

**LECTURER CORRECTIVE FEEDBACK TO PROSPECTIVE
TEACHERS IN SPEAKING VIRTUAL CLASS: AN
EXPLORATORY STUDY IN ENGLISH EDUCATION
DEPARTMENT OF UMS**



**Compiled as one of the requirements for completing the Strata 1 Study
Program in the English Department Faculty of Teacher Training and
Education**

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APPROVAL

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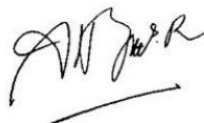
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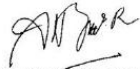
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On Thursday, 02 February 2023
and declared to have met the requirements**

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I hereby declare that in this scientific publication there is no work that has been submitted for a bachelor's degree at a university and as long as. To my knowledge, there are no works or opinions that have been written or published by anyone otherwise, unless in writing referred to in the manuscript and mentioned in the bibliography.

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Surakarta, 03 January 2023

The Researcher


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LECTURER CORRECTIVE FEEDBACK TO PROSPECTIVE TEACHERS IN SPEAKING VIRTUAL CLASS: AN EXPLORATORY STUDY IN ENGLISH EDUCATION DEPARTMENT OF UMS

Abstrak

Abstrak: Bahasa Inggris adalah bahasa setiap orang dan setiap orang dapat berkumpul dengan mudah dengan bahasa tersebut. Oleh karena itu, setiap orang perlu mempelajarinya. Untuk menguasai keterampilan, siswa harus mempraktekannya. Penelitian ini bertujuan untuk mengeksplorasi jenis umpan balik yang diberikan oleh dosen, masalah yang dihadapi oleh calon guru, dalam kursus berbicara dengan menggunakan video conference dan persepsi mereka tentang memberikan umpan balik dalam kursus berbicara dengan menggunakan video conference di Jurusan Bahasa Inggris UMS. Penelitian ini merupakan penelitian kualitatif deskriptif, subjek penelitiannya adalah mahasiswa semester empat Jurusan Bahasa Inggris. Hasil penelitian ini menunjukkan bahwa ada lima jenis umpan balik korektif yang digunakan oleh dosen Jurusan Bahasa Inggris UMS seperti: recast, elisitasi, eksplisit, repetisi dan permintaan klarifikasi. Pengulangan adalah umpan balik yang efektif yang dapat membantu mereka meningkatkan kemampuan berbicara mereka. Masalah yang dihadapi calon guru adalah (1) kurang percaya diri, (2) kosa kata terbatas, (3) takut melakukan kesalahan, dan (4) kurang lancar dan pelafalan. Persepsi calon guru tentang umpan balik korektif dosen dalam kursus berbicara dengan menggunakan video conference adalah (1) menyenangkan, (2) membantu, dan (3) menantang. Dari temuan tersebut, kesimpulannya adalah sebagian besar peserta didik menganggap umpan balik korektif sangat membantu dan, dengan demikian, perlu dan ingin dikoreksi secara teratur di kelas. Implikasi dari penelitian ini dapat disimpulkan bahwa dosen akan terus memberikan umpan balik kepada mahasiswa selama proses pembelajaran dan mahasiswa dapat menemukan solusi dan memecahkan masalah yang mereka hadapi dalam mendukung proses pembelajaran.

Kata kunci: Umpan balik korektif, kelas virtual, persepsi calon guru

Abstract

Abstract: English is everybody's language and everyone can get together easily with the language. Therefore, everyone needs to learn it. To master the skill, students must practice it. This study aims to explore the kind of feedback given by lecturers, problems faced by prospective teachers, in speaking course by using video conference and their perception regarding giving feedback in speaking course by using video conference at English Department of UMS. This study is a descriptive qualitative study, the research subjects were fourth semester students in English Department. The result of this study shows that five type of corrective feedback used by the lecturer at the English Department of UMS such as: recast, elicitation, explicit, repetition and clarification request. Repetition is effective feedback that can help them improve their speaking. The problems face by prospective teachers are (1) lack of confidence, (2) limited vocabulary, (3) fear of making mistakes, and (4) lack of fluency and pronunciation. The prospective teachers perception on lecturer corrective feedback in speaking course by using video conference are (1) fun, (2) helpful, and (3) challenging. From the finding, the conclusion was the most learners find corrective feedback highly helpful and, thus, need and wish to be corrected regularly in class. The implication for this study could be concluded that the lecturer will continue to provide feedback to students during the learning process and the students can find solutions and solve problems they face in supporting the learning process.

Keywords: Corrective Feedback, virtual classroom, prospective teachers perception

1. INTRODUCTION

English is everybody's language and everyone can get together easily with the language. Therefore, everyone needs to learn it. To master the skill, students must practice it. Because speaking is an interactive process, so there must be an interaction among the students and between students and the lecturer. A lecturer needs to be a noble controller to sustain the quality of language use in the classroom (Kerr, 2020). One of the ways to control the student's language use in the classroom is by giving feedback. In this case, the lecturer should monitor and control the students' performance on tasks and provide feedback on how well tasks have been completed to achieve the desired goal.

Since students are still in the process of learning, they need corrective feedback. This constitutes an input that is expected to be constructive and positive. Ellis (2009) maintains that corrective feedback plays an important role since it facilitates learning and ensures the students capability in mastering the skill. Laeli and Setiawan added that giving feedback from lecturers is very necessary during learning process (Laeli & Setiawan, 2019). This feedback is expected to be autonomous learners who can make self-correction when they make mistakes (Sheen and Ellis, 2011). Students can correct their mistakes, can improve their speaking skills, and have meaningful and useful learning for them (Muyashoha & Sugianto, 2019). However, students often find various difficulties when making errors, such as mispronouncing words, diction and spelling errors, or syntactical errors. In this case, teachers should be able to give correction which is relevant with the errors and make them understand the errors.

In English Department, providing appropriate feedback becomes very important because the department prepares prospective teachers who must master speaking skill. Hence, English lecturers should have appropriate strategy in giving correction. Sheen (2001) classified oral corrective feedback strategies; (1) Recast, teacher's implicit correction of students' erroneous utterances without indication that the utterance is ill-formed or incorrect (2) Explicit correction, the teacher clearly indicates the student's error and provides the correct form of the error to the student. (3) Explicit correction with metalinguistic explanation, the teacher provides student with the correct form and comments or information related to the student's error. (4) Repetition, the teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation. (5) Elicitation, teacher uses to directly elicit the correct form from the students. (6) Metalinguistic cue, considered as the form of metalinguistic feedback in the form of comments, information or questions. (7) Clarification request, when the student makes a grammatical error in conjugation, the teacher doesn't correct it but asks for clarification by saying 'Pardon?'

Many studies have been conducted to explore lecturers' corrective feedback. Such as ; (1) Investigate students' perceptions towards oral corrective feedback from lecturers in their speaking classes (Muslem, 2021). (2) Investigating learners' preferences of corrective feedback covering type, manner, source, and time given by lecturers (Ramadhani, 2020). (3) Investigates teachers' delivery of oral corrective feedback and its effects (Phuong & Huan, 2018). However, the corrective feedback given to students in online class is very limited. Therefore, it is crucial to explore the strategies applied by lecturers in giving corrective feedback. This study is conducted in English Department of UMS.

As prospective teachers, students need to get good feedback from the lecturer. To know which part is wrong, and which one should be corrected before realizing it to their student's class. When the students think they have acquired sufficient target language and their errors last for a long time without teacher corrective feedback, fossilisation of similar errors can occur again. Providing good feedback to prospective teachers will provide a positive and constructive memory so that they can find good methods of teaching in the future and fulfil their objective in teaching English. Giving feedback on student work or performance will help to increase the learning process.

In the current situation, speaking class is certainly a difficult thing to practice and the student must to master it. This is a challenge for prospective teachers to get good feedback from lecturers because they can always remember what has been conveyed. If giving feedback in class is still lacking or not satisfactory, then the student can provide feedback through other methods in a virtual class by using video conference. This study is conducted to explore the types of corrective feedback provided by the English lectures, the problems faced by prospective teachers and the students teachers perception of the feedback given.

2. METHOD

This research is qualitative research, in the descriptive study. Polio (2013) is concerned with three stages of development concerning skill acquisition theory: declarative, procedural, and automatic stages. The characteristic of this study is evaluate. It means that the research is direct to understand a program executed. In this study, the research subjects were fourth semester students in English Department. To collect data, the researcher conducted interviews with 7 students fourth semester students in English Department. The data of this study were collected using several qualitative data collection techniques including interviews, and observation. Then the data validity used triangulation of data source and methodological triangulation, and the procedures are data reduction, data display, and conclusion.

3. RESULT AND DISCUSSION

In this chapter, the researcher describes the finding of the research and discusses the result of this research about: the type of corrective feedback in the English Department of UMS, prospective teachers' problems faced in learning to speak in the virtual classroom, and prospective teachers' perception when feedback is given by the lecturer using video conference in English Department of UMS. It presents critical points based on data obtained from observation and interviews with English students.

3.1 Result

3.1.1 The Types of Corrective Feedback Used by the Lecturer in Speaking Class at the English Department of UMS

Five types of corrective feedback were used by the lecturer in the speaking class at the English Department of UMS, namely; recast, elicitation, explicit, repetition, and clarification request feedback. In order to answer the first research question, the researcher did do check the youtube video and found that each student made approximately 1-2 errors during performance. In the first meeting, it was found that all students made 16 errors for ten participants. The lecturer's feedback found mostly performances were: recast (5 times), explicit (2 times), elicitation (1 time), repeated (6 times), and clarification request (2 times).

During the second meeting, the students made 26 errors. We can see that errors made by the students have decreased to some level. The lecturer's feedback found during the second meeting was followed by: explicit (1 time), elicitation (6 times), repetition (8 times), and clarification requests (3 times).

a. Recast

Recast can be designed as the lecturer repeats the students' utterances in the correct form without pointing out the student's errors. The teaching-learning process was held in a virtual classroom by using video conference. Based on the topic that would be discussed some motion, then the student explained their argumentative speaking, and the lecturer tried to find the mistake from the :

S : TikTok so alot better than Instagram.

L : TikTok is so much better than Instagram.

When one of the students did the presentation and explained the motion, he wanted to talk about 'TikTok so alot better than Instagram', then the lecturer evaluated the mistakes made by the student by evaluating the structure 'TikTok is so much better

than Instagram'. The lecturer asked them to be brave in many kinds of circumstances. Related with the motion and English speaking. Below is the other example of recast correction corrective feedback.

(1) S : Sometime, Tik-tok many even than Instagram.

L : *Sometimes, Tik-tok had some events (in oral)*

(2) S : The price relative is same

L : *The price is relatively the same*

(3) S : Even im rich a lot of friend can come to me

L : *Even if I'm rich, a lot of friends can come to me*

(4) S : After graduation, i will married

L : *After graduation, I will get married*

b. Explicit

Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student had said was incorrect ("Oh, you mean," "You should say").

S : online classes is very dreamy

L : oh, maybe what you mean is that the online classes are very boring and not funny right

From the explicit correction above, the lecturer gives the correct form to the student with a grammatical explanation. The student wanted to talk about 'online classes are very dreamy.' But the lecturer gives the correct explanation about the student's meaning '**oh, maybe what you mean is that online classes are very boring and not funny, right**'. Below is the other example of explicit corrective feedback.

(1) S : Solo is a big city and very different from Jogja because solo so safety

L : Maybe, you mean that Jogja is criminal and the bloody streets dangerous

(2) S : Spending money for *kuota*

L : I mean, you would say 'spending less a cost for buy the internet'

(3) S : Because uh mm, I have mmm bad time management

L : It's okay, go ahead 'maybe you would say, You are lacking in managing time management

c. Elicitation

Elicitation corrective feedback is a corrector repeats part of the learners utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. The lecturers do not provide the correct form but invite the other students to inform the right words or phrases. Besides, there are some phrases applied by the lecturers, such as, “how do we say this in English, which one is correct? In addition, the lecturers may correct the students’ mistakes by asking the students to complete the sentence or may ask a question such as “ what is the (x) form of (y)?

L : Say it in Salatiga’s way how to say very very hot, fair heart like scorching squishing hot, in salatiga ways like in Javanese

S : Wah panase ra patut

When the student was doing a monologue, there were some points and the lecturer ask the question for student '*say it in Salatiga's way how to say very very hot, fair heart like scorching squishing hot, in salatiga ways like in Javanese*'. And the student answered '*wah panase ra patut*'.

Here the lecturer not given an explanation but just clarify. Below is the other example of elicitation Feedback:

(1) S : How do you speak syahdu in english ?

L : Serene, sir.

(2) S : when online learning is necessary mengorbankan lots of costs to buy quota

L : expense

(3) L : How to say very hot like schorching in the thailand language ?

S : *Řxn māk* (Thai Language)

S: *Terik* (Indonesian Language)

S: Scorching (English Language)

(4) S : I’m in kos, sir

L : *On your boarding house*

(5) S : Around the town kurang bermanfaat

L : *Around the town is less useful*

d. Repetition

In the repetition corrective feedback, the lecturer repeats the student's ill-formed utterance, adjusting intonation to highlight the error; clarification request: teacher's request for further information from a student about a previous utterance. In speaking III in the Department of English Education of UMS, the lecturer repeats the students' utterances by giving high intonation to indicate the error made by the students. Also, this type provides an opportunity to make self-correction, in which they can analyse what the error was and find the correct utterance for the error.

S : Quite ne-utral

L : **Quite Neutral** /kwaɪt 'nju:.trəl/

In this case, the student made an error in pronunciation. The student made an error when he pronounced the word 'Quite Neutral'. In the end, the lecturer reaffirmed the incorrect pronunciation and intonation to /kwaɪt 'nju:.trəl/. Below is the other example of repetition feedback.

(1) S : Anxiety

L : Anxiety /æŋ'zaɪ.ə.ti/

(2) S : Opinion

L : Opinion /ə'pɪn.jən/

(3) S : Scenery

L : Scenery /si:.nəri.i/

(4) S : Building

L : Building /bɪl.dɪŋ/

(5) S : Uncomfortable

L : Uncomfortable /ʌn'kʌmf.tə.bəl/

e. Clarification request

Clarification requests indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. This is a feedback type that can refer to problems in either comprehensibility or accuracy or both.

Data

L : **Sorry, you said in the bedroom or bathroom?**

S : Oh, I'm in the bedroom sir

When the student do their argument, the student made errors or confused what they want to say and explain. She should said 'I'm in the bedroom' but the lecturer clarify what she said '**Sorry, you said in bedroom or bathroom**'. Below is the other example of clarification request feedback.

(1) L : Wait, you say time management, what do you mean ?

S : Okay, I can rearrange my time for everything sir

(2) L : Oh sorry, are you a kpop fans maybe? You say that it becomes a bias

S : Yes sir, I am kpop fans

(3) L : Sorry lintang, can you take some samples or examples again?

S : Because solo was so crowded sir

3.1.2 Problems Faced by Prospective Teachers, in Speaking Course by Using Video Conference at the English Department of UMS

In virtual classroom learning, of course, obstacles or problems faced by prospective teachers are found. In this section, the researcher describes the problem experiences in the English Department of UMS. By getting the data from the students directly, it is hoped that in the future student and teachers can better understand how to do learning optimally when learning English, especially in the virtual classroom. The researcher (TR) conducted in-depth interviews with the student (TS) in the four semesters at the English Department of UMS regarding students problems in learning to speak in a virtual classroom. The following are the result of interviews regarding the problems faced by prospective teachers, especially learning to speak in the English Department of UMS by using video conference.

a. Lack of confidence

Presented data from seven students who have conducted interviews with researchers, there are all four students expressing the same opinion about the lack of self-confidence when speaking in public.

Data

TR : *apa masalah yang anda hadapi dalam pembelajaran berbicara di kelas virtual ?*

(What problems do you face in speaking class in a virtual classroom?)

TS : *untuk masalah yang saya alami selama pembelajaran berbicara di kelas virtual itu saya merasa kurang percaya diri untuk berbicara didepan umum, saya malu apabila apa yang saya ucapkan itu salah. Akan tetapi, dosen selalu memberikan motivasi bagaimana cari kita agar bisa berbicara lebih percaya diri lagi.*

(The problems I experienced during speaking class in the virtual classroom, I felt less confident speaking in public, and I was embarrassed if what I said was wrong. However, the lecturers always motivate how to find us so that we can speak more From confidently).

(Author Translation)the above data, it can be conclude that virtual education also causes anxiety. Lack of confidence usually arises when students are challenged to speak in front of a class. Virtual classrooms can also create feelings of anxiety. Lecture Advancement is also pretty good at passing speaking practice tests. So this is also a training for students to improve their speaking during the online class.

b. Limited Number of Vocabulary

Presented data from seven students who have conducted interviews with researchers, there are all students expressing the same opinion about limited vocabulary they are good at.

Data

TR : *apa masalah yang anda hadapi dalam pembelajaran berbicara di kelas virtual ?*

(What problems do you face in speaking class in a virtual classroom?)

TS : *masalah yang saya hadapi saat mencoba untuk berbicara itu masih terbatas – bata, masih tersendat dan bingung apa yang selanjutnya akan saya ucapkan. Terkadang teman saya memberikan sedikit bantuan dan clue untuk apa yang harus saya ucapkan. Namun saya agak tidak yakin dengan jawaban teman saya, dan pada akhirnya dosen yang benarkan apa kesalahan saya dan tak pernah*

berhenti untuk memberikan semangat dan motivasi, memberikan saran untuk sering menonton film yang berbahasa Inggris.

(The problem I faced while trying to speak was still stammering, still choked up and confused about what I was going to say next. Sometimes my friend gives a little help and clue as to what I should say. But I was a bit unsure of my friend's answer, and in the end the lecturer who corrected what I did wrong and never stopped to give encouragement and motivation, gave advice to watch movies in English often) (Author Translation)

From the results of the interviews above, it can be concluded that limited vocabulary is one of the causes of students becoming problems when practicing speaking. Vocabulary is very important in speaking because without good mastery of vocabulary. Based on the events above, there will certainly be confusion when speaking.

c. Fear of Making Mistakes

Presented data from seven students who have conducted interviews with researchers, there are five students expressing the same opinion about fear of making mistakes when explaining something in English.

Data

TR : apa masalah yang anda hadapi dalam pembelajaran berbicara di kelas virtual ?

(What problems do you face in speaking class in a virtual classroom?)

TS : Masalah lain yang saya rasakan ketika berada di kelas virtual adalah terkadang dosen memberikan tugas untuk dipresentasikan secara langsung. Seperti yang diberikan beberapa motion, kemudian kita memilih sendiri dan menjelaskan secara langsung pada saat yang sama. Saat itu saya merasa takut salah, pengucapannya tidak benar, sehingga saya sering mengulangi kata tersebut).

(Another problem that I felt when in the virtual class was that sometimes the lecturer gave assignments to be presented in person. As given some motion, later we choose our own and explain directly at the same time. At that time I

felt afraid of being wrong, the pronunciation was not correct, so I often repeated the word). (Author Translation)

In conclusion, the fear of making mistakes is also still a problem in learning to speak even though it is a virtual classroom, even though it is actually very good to train our mentality in speaking.

d. Lack of Fluency and Pronunciation

Presented data from seven students who have conducted interviews with researchers, there are six students expressing the same opinion about Lack of fluency in pronunciation.

Data

TR : apa masalah yang anda hadapi dalam pembelajaran berbicara di kelas virtual ?

(What problems do you face in speaking class in a virtual classroom?)

TS : yang paling menjadi masalah bagi saya yaitu kelancaran berbicara dan pronunciation saya yang masih berantakan. Pernah suatu waktu saya berbicara didepan dan apa yang saya ucapkan sangat berantakan. Sempat tidak mau berbicara didepan umum lagi, tetapi dari dosen selalu memberikan masukan dan semangat.

(The most problematic thing for me is my fluency in speech and my pronunciation which is still messy. Once upon a time, I spoke in front and what I said was very messy. Had not wanted to speak in public anymore, but the lecturer always gave input and enthusiasm). (Author Translation)

3.1.3 The Prospective Teacher's Perception on Lecturer Corrective Feedback in a Speaking Course by Using Video Conference at the English Department of UMS Education at Muhammdiyah University Surakarta, which was held online using virtual classrooms for the past two years, has given students a lot of experience and their perception of online learning practices during a global pandemic, especially providing feedback on speaking class using video conference.

a. Fun

The first data was about situation in the class. According to the perception of students, learning to speak on lecturer giving corrective feedback through video conference is very helpful, but bad networking greatly interferes with comfort during learning.

Data

TR : bagaimana persepsi kalian sebagai calon guru mengenai pemberian feedback dari dosen melalui video conference ?

(How do you perceive as a prospective teacher about providing feedback from lecturers through video conference?)

TS : (Dalam pandangan saya, kegiatan di kelas berbicara, khususnya memberikan feedback diberikan dengan menggunakan video conference di Jurusan Bahasa Inggris UMS. Ini menyenangkan dan nyaman, hanya saja kendala jaringan membuat saya harus mencari sinyal dan sering keluar dari zoom)

In my view, Speaking class activities, especially providing feedback given by using video conference in the english department of UMS. It's fun and comfortable, it's just that network constraints make me have to look for signals and often get out of the zoom. (Author Translation)

In the end, many complain about poor signals and other obstacles that learning speaking. However, the good side of online learning and providing feedback on speaking class is very influential on students' internal.

b. Helpful

The second data was about the students' perceptions of lecturer giving corrective feedback by using video conference they think it is effective to be used and help them in improving their speaking skills.

Data

TR : bagaimana persepsi kalian sebagai calon guru mengenai pemberian feedback dari dosen melalui video conference ?

(how do you perceive as a prospective teacher about providing feedback from lecturers through video conference)

TS : menurut saya, pemberian feedback yang diberikan dosen saat pembelajaran speaking melalui virtual classroom sangat membantu kita sebagai generasi calon guru penerus bangsa. Yang mana pemberian feedback dari dosen atau tenaga terdidik sangatlah dibutuhkan untuk perkembangan diri kita.

(In my opinion, the feedback given by lecturers when learning to speak through virtual classrooms is very helpful for us as the next generation of prospective teachers of the nation. Where providing feedback from lecturers or educated staff is very much needed for our self-development) (Author Translation)

In conclusion, Students' perceptions of corrective feedback in speaking class were they had very good responses to corrective feedback. They hoped all the teachers were giving feedback at every meeting in the classroom.

c. Challenging

The third data was about the students' students' perceptions of lecturer giving corrective feedback by using video conference they think that giving feedback makes them challenged to improve their English speaking skills

Data

TR : bagaimana persepsi kalian sebagai calon guru mengenai pemberian feedback dari dosen melalui video conference ?

(how do you perceive as a prospective teacher about providing feedback from lecturers through video conference)

TS : Dalam pembelajaran speaking, situasi dikelas sangat kondusif dan menyenangkan. Mulai dari motivasi yang diberikan oleh dosen dengan disertai pemberian corrective feedback, teman-teman yang kompetitif dan aktif dalam pembelajaran setelah diberikan feedback oleh dosen menjadikan tantangan bagi saya untuk selalu meningkatkan kemampuan berbicara.

(In speaking class, the situation in the classroom is very conducive and fun. Starting from the motivation given by the lecturer accompanied by providing corrective feedback, friends who are competitive and active in learning after being given feedback by the lecturer make it a challenge for me to always improve my speaking skills) (Author Translation)

In the section of providing corrective feedback given by lecturers during speaking class using video conferences, it is very impactful for students, especially with the provision of motivation to make them challenged to improve their speaking skills.

3.2 Discussion

The researcher conducted in-depth observation and interviews. The research subjects, namely students in four semesters at English Department of UMS. In this section, the researcher discusses, the type of feedback, and the problem faced by the prospective teacher and prospective teachers' perception in the process of learning to speak in a virtual classroom at English Department of UMS

3.2.1 The Type of Corrective Feedback Used by The Teacher in Speaking Class in the English Department of UMS

In this finding, the researcher found all five types of corrective feedback given by lecturers, as follows: recast, elicitation, explicit, repetition and clarification request. In other research (Dewi, 2016), it is found that there were five of the corrective feedback type (1) recast, (2) elicitation, (3) explicit, (4) metalinguistic and (5) repetition. It can be concluded that this research and previous research are relevant to the theory of Lyster and Ranta (1997) which mention six types of corrective feedback in teaching-learning.

Based on the description of the data analysis, repetition was used most frequently, while explicit correction was hardly used. The students feel mostly positive towards corrective feedback used by the lecturer for some reasons, especially for their self-confidence as it makes them feel confident in a speaking activity. Some students respond to corrective feedback as they consider it guidance and knowledge transferred by the lecturers. Repetition, used frequently, is one of the student's favorite feedback. Then, it is followed by elicitation feedback and clarification request with recast correction as the most enjoyable feedback.

3.2.2 Problems Faced by Prospective Teachers, in Speaking Course by Using Video Conference at the English Department of UMS

Based on the result of an interview with a four-semester student at the English Department of UMS, the problems faced by prospective teachers when the lectures give feedback by using video conference. The basic aspects of speaking are still problems such as lack of confidence, limited vocabulary, fear of making mistakes, and lack of fluency and pronunciation.

Khunaivi & Hartono (2015) found that the student is afraid of making errors and lacks nervousness. But after the lecturer gave corrective feedback, the teachers said thus there were also benefits of providing corrective feedback, were; they don't worry about their performance, They feel self-esteem in their ability, they did not feel afraid of making errors, lack of nervous, more comfortable or self-confidence of their capability, peer-assessment and self-assessment.

The findings above also found that lack of confidence and fear of making mistakes are still problems in learning to speak. Lack of confidence arises because of fear, anxiety, worry, and fear of one's abilities. In addition, a lack of confidence can also be caused by a feeling of anxiety and restlessness and other emotions that follow, such as laziness, impatient or low self-esteem.

(Muyashoha & Sugianto, 2019) their research found that there are some problems and difficulties in practicing speaking. Student mistakes usually appear in speaking there are many aspects, such as lack of grammar and pronunciation, lack of motivation, and lack of vocabulary. The finding above shows that the problems in offline and virtual classrooms are not much different; the basic aspects of speaking are still problems faced by the prospective teacher in practice. Because the lecturer and the student cannot meet routinely, the lecturer cannot know how the student's speaking develops.

In conclusion, speaking which is usually done between student and student cannot be carried out properly. Due to various reasons such as, the feedback provided by peers is less effective because the study shows that the student one eager to receive feedback from the lecturer rather than their peers. For the prospective teachers, they must take the initiative and be more competent in learning in the virtual classroom because it is quite difficult to apply, especially in the speaking aspect.

3.2.3 The Prospective Teacher's Perception on Lecturer Corrective Feedback in a Speaking Course by Using Video Conference at the English Department of UMS

In identifying prospective teacher perception when feedback is given by the lecturer using video conference in the English Department of Ums. There are several perceptions from the prospective teacher, such as; fun, helpful, and challenge.

(Laeli & Setiawan, 2019) found some perception about lecturer feedback. The students' perceptions on which types of corrective feedback they think it is practical to be used and help them improve their speaking skill. The finding above shows that in previous

and current research, the student perception of the lecturer's feedback is still very effective and helps students be more confident to speak and express their opinions in public because lecturers never forget to give students the opportunity to hone their speaking skills.

(Nehe, 2021) in her research found that there is some perception. Since it has many various advantages as a video conference platform, many people in the education prefer to use Google Meet. Users find it easy to use, so this creates a positive perception from the students. They feel when the lecturer giving feedback through video conference, the situation it's more fun and challenging. In previous research and current research, it can be concluded that fun and challenging can make learning activities more impactful. Many universities have started preparing virtual classroom-based learning during the pandemic, and students have become more active and enthusiastic. Even though they are at home, learning activities are still running.

In conclusion, all students gave their impressions and positive responses about the feedback given by the lecturer through video conference. They think it is the best step that lecturers give to prospective teachers so that they can remember what their lecturers have justified.

4. CLOSING

In this study, Corrective feedback encourages students to be active in learning to speak. The lecturer used various feedback and approaches applied to students during the learning process. In every learning, of course, there are often problems faced by students. Although the feedback provided has supported learning, problems that occur during the learning process are still found such as: (1) lack of confidence, (2) limited vocabulary, (3) fear of making mistakes, and (4) lack of fluency and pronunciation. Related to these findings, lecturers must provide advice and input to students such as providing regular motivation in every lesson, and providing feedback to increase student enthusiasm for learning. However, students think that the feedback given by lecturers during learning is very effective.

After analyzing the learning record, the researcher found five types of corrective feedback used by the lecturer at the English Department of UMS. That was recast, elicitation, explicit, repetition, and clarification request. According to the students, repetition is effective feedback that can help them improve their speaking. Most of the students prefer to have repetition and explicit correction than the other 4 types of oral corrective feedback. From the explanation above, prospective teachers choose repetition and explicit correction as one of the feedback that they consider very helpful and easy to understand. This feedback is suitable to

be applied in schools because they consider that the first step of approaching students should be to provide feedback that is pleasant and has a positive impact. The researcher conducted in-depth interviews with a student in the four semesters at the English Department of UMS regarding the problems of prospective teachers in learning to speak in a virtual classroom. The following are the result of interviews with the prospective teacher, such as (1) Lack of confidence, (2) Limited Vocabulary, (3) Fear of Making Mistakes, and (4) Lack of Fluency and Pronunciation. Apart from the problems experienced by the prospective teachers during the learning process through virtual classrooms. Lecturers always provide motivation and their best performance so children are more confident and courageous to speak in front of many people. In identifying prospective teacher perception when feedback is given by Lecturer using video conference in the English Department of Ums. There are several perceptions from the prospective teacher, such as (1) fun, (2) helpful, and (3) challenging. Even though most learners find corrective feedback highly helpful and, thus, need and wish to be corrected regularly in class. It could be concluded that the students have a positive perception of corrective feedback giving students benefit in speaking class. Oral corrective feedback is constructive as a practical guide to improving the speaking ability of students.

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