

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

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 student's capability in mastering the skill. Laeli and Setiawan added that giving feedback from lecturers is very necessary during the 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, spelling errors, or syntactical errors. In this case, teachers should be able to give correction which is relevant to 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

skills. Hence, English lecturers should have an appropriate strategy for giving corrections. Sheen (2001) classified oral corrective feedback strategies; (1) Recast, the 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 the student with the correct form and comments or information related to the student's error. (4) In Repetition, the teacher repeats the ill-formed part of the student's utterance, usually with a change in intonation. (5) Elicitation, the teacher uses to directly elicit the correct form from the students. (6) Metalinguistic cues are 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 an 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 the 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 the teacher's corrective feedback, the fossilization 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 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 conferences. This study is conducted to explore the types of corrective feedback provided by the English lectures, the problems faced by prospective teachers, and the student's teachers' perceptions of the feedback given.

## **B. Limitations of the Study**

Based on the background and identification of the problem, the researcher limits the problems discussed in this study. With the limitations of respondents in terms of students and not in terms of the lecturers, this study is only limited to a few students to provide answers related to their perceptions of giving feedback given by lecturers through video conference.

## **C. Research Question**

In order to explore the empirical data for this study, the research question is formulated as follows.

1. What types of feedback are applied by the lecturer during the speaking course by using video conference?
2. What problems do prospective teachers face when attending lectures using video conferences?

3. What are the prospective teacher's perceptions on the lecturer's corrective feedback during the speaking course by using video conference?

#### **D. Objective of the Study**

This study aims to:

1. identify the types of feedback given by lecturers to students during the speaking course by using video conference,
2. describe the problems faced by the prospective teachers, especially in learning in speaking courses by using video conferences,
3. examine the prospective teacher's perceptions on the lecturer's corrective feedback during the speaking course by using video conference.

#### **E. Significance of the Study**

This research has two benefits, namely theoretical benefits and practical benefits.

1. Theoretically, this research is expected to be useful for English Language Education lecturers and students to add and enrich the strategy of speaking skills in the classroom.
2. In practical terms, the results of this study are expected to provide benefits to the following parties;
  - a. First, for the lecturer, as one way to improve the quality of learning and better results.
  - b. Second, for students, it is useful feedback to motivate themselves and always increase their ability in English lessons.
  - c. Third, for readers, the results of this study are expected to add concepts and theories about feedback in the speaking classroom.