

CHAPTER I

INTRODUCTION

This introductory chapter presents the background of the study, the reason for choosing the topic, research questions, research objectives, significance of the study, and definition of terminology will be included along with defining some special term used in the paper.

1.1 Background of the Study

Speaking is a fundamental skill in English language learning, enabling students to express their ideas and demonstrate their linguistic competence. Hamsia (2018) asserts that speaking is an essential skill for learners as it enables them to communicate and understand one another using the foreign language. However, many students encounter various challenges in developing their speaking skills, including grammatical errors, pronunciation difficulties, and a lack of confidence. Different from reading and writing, speaking requires real-time language processing, which increases the likelihood of errors and necessitates both linguistic accuracy and communicative competence, especially in speaking activities such as classroom discussion, where students are expected to respond and interact spontaneously using English

One pedagogical approach used to improve students' speaking ability is corrective feedback. Nassaji and Kartchava (2017) define corrective feedback as teacher responses that indicate errors in students' language output. Nhac (2021) highlights Corrective feedback (CF) plays a vital role in contributing to the success of English language teaching and learning at all levels owing to its essential functions in developing learners' English capacity. Although corrective feedback is essential for speaking development, its effectiveness depends on students' perceptions and responses. Positive perceptions encourage self-correction and improvement, whereas overly critical or demoralizing feedback may hinder communication and progress.

Students' perceptions of corrective feedback differ and can influence their motivation, self-confidence, and participation in classroom speaking activities. Some students view corrective feedback from teachers as a positive aspect, as it

helps them become aware of their mistakes and improve their language proficiency. They regard such feedback as a sign of the teacher's care and support. According to Brindis (2024), students generally feel satisfied and pleased when receiving feedback, as it helps prevent them from repeating the same mistakes. Meanwhile, some students feel that teacher corrections, especially when delivered directly in front of their peers, may cause feelings of embarrassment, anxiety, or even fear of speaking again. They tend to interpret such corrections as forms of criticism or judgment toward their abilities, which can eventually lower their self-confidence. This perception is supported by research conducted by Papi et al. (2021) which found that many students express a preference for implicit feedback, or in some cases, no feedback at all, they perceive explicit correction as an indication of their weakness, which may lead to feelings of embarrassment and fear of being seen as incompetent by their peers. Saeb (2017) supports this statement by adding that "some students believe that when teachers correct their mistakes directly, it can damage their reputation in front of their peers. Students' perception of corrective feedback also depends on how or what type of corrective feedback the teacher gives. Ha et al. (2021) found that students preferred repetition and explicit feedback because these types of corrective feedback provided clear guidance on their errors. In contrast, clarification requests were less favored, as students often felt confused and found it difficult to identify and correct their mistakes.

Some students are not open to receiving feedback, teachers must consider several things such as student characteristics, time, learning techniques in providing feedback, and the types of errors made by students (Halenci & Zainil, 2020). A number of variables, including each student's unique learning preferences, degree of confidence, and attitude toward speaking errors, affect how they react to feedback. Teachers may provide corrective feedback in a variety of ways in an EFL classroom, there are various types of corrective feedback commonly used to evaluate speaking performance, including explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition (Görüşlerİ, 2016).

Research focused on teacher's corrective feedback in learning speaking has been studied by many researchers. For example, (Deghani et al., 2017) which

examined the impact of oral corrective feedback on the speaking achievement of beginner and lower intermediate students showed that providing oral corrective feedback in class facilitates and improves students' speaking skill. In addition, another research by Mastang (2019) found that some students have a negative perception of corrective feedback given by the teacher, some students do not want to be corrected by the teacher in front of the class because they can feel embarrassed or frustrated. However, students who receive encouraging and constructive feedback tend to develop better speaking proficiency over time.

This study investigates senior high school students' perceptions of teachers' corrective feedback in speaking learning, specifically within the context of classroom discussion activities. The research focuses on two type of corrective feedback, explicit and implicit corrective feedback: explicit correction, recast, clarification request, and repetition. By understanding students' experiences with these four types of feedback, this study aims to enhance feedback practices in EFL classrooms, ultimately improving students' speaking skills and confidence. Furthermore, the findings of this study are expected to provide valuable insights for teachers in selecting and applying more appropriate and effective corrective feedback strategies based on their students' needs, thus fostering a more supportive and meaningful speaking learning environment.

1.2 Reasons for Choosing the Topic

This topic was selected due to the importance of comprehending students' perceptions of corrective feedback in improving their speaking ability development. Students may interpret feedback variably, some regard it as constructive counsel, whereas others may view it as demoralizing. These perceptions strongly influence how they respond to corrections, their willingness to participate in speaking activities, and their overall language learning progress. By exploring how students perceive corrective feedback, this study aims to provide insights that can help teachers deliver feedback in ways that are perceived as constructive and supportive, ultimately creating a more positive learning experience.

1.3 Research Questions

Based on the issues discussed in the background, it is important to understand how students interpret and respond to the corrective feedback they receive from their teachers, particularly in speaking activities. Students' perceptions can significantly affect their motivation, confidence, and participation in the classroom. Therefore, the research seeks to answer the following question:

"How do senior high school students perceive the effectiveness of teacher's corrective feedback in learning speaking?"

1.4 Research Objectives

From the research problem above, the researcher formulated the study's objective to explore senior high school students' perceptions of the effectiveness of teacher's corrective feedback in learning speaking.

1.5 Significance of the Study

This study is expected to provide valuable insights for researchers, educators, and students regarding the effectiveness of corrective feedback in speaking learning. The findings can serve as a reference for teachers to enhance their feedback techniques, ensuring that their corrections not only improve students' speaking skills but also boost their confidence and motivation. Additionally, this study can help students develop a positive attitude toward constructive criticism, viewing it as an essential part of language development. For researchers, this study offers a foundation for further exploration of different types of feedback and contextual factors in speaking instruction. Ultimately, this research aims to promote a more student-centered approach to corrective feedback in language learning.

1.6 Research Methodology

This study employed a qualitative method in the form of a case study to investigate students' perceptions of the feedback provided by the teacher in speaking activities. This approach was chosen as it allows the researcher to gain an in-depth understanding of students' experiences, challenges, and responses within a natural classroom context Creswell (2013). The instruments used in this study were a questionnaire and interviews. The questionnaire offers an objective method for gathering information regarding individuals' beliefs, knowledge, attitudes, and

behaviors (Jain et al., 2016). A closed-ended questionnaire was distributed via Google Forms to all students across three classes to identify those who frequently received corrective feedback from the teacher. Based on the questionnaire results, seven students were selected as the primary participants. Subsequently, the researcher conducted semi-structured interviews with these seven students to clarify their questionnaire responses and to gain deeper insights into their experiences and perceptions of the corrective feedback provided by the teacher during speaking instruction. Semi-structured interviews serve as an effective tool for exploring the experiences and perceptions of research participants (Naz et al., 2022).

1.7 Definition of Terminologies

1. Speaking

Speaking is the act of expressing thoughts, ideas, and feelings through spoken language. It is one of the fundamental skills in communication and plays a crucial role in conveying messages effectively. Based on Umarella (2023), it is a productive skill that is very important for communication.

2. Students' Perception

Student perception refers to how students understand, interpret, and feel about a particular experience, process, or aspect of learning, such as teaching methods, feedback, classroom environment, or assessment. It reflects their personal views, attitudes, and responses toward what happens in the learning setting. Schunk (2012) points out that perception is a psychological factor that can influence students' motivation, engagement, and learning outcomes. In relation to English-speaking learning, students' perceptions of corrective feedback can determine whether they accept the corrections positively or feel hindered in their learning process.

3. Corrective Feedback

Teachers' feedback to students' errors in speaking English are referred to as corrective feedback since they assist students in recognizing and correcting their problems. Based on Ellis et al. (2006) corrective

feedback is how the teacher signals, in one way or another, that the learner's utterance is incorrect or linguistically deviant.

4. Classroom Discussion in Speaking Learning

Classroom discussion is a form of interaction within the classroom that actively involves both students and teachers in the practice of thinking and communicating. In a classroom discussion, students not only express their opinions but also develop critical thinking skills, listen attentively, and respond to others' ideas in a logical and open manner. It is supported by Larson (2000) 6 that discussion is an engagement and practice in the activities of thinking and communicate.