Chapter One

Introduction

In this chapter, the researcher discusses how the background in this study developed. Identification of the Problem is also added to make this study more specific. Next is delimitation of the study, namely the researcher limits the scope of his research. The researcher presents research questions regarding to the essential issue which is appropriate with the context of this study. At the end of this chapter, there are significances of the research discussing the benefits contributed by this study.

Background of the Study

Acquiring fluency in oral communication is an essential element in the process of learning English as a second language and a critical tool for effective engagement in daily interactions. Nevertheless, attaining this skill is not merely coveted; rather, it is the most challenging to attain. Demonstrating competence in oral presentation is essential for students to effectively and clearly communicate their thoughts, which is beneficial for their employability and academic performance (Ginkel et al., 2017). These skills are important for students to actively participate in their learning. In classrooms, students usually have to present their research findings, projects, and assignments to their classmates and teachers. Skill in delivering clear and fluent presentations is essential to achieving high grades. In addition, good verbal communication skills increase students' capacity to analyze critically and foster self-confidence in delivering speeches. Students who learn these skills are expected to be able to successfully convey

their ideas, express their points of view, and convince their listeners of their findings.

Previous study has highlighted the need for educators to improve oral presentation training for college students and provide more guidance on the communication skills expected in the professional world, given the present disparities in communication standards (Waluyo & Rofiah, 2021). These days university students and graduates are expected to be able to deliver an English-language presentation in front of a public audience. As a result, educational institutions must cultivate students' oral presenting abilities in order to improve their chances of finding work and provide them with the tools they need to succeed in today's society.

In second or foreign language (L2) teaching and learning, teachers' and students' beliefs are not always congruent (Ha & Nguyen, 2021). The teacher and the participants expressed their preference for a teaching strategy that emphasized communication, whereas the students favored a learning approach that focused on grammar (Brown, 2009). In line, students expressed a preference for receiving feedback on all types of errors and desired training in giving feedback to their peers. In contrast, teachers needed to be more selective in their preference of feedback objectives, and they occasionally challenged their students' skill for peer correction (Ha & Nguyen, 2021). Differences in views between teachers and learners can have a negative effect on teaching and learning practices and outcomes. According to Ellis (2008) teachers should clearly articulate their own beliefs regarding language learning, inquire about their students' beliefs, assist

students in recognizing and assessing their own beliefs, and resolve any discrepancies between the teachers' and students' belief systems. In recent decades, there has been significant research focused on the views of teachers and learners in the field of English as a second or foreign language (ESL/EFL) instruction (Calafato, 2020).

Corrective feedback is an essential component of instruction and learning in different second language (L2) classrooms (Ha & Murray,2021). The feedback can be given either orally (such as teachers' verbal responses to learners' spoken blunders) or in writing (such as teachers' written comments on students' written work). Both oral corrective feedback (OCF) and written corrective feedback have demonstrated efficacy in facilitating learners' second language (L2) development (Li & Vuono, 2019). On the contrary, Li and Vuono (2019) asserted that these two forms of feedback "have distinct characteristics and have been investigated individually in the primary research." (p. 93). In order to determine the appropriate mode of feedback to employ in various instructional circumstances, teachers must carefully evaluate the advantages and drawbacks of both oral and written corrective feedback. Through this approach, educators can offer impactful feedback that fosters the growth of learners' second language skills and improves their linguistic aptitude. An abundance of research has been devoted to the investigation of OCF. An investigation carried out by Wang and Li (2022) revealed that OCF is crucial for the linguistic progress of second language (L2) learners, owing to its routine presence in numerous classroom activities. This

study provides important information on students' language improvement while they participate in classroom activities.

Similar to previous research, Ha and Nguyen (2021) stated that the discrepancy between educators' focus on emotional well-being and students' goals for OCF may be partly related to the fact that students' aspirations are influenced by the learning environment and previous contacts. The students' beliefs play a role in how learners respond to feedback and how they recognize the corrective nature of feedback.

On the contrary, Zhu and Wang (2019) found that in their study conducted in the Chinese university EFL environment, the learners indicated a preference for cues such as repetition and metalinguistic feedback rather than explicit corrections. In general, these studies indicate that the specific circumstances of teaching and learning influence students' preferences for types of feedback. Specifically, students in the United States are more likely to prefer receiving metalinguistic feedback compared to students. Students have a favorable attitude towards specific feedback, but teachers display a less favorable attitude, partly due to their apprehension regarding students' emotional reactions to feedback.

An area that needs to be thoroughly investigated in current research is the absence of examination into the efficacy of integrating various forms of feedback for those learning a language. Although previous research has examined learners' preferences and attitudes toward various forms of feedback, further study is needed to investigate the potential advantages of incorporating diverse types of feedback, such as verbal corrections and metalinguistic suggestions. This is

important to meet the specific needs of language learners who have different learning methods and preferences. This has the potential to provide useful knowledge on feedback systems that might improve language learning results.

The present study emphasizes the importance of OCF to support students' proficient English language skills. The study additionally outlines the types of OCF encountered by students in developing this skill. The study emphasizes the advantages of having several forms of OCF experienced by the students. The primary objective of this study is to examine students' perception of OCF.

Identification of the Problem

The classroom learning approach at a Private Islamic University in Yogyakarta involves the use of oral corrective feedback (OCF) in English classes. During observations, it became evident that some students faced challenges when receiving OCF, particularly in understanding and applying the feedback given by their teachers. This difficulty often stemmed from the use of complex vocabulary and language by lecturers, which led to confusion and hindered students' overall language development.

These challenges highlight the need to identify the types of OCF employed by teachers . Understanding the different types of feedback can clarify whether the methods used align with students' comprehension levels and learning preferences. This identification is essential because the effectiveness of feedback directly impacts how well students can address their language difficulties and implement the corrections offered by their teachers.

Moreover, students reported that confusing feedback led to negative emotional responses, such as embarrassment and demotivation. This emotional aspect emphasizes the importance of not only identifying the types of OCF but also understanding its advantages. When OCF is delivered clearly and constructively, it can boost students' confidence, enhance their learning experience, and provide valuable guidance in their academic journey.

By addressing both types and Advantages, this study aims to bridge the gap between current feedback practices and students' needs. Understanding the types and advantages of OCF can help create a more supportive learning environment that fosters positive experiences and encourages students to engage more effectively in their learning process. This alignment is crucial for ensuring that OCF serves its intended purpose of improving students' language skills and overall language acquisition.

Delimitation of the Study

This research has a specific research scope, namely to identify the types of oral corrective feedback (OCF) at a private university in Yogyakarta. It focuses on both direct and indirect types of OCF given by teachers during students' study in the classroom. In addition, this research focuses on the advantages that the students have gained after they received OCF from their teachers. This research was delimitated on an English Language Education Department of an Islamic private university situated in Yogyakarta. This research was only applied qualitative approach involving observation to identify the types of OCF and interview to explore the students' perception on the advantages of OCF.

Research Question

Building upon the provided background, the research formulates two research questions regarding student perception of oral correction feedback:

1. What are the types of oral corrective feedback provided by the teachers in English classes?

2. What are the advantages of oral corrective feedback in English classes?

Research Objectives

Based on the research questions outline above, this study has two primary objectives:

1. To identify the types of oral corrective feedback provided by the teachers in English classes.

2. To find the advantages of oral corrective feedback in English classes.

Significance of the Research

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

Students

This research is significant for students as it sheds light on the value of oral corrective feedback (OCF) in enhancing their language proficiency. By understanding the types and advantages of OCF, students can become more active in their learning and less fearful when receiving feedback. This study empowers students to recognize their errors, reflect on their learning process, and actively engage in strategies that promote better communication skills. Ultimately, this research aims to foster a more positive attitude towards receiving feedback,

encouraging students to embrace OCF as an essential part of their language learning journey, paving the way for greater confidence and proficiency in English.

Teachers

This research can provide ideas for teachers on how to provide effective feedback to students and tailor their instructional approaches to meet the unique needs of each student.

Future Researchers

The study's findings provide both immediate benefits and serve as a basis for future researchers interested in investigating related areas of inquiry. The findings of the research provide viewpoints and valuable knowledge that can be used as a reference in future research efforts in the same field.

Organization of the Chapters

This research comprises five chapters, each with its distinct focus and purpose.

The first chapter serves as an introduction. It encompassing the research background, identification of the problem, and delimitation of the study. In addition, research questions, research objective, and significance of the research, and organization of the chapters are also provided in this chapter.

The second chapter presents literature review that includes some references related to this research. It provides an overview of related theories on oral corrective feedback, types of oral corrective feedback, advantages of oral

corrective feedback, and students' perceptions of oral corrective feedback. This chapter also presents a review of related studies and conceptual framework.

Chapter three outlines the research methodology, describing the methodology used to conduct the research. This section discusses the research design, research participant, research settings, and data collection method, research instrument, and data collection procedure. Furthermore, the researcher explains the data analysis process and trustworthiness.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis. The findings and discussion in this chapter are regarding the types and advantages of oral corrective feedback.

The final chapter, chapter five, offers conclusions and recommendations. The conclusion contains a summary of the research. The recommendations are provided for various stakeholders, including teachers, students, and future researchers.