CHAPTER I
INTRODUCTION

The first chapter is a primary description that sets the nature of the present study in exploring various types of teacher's oral corrective feedback in a non-formal adult EFL conversation class. It consists of background of the study, research questions, research objectives, significance of the study, scope of the study, and definition of key terms.

1.1 Background of the Study

The role of feedback has a place in most theories of second language learning and language pedagogy (Ellis, 2009:3). In both behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. In structural and communicative approach to language learning, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy (Ellis, 2009:3). By motivating and encouraging learners to speak more, the teachers provide students with a positive circumstance to improve their fluency. On the other hand, teachers also need to maintain students' accuracy by focusing on the correctness of their utterance. In this case, teachers may need to give corrective feedback (Lyster & Ranta, 1997; Ellis, 2009).

Experts on language teaching such as Brown (2001), Harmer (2007), and Riddell (2001) acknowledge the use of corrective feedback in the class with several notices. Brown (2001) states that too much negative cognitive feedback often leads learners to shut off their attempts at communication. On the other hand, too much positive cognitive feedback serves to reinforce the errors of the speaker-learner that may lead to the persistence and eventual fossilization. Therefore, he suggests that teachers need to provide a balance portion of using positive feedback to encourage communication and negative feedback to call attention to the crucial errors. In addition, Harmer (2007) asserts that in giving oral corrective feedback, teachers should consider the stage of the lesson, the activity, the type of mistake made, and the particular student who is making mistake. Furthermore, Riddell (2001) states that teacher should focus their correction on mistakes involving the target language, repeated common mistakes, and significant mistake. Those

general points on the use of oral corrective feedback suggested by the experts need to be described in a more practical way with some real examples. According to that purpose, this study will be useful to be done.

The importance of corrective feedback in classroom is recognized in cognitive theories (Ellis, 2009; 2010; Sheen & Ellis, 2011) and sociocultural theories (Aljaafreh & Lantolf, 1994; Sheen & Ellis, 2011). Cognitive theories claim that corrective feedback serves a valuable input in interaction (Long, 1996), it gives opportunity for learners to stretch their interlanguage to meet targeted output (Swain, 2007) and it functions as noticing tool (Schmidt, 2010). Meanwhile, sociocultural theories consider corrective feedback as having a facilitative role to assist learners through self correction to achieve self regulation (Sheen & Ellis, 2011). Both perspectives endorse that "learning is viewed not as an outcome (i.e., something that results from correction) but rather as a process that occurs within the enactment of a corrective episode" (Ellis, 2010: 346).

Lately, studies on corrective feedback have covered several different areas such as the implementation of corrective feedback in different classroom settings (Allwright and Bailey, 1991; Carrol, Roberge, and Swain, 1992; Carrol and Swain, 1993; Lyster & Ranta, 1997), the application of corrective feedback in different levels of age (Suzuki, 2004; Surakka, 2007), and different effects of corrective feedback in classroom interaction (White, 1991; Spada and Lightbown, 1993; DeKeyser, 1993; Chu, 2011; Campos, 2011).

However, most studies on oral corrective feedback listed above were conducted in ESL context and immersion formal education setting. Then, this study is expected to fill the gap of previous studies by revealing types of oral corrective feedback in a non-formal adult conversation class in an English course where learning circumstance is, to certain extent, different from formal educational setting and level of age.

1.2   Research Questions

Research questions for this study are:

1. What are the types of oral corrective feedback and their distribution in terms of classifications in adult learner EFL conversation class?
2. How does the teacher implement the oral corrective feedback and its uptake on students' errors in adult learner EFL conversation class?

1.3   Research Objective

The objectives of this study are:

1. To explore various types of oral corrective feedback and their distribution in terms of classifications in adult learner EFL conversation class.

2. To find out how oral corrective feedback is implemented by the teacher in adult learner EFL conversation class and its uptake on students' errors. The objective covers the types of errors which were responded by the teacher, the timing of giving the oral corrective feedback, and the uptake towards the oral corrective feedback.

1.4   Significance of the Study

This study is potentially significant in three aspects of contribution. The first is its theoretical contribution to research in corrective feedback. The second is its practical contribution to practice in teaching and learning in Indonesia. And the third is its professional contribution to teacher's development.

The theoretical benefit of the research is that the study offers some information on the application of oral corrective feedback in an adult EFL conversation class in an English course that is rare since the studies on corrective feedback are dominated by ESL and immersion formal education context or the at the level of young learners. Therefore, this study attempts to fill the gap of previous studies.

Practically, this research is expected to give some contributions for teachers. This study is advantageous for teachers to recognize different types of oral corrective feedback and apply them in their classroom interaction by suiting with learners' development and needs. According to Allwright (1975, in Panova and Lyster, 2002) states that study on corrective feedback is able to show the effectiveness of instructional process in the classroom and it can also describe how language learning happens. In this case, the study is expected to enable teachers to see the potential effectiveness of certain oral feedback and how the feedback may influence adults' language learning through interaction in the conversation class.

The professional benefits in this perspective, the researcher who is also one of the teachers in the English course will get the benefit from the research finding. This study can be a reflection for the researcher and other teachers in giving oral feedback to the learners.

It is hoped that this study can give information for teachers about various types of oral corrective feedback and give the teachers hints in choosing certain types of oral corrective feedback. On the other hand, the research findings can be used as consideration to improve the method in teaching English, especially to adults in the particular English course.

1.5   Scope of the Study

The study is limited to the concern of the exploration of oral corrective feedback strategies employed by a teacher in a non-formal adult EFL conversation class in an English course. In terms of the effect of corrective feedback, the analysis is limited to the errors that were corrected by the teacher.

By answering the question, the occurrence of oral corrective feedback is revealed. The concern is within the context of English as a foreign language (EFL) in Indonesia.

1.6   Definition of Key Term

a. **Oral corrective feedback** is "The feedback that learners receive on the linguistic errors they make in their oral production in a second language" (Sheen and Ellis, 2011: 593)

b. **Non-formal education** is the extreme of the educational field, where there are activities that explicitly try to stand aloof from the formal school system, if not at times oppose the basic principles of its functioning (Carron and Carr-Hill, 1991: 23)

c. **Adult students** in this study refer to 20-40 learners who learn English as a foreign language in the particular English course.