STUDENTS' PERCEPTIONS OF ORAL CORRECTIVE FEEDBACK IN SPEAKING PERFORMANCE OF THIRD SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF FACULTY OF TEACHER TRAINING AND EDUCATION OF SRIWIJAYA UNIVERSITY

A THESIS

by

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DEDICATION AND MOTTO

This thesis is dedicated to:

My Lovely Mother and Father

MOTTO:

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

"The best man among you is the one who contributes the most to the mankind."

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The Writer

Yaudhio Mauturamadhan

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ABSTRACT

As an important part in teaching and learning activity, oral corrective feedback can be effective support that is able to increase students' speaking performance. Oral corrective feedback is important as a crucial part besides teaching in the learning process. The lecturer must have a good understanding of it; therefore, the lecturer can provide oral corrective feedback based on what students expect. The aims of this study are to find out the students' perception on oral corrective feedback that lecturer give in speaking performance, the impact of oral corrective feedback to students' speaking performance, the problem and the suggestion that students have toward oral corrective feedback. The participants of this study were 73 students from the 3rd semester students of English Education Study Program of Faculty of Teacher Training and Education of Sriwijaya University. The design of this study was descriptive method with a qualitative approach. According to the data determined from all responses to statements on the questionnaire and interview, this study showed there were different perceptions that students have. Other results were the students agreed that oral corrective feedback had positive impacts on them such as motivating and letting them know the error they made. It also highlighted that the students expected lecturers to understand their character, give clear explanation, motivate them, directly point out the error, and not to be rude to them.

Keywords: Students' Perception, Oral Corrective Feedback, Speaking Performance

<p style="text-align: center;">**CHAPTER I**</p>

<p style="text-align: center;">**INTRODUCTION**</p>

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the study

In this era, English is the most commonly used language in almost every aspect of life. Therefore, being proficient in English can give someone more access to entertainment, business, education, and other aspects of this world. All of those are connected by English as an International communication. According to Rao (2019), around 375 million people speak English as their first language, while 750 million people use it as second language, 56% people use English as communication in internet and has official status in almost 70 countries in this world.

Speaking is one way to communicate. Speaking is one of the four skills in a language that should be mastered. Students are faced with the real situation when speaking, especially in teaching and learning activities. Even though the students are good and understand the correct structure, it does not ensure that the students are able to speak without mistakes. According to Al-Jamal (2014), speaking is one of the most difficult skills for students to master, the big challenge in their communication competence was the difficulty of giving instructions in speaking skills to students. This difficulty is caused by several things such as a lack of allocation of learning time, inappropriate curriculum, inadequate facilities, and a low level of confidence in speaking.

In the process of teaching and learning activities, speaking skill is the skill that is often used either directly or indirectly. Therefore, errors can occur either in terms of syntax, pronunciation, or even in stress. A student needs to be provided feedback that alerts him/her to the errors and offers information about how to avoid making the same errors in the teaching and learning process. In a teaching environment, it might be beneficial for lecturers to be aware of the various types of errors students make when determining whether or not to correct the errors by giving oral corrective feedback.

Oral feedback is an interaction between the lecturer and students about students' performance in studying. According to Brookhart (2017), oral feedback is interactive feedback in which the lecturer can talk to the students. When perform or study, the lecturer gives oral feedback for the students' errors. Without feedback, it is feared that the students are not sure whether what they are doing is right or no, as well as the lecturer does not know whether the way he teaches has been successful or not so that the goal of speaking lesson cannot be achieved.

While at the same time, the lecturer will give corrective feedback to students. Corrective feedback is often given by the lecturer during the learning process which is useful for responding to errors given by students when performance is shown. Corrective Feedback (CF) is defined as "any reaction of the lecturer which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (Panova & Lyster, 2002). The corrective feedback itself has many ways or strategies in giving it so that it can be adjusted to the situation and the target feedback. SLA researchers and language educators have paid close attention to corrective feedback (CF), but they often disagree about whether to correct mistakes, what mistakes to fix, how to fix them, and when to correct them (Hyland & Hyland, 2006).

However, talking about the impact of receiving corrective feedback, good or bad feedback also depends on the recipient of the feedback. For example, when a student is asked to speak about a topic, then the lecturer gives feedback directly by correcting the mistakes caused by the student. If the student is able to process the feedback well, it can help him to avoid making the same mistakes and errors. Likewise, if the student thinks that the feedback from the lecturer is a form of disapproval and disappointment from the lecturer toward him, the feedback will cause embarrassment, disappointment, and sadness so that it reduces the student's learning performances.

Oral corrective feedback is important as a crucial part besides teaching in the learning process. The lecturer must have a good understanding of it. By understanding oral corrective feedback, it is hoped that the lecturer will be able to change the errors made by students into a positive influence on their performance in work and utterance without hurting their self-confidence and self-esteem as students.

Giving oral corrective feedback to students is also able to provide new knowledge of the errors they made before and to know the extent to which they have mastered the material provided by the lecturer.

Also in Indonesia, there are still some issues about oral corrective feedback. Sofyatiningrum, Ulumudin, and Perwitasari (2019) in their research stated that lecturers generally gave positive responses to students' answers during learning, both wrong and correct answers, but some students stated that they were less motivated by that lecturer's response. They also assumed that evaluation and feedback should be carried out by the lecturer when the learning process takes place in the classroom, this is useful so that the lecturer is able to direct their students to be better and plan future learning more effectively. Another study that conducted by Fadilah, Anugerahwati and Prayogo (2017) about oral corrective feedback to students in English Department of Malang University, it showed that several freshman and sophomore students felt embarrassed, annoyed and inferior when they are being corrected orally.

In this research, the writer puts a high interest to conduct a study about the students' perceptions toward oral corrective feedback on their speaking performance of the third semester students of Sriwijaya University. The writer thinks that the students will have different perceptions toward the oral corrective feedback which is given by their lecturer to them when they speak in English.This research is able to contribute results where the lecturers are able to provide the effective oral corrective feedback based on the different perceptions that students have. Therefore, the writer conducts a study entitled "Students' Perceptions toward Oral Corrective Feedback in Speaking Performance of Third Semester Students of English Study Program of Faculty of Teacher Training and Education of Sriwijaya University".

1.2   The problems of the study

The problems of the study are formulated in the following questions:

1.   What was the students' perception of oral corrective feedback that is given by their lecturer of the 3rd semester students of English Education Study Program of Sriwijaya University?

2. Was there any impact of oral corrective feedback on speaking performance of the 3rd semester students of English Education Study Program of Sriwijaya University?

3. What were the problems and the suggestion that students had toward oral corrective feedback of the 3rdsemester students of English Education Study Program of Sriwijaya University?

1.3   The Objectives of the Study

In relation with the problems stated above, the objectives of the study were:

1. To find out the students' perception of oral corrective feedback that is given by their lecturer of the 3rdsemester students of English Education Study Program of Sriwijaya University.

2. To find out the impact of oral corrective feedback on speaking performance of the 3rd semester students of English Education Study Program of Sriwijaya University.

3. To know the problems and the suggestion that students had toward oral corrective feedback of the 3rd semester students of English Education Study Program of Sriwijaya University.

1.4 The Significance of the Study

The result of this study was expected to help lecturers, students, researchers, and others by giving valuable information about oral corrective feedback in speaking performance of the 3rd students of English Education Study Program of Sriwijaya University. The writer hoped that this study will give valid information for the lecturers of English Education Study Program of Faculty of Teacher Training and Education at Sriwijaya University about the result of the relationship between oral corrective feedback and students' speaking performance. The research would find the impact of oral corrective feedback in students' speaking performance whether it is good or bad for students' speaking performance and hopefully the students realize the importance of giving oral corrective feedback by the lecturer. This present study would explore and present the element of improvements for students, speaking performance. The writer hoped that the element is related to giving feedback by the lecturer. This research would explore and present the solution to lecturers and

students in the role of oral corrective feedback. The writer also hoped that the other researchers will find more information for their further studies related to these variables, and they also can develop this study based on more studies and further research.

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