CHAPTER 2
LITERATURE REVIEW

2.1. The Nature of Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and nonverbal symbols in various contexts" (Chaney & Burk, 1998, p. 8). Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking occurs when the specific points of language or linguistic competency are well produced, and the utterance should contain meaning to be expressed. In short, speaking is a way to communicate with each other using verbal language (Fulcher, 2003).

Speaking is one of the four essential skills in English Language Teaching (ELT). In line with the argument stated by Zaremba (2006), speaking has become a necessary skill in English learning, especially for communication. Nevertheless, achieving speaking proficiency is such a complex process. Many learners state that they have spent many years studying English but cannot speak it appropriately and understandably (Mclaren et al., 2005). It is supported by Ratna (2014), who pointed out that speaking is a complex communication process to understand the meaning between the speakers and listeners. In addition, difficulties in learning English speaking are faced with several problems, such as psychological effects and incorrect forms of utterance. Following Irawati (2016), to attain speaking proficiency, learners require knowledge about producing both linguistically correct and pragmatically appropriate. Successful communicative goals are not only about delivering and receiving the information but a completely obtaining speaking aspect.

However, acquiring speaking proficiency is essential because it can help the students' express themselves and learn to follow social and cultural rules in a proper language. In improving the speaking proficiency of students, they need to be involved in some speaking and communication contexts. Humans are required to express their ideas, viewpoints, and opinions, and

language facilitates them to do so (Akhter, 2021). The students will struggle to learn to speak because it needs habit formation. Speaking is a productive skill, so it needs practicing as often as possible (Zyoud, 2016). Hence, learning and acquiring speaking needs the right approach and guidance by the teachers to make sure the speaking objective is attainable. Consequently, teachers have an essential role in taking responsibility to facilitate them with appropriate methods to be implemented in speaking class.

2.2. Corrective Feedback

A. Corrective feedback overview

Corrective feedback has become the method teachers use worldwide, which has helped assist them in the learning process. It is a response to the concern of error correction issues that received more attention to be solved (Lyster & Ranta, 1997). This type will enlighten whether the utterance is correct or incorrect. In this context, corrective feedback is related to speaking accuracy and correctness. According to Nguyen and Luu (2021), corrective feedback is a reaction toward the students' oral production error conveyed by the teacher who intends to make students conscious of their error and how to amend it. Alsolami (2019) also added that corrective feedback is viewed as a verbal response used by teachers to fix an incorrect erroneous in a speaker's utterance. In addition, Muslem et al. (2017) suggested that the teacher should be wise in correcting the students' errors, particularly a non-native speaker that might often produce an error in the target language. Therefore, the role of teachers in achieving English-speaking goals along with corrective feedback methods is significant.

The way teachers correct the students' errors affects their attitudes. Ellis (2009) constitutes corrective feedback as negative feedback because the feedback contains a correction of students' error utterances that need teachers' treatment. Otherwise, the positive feedback contains no errors that make the teacher affirm the students' activity is correct by praising them. The teachers need to consider delivering corrective feedback to the students as an agent. However, errors seemingly cannot be avoided, resulting in

serious attention for educators and researchers who encounter this issue. Notably the use of corrective feedback to promote learners' recognize their errors and improve speaking aptitude (Gamlo, 2019).

B. Errors in Speaking

Practically, in speaking learning, students will frequently deal with some errors. The error means an incorrect form of the students' utterances. The definition of errors by Harmer (2007) is the instability of the rule system, which leads students to make errors because they do not understand the English structure correctly and will have a problem attaining the target language. Thus, it needs a correction to make them aware of the mistake. Many factors influence students to produce errors orally, and it is a common problem in learning English speaking. The factor appears from internal and external reasons. Mahripah (2014) stated that EFL learners' speaking skill is influenced by some linguistic components of language, such as phonology, syntax, vocabulary, semantics, and psychological factors, such as motivation and personality. On the other hand, these students' speaking problems seem more complex than their first language. The issues regularly confronting the students are insufficient vocabulary, intricate structure, mispronunciation, inaccurate intonation, an inadequate acquaintance with English speaking, and lack of language curriculum development (Gan, 2012).

Students face common speaking errors or problems in learning English speaking. The speaking errors that frequently occur in learning speaking are grammatical errors and mispronunciation. The students find those problems interfere with their speaking (Fitriani & Zulkarnain, 2019; Hadijah, 2014; Wahyuningsih & Afandi, 2020). So, based on the study findings, the researcher concludes that speaking errors as listed below:

1) Grammatical errors

Grammar is a vital aspect of speaking. Proper comprehension of grammar can lead the students to make well-structured phrases and sentences to construct the word. Kusumawardani and Mardiyani (2018)

demonstrated that students must learn grammar because organizing words and making meaningful output is vital. Therefore, it is crucial for students to acquire grammar and earn grammatical competence, which aims to generate ideas properly to make well-formed sentences. If the students have grammatical proficiency, it will minimize the students' speaking errors and promote the students' English-speaking comprehension. In line with that, "grammatical competence is part of communicative competence" (Lock, 1995, p. 266).

2) Pronunciation errors

Pronunciation becomes the most common error that occurs in English speaking. In achieving successful interaction or communication, pronunciation can be determined as a significant area in creating meaning (Müller & Schmenk, 2015). However, the students are mainly confronted with pronunciation errors because of many factors, such as the mother tongue or learning input. A study by Rajadurai (2001) discovered that mispronouncing students becomes a source of jokes that can affect students' motivation and confidence. Eventually, these students pointed out that good pronunciation is vital for them to boost their confidence and enhance their self-image, and they will not be laughed at.

C. Corrective feedback timing

Timing is a crucial part of the correction. Usually, the teachers give a delayed correction to a student and wait for the student to finish the sentence. Also, the teachers usually use immediate corrective feedback. At this moment, deciding the most used timing of corrective feedback is difficult. Hattie and Timperley (2007) believe immediate error correction can accelerate learning during task acquisition. It can hinder learners' autonomy and the related learning processes throughout fluency. On the other hand, Kavaliauskienờ, Anusienờ, and Kaminskienờ (2009, cited in Nguyen & Luu, 2021, p. 268), "The rationale for delaying corrective feedback during speaking activities were that interruptions can increase

stress levels, obstruct communication, and cause students to forget previous mistakes they had made." There is no correct answer to determine which timing is good because its effectiveness depends on the context and the learning speaking purposes.

D. Corrective feedback types

There are types of corrective feedback that are used in the teaching and learning process. The framework of corrective feedback provided by the teacher has been demonstrated by Lyster and Ranta (1997) to classify corrective feedback into several types which can be used based on the situations, which are:

1) Recast

Recast the reformulation of all or part of a student's utterances, minus the error. The teachers provided it implicitly so the students did not notice that they had made an error. However, some recasts are more salient and may focus only on one word.

E.g., S: I *go* to the supermarket yesterday!

   T: I *went* to the supermarket yesterday!

2) Explicit correction

The explicit correction occurs when the teacher points out the student's incorrect speaking. Then, the teacher told the students the error and corrected it in the proper form right after (Nguyen & Luu, 2021).

E.g., S: She is a *beautifully* woman.

   T: Do not use '*beautifully*'. Just say she is a *beautiful* woman.

3) Clarification request

It refers to the students' speaking being misunderstood by the teacher and needs clarification from the students. It requires repetition and reformulation, leading to a problem of comprehensibility, accuracy, or both.

E.g., S: He *ask* me about the speaking materials.

   T: Pardon?

S: He *asks* me about the speaking materials.

4) Elicitation

Elicitation can be directly used in three different techniques. First, the teachers ask questions and signal the students where the speaking error appears. The second is pausing and allowing students to complete the teacher's utterance. The third is asking students to reformulate their utterances.

E.g., S: I told him that the book is *my*.

T: my?

S: I mean, the book is *mine*.

5) Repetition

Repetition is a technique in which the teacher repeats the students' mistakes concurrently, changing an intonation to draw students' attention.

E.g., S: I am *visiting* many parks last night.

T: I am visiting?

S: I *visited* many parks last night

6) Metalinguistic cue

It is a technique by the teachers to provide comments, information, or questions related to a specific area of language that points out students' errors without affording correct form. The comments, information and questions are a sign of the well-formedness to elicit the students' self-repair.

E.g., S: There *is* many grammar tenses to be used.

T: You can use there is for singular. If there are many tenses in grammar, you should use "there are".

2.3. Perceptions Toward Corrective Feedback

Perceptions matter for the teachers to help them design an appropriate learning method. The students' perceptions refer to thoughts, beliefs, and feelings about events, persons, and situations (Schunk & Meece, 1992).

Understanding the perceptions helps students to keep their excitement and spirit during the class is sustainable in learning English speaking to achieve the speaking class outcomes.

In implementing corrective feedback in speaking class, considering the students' perceptions can help the teachers gain insight into students' proper method of correction that contributes to the students' target language enhancement. In obtaining the data on the students' perceptions of corrective feedback in speaking class, Mulyani et al. (2022) establish three main classifications, namely, benefits, drawbacks, and students' expectations of corrective feedback in speaking class.

1. Benefits of Corrective Feedback

    Knowing the benefits of corrective feedback means that the method is applicable in the classroom and can help students develop their speaking competency. Increasing awareness of the students, especially in learning speaking is important. Corrective feedback can help the students avoid fossilization and repeating the same error constantly. The study conducted by Wiyati and Nur (2020) discovered that corrective feedback is essential to help students recognize their errors and prevent them from repeating them in the future. Also, the students showed a positive attitude toward their emotions, motivation, and behavior. They regarded correction by the teacher as a sign of their concern and care.

2. Drawbacks of Corrective Feedback

    Agudo (2012) acknowledged that corrective feedback is potentially harmful to students because it makes them feel embarrassed when being corrected, especially in front of the class. Moreover, Krashen (1982) views error correction as an unnecessary task since it negatively impacts language learning. The role of the teacher is essential in delivering an appropriate correction, and such avoid over-correction or unnecessary mistakes. Also, the teacher should consider the timing, types, or other aspects of corrective feedback enforcement and give the students correction objectively. Do not let the students feel negative attitudes

toward corrective feedback, such as embarrassment, unappreciated feelings, and nervousness. A study by Şakiroğlu (2020) found that teachers' awareness is crucial to understanding the students' attitudes toward corrective feedback. It may cause uncomfortable emotions like nervousness and embarrassment, negatively influencing students' speaking acquisition.

3. Students' Expectation of Corrective Feedback

Teachers are responsible for helping the students deal with many problems encountered in speaking, especially errors, and achieving the speaking goals. The students are expected that corrective feedback can be delivered well, which means it can motivate and encourage them to learn. Also, the students suggest that corrective feedback be given after the speaking is done and not to interrupt them while speaking (Mulyani et al., 2022).

2.4. Study of Relevant Research

In supporting the study, the researcher will highlight necessary points from several relevant studies of corrective feedback in learning English speaking.

The first study was conducted by Mulyani et al. (2022), who figured out the students' perceptions towards oral corrective feedback in speaking class and the student's preferences that the lecturers used. The study discovered that students have positive attitudes toward corrective feedback in speaking class as well as considering the benefits, drawbacks and students' expectations as the themes of the perception in the implementation of corrective feedback in speaking class. Moreover, it is highly suggested to regard students' perceptions in terms of content, types and timing in giving oral corrective feedback.

Second, Gamlo (2019) conducted a study entitled "EFL Learners' Preferences of Corrective Feedback in Speaking Activities". Gamlo identified the corrective feedback and examined the students' preferences to overcome students' errors. The research was conducted at King Abdul Aziz University, Jeddah, Saudi Arabia, which consisted of sixty EFL Pre-intermediate female

learners in their preparatory year at the English Language Institute (ELI), King Abdul Aziz University, Saudi Arabia. The study approach uses quantitative and qualitative, including a questionnaire, and interviews with ten students to support additional information. The study shows positive results that corrective feedback is beneficial for the students during speaking activities and suggests that corrective feedback should be given immediately, especially when the lecturers provide a grammatical correction for the students. So, the corrective feedback can enhance their speaking skill.

The third research was done by Phuong and Huan (2018), which investigated teachers' corrective feedback in speaking and their uptake in EFL classes. The study research uses a descriptive study with a qualitative approach. The data was collected using observations of two teachers and fifty private high school students in the Mekong Delta Region, Vietnam. The research found that the corrective feedback is helpful for students to correct their errors, especially using metalinguistic cues, recast, and explicit correction. This research result can be valuable for teachers to use a similar strategy in English-speaking classes.

The fourth study was conducted by Muslem et al. (2021) to explore the students' perceptions toward corrective feedback in speaking classes at Ar-Raniry State Islamic University (UIN Ar-Raniry) Banda Aceh, Indonesia. The research participants are used 100 from 254 students of the English Language Education Department at Ar-Rainry State Islamic University. The approach of this research is using mixed methods in nature. The survey questionnaire representing all participants uses a simple random sampling technique. In qualitative, the researchers use an interview to collect the data. Then, the research indicated the positive result of improving the student's speaking ability and playing a crucial role in language learning. However, the students perceived that the corrective feedback should be delivered lucidly because most were wounded if they did not understand what the lecturers corrected.