

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Corrective feedback plays an important role in motivation, selecting learning strategies, and the general learning that teachers provide to students. In addition, giving feedback can find out what students expect and what they receive from the teacher (Schulz, 2001). In studying EFL, making mistakes is an integral part of learning (Ahangari & Amirzadeh, 2011). And then, spoken corrective feedback is the most common type of feedback most teachers give in the classroom (Sikuta & Vorobel, 2021).

It is a fact that every learning anywhere must experience mistakes made by students, so that is where the teacher plays an important role in providing evaluations in the form of spoken feedback to students. Appropriate and effective feedback will be a force to improve students' abilities which are the main points in the learning process (Mak, 2008). In other words, providing effective feedback can improve students' skills and motivation in learning English.

There are various strategies for providing feedback applied in the classroom, such as praising, showing wrong answers, and modifying student answers. Generally, there are two forms for generating corrective feedback: written corrective feedback and spoken corrective feedback. However, this

research focuses on the spoken corrective feedback given by the teacher in language teaching and how students perceive the feedback given.

During the provision of spoken corrective feedback, students were given feedback in terms of teaching aspects of speaking on six main elements of teaching speaking: (1) fluency; (2) accuracy; (3) comprehension; (4) grammar; (5) vocabulary; and (6) pronunciation use of the first language (L1) (Brown, 2001). There are seven types of spoken corrective feedback that can use. The “recast, elicitation, explicit with metalinguistic, explicit corrective feedback, metalinguistic, repetition, and clarification (Lyster & Ranta, 1997); (Sheen, 2004). For teachers to be able to assess the spoken feedback, Allah says in Surah An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهِمْ بِآيَاتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

Based on the verse above, the teacher is one person who can provide feedback to students in the form of good deeds that can imitate, advice, and can also exchange ideas or deliberation in solving a problem with their students. The provision of corrective feedback is also closely related to this verse because, from the teacher, students can gain insight and also new ideas from corrective feedback. Students can also give opinions on how receiving corrective feedback from the teacher added to their understanding, whether they felt motivated, etc. However, some students may also be who, when receiving spoken corrective feedback, feel cornered, thus disappointed with

their results. And again, it depends on how the students' perception of the teacher's spoken corrective feedback is given.

This study adapts from the previous research that examined the perceptions of teachers and students on spoken corrective feedback. The study results found that teachers' and students' perceptions of spoken corrective feedback found similarities and differences between their perceptions. In short, teachers should consider students' perceptions as factors in improving learning activities. In addition, the number of spoken corrective feedback must also assess students' beliefs, learning objectives, and learning activities. This study was not fully adapted from the study, only about students' perceptions, which were used as references to continue this research (Soni, 2018).

In addition, before researcher focus on research into student perceptions of teacher, researcher must first know the teacher's reasons for giving feedback about errors made by students. From another research, findings show that there are two reasons why teachers provide feedback about errors made by students; (1) when the teacher and students are communicating and discussing learning English; (2) when students make visible mistakes in their pronunciation. That means the teacher can provide corrections when talking to students and apparent mistakes. In addition, teachers do not always have to provide feedback for several reasons (Devi, 2014). Then, conducted a study purpose of this research is to identify the types of corrective feedback used by 4 lecturers in correcting students'

speaking performance. The result of this study is that recast feedback is the most frequently used (Rahmi, 2017). The difference with previous research is that the results are only used as a theoretical reference or as theoretical input for researcher. The researcher only focuses on giving spoken corrective feedback and how students perceive it in this research. So, that can say that what adapted this research from 3 previous studies which combined the teacher's perception and the type of spoken corrective feedback used by the teacher to the students.

Researcher do research all EFL students at SMAN 1 Kelumpang Barat. These EFL students will be asked for their perceptions of the teacher's spoken corrective feedback. Students in these schools are expected to participate in this research because it is also helpful.

This research can be done during class and can also be done when online or offline classes. Moreover, the school is still carrying out online learning so that researcher will do it anytime. However, if the school has implemented face-to-face learning, it is even better. That can use this determination to find out the results and findings of this study for research purposes that are felt to be redeveloped in general.

## **B. Definition of Key Terms**

In order to avoid misunderstanding in defining the meaning of some key theory dealing with this research; there are some key terms such as:

### 1. Spoken Corrective Feedback

Spoken corrective feedback involving teacher feedback to students providing feedback is usually referred to as “direct correction” (Sheen, 2011). These refer to the teacher's spoken criticism and suggestions to students for their learning during class. In this study, spoken corrective feedback focused on students, including recast, elicitation, explicit with metalinguistic explanation, explicit corrective feedback, metalinguistic, repetition, and clarification.

### 2. Students' Perceptions

Student perception is the process of students' treatment of the information they get from an object or view (Cole & Chan, 1994). Student perceptions exist in students where they give opinions to the teacher about how spoken corrective feedback is given. Here, the researcher observes students' teacher perceptions in spoken corrective feedback. It consists of positive or negative perceptions of necessity, time, and preferred corrective feedback.

## **C. Research Questions**

Based on the introduction above, the questions of this study would be formulated as follows:

1. What types of spoken corrective feedback are applied by teacher's in English class?
2. How are students' perceptions of the teacher's spoken corrective feedback?

#### **D. Objectives of Study**

Based on the research questions above, the objectives of this study are as follows:

1. To find out what types of spoken corrective feedback the teacher applied for students in the English class.
2. To find out how students perceive the spoken corrective feedback given by the teacher in the English class.

#### **E. Significance of Study**

The results of this study are expected to provide benefits, including the following:

1. For students, they know the importance of the process of providing spoken corrective feedback by the teacher to students. In addition, they can gain insight into the importance of spoken corrective feedback provided by the teacher during learning activities.
2. For teachers, they find out what types of spoken corrective feedback are suitable to be applied to students and what expectations of students from teachers they must improve in the process of providing feedback in class. In addition, they can gain insight into the importance of providing spoken corrective feedback that can help improve learning.
3. This research is beneficial as a reference for further research. Other researcher can gain insight into spoken corrective feedback given by the teacher to students and, of course, for the improvement of further research.