

CHAPTER I

INTRODUCTION

A. BACKGROUND

English is known as a foreign language in Indonesia. Therefore English is taught in formal education. Since English is only taught in formal situation with a limit time, the students find difficulties in learning English especially in speaking. They do not have enough time to practice speaking English. Meanwhile, there are a lot of appropriate expressions which they should produce either in formal or informal situation, as a result some errors may appear in their utterance (Ananda & Febriyanti, 2017).

Regarding to the investigation at Al-ittihad Islamic Boarding School in Cianjur by using depth observation and also interview, the researcher found some students' problem in speaking English. Low of vocabulary mastering, limited of grammar knowledge and pronunciation, shyness, nervousness, fear of making mistakes, lack of confidence, limited of practice, environment factor, and mother tongue used dominantly are the kinds of students' problems in learning speaking English. So that, the teachers should find out the way to solve that problem.

Teacher needs to give them solution to improve their speaking ability especially from the errors. Some error and mistakes should be corrected by the expert because when students always make errors without any correction the errors will be

fossilized and it will disturb the meaning of English they use (Ananda & Febriyanti, 2017). Thus, Corrective feedback should be given to the learners as soon as possible since through correction that learning happens, i.e. when a mistake is made, the teacher should correct it immediately and then repeat the correct version to be learnt by the rest of the class (Watson 1924, Thorndike 1932 and Skinner 1957). Further, Skinner (1957); cited in Tomczyk, (2013) also said that someone who perceived the process of language learning as a habit formation and an error as an obstacle which should be avoided because it caused the formation of bad habits.

Otherwise, Corder (1967; 1981); cited in Motlagh (2015) highlights that teachers should not only notice errors but try to understand some psychological reasons for their occurrence as well, because the wrong feedback can give the opposite of expected result such as: discourage the student, losing their willingness to speak, unconfident, and others.

One of the most serious blocks to learning is the mismatch between teacher and learner expectations about what should happen in the classroom (Nunan, 1987; cited in Papangkorn, 2015), From that theory it can be concluded that it is important for the teacher to discover students feeling, attitude, and their attitudes to the corrective feedback that teacher gives. The teacher should know what students preferred and don't because the mismatch between teacher's and students' perceptions can cause unsatisfactory learning outcomes (Nunan, 1987 and Schulz, 2001; cited in Papangkorn, 2015). Therefore, this study is trying to find out students'

preference of oral corrective feedback that can become the solution for teacher to improve students' speaking skill.

There are several researches related to the corrective feedback, one research is about Iranian EFL teachers' preferences for corrective feedback types, indirect vs direct by Motlagh, (2015). The final result of the study showed 43 teachers preferred the same corrective feedback, Indirect corrective feedback is favored than Direct corrective feedback. This research focuses on teacher's preference for corrective feedback. The second research is The Effect of Direct VS. Indirect Feedback on the Speaking Accuracy of Iranian Learners at Elementary Level of Proficiency by Mahfoozifard & Mehdiabadi, (2016). This research examines direct or indirect effect on students' accuracy with Elementary students as the participant. The results of this study contribute to an understanding of the type of the feedback that is most suitable for learners at elementary level.

While those studies have investigated the effect and the effectiveness of direct or indirect treatment methods, in this study the students' preference toward oral corrective feedback will be investigated. Besides, the level of participant is different. While the participants of previous studies are elementary students, this study will investigate the students of university level. Indeed, wrong corrective feedback give the opposite expectation such as lost their willingness to speak, decrease their confidence and increase their anxiety. Therefore, the researcher decided to focus on students' oral corrective feedback preference for their speaking skill improvement and their attitude towards oral corrective feedback with the final title "Students'

Preference and Attitude toward Direct or indirect Oral Corrective Feedback in Speaking Skill”

B. RESEARCH QUESTIONS

1. What is students’ preference toward direct or indirect oral corrective feedback?
2. How is students’ attitude toward the direct or indirect oral corrective feedback?

C. RESEARCH PURPOSES

1. To find what is students’ preference toward direct or indirect oral corrective feedback.
2. To find how is students’ attitude toward the direct or indirect oral corrective feedback.

D. SIGNIFICANCES OF STUDY

This research gives at least two significances, first is theoretically and the second is practically. Theoretically, this research provides some information to help some researchers who want to conduct the similar research/study and it can be used as a reference or comparative journal. It also provides information for the teachers who want to know about students’ attitude toward oral corrective feedback.

Practically, this research can help the teacher choosing appropriate corrective feedback based on what students favored and need in speaking class learning process, so the teacher can match their expectation with the students because of giving the right feedback.

E. RATIONALE

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; cited in M. Afrizal, 2015). When the speaker uses incorrect expression, arrangement, pronunciation, or vocabulary, the speaking process in transferring information is fail because the error will make some misinterpretation between the speaker and the listener. Therefore, the students need to practice orally and be corrected by the lecturer when they do some mistakes and error to improve their speaking ability because speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers (Risnadedi, 2001, 56-57; cited in Fernanda, 2014).

Making errors is an inevitable part of the language learning process because students cannot learn language without first systematically committing errors (Dulay, Burt, & Krashen, 1982). Although error is inevitable part of learning, the lecturer/teacher cannot let the student speak incorrectly without giving any correction because the students may think that they have used English appropriately, because their lecturer never gives correction when they use English (Ananda & Febriyanti,

2017). Besides, Catchart & Olsen (1976); cited in Arts, English, Speakers, & Other, (2010) found that students want most their oral mistakes to be corrected and most of ESL/EFL speakers would strongly agree with the statement that teacher corrective feedback is a necessary part of any course (Mahfoozifard & Mehdiabadi, 2016). Whalley, (1990) also found that fewer grammatical errors were made by students who received error feedback.

There are three kinds of verbal feedback; evaluative feedback, interactive feedback, and corrective feedback (Noor, Aman, Mustaffa, & Seong, 2010). In order to make students notice to their errors, this research focuses to corrective feedback. There are two types of error corrective feedback; Direct or indirect corrective feedback.

According to Lee, (2004); cited in Jalaluddin, (2015) indirect feedback refers to the situations when the teacher signs the error, but does not provide the correct forms, taking the learners to correct their errors and Lanlande (1932); cited in Nematzadeh & Siahpoosh, (2017) proposes that indirect feedback is more beneficial in enabling students to correct their errors. Research on second language acquisition reveals that indirect feedback is more preferable to direct feedback (Chandler, 2003; cited in Sheen et al, 2007), because it involves students in the correction process (Ferris & Roberts, 2001) which may help students foster their long- term acquisition of the Target language (O'sullvian & Chambers, 2006; (Nematzadeh & Siahpoosh, 2017).

Another corrective feedback is direct feedback. Direct feedback is given when a teacher gives a student a particular correction to help them correct their errors by providing the correct form. Ferris, (2006) stated that whether in linguistic form or linguistic structure of the target language, students with less proficiency in the language might not be in possession of appropriate linguistic knowledge to correct mistakes even if they are marked for them (Ferris & Hedgock, 1998; cited in Ferris, 2006;).

Some evidence shows that students not only expect feedback from their teachers, they are also more in favor of direct feedback than indirect feedback (Ferris & Robert, 2001). Lee (2005) stated that direct feedback may be adequate for beginner students or in a situation when errors are 'untreatable' that are not prone upon self-correction such as sentence structure and word choice.

As we know that teachers are not only need to correct the students, but also need to consider how and when it should be given to the students in order to help the students to notice and correct their errors. The way which lecturer uses in giving oral error corrective feedback matters to students in noticing and correcting their errors (Ananda & Febriyanti, 2017) because every students have different ways and preferences in learning.

Horwitz (1988) says that lecturers need to know students' beliefs about language teaching and learning because mismatch between students' expectation and the realities they encounter in the classroom can prevent improvement in the language acquisition. Besides, students' attitude toward what and how they learn also is an

important issue in learning process. Nunan (1995) proposes, “Lecturers should find out what their students think and feel about what and how they want to learn” So that, this research aims to find students’ preference of oral corrective feedback in speaking, what kind of corrected feedback that student prefer, and how their attitudes toward direct or indirect oral corrective feedback in speaking skill in order to make the teaching and learning process running well with the significant improve.

F. RELEVANT RESEARCHES

The first research is about Students’ Preferences toward Oral Corrective Feedback in Speaking Class (Ananda & Febriyanti, 2017). This research aims to find out how oral corrective feedback should be given and to find out what kind of oral corrective feedback that students prefer. This research uses qualitative method and the subjects of this research are 76 university students in batch 2015 who are taking speaking course. By using total sampling technique, the subjects are given questionnaire to conduct the data. Then, the data are analyzed and calculated. The result of this research shows repetition becomes the most wanted kind of oral error corrective feedback which students prefer. Second, on how oral error feedback should be given, most of students prefer the lecturer gives corrective feedback privately or individually for every error which the students made. Overall, the students give positive attitude towards oral error corrective feedback.

The second research is about Irinan EFL Teachers’ Preferences For Corrective Feedback Types, implicit Vs Explicit (Motlagh, 2015). The current study aims to

explore Iranian EFL teachers' preferences for oral corrective feedback; This study also tried to investigate if teachers allow peer-feedback in their classes. And also to find out if different types of feedback are provided to students based on their proficiency levels. A questionnaire was distributed to 62 EFL Iranian teachers, to choose their preferences for feedback and the feedback provider. The results of the study showed that 43 teachers used the same type of corrective feedback for all error types, and that they preferred implicit types of corrective feedback over the explicit ones. The results also indicated that 13 teachers believed peer and self- corrections were not beneficial, and 5 teachers thought that different proficiency levels do not lead them to use different corrective feedback moves.

The third research is "Who do learners prefer to be corrected by? Teachers or classmates?" written by (Motlagh, 2015b), The current article aims to investigate the possible effects of Iranian EFL learners' age, gender and proficiency level on their preferences for corrective feedback provider. To meet this end, a questionnaire was distributed among 147 Iranian EFL learners to choose their preferences for corrective feedback provider. The data gathered was then submitted to SPSS software, and was analyzed using a Chi-Square test. The results have indicated that there was a statistically significant relationship between learners' age and gender and their preferences for corrective feedback provider. However, no statistically significant relationship was found between learners' proficiency level and their preferences for corrective feedback provider. The results demonstrated that female students prefer to be corrected by their teachers only, while males tended to receive corrective feedback

from both their teachers and classmates. Moreover the results indicated that teens and young adults were more eager to be corrected by the teacher, whereas adults preferred to be corrected by both their teachers and their classmates.

The next study comes from (Ghandi & Maghsoudi, 2014) under the title The Effect of Direct or indirect Corrective Feedback on Iranian EFL Learners' Spelling Errors. The aim of the current study was to investigate the impact of indirect corrective feedback on promoting Iranian high school students' spelling accuracy in English (as a foreign language). It compared the effect of direct feedback with indirect feedback on students' written work dictated by their teacher from Chicken Soup for the Mother and Daughter Soul. The study was conducted at the gifted girls' high school in Saveh, Iran. A sample of 56 high school sophomores was randomly assigned to two equal groups of 28. Group 1 (the direct feedback group) and Group 2 (the indirect feedback group) were treated differently regarding their spelling errors for five weeks. Statistical analysis based on GLMRM test revealed that indirect feedback was more effective than direct feedback in rectifying students' spelling errors.

The last research is about The Role of Implicit & Explicit Corrective Feedback in Persian- speaking EFL Learners' Awareness of and Accuracy in English Grammar (Zohrabi & Ehsani, 2014). The current research was designed to investigate the effect of direct or indirect corrective feedback on EFL learners' awareness of and accuracy in English grammar. The sample of study consisted of 60 Iranian EFL pre-intermediate learners which were randomly divided into two groups namely explicit

and implicit. The results of the study indicated that grammar accuracy and awareness of both direct or indirect groups improved. Besides, explicit group outperformed implicit group and it seems that explicit corrective feedback is more effective than implicit one.

From those studies, the researcher can conclude that corrective feedback is important and it gives a significant effect for the learner but on the other hand, each student has their own preference for their corrective feedback. Those researches discuss about corrective feedback's effect and 3 researches talk about corrective feedback preference but there is no research talk about students' preference between two corrective feedbacks. Therefore the researcher decided to find out the more specific case; this research focuses on students' preference between direct or indirect corrective feedback.

