CHAPTER 1
INTRODUCTION

1.1. Background of the Study

Various researchers have widely discussed the notion of English speaking, which seems to be a prominent English proficiency. Then, Richard (2008) asserted that second language and foreign language learners have prioritized mastering English-speaking proficiency. By definition, speaking is expressing feelings and delivering information and thoughts in the form of utterance. Arjulayna (2016) acknowledged that speaking is the communication process of converting an idea or feeling into an utterance or meaningful expression. However, in acquiring speaking proficiency, students tend to make an error and usually do not notice their errors while processing English orally. If it's ignored, it will cause problems in their learning and speaking process. Ananda et al. (2017) claimed that when language learners consistently make errors and have no corrections, the errors become fossilized and hinder how they use the language. Therefore, appropriate learning methods are required to overcome this issue.

Corrective feedback is one of the familiar methods for encountering errors, especially in speaking class. Many teachers, including university-level lecturers, have implemented corrective feedback to correct students' errors in learning English speaking. Corrective feedback delivered by the teachers due to an error made by the students in speaking. Because the definition of corrective feedback is a verbal response used by teachers to fix an incorrect erroneous in a speaker's utterance (Alsolami, 2019). Making mistakes or errors is reasonable in speaking learning, and corrective feedback is necessary to help the students enhance their speaking proficiency. Research by Esmaeili and Benham (2014) found that Corrective feedback allows learners to concentrate on particular linguistic constructions, promoting implicit learning and enhancing communicative proficiency.

In the classroom, teachers always facilitate students with comprehensible input to push students' competency and provide them with speaking activities

or practices. Students usually receive various responses during that speaking practices or activities from the teachers in grammar and pronunciatio errors. Mulyani et al. (2022) emphasized that corrective feedback is essential in speaking classes to enhance speaking proficiency and prevent fossilization. Making errors is common in speaking learning. Nevertheless, input from teachers, including corrective feedback, is indispensable to the students, particularly for increasing their proficiency. Teachers' corrective feedback could help them minimize errors and enhance their speaking skills. On the other hand, students will have several experiences receiving teachers' corrective feedback, which is interesting to discover through this research. The teachers should know how the students are perceived after receiving input from them since corrective feedback is classified as negative feedback (Ellis, 2009). Considering students' perceptions is important to acquire insight into appropriate and effective corrective feedback enforcement in speaking class.

A previous study was undertaken by Muslem et al. (2021), who also investigated students' perceptions of oral corrective feedback in speaking classes. The research used 100 of 254 students from the University in Banda Aceh and was conducted using mixed methods. The study showed that students perceived corrective feedback as an important method to improve their speaking proficiency and gave positive results toward their speaking performances. A previous study used different methodologies and did not profoundly explore the students' problems and expectations on the corrective feedback enforcement in the speaking class. However, the research on corrective feedback in speaking classes at the University in Tasikmalaya is still limited. The researcher conducted a present study with different methodologies, references used, and participants. This present study enriched the investigation by accentuating the students' perceptions of the corrective feedback enforcement in speaking class and contributing to increasing the quality of corrective feedback enforcement in speaking class to create meaningful learning.

1.2. Research Question

The research question is "What are the students' perceptions on the enforcement of teachers' corrective feedback in speaking class?"

1.3. Operational Definitions

The researcher provides the definitions related to this study to prevent misapprehension, as follows:

1) **Speaking:** It is a term for expressing thoughts, feelings, and information in the spoken form in the classroom to drill the students' speaking proficiency.

2) **Teachers' Corrective Feedback:** The provision by the teachers to help students to acquire correct speaking utterances. In this research context, the correction delivered by the teacher during the speaking activties or practices to overcome the students' difficulties in speaking, precisely, in grammar and pronunciation errors.

3) **Accentuating Students' Perceptions:** This term refers to the student's beliefs, feelings, and thoughts about situations or events. In this context, the researcher is attempting to explore how the students are perceived towards the enforcement of corrective feedback in speaking class.

1.4. Aims of the Research

This research aim to explore the students' perceptions of the enforcement of teachers' corrective feedback in speaking class.

1.5. Significances of the Study

1) Theoretical Use: This research will be beneficial as a reference for a future research project related to corrective feedback in speaking class.

2) Practical Use: The result of the research can develop and evaluate current corrective feedback instructions in speaking class.

3) Empirical Uses: The research will provide empirical insight into the corrective feedback enforcement in speaking class.