

CHAPTER 1

INTRODUCTION

This chapter provides a comprehensive overview of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and significance.

A. Background of Study

Pronunciation plays a crucial role in students' communicative competence, as inaccurate pronunciation may cause misunderstandings and reduce speaking confidence (Gilakjani, 2016). Therefore, teachers' instructional support is essential to help learners recognize and correct pronunciation errors. One important form of such support is oral corrective feedback (OCF), which provides direct guidance for modifying incorrect pronunciation. As noted by Lyster et al. (2010), OCF increases learners' awareness of phonological errors and supports more accurate speech production.

OCF can be delivered through various strategies, such as explicit correction, repetition, clarification requests, elicitation, and metalinguistic feedback (Ellis, 2009, as cited in Lyster et al., 2012). However, the effectiveness of these strategies depends not only on the type of feedback but also on how students perceive and process the correction. Schmidt's Attention Hypothesis (1990) suggests that learning is more effective when learners are consciously aware of the gap between their incorrect and correct forms, indicating that student awareness plays a key role in pronunciation development.

In a tenth-grade class at a senior high school in Sukabumi, West Java, many students are able to pronounce words correctly when imitating the teacher through "repeat after me," but often return to incorrect pronunciation when speaking independently. While intermediate-level students tend to improve through repeated practice and feedback, basic-level students continue to struggle despite receiving corrections. These proficiency levels were identified based on the teacher's assessment, classroom performance, and students' ability to produce correct pronunciation independently. This phenomenon suggests that the effectiveness of OCF is closely related to students' perceptions and understanding of the feedback.

Students' perceptions of corrective feedback also influence their motivation and confidence. Appropriate feedback can encourage participation and improvement, whereas feedback perceived as negative may cause anxiety and reluctance to speak (Sheen, 2011, as cited in Shamiri & Farvardin, 2016; Mulyani et al., 2022). Therefore, understanding students' perceptions is particularly important in pronunciation learning, where errors are highly noticeable.

Previous studies have shown that students generally perceive OCF as beneficial for improving pronunciation and speaking skills (Agustuna et al., 2019; Sari et al., 2022; Wardani et al., 2023). However, most existing research has focused on university students and general speaking performance rather than pronunciation-specific feedback at the senior high school level (Li, 2018; Roothooft & Breeze, 2016). In the Indonesian EFL context, studies on students' perceptions of pronunciation-focused OCF at the secondary level remain limited (Suryani, 2020; Wulandari & Amalia, 2021). Therefore, this study aims to explore Indonesian senior high school students' perceptions of teachers' oral corrective feedback on English mispronunciation in order to provide insights into more effective pronunciation support at the secondary school level.

B. Formulation of the Problem

The goal of this research is to explain the answer to the following question: "What are the students' perceptions of the teacher's oral corrective feedback on their English mispronunciation?"

C. Operational Definitions

1. Oral Corrective Feedback

Oral Corrective Feedback (OCF) refers to the teacher's verbal responses to students' spoken errors, particularly English mispronunciation, during classroom interaction. In this study, OCF is operationally defined as the types of feedback provided by the teacher (e.g., explicit correction, repetition, recasts, elicitation, clarification requests, and metalinguistic feedback) that are examined to understand how students perceive and respond to pronunciation correction.

2. English Mispronunciation

English mispronunciation refers to incorrect pronunciation of English sounds and how words should sound properly according to standard pronunciation. In this study, mispronunciation is identified when students pronounce English words incorrectly during speaking or reading activities and require oral corrective feedback from the teacher. Common errors include mispronouncing words such as *chaos*, *pour*, and *structure*, where the sounds produced do not match the correct target pronunciation.

3. Students' Perception

Students' perceptions refer to students' cognitive and emotional responses to the oral corrective feedback provided by their teacher on English mispronunciation. In this study, students' perceptions are measured through their interpretations and evaluations of the feedback, including whether they perceive it as clear, helpful, supportive, motivating, confusing, or discouraging in improving their pronunciation.

D. Aim of the Research

This study explores students' perceptions of their teacher's oral corrective feedback on English mispronunciation, focusing on how they understand, evaluate, and respond to different types of feedback.

E. Significance of the Study

1. Theoretical Significance

Theoretically, this study enriches the body of knowledge on oral corrective feedback by providing insights into how senior high school students perceive different types of teacher feedback on mispronunciation. The findings contribute to the development of theories related to learner perceptions and the effectiveness of corrective feedback in pronunciation learning within the EFL context.

2. Practical Significance

Practically, this study offers valuable input for English teachers by revealing how students respond to and interpret pronunciation-focused oral corrective feedback. By understanding students' perceptions, teachers can adjust their feedback strategies to be clearer, more supportive, and more effective, ultimately improving pronunciation instruction and classroom communication.

3. Empirical Significance

Empirically, this study expands the limited research on oral corrective feedback in Indonesian senior high school settings, specifically focusing on pronunciation. The findings provide useful empirical data that can serve as a reference for future researchers interested in exploring corrective feedback, pronunciation instruction, or learner perceptions.