CHAPTER 2

LITERATURE REVIEW

2.1 Oral Corrective Feedback (OCF) in EFL Public Speaking Class

The issues of Oral Corrective Feedback (OCF) in ELT context have been discussed in the past decade. Lyster and Ranta (1997) determined six different types of OCF; recast, explicit correction, clarification request, repetition, metalinguistic feedback, and elicitation. The following table shows:

Table 2.1 Types of OCF Lyster and Ranta (1997)

No.	Types	Description	Example
1.	Recast	The teacher reformulates all or part of a student's utterance, minus the error. The teacher implicitly reformulates all or part of the student's utterance when errors are found.	S: I went there two times. T: You've been there twice as a group?
2.	Explicit Correction	The explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had made was incorrect.	S: He *go to* school regularly. T: It's not "he go", you should say "he goes".
3.	Clarification Request	Indicated to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required.	S: Can I lend your book? T: Pardon me?

4.	Repetition	The teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.	S: I will *showed* you. T: I will SHOWED you.
5.	Metalinguistic Feedback	Comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.	S: It's about two day. T: You need plural!
6.	Elicitation	Elicitation at least three techniques that teachers use to directly elicit the correct form from the student. First, teachers elicit completion of their own utterance by strategically pausing to allow students to fill in the blank as it were. Second, teachers use questions to elicit correct forms. Third, teachers occasionally ask students to reformulate their utterance.	S: Last year I *go to* New York. T: Last year I ……..?"

OCF contributes in language education, students who held miss-learnt generalizations beforehand could receive corrections to achieve a positive outcome later on (Öztürk, 2016). Oral corrective feedback has an important role for students and teachers to help them focus on the most common errors and prevent the occurrence of errors in the future language learning (Ningkrum, 2020). OCF can also improve the language learning environment when the teacher provides it in an effective strategy and time that does not lead to negative outcomes for students, because if the teacher gives overcorrected and corrected inappropriate times it can make students feel bad (Dewi, 2015; Jing et al., 2016; Alzeebareel et al., 2018; Ningkrum, 2020).

In the EFL public speaking course, providing effective and constructive oral corrective feedback is necessary to improve students' speaking skill. In line with Lyster and Mori (2006) asserted that "oral corrective feedback has a significant effect on L2 development in a variety of instructional settings that range from university level foreign language classroom to elementary classrooms" (p.275). Additionally, giving thoughtful feedback can help students to be reflective of their speaking performance and has an important long-term impact on their speaking skills. In its practice in the public speaking class, it is possible that OCF can be given at the beginning of learning or at the end of the learning process, but usually OCF will be given in the middle of the learning process. As Pirhonen (2016) claimed that "The least amount of oral feedback, according to the students, was given at the beginning of the class, and then at the end of the class, and the most oral feedback was received in the middle of the class". Since, it seems natural to receive oral corrective feedback during the class, precisely it will motivate the students to listen to the corrective feedback because he/she still remembers how the task or the performance was like.

Considerably, since EFL learners feel that OCF is more necessary, it is perceived as particularly valuable feedback to the students, and they can take more benefit from direct feedback for the optimal retrieval (Steen-Utheim & Hopfenbeck, 2018). Thus, OCF is more helpful for students to receive feedback in the process of learning language in public speaking class and the distribution is important for students in the context of language education because it makes students easier to improve their speaking skill.

2.2 Public Speaking Class in English as Foreign Language (EFL) Context

Public speaking class is a course that must be taken by second semester students in English Education Department at one of the universities in Indonesia. This course is an introduction to speech communication that emphasizes the practical skills of public speaking, including techniques to lessen speaker anxiety and the use of visual aids to enhance speaker presentations. Its goal is to prepare students for success in typical public speaking situations and to provide them with the basic principles of organization and research needed for effective speeches. Since, having good communication skills is needed the most at all levels (Sikandar, 2017), especially when EFL students have to communicate ideas in English they are acquiring. Because nowadays making oral presentations or speech in general and having public speaking skills have been highly emphasized in the current syllabus of English courses at many universities.

Despite the role of public speaking is important for EFL learners' development to enhance their ability in using English and improve their speaking skills as Verderber, Sellnow and Verderber (2011) cited in Sikandar (2017) that by learning public speaking effectively it can help someone to be an effective public speaker to have good other communication settings as well. On the other hand, it also poses challenges for most EFL learners to speak English fluently and accurately; they must acquire phonological, syntactic, lexical and discourse knowledge of the target language (Kalra, 2020). In which, most of EFL students are struggling to master it because of the occasional use of English other than just learning in the class.

In EFL public speaking class the students are required to do a presentation, deliver a speech, present an award and even honor a special event in the class and those performances are also assessed as a part of their learning process and the final results. It is not an easy thing for EFL students to do speaking performance in class using English. This is certainly becoming a challenge for EFL students to be able to deliver their performance well in front of many people in public speaking class, but obviously in the process of learning EFL students will find it difficult to do these tasks because they are not used to it, especially to deliver the tasks in English which can affect their oral performance (Kim & Niño, 2009). When their oral performance disturbed it will cause errors in their English utterances. The errors that occur can be from their grammar, pronunciation, vocabulary, and fluency (Shen & Chiu, 2019). As Hosni (2014) noted, EFL learners still face speaking difficulties no matter how much they know about English. Therefore, OCF from the lecturer is necessary to prevent repeating the same errors while the students speak using English. Here the role of lecturer is important, the lecturer need to provide constructive OCF to help the students getting better in public speaking.

2.3 Students' Perceptions

Every human has different perceptions based on their own experiences. As Efron (1969) stated that "Perception is man's primary form of cognitive contact with the world around him" (p. 137). It means the cognitive process of humans cannot be separated from perception because the cognitive process makes the

brain work continuously to interpret the information that humans receive from their environment (Salazar, 2019, "Cognitive processes," para. 2). Shaver (1994) as cited in Lewis (2001) stated "A definition of the term perception is an understanding of the world constructed from information obtained by means of the senses" (p.274). In other words, the perception will be based on the information obtained through the mind and humans can understand something using the sense.

"Perception includes the five senses; touch, sight, sound, smell, and taste. It also involves the cognitive processes required to process information." (Cherry, 2019, "Perception and perceptual," para. 2). In perception process, our brain perceives the stimulus object felt by sense from the environment that resulted we become consciously aware of the stimuli that make the brain works to categorize and interpret what we are sensing or feel (Cherry, 2019, "Perception and perceptual," para. 1). In the same vein with the students, when the lecturer gives them feedback then the students will process the feedback from the lecturer, the sense of the students will transfer the stimuli to the brain that will raise the process of cognition and emotion thus creating a perception toward the feedback that is given by the lecturer. Students' thinking and feeling will endeavor to interpret the information that they get from the environment in this case is oral corrective feedback from the lecturer in public speaking class. Therefore, students' perception is the students' way to feel and understand something or students' cognitive interaction with their environment. In other words, students' perceptions are the result of direct experiences in the educational context.