

CHAPTER 1

INTRODUCTION

1.1 Background

In the process of learning a foreign language such as English, errors can occur in every level of students especially for EFL students. It is because the use of foreign language is not used in EFL students' daily life.

In the beginning stages of learning foreign language, EFL students often do inter-lingual transfers where EFL students still often use their native language (L1) in the learning process of foreign languages so that, this triggers errors when EFL students speak using English (Fang & Xue-mei, 2007). Therefore, errors that appear in EFL students' utterances are common, considering the use of English by EFL students is rarely applied in everyday life but is more often used in the learning process in class.

As well as in public speaking class which in this course student is introduced to speech communication publicly, includes teaching students to reduce anxiety and use visual aids to improve speaker presentations. This public speaking class also teaches students about the skills and strategies necessary to make a speech, present an award, deliver a presentation, or even learn to honor a special event which ultimately aims to gain more students' confidence in communicating in public contexts. In the learning process of EFL public speaking class, the students need to use appropriate language to communicate effectively in their speaking performance. In fact, the phenomenon of students making errors was also happened in the learning

process of this course. In doing speaking performance students often struggle in delivering their performance using English fluently. Along with Calsiyao (2015) stated that speaking English fluently is often problematic for EFL students as a non-native speaker of English. Students repeatedly making errors in their pronunciation, also sometimes they forget the vocabulary they are going to say, and even in odd moments the error occurs in their grammar when making performance in public speaking class using English. Errors that occur on student utterances urge the lecturers to do correction by giving oral corrective feedback to minimize the errors on students' utterances.

Making corrections through giving oral corrective feedback (OCF) to minimize errors in students' utterances is the right thing for lecturers to do. According to Fungula (2013) that oral corrective feedback is a direct indication or clue given when there are errors in students' utterances while using their target language. OCF is necessary because the use of effective oral feedback can support student in learning a foreign language (Alhaysony, 2016). By giving oral corrective feedback that can give improvements in accuracy and efficiency to the students, takes into consideration of the students' affectivity and does not give threatening feedback, so teachers can give feedback without making the students feel uncomfortable (James, 1998). In conclusion, oral corrective feedback does have benefits in promoting speaking ability for EFL students. Additionally, OCF is also an appropriate tool for students in helping them to minimize errors because it focuses on correcting errors that occur in students' utterances when using English.

Research on oral corrective feedback is indeed quite much. Sepehrinia and Mehdizadeh (2018) revealed the dominant teacher's perceptions of OCF is positive due to OCF which often used by the teachers gave positive effects on students' speaking performance in senior high school. However, the previous studies did not discuss the students' perceptions on lecturer's oral corrective feedback in EFL students at higher education. Whereas, EFL students in higher education will find it easier to process the corrective feedback that lecturers provide for the progress of their English language skills, in which EFL students in college are more aware of themselves and/or their action and they are not so willing to make a mistakes, pay attention to form and meaning in language so that they will more easily digest the feedback given (Sprat et.al., 2005). Thus, the current research attempts to explore the perceptions of EFL students in Public Speaking class when they received OCF from their lecturer.

1.2 Formulation of the Problem

One research question is addressed in the present study. The researcher interrogates, "What are the students' perceptions on the lecturers' oral corrective feedback in EFL public speaking class?"

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides two definitions related to this study as follows:

- 1.3.1 Oral corrective feedback: It is a kind of feedback given orally (OCF) by a lecturer on students' speaking performance in using foreign language to correct mistakes which occur in EFL students' utterances. It includes recast, explicit correction, metalinguistic feedback, repetition, clarification request, and elicitation.
- 1.3.2 Public speaking class: A class where the students learn practical skills of public speaking using English, which English is not as a mother tongue for English Foreign Language (EFL) students. At this course the students learn to compose meaningful and coherent messages, how to argue and persuade the audience by delivering speech, presentations, or other events that are required to perform in public using English.
- 1.3.3 Students' perceptions: Students' feelings and thoughts of the lecturer's oral corrective feedback in oral errors from their experiences during joining the speaking class.

1.4 Aim of the Study

The aim of this study is to find out the students' perception on the lecturer's oral corrective feedback (OCF) that is given in public speaking class.

1.5 Significance of the Study

This research is expected to generate beneficial results in three ways, which are:

1.5.1 Empirical Contribution

This study will reveal the knowledge and the experience for the writer and the readers about the students' perception of oral corrective feedback on that given by the lecturer in speaking class.

1.5.2 Theoretical Contribution

This study will enrich the literature about Oral Corrective Feedback (OCF) especially in the context of EFL public speaking class.

1.5.3 Practical Contribution

To find out some information about students' perception of oral corrective feedback in public speaking class that will give guidance to the lecturer on how to present oral corrective feedback that initiates positive outcomes on students.