigated English Foreign Language (EFL) issue about speaking difficulties encountered by EFL learners (e.g. Ur 1996; Rababa'h 2005; Zhang & Rahimi 2014). They stated that speaking is the most complicated skill faced by EFL learners. It is because speaking is not only uttering something or talking about what people want, but speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998 as cited in Kayi, 2006). In addition, he stated that speaking is also called as a productive skill. The product of this skill is in the form

of someone outcome of their utterance through the process of creating and sharing meaning in a variety of context by using verbal and non-verbal symbol (Chaney, 1998).

The matter of conveying the sentence into utterance comes afterward. When the student delivers the information orally in English a natural thing occurred is making error. As Fidan (2005) said that hard to avoid making error in speaking into target language. The erroneous that occur are the matter of accuracy and fluency. Brown and Rodgers (2002) as cited in Asnawi, Zulfikar, and Astila (2017) argue that the mistakes students make in speaking into the target language should be corrected. Therefore, teacher's role takes a crucial place to fix those problems in order to minimalize another mistake on the other occasion.

Teacher's role in interaction with the students over the learning process is called feedback. That is viewed as an essential part of the teaching and learning process in the classroom. This has led to increased amount research on teacher feedback (e.g. Panhoon & Sumiwon 2014; and Ellis and Sheen 2011). These studies showed that teacher feedback gives a positive impact on developing students' skills to get a better result. There are two kinds of feedback that teacher used in the classroom. The first is feedback that is used to motivate and build the students' spirit to make them active in the classroom, namely positive feedback. And the second one is feedback that is used to correct learners' work in order to make them better, named corrective feedback (CF).

Teacher corrective feedback still becomes a debatable issue. There are some pros and contras regarding this issue. Some researchers said that teacher oral

corrective feedback gives a positive impact on the students speaking achievement (e.g Ellis and Sheen stated 2011; Hussein and Ali 2014; Kirgoz and Agcam 2015). From those research revealed that corrective feedback is valuable input, gives an opportunity for learners to stretch their inter-language to meet targeted output, and functions as noticing tool. Otherwise, other researchers argued that teacher corrective feedback can destroy the students' confidence. Some researchers (Rahimi 2010; Agudo 2012; Truscott 2007; Elsaghayer 2014) they have similar opinion about corrective feedback. They said that teacher should prevent give CF because it is useless and making their students embarrassed.

From those explanations above, giving CF is risky yet important. Without teachers' feedback, fossilization of errors could occur (Alqahtani & Al-enzi, 2011; Calsiyao, 2015; Ellis, 1986, 1999 as cited in Asnawi, 2014). Students will not realize that they made mistakes. However, the way teacher gives the feedback also considered. The application of the corrective feedback depends on the teacher's responsibility in choosing the appropriate feedback for the sake of making a good atmosphere during learning process.

The researcher considers that the way the teacher corrects the errors made by the students is also important to be paid attention by the teacher because students also have their own opinions on how they want to be corrected by their teacher. Therefore, regarding this matter, Acosta (2007) suggests that the way teacher gives feedback should be nice when students are involved in an oral activity. Unless, students may become frustrated and fossilization occur because what they have done did not in accordance with their teacher (Schulz, 2002).

Therefore, this research aimed to examine students' perception toward teacher oral corrective feedback in speaking class at English Department of IAIN Kediri.

B. Research Problems

Based on the background of the study above, the research problem is "how is the students' perception toward oral corrective feedback given by the lecturer?

C. Objective of the Study

Based on the problem formulated above, the research objective is to investigate the students' perceptions toward the use of teacher oral corrective feedback in correcting students' speaking errors.

D. Scope and Limitation

To avoid general discussion, the scope must be limited due to make the study reliable and achieve the certain goals. The study attempts to investigate students' perception toward teacher oral corrective feedback at English Department of Institute for Islamic Studies (IAIN Kediri).

This study is limited to the 4th semester students of English Department IAIN Kediri. And the researcher takes three classes (class A, B, and C). The purpose of the limitation of the study is to avoid reader's misunderstanding.

E. Significance of the Study

The researcher expected that the result will be able to develop the learning process especially in English learning and can give the contributions as follow:

1. For the students, the researcher hopes that with this research the students realize that every input that teacher gives will make them better.

2. For the teachers, the researcher hopes that with this research will help the teachers to get better understanding to their students when they give feedback. Because teacher's feedback is really important in the progress of leaning process.

3. For the further research, the researcher hopes that this research can be a reference and give information about teacher oral corrective feedback towards students speaking performance.

F. Definition of the Key Terms

Concerning with the title of this research, the researcher shows the definition of some key terms to make the reader clearly understand about what the researcher write.

a. Speaking

Speaking is one of the skills in learning a language which means an action to convey ideas, information, or emotions through spoken language. In this study, focusing on speaking in foreign language, that is English.

b. Teaching speaking

Teaching speaking can be defined as the way the teacher contructs and trains students' skills in speaking. In this study, focusing on speaking in foreign language, that is English. So, the lecturer teach how to speak English well and explain using English too

c. Feedback

Feedback is someone's response to what others have done. In this research, someone who gives the feedback is teacher. So feedback is a response given by a teacher to make improvement in student learning.

d. Oral Corrective feedback

Corrective feedback is a response from the teacher in correcting student's erroneous. In this case, the feedback is given orally, means the lecturer gives corrective feedback when or after students make mistakes during their performance.

e. Student's perception

Perception is someone response or description about something around them. In this case is about students' response toward teacher oral corrective feedback that given in the class.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories related to the study. They are the definition of speaking, principle of speaking, problems in speaking, and oral corrective feedback.

A. Definition of Perception

Perception defines as the way people processes in which individuals arrange and interpret their sensory impression in order to give meaning to their environment. According to Lindsay and Norman (1977: pp.161) perception is the process of interpreting and regulating sensations from organisms in which organisms provide meaningful world experience. It refers to the way people think of something in their surroundings. In addition, Sari (2016) argued that "a perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological process to bring out perception". Dealing with this study, a perception refers to "the students' subjective based on their experiences" (Sari, 2016). Every student has different perception because they have their own experiences. It depends on their physiological process, for example is needs and motivation. There is no right or wrong in perception. It because they have their own reason to evidenced their perception.

B. Definition of Speaking

Speaking is a significant basic skill that people must be possessed in communicating. Clark and Clark (1977: 3) states in speaking, people want to other people conceive their perception by setting their thought into words. Similarly, Chaney (1998) defines speaking as a mutual process to get and evaluate the information in order to convey meaning through verbal and non-verbal symbols usage in many kinds of contexts. Speaking is an interaction process between a speaker and a listener. In conclusion, speaking is a process to understand the message that speaker conveys.

Besides basic skills in communication, speaking is also one of the four skills that must be mastered when learning a language. Learners measure their success in the language they learn by looking at what their verbal usage is (Koran, 2015). However, this is considered quite difficult for students, especially speaking in English. In line with Tarone (2005) cited in Koran (2015) states that the complexity in speaking make it the most difficult skill to be mastered. Because speaking is a combination of two activities those are listening and comprehending meaning simultaneously. Therefore, speaking is considered a complex system that consists of several abilities in it, such as the ability to use grammar, sound, vocabulary to knowledge of language culture.

C. The Principles of Speaking

Teacher is a mediator in a learning process. They facilitate the students during class activity. Especially in speaking, teacher has an important part to improve students' speaking competence and achievement. Teaching speaking can be defined as interactions of oral communication between teachers and students in the classroom. And below are seven key principles to teach speaking skills based on Brown (2007, 275):

1. Focus on both fluency and accuracy, depending on your objective

   Frequently problems that occur in speaking class are not merely about the accuracy of grammar or pronunciation, but are focused on production, because speaking is a productive skill. We need to keep in mind learners' needs based on focus on message-based focus on interaction, meaning, and fluency. Whatever activities in the classroom, especially if teacher is conducting a game, it must have a positive goal by giving them the opportunity to build speaking skills. Otherwise, one thing that needs to be considered is every strategy or technique that teacher uses, makes it meaningful to students and fosters their fluency and accuracy.

2. Provide intrinsically motivating techniques

   Try to attract students' intention and interest every time. Show them how the activity can give a good impact because many times the students do what they are told without knowing the reason. If the teacher can discover the way to motivate and engage the students' participation, it will be beneficial for both the teacher and students.

3. Encourage the use of authentic language in meaningful contexts.

      This is a principle that is not easy to follow or even understand. It requires energy and creativity to create an authentic context and meaningful interaction, but that is the task of a teacher. Giving authenticity gives meaning to the lesson and has a context that is relevant and meaningful giving students experience with the language they will use outside the classroom.

4. Provide appropriate feedback and correction.

      In most ESL situations, students are dependent on the teacher for feedback in all aspects of the language. This is the responsibility of a teacher to help students learn and grow by providing accurate and useful feedback. Need to be remembered the language focus but also remember that learning English is not a linear path and the knowledge and understanding of different aspects of the language are necessary to improve. When giving feedback, make sure it is comprehensible to the student and allows them to analyze and fix their mistakes.

5. Capitalize on the natural link between speaking and listening.

      The technique used to teach speaking must be related to teaching listening. Don't lose out on opportunities to integrate these two skills. When the teacher is focusing on speaking goals, listening goals may simultaneously naturally and the two skills can amplify each other. Skills in producing language are often initiated through comprehension so assisting students in their listening skills will go a long way to helping them understand speaking.

6. Give students opportunities to initiate oral communication.

The common typical classroom interaction is started by the teacher. We ask questions, give directions, and provide information while the students are conditioned to only "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to introduce new topic discussions, ask questions, control a conversation, and change the subject. As you are lesson planning and creating speaking activities, ask yourself if you have allowed the students to initiate language.

7. Encourage the development of speaking strategies

Students are allowed to learn from the teacher and are assessed based on their performance in tests and other performance based evaluations, however the growth and development of different English skills is unknown. Most of the time, the students are able to digest the knowledge but not develop their own personal strategies for accomplishing oral communication. Your classroom is designed to help students become aware of and have a chance to practice such strategies.

D. Problems in Speaking

There are four main skills when we study a foreign language, which are listening, speaking, reading, and writing. According to Zhang (2009) cited in Nakhalah (2016) speaking still become the most difficult skill for the majority of English learners to be mastered, and they still have troubles in speaking English. Based on the result of a research that conducted by Banu and Nishanti (2017), the

problems that learners faced in speaking are "grammatical problems as correct use of verb, surface problems, content problems, sentence structure, process (desire to write), problems use of conditional sentences, lack of vocabulary, use of past tense and spelling difficulties, punctuation marks." Similarly, Sayuri (2016) concluded that pronunciation, fluency, grammar, and vocabulary are the obstacles that faced by students.

In addition, Dalem (2017) was observed that psychological factors also become a barrier for students in speaking. Below are psychological factors that cause students difficulties in speaking English.

1. Fear of Mistakes

    As argued by many theorists, (Tsui in Nunan, 1999; Yi Hua, 2007; Robby, 2010) as cited in Dalem (2017) fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. Another factor that can make students fear is the anxiety of being laughed at by other students or being criticized by the teacher when they make mistakes. Consequently, Hieu (2011) as cited in Dalem (2017) stated that students normally stop participating in the speaking activity. 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.

2. Shyness

    Shyness is an emotional feeling that is often experienced by students when they are asked to speak in English classes. This is also a source of

problem that affect student learning activities in the classroom, especially in speaking class.

3. Anxiety

      Anxiety is a tension feeling, worried, and nervous that students experience when learning a foreign language. It can affect to the quality of oral language production and inhibits the fluency of students in speaking. Therefore, the teacher suggests to make a good learning atmosphere that make students comfortable.

4. Lack of Confidence

      There are several factors that can lead to the students' lack of confidence. Firstly, it is because of their low ability in English. When the students feel that their ability is lower than the other, they lose their confidence. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001) as cited in Dalem (2017).

5. Lack of Motivation

      Based on the issue of motivation in learning, Nunan (1999) as cited in Dalem (2017) emphasizes that this is important to be concerned because it can affect students' reluctance to speak in English. Zua (2008) as cited in Dalem (2017) added that motivation can increase students' interest in learning.

E. Oral Corrective Feedback

Language learning cannot be separated from communication interactions, then, fair pronunciation errors occur, especially among students. To minimize the occurrence of repeated errors and to improve student skills in speaking, the teacher applies corrective feedback, which is also known as negative feedback. Many people think negatively about the use of corrective feedback, as like the result from Dulay, Blurt, Krashen, (1982) showed that the effect of correction on students' errors are rather discouraging. In line with Dulay, Blurt, and Krashen (1982), Ellis (2009) stated that sometimes is discouraging the students. However, CF is a tool that helps students to focus on how they develop their ability.

The term of corrective feedback were defined by some experts. One of the earliest definitions is that of Chaudron (1977) cited in Mendes and Cruz (2012), who considers it as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (p. 64). More recently, Ellis (2009) defines corrective feedback as a response to the linguist erroneous of student's utterance. In addition Keh cited in Li and Li (2012) said that it is the input given containing information for the revision. Another expert Sheen & Ellis (2011) gave the definition of corrective feedback, as cited in Maolida (2013), corrective feedback (CF) refers to the "feedback that learners receive on the linguistic errors they make in their oral or written production in a second language (L2)." It is a valuable input, gives opportunity for learners to stretch their inter-language to meet targeted output, and functions as noticing tool

(Sheen & Ellis, 2011), as cited in Maolida (2013). Furthermore, corrective feedback is a response from teacher towards the erroneous that students make.

From the definitions of many experts that stated corrective feedback is a beneficial input for the students (Sheen & Ellis, 2011), as cited in Maolida (2013). In contrast, Alqahtani and Al-enzi (2011) and Elsaghayer (2014) as cited in Asnawi, Zulfikar, & Astila (2017) concluded that learners might find teachers' oral corrective feedback embarrassing and destructive when it is used too often. In addition, Harmer (1983) as cited in Ellis (2009), argued that teacher does not allow to interrupt when the student in the communicative activity by "telling students that they are making mistakes, insisting on accuracy and asking for repetition". For example, argued that when students are engaged in communicative activity, the teacher should not intervene by "telling students that they are making mistakes, insisting on accuracy and asking for repetition" Harmer (1983) as cited in Ellis (2009).

Regardless of the definition of corrective feedback above, corrective feedback, both written and oral feedback is an integral part of teaching (Ellis, 2009). Yet, it seems that the corrective feedback in writing has different effects from the corrective feedback in speaking. Moreover, in spoken corrective feedback given to errors in speaking, the teacher usually uses immediate correction feedback in which he/she directly corrects the students' errors. In speaking, the corrective feedback can be divided into six categories, namely explicit correction, clarification requests, metalinguistic information, elicitation, repetition, and translation (Rezaei, Mozaffari, & Hatef, 2011, p. 22).

The category of oral corrective feedback by Lyster and Ranta (1997) Kagimoto & Rodgers (2007, 869) and Ellis (2009) as cited in Maolida (2013, 118) can be seen in the table below:

Table 2.1 Kinds of Oral Corrective Feedback

Oral Corrective feedback	Definition
1. Explicit correction	Explicit correction refers to the explicit provision of a correct form and the clear indication of the non-target-like feature used. (1) Student: I go for a walk last weekend. Teacher: No, not go − went. You should use the past tense.
2. Recasts	Recasts refer to the reformulation of a student's utterance with the non-target-like feature changed to a correct form. The correction may be accompanied by accentuated word stress or intonation. (2) Student: I go for a walk last weekend. Teacher: I see…you went for a walk last weekend. **Note:** Underlining indicates added stress
3. Clarification request	A clarification request occurs when a teacher has

		misunderstood or failed to understand a student's utterance. The teacher then asks for clarification in order to obtain a reformulated version of the utterance.
		(3) Student: I go for a walk last weekend.
		Teacher: Sorry? Would you say that again?
4.	Metalinguistic feedback	Metalinguistic feedback refers to when teachers use the students' current knowledge of English grammar, lexis, etc., to try and elicit a self-corrected response from the student.
		(4) Student: I go for a walk last weekend.
		Teacher: How about the past tense?
5.	Elicitation	Elicitation refers to when teachers directly elicit the correct form of an utterance from a student. The correction is often accompanied by accentuated word stress or intonation.
		(5) Student: I go for a walk last weekend.
		Teacher: Really? I drove a car last weekend. I played tennis…I go for a walk?
6.	Repetition	Repetition refers to when the teacher repeats a

		student's utterance simply adjusting the intonation so as to highlight the error. (6) Student: I go for a walk last weekend. Teacher: I go for a walk last weekend.
7.	Paralinguistic signal	Paralinguistic signal refers to when the teacher uses gesture or facial expression to indicate the error has taken place.

CHAPTER III

RESEARCH METHOD

This chapter presents the description of research methodology that discusses the steps that are used in conducting the research. That consists of the research design, data source, instrument of research, data collection, data analysis, and triangulation.

A. Research Design

This study used qualitative design which aimed to investigate the students' perception toward oral corrective feedback that given by the lecturer to the students. Qualitative design was chosen to describe the social phenomenon which happened around the 4th semester students of English Department of IAIN Kediri who took public speaking class. According to Ary, Jacobs, and Sorensen (2006) "qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study".

B. Data Source

The data of this study is taken from the 4th semester English Department of IAIN Kediri students who take public speaking course. The researcher took twelve students from three classes, which are class A, B, and C as the representative to conduct the interview. And 86 students from those three classes to full fill the questionnaire. The sample is chosen because those three classes are treated with oral corrective feedback by the lecturer.

C. Instrument of Research

Regarding the use of qualitative research design that is used, the data collected from the questionnaire, interview, and documentation.

1. Questionnaire

The first is questionnaire which distributed to the three classes. The questionnaire (see Appendix 1) consisted of fifteen questions in form of statement related to students' perception to the oral corrective feedback from the teacher when they make oral error in speaking class. It was modified from Elsaghayer (2014) and Septiana, Bukhari, and Hendra (2016). There are five point of Likert scale provided in every question. Ranging from strongly disagree (SD), disagree (D), neutral (N), agree (A), strongly agree (SA). The questionnaire was used as supporting data from the interview. And the questionnaires were distributed to all of the students in class A, B, and C before the researcher conducting the interview.

2. Interview

The researcher uses semi-structured interview to twelve students that randomly chosen. The question of the interview (see Appendix 2) is related to the topic that is discussed in the study. Then the researcher recorded all of the conversation during the interview in order to get all the information from the interviewee.

3. Documentation

The function of documentation method is to make credible the result of interview. In conducting documentation method, the researcher displayed the interview transcription to describe all the information that got during the interview.

D. Data Collection

The data were obtained from conducting interview and distributing the questionnaire. The researcher chose twelve students, randomly, to be interviewed. They ask several questions related their perception to the oral corrective feedback that given by the teacher. The use of voice recorder facilitate the researcher to record fully and accurately what the interviewees said rather than taking notes during the interview. And before conducting the interview the researcher distributed the questionnaire to all of the stduents in class A, B, and C, which are 86 students total. However there were only 47 students gave back the questionnaire.

E. Data Analysis

There are two data that were analyzed. The first data was in the form of questionnaire to examine students' perception toward oral corrective feedback given by the lecturer. The data from the questionnaire were calculated by Microsoft Office Excel 2010. After the result from the questionnaire revealed, the researcher displayed the table and give the detail explanation with description.

And the data from the questionnaire described together with the data from the interview in form of transcription.

F. Triangulation

Triangulation defines as a technique for checking data validity collected by the researcher (Rasyid, 2015). This research used methodological triangulation which attempt to improve validity by combining several techniques in one study. Besides the researcher collected the data by using questionnaire, the researcher also used interview to strengthen the data and documentation in the form of transcription.