CHAPTER II

LITERATURE REVIEW

This chapter deals with review of literature related to the present of study. It discusses speaking, speaking problem, feedback, oral corrective feedback, types of oral feedback, and previous studies.

A. Speaking

Speaking is an oral skill that produce information in the form of verbal voice. In addition, Speaking is the proces of delivering idea, thought or information interactively. Mean and Rubin (1985) says that speaking is two way communication process that allow the speaker and listener to be the role. According to Hornby (1990) reveals that speaking is build use of words in a regular sound. In means that speaking has voice that arranged from words and estbalish information on it.

Speaking is the way to make relation between or among others through communication, sharing and connceting. besides that speaking is mostly used than writing in daily. According to Harmer (2001), Speaking skill is the part of daily life for human being to have social relationship. Speaking is the fundamental competence and the most important skill of the language.

Based the explanation above, It can be concluded that the researcher defines speaking as an activity of making word by sound that involving the speaker and listener or interact with others.

In this study, speaking is not only for students to speak to others people. Besides, the students should pay attention to the grammatical rules and proounce

the words correctly. Thus, they have to be able to comprehend English well since it becomes the most important skill of learning a second or foreign language, and the success is measured in the form of the ability to conduct conversation, and establishing high self-confidence in speaking English.

1. Speaking Problem

Students have difficulties to master a new language, especially English that most students have a big fear to speak and even afraid of being corrected by teacher that can cause the reduction of the develoment itself. Penny Ur (1996) classified that the problems in speaking for students are inhibition, nothing to say, low or uneven participation, and mother tongue use.

a. Inhibition

Speaking is different from than other skills due to it needs a level of real time to audience in the form of explanation. So students have big anxiety or insecure to speak english classroom, fear of making mistakes or errors, fear of being criticized by classmates or teacher, or feeling shy to be the attention of the people.

b. Nothing to say

Students always convey that they do not have any idea to say or even can not think to orgonize the speaking, or they do not have encouragement to reveal their words. Rivers (1969) says that students can not express well that might be teacher has given some topic that is inrelevant with their previous knowledge.

c. Low or uneven participation

In big group, not all student can have a chance to speak at a time because one speaks other listens. However each student will have turn to speak up. This situation creates a tendency for student or learner talk prominently meanwhile others only have small of time to speak.

d. Mother tongue used

Students often use mother tongue which the numbers or all the students are the same, because mother tongue is much more easier to use than second language or foreign language. Mother tongue is natural thing to do in classroom moreover students are not able to discuss about something beyond the knowledge then they tend to use mother tongue easily.

B. Feedback

The term of *feedback* is commonly used in educational fields that aim to bring correction, motivation or encouragement to students' performance. Berewot (2001) presents that feedback is function to ameliorate the learning outcomes and provide it constantly as the closing of the loop in learning process. It is aimed to students who finish the learning yet still require criticism, correction or appreciation from teachers to have score towards the learning outcomes. Feedback occurs when teachers have discovered the students' performance that can improve the comprehension of students' mistakes made. Basically, Jacobsan, et al (1989) define that feedback is the evidence toward recent behaviour that is able to assist in enhancing the students' performance at further. Based on those definitions, feedback has big advantages to be given to students' performance for upgrading their learning process.

Another definition of feedback from Westberg and Hilliard (2001) say that feedback is an information given to students concerning on their performance that intentionally to lead them in obtaining the willingness of attitudes and skills. Hattle and Timperley (2007) simply say that Learning and achievement has been influenced by feedback. At this point, it is necessary to comprehend the impact of feedback to students on various contexts and situation, perhaps going to school or classroom.

1. Oral Corrective Feedback

Feedback is one of ways for teacher to give response toward students' activity or performance which the mistakes is being corrected and calls as corrective feedback. Basically, teachers use corrective feedback to correct the errors in oral communication in the classroom since it becomes the appreciation or achievement from teachers that given to students effort. Feedback is also known as judgment concerns on the errors, mistakes and performance. According to askew (2000), feedback is also well known as "a judgment concerns on the performance of another that intentionally to cover a gap in knowledge and skills" it means that teachers do not only make feedback but also give judgment to the performance when students make mistake.

Corrective feedback is the teacher's response to student's spoken word that comprises of errors. Corrective feedback is also mentioned as oral corrective feedback because providing feedback is not only on written feedback but also orally that dealing with the students' errors or mistakes. In addition, students use the target of the language is incorrect. Russel and Spada (2006) say that corrective

feedback directs to any feedback that offers to students, from any sources, that embodies a proof of learner error on the target language. So, students discover the mistakes made when teachers correct it directly.

Teachers have many ways to serve feedback towards students' mistakes or errors but teachers should give feedback that can motivates and encourages them in learning and fix the mistakes. Teacher corrective feedback is necessary to use in revising the spoken learning, because it can be an appreciation from, teachers to students' effort in learning. Teachers can choose the feedback whether in the form of written or oral feedback to students

Oral feedback is teachers' responses that given to students in one time after students produce mistakes and errors in speaking and teachers present the information to students in order to fix the mistakes made and become better than previously. According to Brookhart (2008), oral feedback is the interaction between teacher and student. it is indicating that oral feedback is like having conversation among teacher and students furthermore, teachers oral feedback can develop students speaking ability after being corrected.

2. Types of Oral Feedback

Teachers have amount of oral feedback types provided to students' errors or mistakes. According to Lightbown & Spada in Rydahl (2005), corrective has four primary types such as clarification requests, recasts, elicitation, and metalinguistic feedback. Clarification request is the teachers point the students error in utterance and required a repetition or reformulation and the phrases on clarification request like *pardon me* that indicates a repetition of the error as *what*

do you mean by.......?. Recast is the teachers repeat the students mistakes in the correct form based on the mistakes made by students. Then, elicitation is the teachers give a question to students to correct or reformulate their utterances and the final is metalinguistic feedback that teachers show the error of students' utterance through commenting, giving information in correct form.

Lyster and Ranta (1997) categorize that feedback into six types like explicit correction, recast, clarification requests, metalinguistic cue, elicitation, and repetition. Mahdi & Saadany (2013) categorize that recast and explicit correction belong to reformulation because these concern on particular words or sentences. Meanwhile elicitation, metalinguistic cue and repetition are covered in prompts that contain of signals types than reformation.

Below, the six types of oral feedback will be provided with the examples:

1. **Explicit,** a teacher indicates the errors of student utterance and directly provide the correct form to students.

   For instance; "oh, you mean," "you had better to say," etc.

2. **Recast,** a teacher provides the correction of the student's utterance which is incorrect without pointing the error made.

   For instance; "She go to the zoo yesterday" – "hem, she went to the zoo yesterday"

3. **Clarification Request,** a teachers ask students to repeat the utterance that contain of erroneous because she or he does not comprehend the student's utterance. Teacher use request phrases like "sorry", "excuse me", "pardon" and "I don't get your point"

4. **Metalinguistic Cue,** a teacher gives feedback to the student's utterance in the form grammatical terms than giving correction of the error's utterance. Metalinguistic is also known as meta-language.

For instance; "my dad and I visit Malaysia last year" – "please, use past tense"

5. **Elicitation, a** teacher use techniques to elicit a student's utterance, for example, by and with intentionally pausing to enable students" to *fill in the blanks.*

6. **Repetition,** a teacher utilizes intonation to repeat the student's error and student can get attention to change it into correct form.

For instance; "I goed to the meeting room" – "goed"

Meanwhile, Ellis (2009) said that there are six types of teacher's oral feedback that used by teachers to give response on students' performance. There are recast, repetition, clarification request, explicit correction, elicitation, and paralinguistic signal.

The first is recast the corrector inserts the content of words to the errors and corrects the utterance in many ways.

Student: *I went to Jakarta two times.*

Teacher: *you've been. You've been Jakarta twice as a group?*

The second is repetition. The corrector restates the student's utterance spotlighting the error assertively.

Student: *She will gave him a book.*

Teacher: *She will GAVE him a book.*

Student: *She will give him a book.*

The third is clarification request the corrector shows that she or he does not understand what the student delivered.

Student: *what do you waste with your husband?*

Teacher: *what*

The fourth is explicit correction. The corrector recognizes the error that has been occured, perceives the error and gives the correct form.

Student: *on June.*

Teacher: *not on June, in June. We say "it will start in June"*

The next is elicitation. The corrector repeat the student's utterance using intonation to indicate the error has been occured, with the intention that student perceive and correct it.

Student: *I will hang out if it will not rain.*

Teacher: *I hang out if it.....?*

The last is paralinguistic signal. The corrector indicates the error made by student using gesture or facial expression.

Student: *two weeks ago i go to theatre.*

Teacher: *"(gestures with right forefinger over left shoulder to indicate past)".*

It can be concluded that there are six types of corrective feedback from Ellis. Each type has its own purpose to correct the students' performance. The

researcher selected the corrective feedback types by Ellis (2009) because there is one type that is not belongs to other expert. That is paralinguistic signal which uses gesture to correct the error of students in action.

C. Previous Studies

The previous study is displayed to keep away from imitation. There are several study that related with teachers' oral feedback in speaking skill. This study discuss about teacher feedback on speaking skill and the types of teacher feedback given to studetns in classroom. There are many previous research related to this study.

Milla and Mayo (2013) conduct the research to figure out the **"Corrective Feedback Episodes in Oral Interaction: a Comparison of a CLIL and an EFL Classroom".** this research is aimed at describing the type of teachers' corrective feedback to students and also to figure out reaction to different types of feedback from teachers. Based on this study, different types of oral corrrective feedback can show different response on students. The result also presents that learner error can bring the different corrective feedback from the teacher.

The second study that related to this research was carried out by faqieh et al (2014) that chooses the title **"Oral Corrective Feedback and Learning of English Modals".** This study utilized the theory by Li, Spada & Lightbown, and Ellis et al. at last the study shows the result that corrective feedback from teachers becomes the valuable thing in communication classroom and also presents the concrete support for the significant roles of recast and

metalinguistic information corrective feedback method in second language development.

The last study was found by Rahimi and Sobhani (2015) in the titile of **"Teachers' Different Types of Feedback on Iranian EFL Learners' Speaking Errors and Their Impact On the Students' Uptake of the Correct Forms".** This research employed the theoritical framework from Lyster and Ranta (1997), Mackey, Gass, and MacDonough (2000), Lochman (2000), Sheen (2004), Sheen (2006), Kennedy (2010), Lyster and Saito (2010), and Li (2010). This study is intended to know the types of feedback that used by English teacher to provide response on students' speaking errors. The finding of this research shown that recast becomes the mean that often used by teachers then following by explicit correction but elicitation and clarification becomes the most effective way.

Regarding to previous study, this research concerns on the oral feedback on students' speaking skill that used by teachers at The *Daffodils* English Course *kampung inggris* Pare. This study is aimed at discovering the types of oral feedback used and how teachers do the oral feedback to give response toward studens' performances.