

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it would be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they would not find it difficult to communicate and interact with people around the world when they travel. (Gard & Gautam, 2015).

In supervision and field education, feedback is an important method for improving student learning. Knowledge, abilities, professional judgement, and self-reflection were all improve by feedback. The trustworthiness of the individual giving the feedback, the nature of the input, and the method of delivery all helped students understand how the feedback would affect their learning. (Kourgiantakis et al., 2019). Input is often one of the least satisfying components of the student experience because they don't get much helpful or timely feedback. (Carles, 2022).

Feedback loops are more complicated than this objective might seem because its not necessarily a sign of successful independent student learning when one closes. (Hauhgney et al., 2020). While double-loop feedback procedure are primarily dedicated to enhancing students learning techniques over the medium or longer term, single-loop feedback process are mostly focused on increasing short-trm performance. (Carles, 2019). Although the use of formative evaluation and feedback to promote student performance seems to be a worthwhile strategy, there is still a lack of information regarding the precise and most efficient teaching

methods. The recent shifts toward the use of evidence in the compulsory education sector should serve as a lesson for the higher education sector. (Morris et al., 2021).

One type of feedback that has a positive influence on the student learning process is called corrective oral feedback. This feedback is often given by teachers during the learning process and is known as a way to underline mistakes made by students on demonstrated speaking skills (Ellis et al. 2006). Moss and Brookhart (2009) believe that teacher corrective feedback allows learning to occur and can be seen as a tool to attract students attention during learning activities (Hattie & Timperley 2007).

The various types of corrective oral feedback resulting from the research of Lyster and Ranta (1997) are important to underline. In their research involving teachers and students in several classes, Lyster and Ranta concluded that there are 6 types of corrective oral feedback consisting of ‘explicit corrective feedback’, ‘recast’, ‘elicitation’, ‘metalinguistic feedback’, ‘clarification request’, and ‘repetition’. Lyster and Ranta argue that certain types of feedback can effectively correct students mistakes when teachers provide the right type of corrective feedback so that accuracy is formed in the use of grammatical structures and vocabulary that support students ability to establish effective communication.

In regard to the student respons to lecturers corrective feedback in speaking skills of the English department, a relevant Quranic verse is Al-Baqarah : 31 as follows:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

This verse summarizes the idea of Allah commands or gives a celebration of feedback to his servants to explain a knowledge. This verse correlate with feedback. Students integrate what they have just learned with, what they have learned previously with the teacher

providing celebratory feedback students. Then it involves a thinking process, and requires evaluation.

Speaking is the ability to communicate using spoken language. The history of speaking began long before the existence of written form. Prehistoric humans relied on spoken language to communicate with their fellow humans. In ancient times, speaking was considered one of the most important skills that a leader, teacher, and orator must have. In ancient Greece, public speaking became very important. An orator who is able to speak well is considered an intelligent and authoritative person. Speaking education is called rhetoric and is an important subject in classical college. In modern times, speaking skills have become more important along with the development of communication technology and global business. In the 19<sup>th</sup> century, telephone technology was invented and became the primary means of talking to distant people. Then in the 20<sup>th</sup> century, radio and television technology made speaking important for public speakers and journalists. At this time, speaking has become very important in many career fields, such as in business, politics, media, and education. Good speaking skills can help a person communicate well.

In this research, the researcher conducted at UIN Antasari Banjarmasin and chose to do in 7 students of class A 2021 because the class had already participated in a speaking class. Based on the background of the above research, the researcher is interested to do research which is entitled **“Student Responses to Lecturers Corrective Feedback in Speaking Skills of The English Department”**.

## **B. Definition of Key Term**

The researcher defines some of the key terms used in this study. In order to avoid misunderstanding in this study, the researcher would give the definition of some key terms that are important to understand as follows:

### 1. Student Responses

Students are the main figures in the formation of an academic culture who are willing to carry out creative processes, not just become agents of change and mere mouthpieces. This research means that a response is a reaction, meaning acceptances or rejections, as well as an indifference to what is conveyed by the communicator in his message. Responses can be divided into opinions and attitudes. Students' responses are responses to what they feel when they get corrective feedback in the speaking course when they appear in front of the class.

### 2. Corrective Feedback

Feedback is a psychological condition of students and teachers that occurs in teaching and learning activities which can be seen in attitudes, movements, responses and other changes that occur in teachers and students. This research means that corrective is a form of performance feedback that is used to improve student achievement. Lecturers provide feedback to students to reinforce expectations and correct students' mistakes during learning.

### 3. Speaking Skills

Speaking is one of the most important skills of the four language skills because individuals who learn a language are called speakers of that language. Speaking is also one of the most productive skills in English. As a productive skill, speaking is a way to convey information, thoughts, opinions or ideas to other people. This research means that speaking skills are individual activities in an effort to convey orally to a group of people, or called the audiences.

### **C. Research Question**

Based on the explanation above, the problem will be discuss in this paper is about Students Responses To Lecturers Corrective Feedback In Speaking Skills Of The English Departement. Furthermore, the researcher formulates the problem as follows:

How do students respond of lecturers corrective feedback at english department?

### **D. Objective of Study**

The objectives of this research to as follows:

To find out how do students respond of lecturers corrective feedback at English department.

### **E. Significant of Study**

Based on the research objectives to be achived, the researcher hopes this research will have advantages in the field of education, either directly or indirectly. The result is expected to have advantages, such as:

#### 1. Theoretically

The researcher hopes that this research would lead to an improvement in the provision of first level oral correction in speaking classes, when errors are likely to occur.

#### 2. Practically

The researcher hopes that this research an provide insight for lecturers about the importance of applying corrective feedback in speaking classes.