

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the background of the research, gap of the research, research questions, research aims, scope of research, significance of research, and clarification of terms.

### **1.1 Background of the Research**

The activities of commenting and correcting students' tasks might be the most common function of their daily work (Tasdemir, 2018). Sheen (2011) agreed that in the general literature on classroom teaching, feedback is viewed as an important classroom activity. Yet, corrective feedback effectiveness for improving language learners' accuracy is still in debate. In particular, the role of corrective feedback or known as CF has been one of the most controversial topics among the language learners' research. Current debates on feedback have been inspired by Truscott's (1996) thought-provoking essay. This essay questions the efficacy of error correction as an instructional tool for L2 writing. The main arguments of Truscott's original thought-provoking essay were as follows: (1) Grammar correction practice contradicts SLA theories; (2) existing evidence suggests that WCF has very little potential benefit for student writers; (3) the practical problems that teachers and students face negate the utility of grammar correction; and (4) grammar correction takes time for both students and teachers (Truscott, 1996 as cited in Chen, 2016).

Besides Truscott's, Sheen (2011), stated there are several key issues of corrective feedback in the teaching and learning process. These issues are: (a) Whether oral and written CF works in the sense that it contributes to L2 acquisition, (b) what is the effectiveness of implementing corrective feedback, (c) what contextual and individual learner factors contribute to the effectiveness of corrective feedback, (d) is it possible to develop a common methodology for investigating the effectiveness of corrective feedback, and (e) to what extent do language learners pay attention to the CF they receive.

Fortunately, over the past two decades, there has been a reliable growth of the use of corrective feedback (CF) with progressive studies moving from descriptive analysis toward empirical design. Corrective feedback is playing a role in the SLA process, it is necessary to test the effectiveness of the practices time by time (Bitchener, 2012). Furthermore, this attention has been paid to a number of factors which influence the effect of the corrective feedback itself (Sheen, 2011).

According to Norris & Ortega (2006), this Interaction Hypothesis explains that feedback should be beneficial and essential for language learning. Furthermore, several meta-analyses discuss that feedback can completely facilitate language learning. Corrective feedback is playing a role in the SLA process, it is necessary to test the effectiveness of the practices time by time (Bitchener, 2012). In the past few decades, there has been a significant amount of research on teacher feedback in several contexts, for example, English as a second language (ESL) and English as a foreign language (EFL) (Wang, 2018). This study has shown that the feedback from the teacher is powerful in facilitating students' linguistic development. Corrective feedback might be useful as one of the improvement tools in both the writing and speaking learning process.

Nowadays, EFL learners' speaking skills are assessed in elicitation of talk, such as in a face-to-face speaking test or in a technology-based oral test which is part of language proficiency test. Wang (2018) explained that oral presentations are essentially student-centered language tasks. The benefit of oral presentations is that students can use four English skills (i.e. speaking, listening, reading and writing) in a holistic way. Moreover, the spoken components of oral presentation are easier to recognize as they are required to speak while presenting. Meanwhile, oral presentation grants the students who are not presenting to practice listening proficiency as they are able to communicate with the presenters (van Ginkel, 2017).

This competence domain is regarded as a center for the graduates in various working environments and achieve career success (van Ginkel, 2017). This study expects the participants to develop public speaking skills as the young generation often still lack the competences in it. According to Ginkel (2017), presenting is considered

as the most common fear that individuals experience. In this field of research, WCF in oral presentation competence intends to persuade individuals to speak in public in a proper way.

Even though feedback is always argued to be a critical factor in assessing students' skills, many studies found that the criteria of feedback influence the effectiveness of it and encourage further learning (Tasdemir, 2018). Several studies revealed that feedback should be specifically related to pre-defined assessment criteria (Zhai, 2018). Zhai, 2018 stated that the feedback is lack of encouragement. students might find feedback as useless, which can impede learning and frustrate learners.

In the context of developing oral presentation skills, the delivered feedback should focus on sub-criteria, derived from the following four main presentation criteria clearly, as described by Van Ginkel et al. (2015, 13):

The content of the presentation (internalising the subject of the presentation and connecting the subject to the prior knowledge of the audience), the structure of the presentation (connecting the introduction to the closing part of the presentation), the interaction with the audience (keeping the attention of the audience) and the presentation delivery (ensuring eye contact with the audience, an open posture and illustrative gestures and a functional use of voice).

## **1.2 Gap of The Research**

There is still a confusion between whether feedback gives a negative effect or positive effect to the students (Tasdemir, M. S., 2018). By conducting this research, more students' perception will help answer and reflect how they will react to feedback to their work. By doing so, the teaching and learning process might be more effective as the students elaborated how they see corrective feedback as a learning tool.

## **1.3 Research Questions**

Based on the background of this research, the purpose of the study is intended to answer these questions:

1. How do students respond to their speaking performance's feedback?

2. What are the students' expectations of corrective feedback in the further learning process?

#### **1.4 Research Aims**

As stated in the research questions above, the study is aimed to find out the students' response to feedback and their expectation towards it.

#### **1.5 Scope of Research**

Given the research questions and the aim of the study, this study will focus on the students' responses and expectation to feedback. This study was conducted at one of the high schools in Sumedang, West Java on the first graders level.

#### **1.6 Significance of Research**

The use of corrective feedback in students' work led to various debates. Theoretically, it is expected to enrich the literature on EFL students' responses towards their oral presentations' feedback practically, it is expected to enrich the knowledge of how feedback is expected to improve further teaching practice. Chen (2016) still believes that corrective feedback makes students uncomfortable. While some research found feedback as an improvement tool to help learners identify their own errors and discover the grammar of the target language (Sheen, 2011). It is expected that the result will show students' response to corrective feedback of their work.

#### **1.7 Clarification of Terms**

The terms below will be frequently used in this study. In order to avoid misconception and misunderstanding in reading this study, below are the clarifications of the terms used:

##### **a. Corrective feedback (CF)**

This term, in the field of language learning, is used as one of improvement tools by the teacher to tell language learners about how they are doing on their work (Sheen, 2011). The Corrective feedback can take place either in classrooms where it is provided

by language teachers or other language learners where it is provided by native speakers or other non-native speakers.

**b. Oral Presentations**

This term is known as public speaking or most people know it is a presentation. An individual or a group gives an oral presentation in which they speak directly to the audience about a specific topic. Oral presentations itself has its purpose to educate, inform, or present an argument. This may happen within classrooms, workplaces, and social events.

Basically, there are four aspects of oral presentations as stated by van Ginkel et. al. (2015, 13):

The content of the presentation (internalising the subject of the presentation and connecting the subject to the prior knowledge of the audience), the structure of the presentation (linking the introduction through the conclusion of the presentation), audience interaction (maintaining the audience's attention), and presentation delivery (ensuring eye contact with the audience, an open posture and illustrative gesture and a functional use of voice).

**c. EFL**

Different from ESL where English is spoken dominantly, English as a Foreign Language or as known as EFL is an English learning in non-English-speaking countries such as China, Indonesia, Thailand, etc. Students from those countries are considered as EFL students since English is not their official language of each country (Celce-Murcia, 1991).