

**EXAMINE THE IMPACT OF TEACHERS' ORAL
CORRECTIVE FEEDBACK TOWARDS STUDENTS' SPEAKING
ANXIETY IN KAMPUNG INGGRIS TEMPIRAI, PALI**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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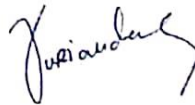
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Certify that the thesis entitled " Examine The Impact of Teacher's Oral Corrective Feedback towards Student Speaking Anxiety in Kampung Inggris Tempirai, PALI " is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face count if I am found to have plagiarized this work.

Indralaya, 1 August 2022



Rahma Adinda

06011181823008

DEDICATION

To my parents who always support me, provide my education and work hard for my happiness.

To my dearest brother, Ari and my sisters Hanum, and Caca.

Motto :

“Do not lose hope, nor be sad..”

--Qur'an 3:139

“The only way to find the happiness over there is don't
ever stop here. Don't stop.”

--r.adinda

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Palembang, August 1st 2022

The researcher,

Rahma Adinda

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**EXAMINE THE IMPACT OF TEACHERS' ORAL CORRECTIVE FEEDBACK
TOWARDS STUDENTS' SPEAKING ANXIETY IN KAMPUNG INGGRIS
TEMPIRAI, PALI**

ABSTRACT

Oral Corrective Feedback (OCF) is type of negative feedback that holds the important roles on students' speaking improvement. This study aimed to examine the impact of teachers' Oral Corrective Feedback towards student speaking anxiety and its causes. This study was conducted at Kampung Inggris Tempirai, PALL. There were 40 participants of Senior High School participating in this study. To answer the formulation of the problem of this study, the researcher used a qualitative method approach. The data of this study were obtained from 18 items of questionnaire and 8 open ended questions of the interview. The results of this study indicated that the Oral Corrective Feedback has negative impact towards student speaking anxiety. Most students experienced embarrassed, nervousness, unwillingness to communicate and poor speaking performance after the teachers give Oral Corrective Feedback. The causes of those impacts are (1) teachers' attitude in providing Oral Corrective Feedback (2) students' perceptions of Oral Corrective Feedback (2) students' lack of knowledge, and (4) students' perfectionist personality.

Keywords : *Oral Corrective Feedback, students' speaking anxiety*

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CHAPTER 1

INTRODUCTION

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

1.1 Background

Classroom communication holds the important role for students' learning success since to reinforce the active and effective learning activity, the students are expected to be able to convey their mind both ideas, opinions and rebuttals related to ongoing learning materials and have sufficient interactions in the classroom. Knowing communication is important, consequently EFL(English as a Foreign Language) learners are expected to be mastered in speaking skill since speaking skill is an important part of communication because people build the interaction in the society using language as the tool of communication. Speaking skill is the ability of pronouncing language sounds to express or convey thoughts, notions or feelings verbally. Haidara (2016) clarified that speaking is the ability to interact verbally with others through sharing ones' point of views or beliefs in various circumstances which occurs in the actual time. In teaching and learning activities, speaking is one of the productive language skills besides writing since speaking requires a form of language output, in contrast to listening and reading as receptive language skills or the skills refers to students' ability to process and understand language cognitively. In classroom learning process, speaking skill is undoubtedly required by the students. This condition is also supported by Richard (2008) who stated that the purpose of English learning is to establish the students who have the ability in understanding a language in the proper way, both oral and written. Parmawati (2018) said that speaking skill has been a key in English language because it has the role as a main tool of communication in daily life. For EFL learners, the importance of fluent speaking in everyday learning inducing the speaking skills for being a complicated skill to be mastered. Nevertheless, most EFL learners find that speaking is the most complex skill to be mastered (Zhang, 2009). Speaking in English seems

not easy since EFL students are required to speak using a language that they do not use in everyday communication with high self-confidence. In developing speaking skill, EFL learners not only need to prepare a lot of English vocabulary, grammatical knowledge, pronunciation, more importantly students have to build high self-confidence to speak English in public. Also, due to psychological, educational, and social reasons many learners end up worrying about speaking in or outside the classroom, so that they tend to be silent.

Developing student speaking ability certainly cannot be separated from the classroom interaction either students with the teachers or other students. Weizheng (2009) classroom interaction is an important factor for student development, especially in communicative learning since the teacher will be a language learning facilitator rather than knowledge transmitter. Teaching and learning process in the classroom is very influential for learners' speaking performance and achievement. In EFL learning and teaching activities especially in speaking skills, the teacher has an important role as an assessor, in which the teacher can evaluate students' speaking performance by providing assessments or information which relate to the related skills or material. This is in line with Harmer's statement cited in Koran (2015) regarding the three roles of the teacher in the speaking class, one of which is as a "Feedback Provider". EFL learners and teachers interactions in the classroom is also inseparable from providing feedback since feedback plays a very important role in building communicative teaching and learning activities.

Simply, feedback can be defined as a reaction or information given by the teacher to the student. In learning, feedback is widely used to evaluate the effectiveness of teaching and learning strategies applied as well as to see the extent of students' understanding. Ferguson (2011) defined feedback as an approach to facilitate the teacher in monitoring, evaluating, and managing the learning process itself. Feedback can be given in many forms (1) oral and written, (2) informal and formal (3) immediate and delayed (4) peer/teacher and self-assessed (Chappuis, 2012). Some are more effective than others, some are equally as effective as others and some overlap with each other. Amrhein and Nassaji (2010) stated that although feedback has been acknowledged as an important part of student learning, it must

be used appropriately since feedback has a wide impact on the progress or decline of student learning development. Feedback also defined as an interaction to boost students motivation and accuracy both in speaking and writing (Ellis, Loewen, & Erlam, 2009) .Towards language learning especially for EFL learners, since its very normal when the learners do some mistakes or error, one types of feedback which is corrective feedback considered as the most useful feedback for building student speaking accuracy in target language (Anggoro,.et.al, 2013). The correction or signal that the student produces any linguistics error or deficiencies (incorrectness) both oral or written is called as corrective feedback. Corrective feedback is the only kind of negative feedback. Although corrective feedback is considered to be important in the learning process for EFL learners, in fact, the impact of using corrective feedback orally by the teacher or called as Oral Corrective Feedback (OCF) in students' speaking activities is still quite debatable. Harmer cited in Alsolami (2019) said that when learners participate in communication activities, the teacher shouldn't correct students mistakes or errors by asking for accuracy or repetitions because it only makes the student will hesitate and lost confidence to speak in public. In contrast with the statement above, Ayhan, Urikan, and Akbarov (2011) explained which OCF has a stimulus function to facilitate second language learners to be more responsive to the gap between first language and target language in the future.

Further, Rasssaei (2015) believed that the effectiveness of OCF for students' speaking learning is quite debatable among researchers because it's closely related to the fact that OCF also triggers and affects students' speaking anxiety, the main factor that significantly impact on students' speaking achievement and performance. Maujudatul (2017) explained that the OCF given by the teacher can trigger worries about speaking in the classroom afterward. In addition, the impact occurred can be different (positive or negative) depending on the students' efficiency in responding OCF. Then, Jang (2010) stated that language anxiety (in this study speaking anxiety) is potential to be a medium for exploring the effectiveness of oral corrective feedback. Jaya et.al (2022) stated self confidence and anxiety is the most difficulties that faced by the student in learning speaking. Feeling anxious distracts

the student from everything else; the student has completely shut down. All of their attention is focused on their anxiety, and their reaction is similar to a fight-or-flight response. Their defense mechanisms kick in, and the student cannot process what the teacher teach them. Language students who experience speaking anxiety tend to be more passive in classroom learning and certainly this condition is not good for their learning development. For EFL learners, the phenomenon of speaking anxiety is included in Foreign Language Anxiety (FLA) which is generally experienced by people who speak a new language outside their mother tongue.

Students who experience anxiety when the teacher gives OCF , can be caused by many factors. Basically, giving OCF is something that really helps the students to improve their speaking skills, prevents students from making the same mistakes in the future, and can motivate students to dare to speak in public, with the provision if OCF is given correctly. In line with the statement from Alqahtani and Al-Enzi (2011), OCF is the positive element for speaking but the emotions or feelings caused by OCF could be influenced by how the teacher managed the offering of oral corrective feedback itself. Therefore, the differences of each student and response / attitude towards OCF is the significant point the teachers demanding to understand

Gielen, et.al (2010) highlighted that teacher feedback is more complex than peer feedback and usually is interpreted by the learner as more reliable and effective. Teachers also bring expertise in judgment from experience on similar tasks, giving them insight into various ways to solve the assignment and in the difficulties previous learners encountered. Associated with that Jaya (2013) also explained that teachers as learning managers have a vital role in the success of students' education. Teacher's role in speaking skills is highly significant, so the teacher needs to know and understand the influenced factor that might cause students' speaking anxiety in classroom which impact on students' speaking performance and achievement.

By asking to the teacher about weekly evaluation , the researcher found similar problem was experienced by the students in Kampung Inggris Tempirai, PALI who become passive and don't even come to class the day after the teacher gave OCF. This situation will certainly affect student learning outcomes because it's well

known that corrective feedback is very important for student speaking accuracy and improvement. Apart from the fact that Kampung Inggris Tempirai is an English community that prioritizes speaking skill which linear with the variable of this research , that situation also strengthened the researchers' curiosity about the exact impact of OCF towards student speaking anxiety. Seeing the number of young generation studying in that community shows that there is an opportunity for Kampung Inggris Tempirai, PALI to develop into an even bigger community. So it is necessary to do the research related to the teaching and learning process in order to develop the quality of Kampung Inggris Tempirai PALI.

The researcher also examined the causes of that/those impact/s on students' speaking anxiety as a way to overcome or reduce the tendency that will be occurred later.

Based on the above problems regarding on efficacy of teachers' oral corrective feedback in the classroom, its impact on students speaking anxiety, and the problem happened in Kampung Inggris Tempirai, PALI, the researcher is interested in conducting research entitled : **Examine the Impact of Teachers' Oral Corrective Feedback towards Student Speaking Anxiety.**

1.2 The Problems of the Study

It is significant to identify the problem in this research. Based on the background above so the general questions of this research are:

1. How does the impact has on students' speaking anxiety?
2. What are the causes which make that/those impact/s experienced by the students in Kampung Inggris Tempirai, PALI?

1.3 The Objectives of the Study

Based on the problem above, the objectives of this study are planned to examine:

1. The impact of teachers' Oral Corrective Feedback towards students' speaking anxiety in Kampung Inggris Tempirai, PALI
2. The causes which make the impact/s of teachers' Oral Corrective Feedback towards students' speaking anxiety experienced by the students in Kampung Inggris Tempirai ,PALI

1.4 The Significances of the Study

This research is expected to be unable to examine what impact of teachers' oral corrective feedback towards students' speaking anxiety in Kampung Inggris Tempirai, PALI. In addition, this study also aims to examine the causes or the reasons why the students in Kampung Inggris Tempirai, PALI can experience that/those impact/s. The final results of this study are also expected to help teachers to be more selective in using oral corrective feedback in classroom activities. Finally, the researcher also hopes this study available to be a valuable source for other studies.

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