

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Oral Corrective Feedback

Oral corrective feedback is used to correct the errors made by students. This feedback indicates if there is an error in students' speech and needs to be justified. Oral CF enables students to gain valuable information from their teachers so that they can improve the use of a second language in the future. Zale (2014) suggests that oral corrective feedback is direct interactions between teacher and students which more or less involve students' emotion or feeling. He also stated that oral feedback mostly happens more in speaking class than any other classes. In the process of learning SL (Second Language), students might make some mistakes when they use English verbally because they do not have much time to think about the expression or the right words to say. In this case, some errors may appear in their speech or utterance. In this connection, providing an oral corrective feedback for errors made by students is indispensable. When EFL students make mistakes without knowing if they make mistakes in the absence of error corrections from teachers, it will interfere with the English meaning they use. Students may think they have used English appropriately, because their teachers never give corrections when they speak English. It can also cause misunderstandings between the speaker and the listener.

Hence, the role of English teachers is important to guide and correcting students' oral errors while using English. The teacher should be implementing properly verbal feedback to make students can enjoy in learning L2. Constructivism theory discusses the function of teachers not only to give lectures but to act as facilitators whose their role is to support students in L2 learning. The teacher will play a role in justifying or notifying the student's mistakes so they don't repeat the same mistakes again. In short, in the speaking class, the teacher's job as a facilitator is to guide students when making mistakes in speaking and correcting them so it will help teacher to achieve their objectives in teaching language in classroom. Consequently, OCF needs to be applied in the speaking class because it can have a positive impact on students in using the target language. There is an effect if the teacher does not provide feedback to the students or postpone giving corrective feedback when they make mistakes. This will make the students not be aware or know of the mistakes they make. To avoid this, providing verbal feedback to errors made by pupils should be applied.

Annie (2011) has noted that oral corrective feedback is a teachers' verbal feedback in response to students' errors in speaking performance and often focuses on pronunciation, vocabulary and language patterns, communication skills, ideas and organization. Oral

feedback is given as a response to the students' errors when they use the target language. This response shows that the students' utterances of the target language are not correct in some ways. It could be a correction of their pronunciation, grammar or even a language structure in their utterance. Lyster et al. (2013) also reveals that the students' desire to be corrected frequently and regularly is great because the students do not want to ignore their mistakes. Oral corrective feedback can be given as a response to correct student' errors in using the target language, particularly student' spoken errors.

Based on the discussion above, it is known that oral corrective feedback is oral feedback given by a teacher as an indication that there is an error in a students' use of the target language. Teachers' oral corrective feedback play a role in determining students' language acquisition in the classroom. Providing verbal feedback in the classroom will help students to use English well if given correctly. When a teacher does not give feedback on the students' errors, it will have an impact on students' English learning. Therefore, verbal feedback should be applied because it can help students improve their foreign language skills. Through the oral feedback, students can gain new knowledge and knowing about their mistakes so they can better using the target language.

2.1.1 Kind of Oral Corrective Feedback

Lyster and Ranta (1997) classified the type of oral corrective feedback into six. They are;

1. Repetition is when the teacher repeats the student's mistake by changing the intonation to inform the student if any mistakes are made by them.
2. Elicitation is when the teacher gives little explanation and question to get the correct form from students. For example; "You mean...?", "Can you say that again?.". The students need more direction to make their utterance correct.
3. Metalinguistic is feedback contains informations, comments or questions related to the correct form of student utterance, without directly providing the correct form. The teacher gives more explanation from the students' error.
4. Clarification request is when the instructor gives a sign to understand what is meant by the speaker by using phrases such as "Again ?, Pardon ?, or Excuse me?", so the students can correct it by theirselves. This is indicated if the teacher does not understand with the student's utterance and it need confirmation.
5. Recast or implicit is when the teacher repeats the student's speaking and replace the student's error with the correct form without directly indicating that the student's utterance is false. The teacher does not need to show expressions like "Oh, you mean ...", "You should say ..."

6. Explicit is when the teacher provide the student the correct form due to error or incorrect utterance done by the student. Unlike the implicit, where in the explicit, the teacher gives the correct form by first saying expressions like “You should say ...”, “Oh, you mean ...”

2.1.2 The Advantages of Oral Corrective Feedback

Teacher oral corrective feedback (TOCF) is really needed for foreign language students. It can make students more confident and better in communicate using English language. Over the last few years a large amount of research has shown that the oral corrective feedback (OCF) is positive and helping students’ ability to produce more accurate language. Lyster, Saito, & Sato (2013) stated that verbal feedback from teachers can help students in L2 learning. Hussein and Ali (2014), Kirgoz and Agcam (2015), and Voerman et al. (2012), all say that oral feedback can be used to improve language learning and make the students realize the way they express the target language has error in it. Asnawi, et al., (2017) also stated that OCF is very beneficial and helpful in minimize and avoid the possibility of students repeating the same errors in their next performance. Oral corrective feedback in speaking classes must be given in order to reduce the possibility of incorrect target language. In addition, Maolida (2013) has stated that teachers’ oral corrective feedback can promote learners’ language development. However, she also points out that, teachers should deliver clear verbal corrective feedback in order to facilitate the students understanding of the correct target language use.

2.2 Emotional Response

Emotional is the people’s reaction associated with a range of psychological phenomena, including attitude, feeling, and motivation that are gotten and shaped by their knowledge and experience (Elsaghayer, 2014). Emotional experienced by students are considered important in the learning process because it is the result of student evaluation of a particular situation. Students may indicate positive or negative emotional response in the second language learning process. A positive emotional response will appear if the students feel that teacher comments help them in learning second language. It is enable them to see the progress of their language and gives them confidence. While negative emotional response will arise if they feel that teacher criticisms hinder them in learning L2. It is causes students feel doubt, insecure, fearful and make students feel learning English is very difficult. According to Lopez (2015), the emotional response experienced by students during the learning process is very important to understand, so that language teachers can tailor their learning to help the students in learning L2. The language teachers need to adjust their

learning according to students' emotional response to help students' increase their second language learning. Lopez also stated that through students' emotional, the teacher can add insight about students' responses to the learning process and insights about how to make the learning process more effective and enjoyable based on students response.

2.2.1 Feeling

Feeling is an emotional state or reaction. Feeling seem to play a role in regulating our daily lives. When we feel something, we don't really stop to define or think about the right sense we experience. We will only feel and pass it. Sometimes we make decisions based on our feeling such as happiness, anger, sadness, boredom, or frustration. As human beings, we experience a large number of feelings in our lives which are divided into several forms or types. Some of researchers identify and classify various types of feeling, one of which is Pekrun, et al., 2005. He divided the types of feelings into nine, namely enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, and boredom (Pekrun, Goetz, & Perry, 2005). Enjoyment is a feeling of joy and excitement to something. Hope is the expected result in an achievement. Pride is a sense of confidence that increases due to the success of achieving goals. Relief is a feeling of calm and relaxes after escaping anxiety or distress. The senses mentioned above are considered as positive feelings. As for negative feelings, the first is anger. Feelings that show strong displeasure or resentment at something are defined as anger. Second, anxiety is a worry that can cause a response such as sweating or shivering, while shame refers to feelings that arise from feeling insulted. The next is hopelessness that is a lack of confidence in ability and because of knowing that adverse results will emerge while boredom refers to the lack of interest in an activity or task as a result of lack of motivation.

2.2.2 Motivation

Motivation is desire, the need to do, obtain or get something. Motivation is also interpreted as encouragement that can encourage someone to do something so that what they want can be realized (Yulis, et al., 2016). Motivation is what drives learners to learn a second language. According to Lopez (2015), students who are not motivated, they cannot develop their language skills while students with proper motivation tend to have the ability to be successful in language learning. There are two kinds of motivation; intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the motivation involved in activities to do something according to own wishes. This motivation emerges from ourselves. Students who have intrinsic motivation will learn hard, enjoy teaching and learning processes because they have the desire to achieve their goals from within themselves. They achieve what they want according to the wishes of themselves and do not expect too much to get an award. Extrinsic

motivation is a motivation that comes not from inside of ourselves but from the outside, it means that extrinsic motivation is motivation caused by external factors. It can be from the teacher, parents, friends, environment, etc. Extrinsic motivation experienced by students when receiving an award or to avoid punishment.

2.2.3 Attitude

Attitude is a way of thinking or opinion towards someone or something that is usually reflected in a person's behavior. Attitude is one of the factors that influence foreign language learning because how much the effort that student does in language learning depends in part on attitude (Zeinivand, et al., 2015). He also stated that attitude is an internal state that influences what students are likely to do. Internal conditions can be positive or negative. Students with a positive attitude towards speaking English will prefer in speaking activities and like strategies that help them overcome their difficulties in speaking and students with negative attitudes may not like L2 speaking activities and think English is very difficult. Attitude is just one type of factor that raises the motivation to achieve proficiency in second language learning. The motivation for learning L2 is considered to be determined by students' attitudes towards learning itself. Three types of attitudes in second language learning situation are attitudes towards the community and people who speak L2, attitudes towards learning the language concerned, and attitude towards languages and language learning in general. These attitudes are influenced by the type of personality the learner has, the social environment or environment where the process of language learning occurs.

2.3 Previous Research

Previous studies have reported that providing feedback in EFL classrooms is give positive effect for learners because feedback is the medium to help students improve their performance in the future. Some researcher has said that oral corrective feedback should be given in order to improve students' language learning. By providing oral corrective feedback, teachers can help the students to minimize the possibility of committing the same errors in the future. Tomczyk (2013) agree that teachers' feedback is a way to correct students' errors and as a result, the students will avoid making the error again. Tomczyk also argue that corrective feedback should be provided in language classrooms to prevent students making the same mistakes in the future. The oral corrective feedback should be given also been examined by (Elsaghayer, 2014). He believes no error correction might lead the students to think that they did not produce errors in using the target language. When students think that they have used the correct target language when they have errors, it will make the students become ineffective in using L2.

Rydahl (2005) also states students need to receive verbal feedback because when EFL students always make mistakes without correction, the error will stick and interfere with the meaning of the language students' using. Ananda (2017) stated that oral feedback helps students to know their mistakes so they can learn from the mistakes they have made. Asnawi, et al. (2017) recently concluded that the spoken feedback provided by their teachers can improve students' speaking performance and competence. He also stated that the teacher should correct the students' errors without break the flow of students' speech. From all these previous studies, it can clearly be inferred that teacher oral corrective feedback is highly crucial part in language classes. It is very important to be given wisely by the teacher to avoid making the students feel uneasy towards the oral corrective feedback. Although the giving of oral corrective feedback (OCF) is important to be given to the students, the emotional response of students still needs to be considered. According to Elsaghayer (2014) and Stiggins (2007), the students' emotional response is a determining factor in the success of providing verbal feedback in the process of learning a second language. Therefore, the instructor should consider many things in giving oral corrective feedback to the students and it should be coincided to how the emotional response of students.

2.4 Summary

From this research, it can be conclude that oral corrective feedback provided by teachers is useful and make students learning something. Oral corrective feedback is an important part of students' language learning because they learn how to use the correct form of the target language after being corrected. Oral corrective feedback is helpful and very important in the language class. The teacher should provide oral corrective feedback when he or she finds the student's errors wisely. This is intended to enable the students to become aware of their errors and to avoid repeating the same errors. When language students always make errors without any correction the errors will be fossilized and it will disturb the meaning of English they use. The students may think that they have used English appropriately, because their teacher never gives correction when they use English.

Therefore, English teacher's role is important to correct students' oral errors while using L2. Oral corrective feedback used to avoid sticking of errors in language learning. The teacher should providing oral corrective feedback to make students have better in speaking skills. Teachers need to provide them with a correct form in using the target language. Although the oral CF in student learning has the potential to play a facilitative and positive role, the main emphasis of this study located in the emotional response associated with oral corrective feedback, or more precisely about how L2 learners emotional response (feeling,

motivation, and attitude) to the teachers' oral feedback process. Students' emotional responses influence the successful of applying oral corrective feedback in the classroom. Hence, this study is conduct to know how the emotional response of students when they are faced oral feedback from the teacher.