

Students' Perceptions toward Teacher's Oral Corrective Feedback in Students Speaking English

(A Descriptive Study at the Ninth Grade Students of SMP Negeri 2 Sungguminasa)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Partial of the Requirement for the
Degree of Education in English Department*

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2019**



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ABSTRACT

Andi Mastang. 2018. Students' Perceptions toward Teacher's Oral Corrective Feedback in Students Speaking English (A Descriptive Study at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Radiah Hamid.

This research aimed to know the students' perceptions toward Teacher's Oral Corrective Feedback in students speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019 and also to find out the students' perception toward teacher's Oral Corrective Feedback in speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019.

The researcher applied Descriptive Quantitative Method because it was referred to describe the students' perception. Giving questionnaire and interview in collecting the data. The sample of this research was IX-6 Class of SMP Negeri 2 Sungguminasa which consisted of 30 students. The sample was taken by using Purposive Sampling Technique.

The research findings showed that in average the students have positive perception while there are only very few number of students have negative perception toward the use of feedback used by the teacher in correcting their oral errors. It is regarded by the 15 statements asked and interview. It can concluded that almost all of the students have positive perception toward the types of feedback used by the teacher in correcting errors made by the students in oral activity.

Key words: Student's Perceptions, Teacher's Feedback, Speaking Skill.

Abstrak

Andi Mastang. 2018. Persepsi Siswa Terhadap Umpan Balik Perbaikan Lisan Guru Dalam Berbahasa Inggris Siswa. (Penelitian Deskriptif di SMP Negeri 2 Sungguminasa Kelas 8 Tahun Ajaran 2018/2019). Skripsi Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing Nur Qalbi and Radiah Hamid.

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa terhadap umpan balik perbaikan lisan guru dalam berbahasa Inggris siswa pada siswa kelas 8 di SMP Negeri 2 Sungguminasa Tahun Ajaran 2018/2019.

Peneliti menerapkan Metode Deskriptif karena itu dapat menggambarkan persepsi siswa. Mengumpulkan data dengan memberikan kuesioner dan wawancara. Sampel penelitian ini adalah siswa kelas IX-6 SMP Negeri 2 Sungguminasa yang terdiri dari 30 siswa. Sampel diambil dengan menggunakan Teknik Sampel Bertujuan.

Hasil penelitian ini menunjukkan bahwa rata-rata siswa memiliki sikap positif sementara hanya ada sedikit siswa yang bersikap negatif terhadap penggunaan umpan balik yang digunakan oleh guru dalam memperbaiki kesalahan lisan mereka. Itu berdasarkan dari 15 pernyataan yang telah ditanyakan dalam kuesioner dan wawancara. Dapat disimpulkan bahwa hampir semua siswa memiliki sikap positif terhadap umpan balik yang digunakan oleh guru dalam mengoreksi kesalahan yang dibuat oleh siswa dalam kegiatan lisan.

Kata kunci: Persepsi Siswa, Umpan Balik Guru, Keterampilan Berbicara.

CHAPTER I

INTRODUCTION

In this part, the researcher explains about background, problem of the research, objective of the research, significance and scope of the research.

A. Background

As an international language, English has an important role in the world. It can be used to communicate with people of other countries and it is also used as an instrument in utilizing modern sciences and technology. People who want to be acquainted with technological and scientific advances have to master this language well.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal school starting from elementary school up to universities. There are many language skills in English. They are reading, listening, speaking, structure, and vocabulary. Speaking is more difficult than understanding the spoken language. The one who wants to speak to the other sometimes has many problems. Some people can understand what the other talk about but they are not able to communicate. So many ideas, arguments, or opinions in their brain but they cannot produce it.

In the classroom, teacher is often, if not always, the one guiding the students and giving them instructions. Students, on the other hand, are also responsible for their own learning. However, guidance and feedback from the

teacher is always necessary in order for the students to learn and develop further. Feedback as a concept is an essential part of teaching and learning, and thus this study focuses on the different ways feedback is present in the classroom. The focus is especially on oral feedback, and the students' perceptions of the use of it in English classes. Also, the study will reveal the students' hopes and wishes, because it is important to find out how feedback is currently present in the classrooms, and how the students actually would like it to be used. In addition, current feedback practices and the students' perceptions about feedback in overall are studied.

Oral feedback is one of the most used types of feedback, but the focus previously has been more on corrective feedback or written feedback Deirdre (2010:20). Thus, it is essential to focus on oral feedback, and find out more about students' perceptions on the topic. In addition, this particular study will reveal the situation of the use of oral feedback in English classes, bringing forward important insights not only for the areas of feedback research, but especially for English teachers and researcher.

Based on the preliminary observation that will conduct by the research in SMP Negeri 2 Sungguminsa especially the ninth grade, when the teacher asks the students to speak English in the classroom it makes them brave to do so, but it can make them not to be brave to do conversation in the classroom, so they need to have some comprehensible inputs and feedbacks from their teachers even from their friends. As well as teaching speaking in the

classroom, the teacher always gives the students comprehensible inputs and also correction for those making errors while speaking.

Based on the observation before, the researcher knew that in SMP Negeri 2 Sungguminasa of Ninth Grade there is English teacher using oral corrective feedback as a strategy in teaching English specially in speaking skill. The teacher said that it can motivate and help students to improve their speaking skill. Based on the statements above the researcher interest to do the research by entitled: *Students Perception toward Teacher's Oral Corrective Feedback in Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019.*

B. Problem of the Research

Based on the previous background, the researcher formulates the research questions as follow "What are the students' perception toward teacher's Oral Corrective Feedback in Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019"?

C. Objective of the Research

In relation to the problem statements above, the objectives of the research is to find out the students' perception toward teacher's Oral Corrective Feedback in Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019.

D. Significance of the Research

Theoretically the research is significant to give useful information in teaching and learning English in improving the quality of education and

human resource. In practically, it can give contribution for further researcher who is interested in teaching and learning speaking. In addition, It can be a reference for the teachers to teach by reading illustrated story which can gain the full responses of the students.

E. Scope of the Research

Based on the identification of the problem that is the students' lack in speaking ability and their perception towards the teacher's feedback, the researcher limits the problem of the study based on an analysis of students' perception towards teacher Oral Corrective Feedback in Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019. The researcher focus on the types of oral corrective feedback there are (Recast, Explicit Correction, Prompt, Clarification Request and Metalinguistic Feedback) used by the English teacher in teaching speaking English.

CHAPTER II

REVIEW OF LITERATURE

In this part, the researcher explains about previous related research findings and some pertinent ideas.

A. Previous Related Research Findings

Many researchers have been conducting studies related to this research, there are as follow:

1. Kusumawati (2012) in her journal entitle "*An Analysis of Students' Perception towards Teacher Immediate Oral Feedback in Speaking among the Eighth Grade Students of SMPN 1 Kalasan in the Academic Year 2011/2012*" She found that the students felt happy and motivated after their teacher gave immediate oral feedback, although some students felt bothered with the feedback. Moreover, this research implies that the uses of teacher immediate oral feedback it is important and support the implementation of speaking teaching learning process.
2. Corrales & Diaz (2016) in their journal entitle "*Professors and Students' Perceptions Towards Oral Corrective Feedback in an English Language Teaching Program at Colombian T-state University in Pereira*" They found that corrective feedback has in the academic preparation of the future English teachers with the purpose to help their future learners to improve their speaking language competence within a friendly and collaborative class environment.

3. Khunaivi (2015) in his journal entitle "*Teacher's and Student's Perceptions of Corrective Feedback in Teaching Speaking of Iranian Students in Islamic Azad University*" He found that corrective feedback is to know the lacks of the students speaking, the teachers could give the students feedbacks in order not to be fossilized. By giving feedback Appropriately it was believed the students would not be fossilized. The students' perceptions corrective Feedback were they had very good responses about corrective feedback that were given by the teachers in The classroom.
4. Septiana (2016) in his journal entitle "*Students' Perceptions on Teacher's Oral Feedback at SMAN 4 Banda Aceh*" He found that almost all of the students have positive attitude while there are only very few number of students have negative attitude toward the feedback used by the teacher in an oral activity.
5. Irawan (2017) in her journal entitle "*Teachers' Oral feedback in EFL Classroom Interaction at Senior High School in Indonesia.*" She found that, the teachers employed oral feedback because of teachers' responsibility and obligation to provide it, the effective and efficient feedback mode, the utility of oral feedback, positive effect to students, and consequences of none of oral feedback. Mostly, the students perceived positively to oral feedback. Some students found felt sensitive to oral feedback. Nevertheless, they still realized to its positive effect on the result of their work or performance.

Based on the previous researches, the similarity of the research with previous researches is equally aimed to know the students' perception about the English teacher. While the difference is in the research that the researcher investigated more focus on the oral corrective feedback used by the English teacher.

B. Some Pertinent Ideas

1. Concept of Perception

a. Definition of Perception

There are some definitions that are given by several experts as follows:

According to Robbins (1995) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people respond to information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with environment perception allows people to take the sensory information in and make it into something meaningful.

According to Barry (1998) find that perception is the set of process by which we recognize, organize, and make stimulus in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception is define variously by different scholars as Chee (2002) state that perception of stimuli that can be influenced by an individuals mental awareness, past experience, knowladge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things and objects, the sensations refer to.

b. Factors Affecting Perception

According to Hussein (2017) there are four factors affecting perception. The factors affecting the perceptions of people are:

1) Perceptual Learning

Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

2) Mental Set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepare with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

3) Motives and Needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

4) Cognitive Styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

The students' perception can be one of students' evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need in learning. The study about perception is useful for lecturer more efficient in teaching.

c. Forms of Perception

According to Khairul (2012) Perception in general is a response based on an evaluation aimed at an object and expressed verbally, while forms of perception is a view based on the assessment of an object that occurs, anytime, anywhere, if the stimulus affect it. Perceptions that include the cognitive process include the process of interpreting objects, signs and people from the point of experience in question. Therefore, in accepting a human capability stimulus is very limited, so that humans are not able to process all the stimuli he captures. This means that although often realized, the stimulus will be perceived always selected a stimulus that has relevance and

meaningful for him. Thus can be seen there are two forms of perception that is positive and negative according to Khairul (2012).

a. Positive Perception

Positive perception is the perception or view of an object and leads to a state where the subject is perceived to accept the object that is captured because it is in accordance with his personality.

b. Negative Perceptions

Negative perceptions is the perception or view of an object and pointing to the circumstances in which the subject is perceptive tend to reject the object being arrested because it is not in accordance with his personality.

2. Concept of Speaking

a. Definition of Speaking

It has been know that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities.

Torky (2006) states that speaking is one of the four language skills (reading, writing, listening and speaking). Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching Aljadili, (2014). In addition, Hornby (1995)

states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

Moreover, Torkey (2006) asserts that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. While, Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. Harris (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. He adds that there are five components of speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with others to achieve certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor.

b. Components of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and

comprehension). For this reason, the researcher would explain each of items one by one.

1) Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

2) Grammar

Grammar whose subject matter is the organization of words into various combinatuons, often representing many layers of structure, such as phrase sentence and complete sentbce (Ba'dulu, 2001:15) as the basic of framework to find the sentence productively needed while Maybin (2010:11) said that grammar is used two broad sense in linguistic: first it refers to aspect of structure of language (either language as a faculty or the structure of particular language) second, it refers to particular approach to the study oof linguistic structure. The fact however shows that the students' mastery of English structure is skill less as found cut by some previous researchers.

3) Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as „umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive Harmer, (2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”.

These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message, Brown & Nation (1997).

5) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also mean the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

c. The Functions of Speaking

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for

most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

3. Concept of Feedback

a. Definition of Feedback

Nilsson (2004:23) states that one of the methods used openly to show someone's point of view regarding to the purpose of delivering more appropriate actions for the better learning progress is defined as feedback. Furthermore, Ellis (1999:41) defines feedback in as a tool to give information to learners which they can use to comprehend their language use in teacher-student learning environment. Feedback is used in the process of learning in classroom. It is used when the teacher correct the errors which are produced by the students.

Rydahl, (2005:5) states that Feedback is a method used to express one's view with the aim of facilitating and/or promoting more appropriate actions in the future, in relation to a goal or a vision, to make it clear, feedback is a comment or a response from a person towards somebody else's work to facilitate her to be better in the future. Feedback can be either positive or negative or a mixture. For example, a coach can give feedback about how well and how badly their protege athlete is doing in a tournament.

Alqahtani (2001:17) present that the feedback is the closing of a 'loop' in the learning process which serves to fix the leaning result

and make it permanently available. It means that as students already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result.

Based on the some of the definitions above, the researcher conclude that feedback can be used to enhance language learning and make the students realize the way they express the target language has mistakes in it. In other words, feedback is given as a response to the students' errors when they use the target language.

b. Roles of Feedback

Hattie and Kimberley (2007:21) asserts in their review that feedback is one of the most powerful influences on learning and achievement. Freiermuth (1998:7) supports that teachers' feedback helps to improve learners' accuracy and language acquisition. The role of teachers' feedback can be shown in the fact that teachers' feedback reflects to students what and how they perform, showing them their strong points to strengthen as well as the weak points to improve. Noticeably, when teachers leave mistakes untreated, the defective language might serve as an input model and acquired by other students in the class. In short, when students speak and without teachers' feedback, they run a high risk of losing their ways.

c. Purposes of Feedback

According to Lewis (2002), feedback is like the way of telling the students about the progress they are making and also facilitating

them in the area of improvement. Further, Lewis also lists some of research based purposes that have been suggested for giving feedback in language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details:

- 1) Feedback provides information for the teachers and students. The teachers using feedback to describe their learner's language in teaching. It gives teacher information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example. So, it can conclude that giving comment to the students is very important.
- 2) Feedback provides students with advice about learning. Feedback is using by the teacher to provide students with more than simply description of their language use, it just not give the simple description in learning process but comments can also be made on the students.

- 3) Feedback provides students with language input. The teacher's oral feedback provides students with meaningful and individual learning input. It is important to extend students' own current language use because teacher's sentences, both in their form and purpose, illustrate how language is used in one to one communication. In this way student can learn new vocabulary and structures in context.
- 4) Feedback is a form of motivation. Not only grades that can motivate students in learning, but giving feedback can encourage students to study and use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During the course, as teachers find out more about their students, the encouragement can take personal circumstance into account.

d. Forms of Feedback

According to Cohen (1999:109) there are two proposed forms of feedback.

- 1) Written Feedback

In written feedback, comments, correction and/or marks are given to students' written work. The marks may be on words or quick symbols such as underlining, circles, and other signs. This form fits well with older students (late elementary

trough high school). Written information of students' efforts are most helpful when they are personalized or stereotyped and when they provide constructive information.

2) Oral Feedback

Oral feedback, also known as oral conference, refers to personal consultation between teacher and student during the evaluation of communication activities. The major problem in conducting this feedback is that the teacher needs to have sufficient time. Oral feedback fits well in younger students to pinpoint and correct the misconception immediately.

e. Sources of Feedback

Lewis (2002: 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

1) Teachers

Teachers have been the main source of feedback both in oral or written languages in many classes Lewis, (2002: 15). This situation also occurs in speaking lesson and according to Harmer (2001) when students have completed an activity, it is vital that teacher allows them to assess what they have done and then tell them whatin teacher's opinion went well.

The best question in this case is when and how to give feedback in speaking lesson. It can be answered by considering

carefully the effect of possible different approach. In line with this, Harmer also states that when students are in the middle of speaking task, overcorrection may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations and everything depends upon teacher tact and appropriate of the feedback they give in particular situations.

2) Peer

Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their speaking.

3) Self-Evaluation (self-directed feedback)

Self-evaluation means the students correct and evaluate their own mistake. It has some advantages, there are it may increase students' independence as they are supposed to find their own mistakes. Next, by finding their own mistakes, the students are expected to remember what mistakes they have done so they will not make the same mistakes later on. Moreover, self-evaluation saves time in a large class.

4. Concept of Oral Corrective Feedback

a. Definition of Oral Corrective Feedback

Ellis (2006:23) states that corrective feedback is the response given towards students errors in learning. Corrective feedback is an indication that there are errors in a learners use of the target language. Corrective feedback should be seen as a helpful input for the student if it is given at an appropriate time. This means that the teacher should consider the student when giving their feedback. The majority of students when corrected in the middle of their speaking will face difficulty to continue after the interruption of their ideas. Even worse, they will feel anxious that could lead to them speak very cautiously from then on. As a result, they will not speak as fluently as they could do.

Gibbs and Simpson (2004:20) claim that corrective feedback can develop understanding through explanations, generate more learning by suggesting further specific study tasks, promote the development of generic skills by focusing on evidence of the use of skills rather than on the content, promote meta cognition by encouraging students reflection and awareness of learning processes involved in the assignment and encourage students to continue studying.

Annie (2011:52) states that oral corrective feedback is a teachers verbal feedback in response to students errors in speaking

performance and often focusses on pronunciation, vocabulary and language patterns, communication skills, ideas and organization. In conclusion, oral corrective feedback is oral feedback given by a teacher or a peer as an indication that there are errors in a students use of the target language.

Based on the some of the definitions above, the researcher conclude that oral corrective feedback has its advantages and disadvantages depending on how it is used and on how one views it. Therefore, teachers who usually provide oral corrective feedback should consider whether or not to give such feedback. However teachers should not ignore students' errors for a long time because when other students accept those errors as the right utterances to be learnt, then fossilization of errors can occur. However, it is better for the teacher to avoid giving too much feedback that can hinder the language development of students.

b. Students' Attitude of Oral Corrective Feedback

Fata (2014:15) states that when teachers use feedback, it can be positive or negative. Positive feedback should be used to praise students for doing a good job. The teacher gives good comment for what the students do. Teacher will say "very good" or "excellent" which called as a positive feedback. Another part of feedback is negative feedback which is used to help students understand what has to be changed in an utterance. When the students' make an error in

learning process, the teacher will correct the error by feedback and help the students to correct the error by changing the error into the correct form. Negative feedback in school is most often used when a teacher gives a student some kind of information about something being incorrect in an utterance and sometimes also instruction about how to correct the error.

Fang and Xue-Mei (2007) states that the students often feel upset after being corrected by their teacher because there is a great gap between themselves and their teachers in understanding the error correction through giving feedback. Sometimes when the teacher correct the errors made by the students, the students do not know what has been corrected or what have to be corrected. Students are confused and this condition cannot enhance the language learning as the goal of learning to be achieved together between teacher and students.

According to Katayama (2007) which states that students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The students feel that they learn more if their teacher corrects them every time. They really like when their teacher corrects their errors without letting them know that the teacher is correcting them. The students like when their teacher explicitly tells them that they make the errors by giving the correct form of what they said.

Based on the some of the definitions above, the researcher conclude that some of the students might have positive and also negative perception toward feedback given by the teacher while he or she is correcting the errors produced by the students. Most of the students want to be corrected by their teacher while they are producing an error. They might feel frustrated if the teacher ignored them.

c. Types of Coreective Feedback

According to Lyster and Ranta (1997) there are six different types of corrective feedback to use in speaking skill in which teachers can be based to correct students' errors according to the need of the situation.

1) Recasts

Egi (2010:1) states that extensive research has shown that recasts are one of the most frequently used types of corrective feedback in a diverse range of classrooms around the world. Recasts have been defined as implicit negative feedback that reformulates learners.

Egi (2010) states that the effectiveness of recasts is considered a controversial topic in the field of second language acquisition due to the fact that some students have difficulty in noticing and acknowledging recasts as corrective feedback, leading to limited learner uptake and ultimate language learning. In

addition, recasts are commonly used ambiguously as confirmation checks, expansions, or corrective feedback, which might affect the way students perceive the intention of the interlocutor when a recast is delivered Lyster, (2007).

Lyster & Mori, (2006: 273) states that recasts can also provide help with keeping students' attention, maintaining the flow of communication, and facilitating the delivery of complex subject matter because they provide supportive, scaffolded help. Therefore, recasts have the potential to make students aware of their language errors in order to improve their language learning communicative abilities.

2) Explicit correction

Another type of corrective feedback found in Lyster and Ranta's (1997) study is explicit correction, which is the reformulation of the incorrect sentence as well as an indication that what the learner said was wrong. In this case, the teacher provides the correct form and also makes sure the learner identifies the language error.

3) Prompts

Lyster, (2007) states that finally, repetition of errors, clarification requests, elicitation and metalinguistic clues were grouped together as prompts as they do not provide the correct form, but allow the students to self correct. Repetition of errors are

the teacher's reiterations of the learners' incorrect utterances usually adjusting intonation patterns to help students notice the error and produce the correct version of it.

4) Clarification Requests

Lyster & Ranta, (1997) states that clarification requests are used by language teachers to ask students for the reformulation of their incorrect sentences, being a feedback type that can refer to problems in either comprehensibility or accuracy, or both. Elicitation relates to various strategies teachers use to help students find the correct answer, for instance by pausing to give students the opportunity to complete the sentence, using questions to allow students to provide the correct form, or directly asking students to rephrase their utterance.

5) Metalinguistic Feedback

Lyster & Ranta, (1997) states that metalinguistic feedback contains metalinguistic questions or information about the accuracy of the student's utterance in terms of grammatical, lexical, or phonological features which point to the nature of the error but attempt to elicit the information from the student.

d. Error Types of Corrective Feedback

When correcting, it is paramount to identify the type of error the learners make because it is not always the case teachers want or need

to correct everything. Error types have been categorized by Mackey, et.al (2000).

- 1) Morphosyntactic error: Learners incorrectly use word order, tense, conjugation and particles.
- 2) Phonological error: Learners mispronounce words (or we suggest it could also include suprasegmental errors such as stress and intonation).
- 3) Lexical error: Learners use vocabulary inappropriately or they code-switch to their first language because of their lack of lexical knowledge.
- 4) Semantic and pragmatic error: The misunderstanding of a learner's utterance, even if there are no grammatical, lexical or phonological errors.

When dealing with errors, language instructors have to make many decisions and one of them is the type of error to correct. However, sometimes some types of errors are neglected to some extent, or only the most "serious" errors are corrected. That is, there are errors that probably do not hinder comprehension between the language instructor and the learner, but they are errors that in a real world setting might affect communication with other speakers who are not familiar with foreign accents, or who are not tolerant with nonnative speakers.

C. Conceptual Framework

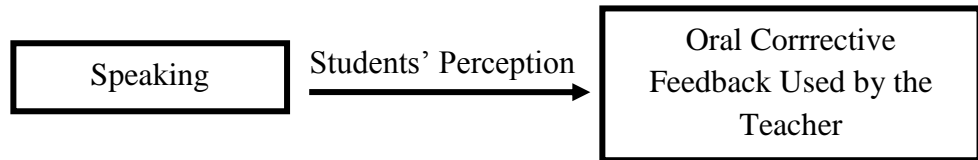


Figure 3.1

The conceptual framework above explain one of the strategy that use of English teacher in teaching English in the classroom, it is oral corrective feedback. Corrective feedback is oral feedback given by a teacher or a peer as an indication that there are errors in a students use of the target language. The researcher will be distribute questionnare and interview. It is to know the students perception toward teachers' oral corrective feedback in English classroom. It is focus on the types and attitude regarding the feedback used by the English teacher.

CHAPTER III

RESEARCH METHODOLOGY

In this part, the researcher explains about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

Based on the title, the researcher were used descriptive quantitative method because it is referred to describe the data from the students' perception.

B. Population and Sample

1. Population

In this research, the populations were the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019. There were fifteen classes of with the number of students is 480 people.

2. Sample

The sample of this research was one classes of the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019. It is IX-VI class with the number of students is 30 people. It consisted of 17 female and 13 male. The purposive sampling technique were used in this research which focus on IX-VI class purposively chosen because in this class the English teacher used the oral corrective feedback as strategy in teaching learning process.

C. Instrument of the Research

In the research instrument, the researcher were used two instruments to collecting the data

1. A close-ended questionnaire used as the instrument of this research to collecting the data. which contained of 15 statements which five alternative options namely strongly disagree, disagree, partially agree, agree and strongly agree.
2. Interview as the second instrument. It was consisted of 3 questions only. this interview used to strengthen to the data from the questionnaire. The answers the qestionnare used the scale from 1 until 5 numbers, while interview, students only answer some question directly.

Table 3.1 Likert Scale

No.	Items			
	Positive Response	Score	Negative Response	Score
1	Strong Agree	5	Strong Agree	1
2	Agree	4	Agree	2
3	Partially Agree	3	Partially Agree	3
4	Disagree	2	Disagree	4
5	Strong Disagree	1	Strong Disagree	5

Sugiyono (2014:136)

D. Data Collection Method

For data collection, the researcher were used questionnaire and interview as instrument in collecting data from the sample. In gathering the data, the researcher used the following procedures:

1. The reseracher firstly gave the students a little explanation of oral corrective feedback.
2. The researcher distributed the questionnaire to the students. It consisted of 15 numbers. Then, the students answer the question in qustionnare. It took 30 minutes for students to finish it, after finish the researcher collected the students' paper.
3. The researcher gave the interview for all the students, this interview consited of 3 questions only, each student have time around 3-5 minutes in answer the interview.
4. The researcher gave the score based on the formula
5. After know the student's score the researcher cllsified it.
6. The researcher percentage the data to know level of students' perception toward teacher's oral corrective feedback in speaking class.

E. Techniques of Data Analysis

The results of questionnaires were analyzed by using the following percentage system:

Computing the frequency of the rate percentage of the students' score by using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

(Sugiyono, 2014:136)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter answer of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through questionarre and interview which are described in table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it.

A. Findings

After conducting the research, the researcher obtained the data, the result of the questionnaire and interview. The following table presents the result of data from 15 questionnaire items given to the students.

Students' Perception toward Teacher's Oral Corrective Feedback in Speaking English.

Frequency of Students' Perception toward Teacher's Oral Corrective Feedback in Speaking English

The result of this aspect has aimed to answer the research question "What are the students' perception toward teacher's Oral Corrective Feedback in Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019".

a. Item 1

Table 4.1. I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	17	57%
2	Agree	13	43%
3	Partially Agree	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.1 showed that 17 students (57%) said “strongly agree”, 13 students (43%) said “agree”, 0 students (0%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree that their teacher explicitly tells them when they make a mistake and gives they the right version of what they had said.

b. Item 2

Table 4.2. I like it when my teacher asks me to correct myself.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	12	40%
2	Agree	16	53%
3	Partially Agree	1	3%
4	Disagree	0	0%
5	Strongly Disagree	1	3%
	Total	30	100%

Table 4.2 showed that 12 students (40%) said “strongly agree”, 16 students (53%) said “agree”, 1 students (3%) said “partially agree”, 0 student (0%) said “disagree”, and 1 student (3%) said “strongly disagree”. So, we can conclude that most

students at the ninth grade of SMP Negeri 2 Sungguminasa were agree that they like when their teacher asks them to correct the errors by themselves.

c. Item 3

Table 4.2. I like it when my teacher corrects my English without letting me know she/he is correcting me.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	10	33%
2	Agree	7	23%
3	Partially Agree	5	17%
4	Disagree	5	17%
5	Strongly Disagree	3	10%
	Total	30	100%

Table 4.2 showed that 10 students (33%) said “strongly agree”, 7 students (23%) said “agree”, 5 students (17%) said “partially agree”, 5 student (17%) said “disagree”, and 3 student (10%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree that if the teacher indirectly corrects their errors without knowing them.

d. Items 4

Table 4.4. I like it when my teacher tells me what kind of mistake I made and asks me to correct myself

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	20	67%
2	Agree	10	33%
3	Partially Agree	0	0%
4	Disagree	0	0%

5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.4 showed that 20 students (67%) said “strongly agree”, 10 students (33%) said “agree”, 0 students (0%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree if their teacher tells them what kind of errors which they make.

e. Item 5

Table 4.5. Teachers should correct students every time they make a mistake when speaking English.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	11	53%
2	Agree	9	30%
3	Partially Agree	5	17%
4	Disagree	5	0%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.5 showed that 16 students (53%) said “strongly agree”, 9 students (30%) said “agree”, 5 students (17%) said “partially agree”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree that their teacher should correct students every time they make a mistake when speaking English.

f. Item 6

Table 4.6. Teachers should correct students only when students cannot communicate clearly.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	11	37%
2	Agree	7	23%
3	Partially Agree	7	23%
4	Disagree	5	17%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.6 showed that 11 students (37%) said “strongly agree”, 7 students (23%) said “agree”, 7 students (23%) said “partially agree”, 5 student (17%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree that their teacher should correct students only when they cannot speak fluently.

g. Item 7

Table 4.7. Teachers should never correct their students’ mistakes when speaking English.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	0	0%
2	Agree	3	10%
3	Partially Agree	0	0%
4	Disagree	17	57%
5	Strongly Disagree	10	33%
	Total	30	100%

Table 4.7 showed that 0 students (0%) said “strongly agree”, 3 students (10%) said “agree”, 0 students (0%) said “partially agree”, 17 student (57%) said “disagree”, and 10 student (33%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were disagree that their teachers should never correct their students’ mistakes when speaking English.

h. Item 8

Table 4.8 I always know when my teacher is correcting me even if she/he doesn’t tell me.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	2	7%
2	Agree	15	50%
3	Partially Agree	9	30%
4	Disagree	4	13%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.8 showed that 2 students (7%) said “strongly agree”, 15 students (50%) said “agree”, 9 students (30%) said “partially agree”, 4 student (13%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were agree that The students always know while they were being corrected by their teacher in the classroom even though they were not told by their teacher.

i. Item 9

Table 4.9 Every time my teacher corrects me, I feel I learn more.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	17	57%
2	Agree	10	33%
3	Partially Agree	2	7%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.9 showed that 17 students (57%) said “strongly agree”, 10 students (33%) said “agree”, 2 students (7%) said “partially agree”, 1 student (3%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree that every time their teacher corrects them, they feel they learn more.

j. Item 10

Table 4.10 Error correction is good for language learning.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	19	63%
2	Agree	8	27%
3	Partially Agree	1	3%
4	Disagree	2	7%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.10 showed that 19 students (63%) said “strongly agree”, 8 students (27%) said “agree”, 1 students (3%) said

“partially agree”, 2 student (7%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly agree that error correction is good for language learning.

k. Item 11

Table 4.11 Error correction helps me identify my weak areas in English.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	12	40%
2	Agree	14	47%
3	Partially Agree	3	10%
4	Disagree	1	3%
5	Strongly Disagree	0	0%
	Total	30	100%

Table 4.11 showed that 12 students (40%) said “strongly agree”, 14 students (47%) said “agree”, 3 students (10%) said “partially agree”, 1 student (3%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were agree that error correction helps them identify their weak areas in English.

l. Item 12

Table 4.12 I usually feel embarrassed when my teacher corrects me in front of the whole class.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	3	10%
2	Agree	4	13%
3	Partially Agree	2	7%
4	Disagree	8	27%
5	Strongly Disagree	13	43%
	Total	30	100%

Table 4.12 showed that 3 students (10%) said “strongly agree”, 4 students (13%) said “agree”, 2 students (7%) said “partially agree”, 8 student (27%) said “disagree”, and 13 student (43%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly disagree that they usually feel embarrassed when they are corrected by their teacher in front of the classroom.

m. Item 13

Table 4.13 Generally, I feel frustrated, after my teacher corrects me.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	0	0%
2	Agree	3	10%
3	Partially Agree	1	3%
4	Disagree	17	57%
5	Strongly Disagree	9	30%
	Total	30	100%

Table 4.13 showed that 0 students (0%) said “strongly agree”, 3 students (10%) said “agree”, 1 students (3%) said “partially agree”, 17 student (57%) said “disagree”, and 9 student (30%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were

disagree that Generally, they feel frustrated, after their teacher corrects them.

n. Item 14

Table 4.14 Generally, I feel interrupted every time my teacher corrects me.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	1	3%
2	Agree	2	7%
3	Partially Agree	2	7%
4	Disagree	11	37%
5	Strongly Disagree	14	47%
	Total	30	100%

Table 4.14 showed that 1 students (3%) said “strongly agree”, 2 students (7%) said “agree”, 2 students (7%) said “partially agree”, 11 student (37%) said “disagree”, and 14 student (47%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly disagree that Generally, they feel interrupted every time their teacher corrects them.

o. Item 15

Table 4.15 I would feel much more comfortable if my teacher never corrected me.

NO	OPINION	FREQUENCY	PERCENTAGE
1	Strongly Agree	0	0%
2	Agree	2	7%
3	Partially Agree	3	10%
4	Disagree	9	30%
5	Strongly Disagree	16	53%
	Total	30	100%

Table 4.15 showed that 0 students (0%) said “strongly agree”, 2 students (7%) said “agree”, 3 students (10%) said “partially agree”, 9 student (30%) said “disagree”, and 16 student (53%) said “strongly disagree”. So, we can conclude that most students at the ninth grade of SMP Negeri 2 Sungguminasa were strongly disagree that they would feel much more comfortable if their teacher never corrected them.

Based on the students interviewed, the researcher found the data of students perception toward Teacher’s Oral Corrective Feedback in Speaking English. The data interview was translated into descriptive codes and the print out enclosed in appendix.

Questions Items of Interview
Would you like if your teacher give you a correct answer when you is wrong? Why?
How do you feel if your teachers correct your error and mistake in learning?
How do you feel when the teacher give you praise such as ‘good job’? does it make you motivate to learn?

4.2.1 Question Items of Interview

The result of class interview that tells what each of the 10 students perception toward teacher’s oral corrective feedback in speaking English showed that the students had very good responses about corrective feedback

that were given by the teachers in the classroom. The average of students likes if their teacher give them a correct answer when their is wrong because when teacher give them correct answer it make them not repeat the mistake they hade made before, the students also felt happy and motivated to improve their speaking English after their teacher gave the oral corrective feedback.

B. Discussion

In this section the researcher discussed about the result of research students' perception toward Teacher Oral Corrective Feedback in Students Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa in the Academic Year 2018/2019".

Students' Perception toward Teacher's Oral Corrective Feedback in Speaking English.

As has been presented on findings , the result in questionnaire show that average the respondent have positive perception toward the use of feedback used by the teacher in correcting their oral errors. It can be seen from the result of questionnaires. Below were the detail answer of the research questions. The researcher found that almost all of the students have positive perception toward feedback used by the teacher in correcting errors made by the students in oral activity. This finding is similar to the study by Katayama (2007) which stated that students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The students feel that they learn more if their teacher corrects them every time. They really like when their teacher corrects their

errors without letting them know that the teacher is correcting them. The students like when their teacher explicitly tells them that they make the errors by giving the correct form of what they said.

Furthermore, the students also want their teacher to ask them to correct the errors by themselves after the teacher told the correct form of what they said. They would feel uncomfortable if their teacher never correct the errors made by them. The students support their strong positive attitude toward teachers feedback given by them with the attitude of not feeling bad when teachers correct their errors in classroom activity. Regarding this matter, it can be concluded that the teacher should always correct the errors made by their student by giving the correction through feedback. However, only a few students have negative perception that they did not want to be corrected by the teacher in front of the classroom because they could feel embarrassed or frustrated. There are 5 students that do not want to be corrected every time when they speak English. The researcher assumed that the students might feel shy in front of their classmates of being always corrected or they do not understand the correction given by the teacher through feedback. Fang and Xue-Mei (2007) stated that the students often feel upset and do not like the teacher always correct their errors because there is a great gap between themselves and their teachers in understanding error correction.

In addition, too much error correction can make someone only focus on linguistic form without considering communication form which

also important to be focused on. He also added that the subjects seemed to have a perception that errors were natural parts of learning and need not to be corrected every time. They also feel interrupted while the teacher is correcting their errors. Regarding the attitude showed by the students toward the feedback used by the teacher in correcting their errors in an oral activity, it is important to be paid attention to how the teacher should correct the students' errors. The teacher should correct nicely the errors made by the students, so that the students will not feel harm after being corrected. Furthermore, oral feedback is needed that can motivate the student in gaining some more language input of Language learning performance. Based on the questionnaire items number 10 and 11, the students think that error correction helps them identify their weak areas in English and it is good for language learning.

Regarding this, it is better for the teacher always correct the students' errors nicely by giving feedbacks. However, the teacher also should be careful while correcting students' oral errors. Lewis (2002) stated that teachers should be careful when giving feedback in an oral activity because students may feel bad or misunderstand their teachers' correction. Moreover, the students' emotions might be affected. It is not an easy job for the teacher while giving the feedback in correcting students' errors in classroom setting. If the teacher wrongly gives the feedback, it might cause some learning problems.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussions, the researcher concludes that almost all of the students have positive perception toward the teacher's feedback in an oral activity, it was shown by the frequency of students, Item 1, 17 students strongly agree from 30 students, Item 2, 16 students agree from 30 students. Item 3, 10 students strongly agree and 7 students agree from 30 students, Item 4, 20 students strongly agree from 30 students, item 5, 16 students strongly agree from 30 students, item 6, 11 students strongly agree and 7 students agree from 30 students, Items 7, 17 students disagree from 30 students, item 8, 15 students agree from 30 students and 2 students strongly from 30 students, item 9, 17 students strongly agree from 30 students, item 10, 19 students strongly agree from 30 students, item 11 15 students agree and 12 students strongly from 30 students, item 12, 13 students strongly disagree and 8 students disagree from 30 students, item 13, 17 students disagree from 30 students, item 14, 14 students strongly disagree and 11 students agree from 30 students. Item 15, 16 students strongly agree from 30 students.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follow:

1. For English Teacher at the Ninth Grade students of SMP Negeri 2 Sungguminasa, It is suggested to use oral corrective feedback in teaching English in learning process, Moreover, this research implies that the use of teacher oral corrective feedback it is important and support the implementation of speaking in teaching learning process.
2. For next researcher use this thesis as an addition reference or futher research with different discussion.

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A P P E N D I C E S

Appendix: A

INSTRUMENT OF QUESTIONNARE

Name :

Class :

The purpose of this instrument is to know the Students Perceptions Toward
Teacher's Oral Corrective Feedback In Speaking Class.

Please tick (√) according to your level agreement based on the statement below.

Note: SA= Strongly Agree, A= Agree, PA=Partially Agree, DS= Disagree, SDS=
Strongly Disagree

NO	PERTANYAAN	SA	A	PA	DS	SDS
1	I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said (Saya suka ketika guru saya dengan jelas memberi tahu saya bahwa saya membuat kesalahan dan memberi saya versi yang tepat dari apa yang saya katakan)					
2	I like it when my teacher asks me to correct myself. (Saya suka ketika guru saya meminta saya untuk mengoreksi diri saya sendiri)					
3	I like it when my teacher corrects my English without letting me know she/he is correcting me. (Saya suka ketika guru saya mengoreksi bahasa Inggris saya tanpa memberi tahu saya bahwa dia mengoreksi saya)					
4	I like it when my teacher tells me what kind of mistake I made and asks me to correct myself (Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahan saya sendiri)					
5	Teachers should correct students every time					

	<p>they make a mistake when speaking English.</p> <p>(Guru harus mengoreksi kesalahan siswa setiap kali mereka melakukan kesalahan saat berbicara bahasa Inggris)</p>					
6	<p>Teachers should correct students only when students cannot communicate clearly.</p> <p>(Guru harus mengoreksi siswa hanya ketika siswa tidak dapat berkomunikasi dengan jelas)</p>					
7	<p>Teachers should never correct their students' mistakes when speaking English.</p> <p>(Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicara bahasa Inggris)</p>					
8	<p>I always know when my teacher is correcting me even if she/he doesn't tell me.</p> <p>(Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidak memberi tahu saya)</p>					
9	<p>Every time my teacher corrects me, I feel I learn more.</p> <p>(Setiap kali guru saya mengoreksi saya, saya merasa saya belajar lebih banyak)</p>					
10	<p>Error correction is good for language learning.</p> <p>(Koreksi kesalahan baik untuk pembelajaran bahasa)</p>					
11	<p>Error correction helps me identify my weak areas in English.</p> <p>(Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemah dalam bahasa Inggris)</p>					
12	<p>I usually feel embarrassed when my teacher corrects me in front of the whole class.</p> <p>(Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas)</p>					
13	<p>Generally, I feel frustrated, after my teacher</p>					

	<p>corrects me.</p> <p>(Pada umumnya, saya merasa frustrasi, setelah guru saya mengoreksi kesalahan saya)</p>					
14	<p>Generally, I feel interrupted every time my teacher corrects me.</p> <p>(Pada umumnya, saya merasa terganggu setiap kali guru saya mengoreksi saya)</p>					
15	<p>I would feel much more comfortable if my teacher never corrected me.</p> <p>(Saya akan merasa jauh lebih nyaman jika guru saya tidak pernah mengoreksi saya)</p>					

Appendix: B

INSTRUMENT OF INTERVIEW

Name:

Class:

1. Would you like if your teacher give you a correct answer when yours is wrong? Why?

(Apakah Anda akan menyukai jika guru Anda memberi Anda jawaban yang benar ketika Anda salah? Mengapa?)

2. How do you feel if your teachers correct your error and mistake in learning?

(Bagaimana perasaan Anda jika guru Anda memperbaiki kesalahan Anda dalam belajar?)

3. How do you feel when the teacher give you praise such as 'good job'? does it make you motivated to learn?

(Bagaimana perasaan Anda ketika guru memberi Anda pujian seperti 'pekerjaan yang baik'? apakah itu membuat Anda termotivasi untuk belajar?)

Appendix: C

Score of types of students' perception towards teacher Oral Corrective Feedback in Speaking English

NO	RESPONDENT	QUESTIONNAIRE ITEMS															TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	S-1	5	5	5	5	5	5	4	4	5	5	5	5	4	4	4	70
2	S-2	5	5	5	5	4	5	4	4	5	5	5	2	5	5	5	69
3	S-3	4	4	2	4	4	4	2	2	4	2	4	2	4	5	5	52
4	S-4	5	5	4	4	4	3	2	3	3	3	4	4	3	3	2	52
5	S-5	4	4	4	4	3	3	4	4	4	4	3	3	4	3	3	54
6	S-6	4	4	4	4	5	4	4	4	4	4	4	3	4	4	3	59
7	S-7	4	5	4	5	5	5	4	4	5	5	5	5	5	5	5	71
8	S-8	4	5	2	5	4	4	4	4	5	4	4	5	5	5	5	65
9	S-9	5	5	5	5	5	5	4	4	4	5	5	2	4	4	4	66
10	S-10	4	4	3	4	3	2	5	3	4	4	4	4	4	4	4	56
11	S-11	4	4	4	4	3	3	4	3	4	4	4	3	4	4	4	56
12	S-12	4	1	5	5	5	5	5	3	5	5	5	5	2	2	4	61
13	S-13	5	4	2	5	5	4	5	3	5	5	5	4	2	5	5	64
14	S-14	5	3	1	5	5	3	4	2	2	5	3	1	2	1	2	44
15	S-15	5	5	5	5	5	5	5	4	5	5	5	2	5	5	5	71
16	S-16	5	5	5	5	5	5	4	4	5	5	5	1	5	5	5	69
17	S-17	4	4	3	5	4	2	4	4	5	4	4	3	4	4	4	58
18	S-18	4	4	3	5	3	2	4	4	5	5	4	4	4	4	3	58
19	S-19	5	5	1	5	5	3	4	4	5	5	5	4	5	4	5	65

Appendix: D

Analysis of the data obtained through item of questionnaire

NO	ITEMS	FREQUENCY					TOTAL
		SA	A	PA	DS	SDS	
1	I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said (Saya suka ketika guru saya dengan jelas memberi tahu saya bahwa saya membuat kesalahan dan memberi saya versi yang tepat dari apa yang saya katakan)	17	13	0	0	0	30
2	I like it when my teacher asks me to correct myself. (Saya suka ketika guru saya meminta saya untuk mengoreksi diri saya sendiri)	12	16	1	0	1	30
3	I like it when my teacher corrects my English without letting me know she/he is correcting me. (Saya suka ketika guru saya mengoreksi bahasa Inggris saya tanpa memberi tahu saya bahwa dia mengoreksi saya)	10	7	5	5	3	30
4	I like it when my teacher tells me what kind of mistake I made and asks me to correct myself (Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahan saya sendiri)	20	10	0	0	0	30
5	Teachers should correct students every time they make a mistake when speaking English. (Guru harus mengoreksi kesalahan siswa setiap kali mereka melakukan	16	9	5	0	0	30

	kesalahan saat berbicara bahasa Inggris)						
6	Teachers should correct students only when students cannot communicate clearly. (Guru harus mengoreksi siswa hanya ketika siswa tidak dapat berkomunikasi dengan jelas)	11	7	7	5	0	30
7	Teachers should never correct their students' mistakes when speaking English. (Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicara bahasa Inggris)	0	3	0	17	10	30
8	I always know when my teacher is correcting me even if she/he doesn't tell me. (Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidak memberi tahu saya)	2	15	9	4	0	30
9	Every time my teacher corrects me, I feel I learn more. (Setiap kali guru saya mengoreksi saya, saya merasa saya belajar lebih banyak)	17	10	2	1	0	30
10	Error correction is good for language learning. (Koreksi kesalahan baik untuk pembelajaran bahasa)	19	8	1	2	0	30
11	Error correction helps me identify my weak areas in English. (Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemah dalam bahasa Inggris)	12	14	3	1	0	30
12	I usually feel embarrassed when my teacher corrects me in front of the whole class.	3	4	2	8	13	30

	(Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas)						
13	Generally, I feel frustrated, after my teacher corrects me. (Pada umumnya, saya merasa frustrasi, setelah guru saya mengoreksi kesalahan saya)	0	3	1	17	9	30
14	Generally, I feel interrupted every time my teacher corrects me. (Pada umumnya, saya merasa terganggu setiap kali guru saya mengoreksi saya)	1	2	2	11	14	30
15	I would feel much more comfortable if my teacher never corrected me. (Saya akan merasa jauh lebih nyaman jika guru saya tidak pernah mengoreksi saya)	0	2	3	9	16	30

Appendix: E

THE RESULT OF INTERVIEW

1. Pertanyaan 1

Apakah Anda akan menyukai jika guru Anda memberi Anda jawaban yang benar ketika Anda salah? Mengapa?	
S-1	Ya saya suka, karena saya bisa belajar dari kesalahan yang ku buat
S-2	Ya saya suka sekali, karena bisaka belajar dari kesalahan yang sudah diperbaiki tadi
S-3	Ya saya suka sekali, karena bisaka belajar dari kesalahan yang sudah diperbaiki tadi sama guruku.
S-4	Suka ji kak tp biasa malu-maluma bicara kembali
S-5	Ya ku suka kak, supaya tidak ku ulangimi kesalahanku yang sudah kubuat.
S-6	Ya ku suka kak, supaya tidak ku ulangimi kesalahanku yang sudah kubuat.
S-7	Ya saya sangat suka, karena bisaka perbaiki kesalahan apa yang saya kubuat dan tidak kuulangimi lagi
S-8	Ya saya suka kak , karena saya dapat memperbaiki kesalahan yang saya buat
S-9	Ya suka kak, karena saya dapat belajar dari kesalahan yang sudah kubuat
S-10	Ya saya suka sekali, karena bisaka belajar dari kesalahan yang sudah diperbaiki tadi.

2. Pertanyaan 2

Bagaimana perasaan Anda jika guru Anda memperbaiki kesalahan Anda dalam berbicara bahasa Inggris?	
S-1	Senang karena kalau guru saya memperbaiki kesalahan saya saat berbicara bahasa Inggris karena itu membantu saya untuk tidak membuat kesalahan lagi
S-2	Saya merasa termotivasi untuk belajar terus
S-3	Biasa malu karena apa lagi kalau sudah dikoreksi berulang ulang dengan kesalahan yang sama
S-4	Senang karena bisa memperbaiki kesalahan kesalahan yang sudah dibuat
S-5	Saya biasa takut karena untuk berbicara kembali setelah dikoreksi
S-6	Senang karena biar tidak ku ulangi lagi kesalahanku tadi
S-7	Senang karena bisa memperbaiki kesalahan kesalahan yang saya sudah buat.
S-8	Saya merasa termotivasi untuk belajar terus
S-9	Senang karena kalau guru saya memperbaiki kesalahan saya saat berbicara bahasa Inggris karena itu membantu saya untuk tidak membuat kesalahan lagi
S-10	Biasa malu karena apalagi kalau diperbaiki langsung di depan kelas nyalai semua teman-temanku.

3. Pertanyaan 3

Bagaimana perasaan Anda ketika guru memberi Anda pujian seperti good job? apakah itu membuat Anda termotivasi untuk belajar	
S-1	Senang sekalika ka kalau diberi pujian seperti itu, itu membuat saya termotivasi untuk banyak belajar lagi
S-2	Ya saya merasa termotivasi, itu mendorong saya untuk belajar kembali
S-3	Saya termotivasi kak itu membuat saya senang dan brusaha lebih baik lagi
S-4	Biasa biasa saja kak
S-5	Termotivasi sekali kak, saya akan banyak belajar lagi
S-6	Iya kak termotivasi saya akan lebih rajin belajar supaya pintarka bahasa inggris
S-7	Termotivasi sekali kak, saya akan banyak belajar lagi
S-8	Senang sekalika ka kalau diberi pujian seperti itu, itu membuat saya termotivasi untuk banyak belajar lagi
S-9	Iye kak, termotivasi langsungka ku rasa mau belajar terus
S-10	Saya termotivasi kak itu membuat saya senang dan lebih baik lagi

Appendix: F

DOCUMENTATION



Picture 1: Collecting the Data



Picture 2: Collecting the Data



Picture 3: Collecting the Data



Picture 4: Collecting the Data



Picture 5: Collecting the Data



Picture 6: Collecting the Data

CURRICULUM VITAE



ANDI MASTANG She was born on 01st April 1995 in Batulappa. She is the first daughter of marriage between Muhammad Haris and A. Masriani. She has 4 brothers (Andi Kahar Muzakkar, A. Jumadil Anwar, A. M. Afrizal, and A. Rival). In 2001, she started in elementary school at SD Inpress Batulappa, graduated in 2007. Then she continued her junior high school at SMP Negeri 3 Balusu and graduated in 2010. After that she continued her senior high school at SMK Negeri 1 Barru and graduated in 2013. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle “*Students’ Perception towards Teacher Oral Corrective Feedback in Speaking English at the Ninth Grade Students of SMP Negeri 2 Sungguminasa*”.