

## **CHAPTER IV**

### **FINDING & DISCUSSION**

#### **A. Findings**

This chapter presented the data and the result of the study. The researcher describe about the student responses to lecturers corrective feedback in speaking skills of the English department. This study was conducted on seven students from the department of English education at UIN Antasari Banjarmasin. The data was obtained and would be discussed based on theory in Chapter II.

Interviews used as guidelines in this study were also added to confirm and add to the data that had been found. This discussion provides an explanation of each data collected from the result of interviews conducted with students. This aims to find out the students response to lecturers corrective feedback in speaking skills of the English department. There are seven students who are the main fokus of this research. An explanation of the student response to the lecturers corrective feedback on speaking skills in the English department, would be desribed as follows:

#### **Students Responses to Lecturers Corrective Feedback in Speaking Skills of The English Department**

Based on the data obtained through interviews, the following are some explanations of some student response to lecturers corrective feedback in speaking skills of the english department:

The researcher aims to find out students' responses to lecturers' corrective feedback on speaking skills in the English department based on students' answers in interview dialogue. There are 6 questions that researchers ask students. Interviews were conducted via WhatsApp.

### **a. The Importance of Feedback for Students**

Corrective feedback from lecturers during speaking courses was very important. because it can improve their speaking learning, getting good feedback from the lecturer can help increase enthusiasm for learning, even if you get corrections, you will know more about where the pronunciation errors are and can correct them again. and with lecturer feedback we also increase our potential which may not have been fully formed.

Based on the first interview question, researchers found that seven students from class A 2021 strongly agreed with the statement that corrective feedback from lecturers is very important for students.

### **b. The Use of Lecturer Corrective Feedback During Speaking Courses**

The use of corrective feedback from lecturers during speaking courses is necessary for students because it can increase self-confidence. By understanding and correcting their mistakes, students become more confident in speaking. Students feel more prepared and confident when speaking in public or in academic situations.

Students are required to master language speech and have high self-confidence, so this feedback can provide improvements and improvement in the quality of students' speaking. With constructive feedback, students can learn more personally and effectively, and develop self-evaluation skills.

Based on the second interview question, researchers found that there were various opinions regarding lecturers' corrective feedback in speaking courses.

### **c. The Reason Providing Corrective Feedback from Lecturers During The Speaking Course is very necessary**

Receiving constructive feedback from the lecturer and knowing that the lecturer can correct mistakes, students would feel more confident. This self-confidence is important when students speak in academic or professional situations. Students are able to use this feedback as inspiration and motivation to remain enthusiastic about learning and form students who are good and truly master the learning they have learned. With corrective feedback from the speaking course lecturer, students are motivated to be more active in independent learning by increasing their speaking practice and increasing their confidence in speaking. Apart from that, corrective feedback also teaches students to be more critical in evaluating themselves and avoid making the same mistakes in the future.

Based on the interview question, all students who were interviewed regarding the reasons why corrective feedback from lecturers during speaking courses is very necessary are speaking is a skill that requires constant adjustment. When they speak, there are many aspects that need to be considered, starting from articulation, grammar, to intonation and rhythm of speech. Errors in any of these aspects can interfere with our listener's understanding and reduce the clarity of the communication.

### **d. The Influence of Corrective Feedback on Speaking Courses**

Feedback delivered in a supportive and positive manner can increase student motivation to study and practice harder. Students feel valued and encouraged to develop. The students' speaking skill level, which initially could be said to be quite low due to many pronunciation errors, nervousness and lack of confidence, has now increased quite a bit with reduced pronunciation errors and more confidence thanks to corrective feedback from the speaking course lecturer.

Based on the interview question, corrective feedback from lecturers would definitely have a big impact on student learning speaking course. with the right feedback, student can know which areas need more attention and practice.

#### **e. Student Response when Receiving Unsatisfactory Feedback**

There are various kind of feedback given by lecturers during the speaking course, including feedback that can trigger students to introspect themselves and practice more actively in learning speaking skills.

Based on the interview question, students would receive the feedback with an open mind, ask further questions if there are part that are less clear or more specific, and conduct self-evaluations to understand the points that need to be improved. Students would also ask for additional feedback if needed and use the information to improve their speaking skills.

#### **f. Students Response when Receiving Corrective Feedback Directly**

Feedback that lecturers often use when speaking courses are in progress includes direct feedback and direct corrective feedback is beneficial for students who have a low level of language proficiency, such as students at the beginner level, because it really helps them show the correct form of their mistakes directly. Therefore, providing direct corrective feedback for students at the beginner level is beneficial.

Based on the interview question, students would listen attentively and not defensively. Students would remember or record the important points conveyed, and thank them (lecturers) for their input. After that, students would apply these suggestions in practice to improve their speaking skills.

## **B. Discussion**

This section presents a discussion of the research findings. As mentioned in the first chapter, there is one research question that should be answered in this study. This study aims to describe about how students responds to lecturers corrective feedback in speaking skills of the english department. The details are as below:

### **Students Responses to Lecturers Corrective Feedback in Speaking Skills of The English Department**

This finding is similar to Katamaya's (2007) research which states that students have a very positive attitude towards teacher error correction in the learning and teaching environment. Students feel that they learn more if their teacher constantly corrects them. They really like it if the teacher corrects their mistakes without letting them know that the teacher is correcting them.

#### **a. The Importance of Feedback for Students**

Corrective feedback can encourage students to practice speaking skills more often during speaking classes. Based on the findings, providing feedback in learning speaking skills helps students understand their strengths and weaknesses, as well as providing concrete instructions on how to improve student work outcomes.

#### **b. The Use of Lecturer Corrective Feedback during Speaking Courses**

In the learning process of the speaking class, lecturers can use corrective feedback in order to trigger enthusiasm from students in learning speaking skills. Based on the findings, the use of corrective feedback from lecturers during speaking courses can increase confidence by understanding their mistakes, students become more confident in speaking.

Students feel more prepared and confident when speaking in public or in academic situations.

#### c. The Reason Providing Corrective Feedback from Lecturers During The Speaking Course Is Very Necessary

Speaking is a skill that requires constant adjustment. In speaking, there are many aspect that need to be considered, ranging from articulation, grammar, intonation, and rhythm of speech.

Based on the findings, the reason why providing corrective feedback fro lecturers in speaking courses is very necessary because it can help students find out where the errors in pronunciation or understanding concept, then students can correct the language errors, both in terms of grammar, pronunciation, and the use of vocabulary, with corrective feedback from speaking lecturers.

Students are motivated to be more active in independent learning by increasing speaking practice and making their confidence in speaking more increased. In addition, corrective feedback also teaches students to be more critical in evaluating themselves and avoid the same mistakes in the future.

#### d. The influence corrective feedback on speaking course

The influence of providing corrective feedback can make learning outcomes optimal. Therefore, feedback is needed in the teaching and learning process such as providing feedback on student exercises or assignmet. Based on the findings, feedback in a supportive and positive manner can increase students motivation to learn and practice harder, students feel valued and encouraged to grow.

#### e. Student Respons when Receiving unsatisfactory Feedback

Effective feedback helps students learn and grow, showing them where they need to make adjustments. Based on the findings, what students do is by self-reflection, by trying to receive all input from the lecturer, students can understand the purpose of the lecturer in providing corrective feedback to students, then students would consult or communicate with the lecture, either during the learning of the speaking course or outside of the schedule of other courses, in order to get corrective feedback that is satisfactory and really needed in the future.

f. Student Respons when receiving Corrective Feedback directly

feedback should meet the following four conditions: (1) it is objective, reliable, measureable, and spesific; (2) provide information on what has been done well, what needs to be improved, and how to improve it; (3) delivered frequently and immediately after the performance; and (4) its about performance, not personal characteristics.

Based on the findings, if students get coreective feedback directly from the lectures during the speaking course, student would try to listen carefully and understand the ponts given by lecturers. Students would make sure to stay calm and open without feeling intimidated by the lecturer comments. After receiving the feedback, student would thank to the lecturer and ask if there is something that is not fully understood. Then, students would try to apply the correction in the next speaking practice.

Based on the results of the findings, it can be conclude that the student respons to the lecturers corrective feedback on speaking skills in the English department received a positive respons from students because with the corrective feedback from the lecturer, students feel more confident and can practice their speaking skills better.