

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is a key initial step in communication because support human activities in communicating with each other. Listening refers to a process of capturing messages or ideas presented through speech. The ability of a listener to grasp the meaning of a speaker's words is crucial to effective communication. Students' communication skills will improve in proportion to the degree to which they are able to understand what is being spoken to them. They will also have a greater capacity for noticing the nuances of the target language, which will aid in their progress across all four domains of language competence. Most listening is done with the intention of understanding the message rather than merely catching every word. Nadig (2013) assumes that there are three elements in the listening process, those are identifying, understanding meaning, and understanding language structure.

Individual comprehension is necessary for listening processes. The core of listening comprehension is information processing, as stated in Gilakjani & Ahmadi (2011). Some aspects of listening comprehension are simpler for EFL (English as a Foreign Language) learners than others. In fact, there are many students have difficulties in listening skill. Hamouda

(2013) pointed out that teachers must understand students' difficulties in listening. Understanding intonation and stress, overcoming redundancy and noise, predicting, understanding daily vocabulary, different accents, and so on are all common listening difficulties for students (Ur, 2007). The teacher can assist students in improving their abilities by providing the appropriate input. Renukadevi (2014) agrees that EFL learners cannot stand to gain from listening unless they understand what they are hearing.

The errors are done by the students invite the responds from the teachers. Teachers respond on students error is known as teacher feedback. Teacher gives feedback to the students to correct the error. In listening courses, feedback is an important element, as revealed by Naderi (2014) that students can develop their competence by establishing corrective feedback. Teacher feedback is a crucial element of the educational process since it helps students clarify their understanding and fill in any gaps that may exist. Students will be motivated to learn from corrective feedback if it explains where they went wrong and offers suggestions on how to improve.

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ ۗ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِن
 حَوْلِكَ ۗ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ
 عَلَى اللَّهِ ۗ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

Surah Ali Imran verse 159 suggest how to solve a problem wisely. It is undeniable that problems can come at any time, including in the teaching and learning process. To create a comfortable teaching and learning environment, the teacher and lecturer must cultivate positive

relationships with students. Giving appropriate feedback is one way to create a comfortable and effective teaching and learning environment. As a result, Fadilah et al. (2017) state that oral corrective feedback cannot be separated from the English teaching and learning activity, particularly in Indonesia, where English is taught as a foreign language, implying that students will make errors.

Listening is a compulsory course in the English Education Department of Tarbiyah and Teacher Training Faculty UIN Antasari Banjarmasin. The goal of this course is to help students practice techniques and strategies that will help them comprehend what they hear. Renukadevi (2014) believes that EFL learners who have acquired knowledge of specific techniques and strategies can apply them to listening assignments. In addition, Birenbaum (2007) highlights that for an educational institution to function at its highest potential, it must be able to see things from the point of view of both the teachers and the students.

Some studies have used oral corrective feedback to help non-native speakers of English improve their proficiency. Fan (2019) conducted the first study to examine the various types of oral corrective feedback used by instructors in a college-level Listening and Speaking course. The results showed a more nuanced classification of the instructor's oral corrective feedback, identifying 13 distinct sorts of comments. In order to determine what kind of oral corrective feedback is used by a professor in the Listening II course at UIN Antasari Banjarmasin, the researcher will resort

to the most recent classification of types of oral corrective feedback. The second is a research by Gamlo (2019) that explores at how Saudi EFL students perceive about receiving corrections orally in conversation. The results showed that students had a good perception of their teacher's ability to provide them with corrective feedback orally throughout speaking tasks.

The third study by Ölmezer-Öztürk & Öztürk (2016) focused on the views and preferences of English as a Foreign Language (EFL) students with relation to the different forms and timings of oral corrective feedback. A qualitative content analysis was done with the information, and the findings revealed that the perspectives of the students differed greatly depending on the types and timings of oral corrective feedback supplied by their teachers. Based on the findings of this earlier research, it indicates that additional research should be carried out using observation, interviews, and verbal protocols to investigate the preferences and perceptions of learners.

Subsequent studies carried out by Gómez Argüelles et al. (2019) who examined a qualitative case study of college-level EFL teacher's attitude toward oral corrective feedback. The results show that the participants prefer the implicit corrective feedback strategy. Naderi (2014) also examines the impact of two forms of Corrective Feedback on the listening comprehension skills of intermediate English as a foreign language students.

In light of the aforementioned research, the current study explores students' preferences regarding the lecturer's feedback given during the teaching and learning process in the listening class, with a particular emphasis on the importance of providing corrective feedback to help students improve their listening comprehension. In the framework of learning a foreign language in Indonesia, especially English as a second language, there is a lack of studies examining the effects of corrective feedback on listening abilities. Furthermore, no study has examined at how much of an impact teachers' and lecturers' oral corrective feedback has on students. The researcher of the study concludes that EFL educators and students can benefit from the findings by using the findings to better provide oral corrective feedback for listening.

B. Definition of Key Terms

In order to clear up any confusion about the terminologies used in this study, the researcher provides numerous definition of key terms as follows:

1. EFL Learners

It refers to the students in the English Education Department of UIN Antasari Banjarmasin who are in their second semester and are enrolled in the Listening II Course.

2. EFL Teacher

It refers to a lecturer in the Department of English Education at UIN Antasari Banjarmasin who instructs English as a Foreign Language (EFL) students in the Listening II Course during the second semester.

3. Listening Class

It refers to a class program that requires the second-year students of the English Education Department at UIN Antasari Banjarmasin to improve their skills in listening comprehension as part of their preparation for the possibility of becoming English teachers.

4. Oral Corrective Feedback

Mulyani et al. (2022) pointed out that oral corrective feedback is an oral response given by the teacher referring to errors in the learner's production of the target language. In this study, it refers to the output of a system in terms of criticism and suggestions given by EFL teachers to EFL students on their performance while improving listening comprehension.

5. Preferences

As highlighted from Latifah (2016) preference is a tendency towards something or liking something more than others. Preferences are like people's perceptions or opinions of something, but perceptions are not like preferences because if absolute preferences are perceptions, but perceptions are not certain it is a preference. In this study, it refers to

the EFL learners' point of view toward oral corrective feedback provided by EFL teachers to improve listening comprehension.

C. Research Question

Based on the background above, the questions of this study that would be discussed are as follows:

1. What kind of oral corrective feedback is given by the teacher in listening class at the English Education study program of UIN Antasari Banjarmasin?
2. What kind of oral corrective feedback do the students prefer in listening class at the English Education study program of UIN Antasari Banjarmasin?

D. Objectives of Study

Based on the research questions above, the researcher wants to present the following aims:

1. To find out what kind of oral corrective feedback is given by the teacher in listening class at the English Education study program of UIN Antasari Banjarmasin
2. To find out what kind of oral corrective feedback do the students prefer in listening class at the English education study program of UIN Antasari Banjarmasin

E. Significance of Study

Based on the objectives mentioned above is expected to be beneficial and have the following uses:

1. Learners of English as a Foreign Language (EFL) be able to study listening effectively and be able to enhance their listening skills by obtaining proper oral corrective feedback.
2. Teachers of English as a Foreign Language (EFL) can gain insights into the most effective and beneficial strategies to employ in the listening class. Understanding which types of feedback are most valued by students can guide instructors in tailoring their teaching methods to better meet students' needs, thereby improving the learning experience.
3. To be used as a point of departure for additional study. This study can help other researchers understand that studying students' preferences toward a teacher's oral corrective feedback in a listening class provides valuable insights for instructional practices, individualized learning experiences, student motivation, feedback efficacy, and teacher-student communication. This research can contribute to the ongoing efforts to enhance language learning and teaching methodologies.