

CHAPTER I

INTRODUCTION

1.1 Background of Study

Feedback is a medium to help students improve their performance in the future. Feedback is one of the important classroom activities for teachers and students where it can help motivate learners (Fungula, 2013). Feedback is the teacher's reaction to the student's performance of a task and is an appropriate method to apply in each classroom as a tool for teachers to guide the performance of each student. Feedback or any other name is a comment from the teacher serves as a basis for student improvement (Aballe, et al., 2015). Ellis (2009), also states that feedback plays a significant role as a reinforcing and affective supporter of learners by stimulating motivation to continue learning. Ellis strongly affirms that feedback must exist in the L2 learning process because it encourages students' motivation and ensuring linguistic or L2 accuracy they use. Then, corrective feedback on the other hand refers to the teacher's signal to the learners to show that there is a mistake made by the student and needs to be corrected. Aballe, Villarba, and Sadaba (2015) said corrective feedback as a reaction from teachers to correct student mistakes and show that there is something really wrong with what students say or do so that students can improve their speech.

Oral corrective feedback is corrective feedback or comments given orally by teachers or instructors. Fungula (2013) states that oral corrective feedback is a direct comment or direct instruction given when a student generates errors when using L2 because without OCF students will keep making same errors. In addition, Rydahl (2005) states that oral feedback is a method used by teachers to express their opinions in order to help learners improve their language proficiency better in the future. Oral feedback is usually given when a student does a presentation, performance or when a teacher asks students to say something in a foreign language. Oral feedback is a criticism given directly by teachers or instructors. This is a direct sign for students to know that something is wrong with what they say and for that the students need to listen to the teacher's oral feedback so they do not make the same mistakes again. In fact, learners should need to be corrected regularly so they always feel compelled to keep studying (Elsaghayer, 2014). Although students are allowed to make some mistakes during the learning process, it does not mean that EFL students are allowed to make mistakes all the time. Rydahl (2005) also states when students say or pronounce the wrong words, make the wrong sentences, or use words that come out of the real sense, it may be necessary for students to receive oral feedback immediately so that they are aware of errors they made and to avoid the same mistakes again. When EFL students always make mistakes without any

correction, the errors will be stick to the students and it will interfere with the meaning of English they use. Therefore, OCF should be given because if it is not given, students may think they have used English appropriately, because their instructor never gives corrections when they use English.

Over the past few years, oral corrective feedback has been studied by many researchers. The role and effectiveness of oral corrective feedback in the classroom has been studied by many researchers. There is strong evidence that teachers oral corrective feedback plays positive effect in students' language learning and some studies are presented in line with this fact. Fungula (2013) stated that most learners need oral feedback because oral corrective feedback (OCF) helps them in improving their target language. Meanwhile, according to Hussein and Ali (2014), oral feedback makes students realize if the way they use L2 has errors in it so they can improve their linguistics, language competences, and capacities in the future. Even Rydahl (2005) also adds that most teachers find that error correction or usually called oral feedback can help students to improve their language skills. In addition, Tomczyk (2013) also believes that oral corrective feedback should be provided and applied in the language classroom as it may prevent students from making the same mistakes in the future. In addition, Asnawi, et al. (2017) stated that teachers' oral CF is really helpful and necessary in improving students' performance and ability in the future.

Besides some of the theories reviewed so far support the view that teacher's oral corrective feedback improving linguistic accuracy and language acquisition, it is also fostering students' motivation in improving their language learning in the future. According to Dornyei (2001), in motivational point of view, feedback builds students motivation, increases learners' satisfaction, and learning spirit when given appropriately. Dornyei also declares that feedback also promotes a positive self-confidence for students in learning L2. According to Ellis (2009), in language pedagogy theory, feedback provides affective support to the learner and fosters students' motivation to continue learning. In both behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. In both structural and communicative approaches to language teaching, feedback is viewed as a means of stimulating learner motivation and ensuring linguistic accuracy. In addition,

Agudo (2013) also stated that besides the oral feedback is helpful and essential in developing second language competence, above all, the teacher should consider learners' emotional response. He found that teachers' oral corrective feedback may influence students' motivation and attitude towards L2 learning. He also found that most learners find teachers' oral corrective feedback highly helpful which somehow suggests that they expect and wish to

be corrected regularly in classroom settings. Moreover Ananda (2017) stated that in giving corrective feedback of students' oral errors, a teacher needs to consider students' preferences toward teaching learning process. The teacher should find out what their students think and feel about oral feedback given. Since, students' preferences will give impacts in students' attitude and motivation, it is important for a teacher to prepare another way in giving oral feedback to help students in understanding what teacher is correcting in the classroom. In addition, Asnawi (2017) also stated that when the teacher not giving corrective feedback when students make error, it will decrease students' motivation in learning and cause negative attitude because they may not know their mistakes. The way a teacher in providing feedback of oral error made by students is very important to be known to avoid this condition. The teacher needs to know students perception so the error can be corrected and reduced the negative attitudes of students.

However, although the oral corrective feedback has a positive role in improving EFL learners' second language and some researcher stated that oral feedback given should considering students' motivation, preference, attitude, and perception. But, in their study has not found about when and how the students want to get oral feedback. Should the teacher give a lot or little feedback, should all errors made by the students be corrected or only some important things, should it be done immediately or delayed, should it given often or rarely. Every student may have different emotional response to answer this questions. By knowing students' emotional response, it will helps the teacher to achieve their objectives in teaching language in classroom. According to Elsaghayer (2014), the successful of the verbal feedback given is influenced by students' emotional response. Stiggins (2007) also adds that students' emotional response is a determinant factor in the successful of providing oral feedback in second language learning. Elsaghayer also stated that emotional is associated with the psychological world, including the attitude, feeling, and motivation of EFL learner. By knowing the students' emotional responses about orally criticism, it will help teachers to achieve their goals in teaching foreign languages in the classroom. The teacher needs to know students' responses toward oral comment because it is a crucial part of the language learning process and it affects the successful of feedback given.

Based on the explanation above, besides many of the researchers examined the effectiveness, the advantages of OCF and also how oral CF can influenced the students' perception, attitude, preference, and motivation, but there are still some unanswered questions and a little understanding about how corrective feedback influence L2 learners' emotional response. It is important for a teacher to know how their students' emotional

response toward OCF in student's speaking. It helps them to know how to provide feedback appropriately in order to optimize the implementation of oral feedback more successful in the classroom. Because of this reason, the current research intends to fill this gap. The researcher wants to analyze how EFL learners emotional response toward teachers' oral corrective feedback in the L2 classroom. This study is expected to help teachers in applying oral corrective feedback in the classroom appropriately to make the learning process more effective.

1.2 Statement of the Problem

The research will be conducted to answer of the following question:

1. How do EFL learners emotional response toward teachers' oral corrective feedback in students speaking at NU Trate Junior High School?

1.3 Purpose of the Study

The objective of this study is to find out EFL learners emotional response toward teachers' oral corrective feedback in students speaking at NU Trate Junior High School High School.

1.4 Significance of the Study

A. Theoretical

In the theoretical, the result of this research is expected to contribute in providing information which can be used in teaching and learning process in order to help students better in speaking. This research is also expected will give contribution like theory about how to provide oral feedback properly based on the result of students emotional response.

B. Practical

- a. For students

The researcher expected that the result of this study can make students getting oral feedback properly and make them really receive the benefit of oral feedback so it can help them improve their L2 learning skills especially in speaking.

- b. For teacher

The result of this study expected useful as input of teacher in providing oral feedback appropriately. Later, when the teachers know how the students' emotional response actually when getting oral feedback in the second language learning process, the teachers can adjust and reform his or her way of giving oral feedback in order to make it more successful and better.

- c. For other researcher

The result of this research is expected to contribute in providing sources of information for other researchers with themes regarding EFL learners' emotional response toward teachers' oral corrective feedback in students speaking.

1.5 Scope and Limitation of Study

To specify the research, the researcher has scope and limitation of the study. The scope of this study is focus on students at NU Trate Junior High School and it delimits the people and students other than the above mention respondents.

The limitation of this study is focus on the topic itself that is analyzes about how teachers' oral corrective feedback may influence students feelings, motivations and attitudes towards L2 learning.

1.6 Definition of Key Terms

Feedback is a comment or a response from a teacher towards students' speaking to facilitate the students to be better in the future.

Corrective feedback is a process of correcting or informing to the students about their mistakes in speaking by teacher.

Oral corrective feedback is a feedback provided verbally by teachers to the students when they make errors in their speaking such as pronunciation, vocabulary, language patterns or structure, and etc.

Emotional response is students' response including attitude, feeling, and motivation toward oral feedback given by the teacher in their speaking.