THE EFFECT OF IMMEDIATE AND DELAYED ORAL CORRECTIVE FEEDBACK ON ACCURACY OF THE STUDENTS' ORAL LANGUAGE PRODUCTION

(A Thesis)

By

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ABSTRACT

THE EFFECT OF IMMEDIATE AND DELAYED ORAL CORRECTIVE FEEDBACK ON ACCURACY OF THE STUDENTS' ORAL LANGUAGE PRODUCTION

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The timings of giving feedback on students' learning activities may result in different oral language production. The current study was intended to explore the effect of immediate oral feedback and delayed oral feedback on students' oral language production, and ii) which feedback has better effect on students' oral language production. The subjects were 26 students in total from two groups; the first and the second experimental group. The data were collected through speaking tests (pre-test and post-test). The oral language production of both groups were compared using paired sample t-test and independent Group T-test. The results showed that i) there was a statistically significant effect on oral language production between the students taught through immediate feedback and delayed feedback, ii) the students taught through delayed feedback has better effect on students' oral language production than those through immediate feedback.

This suggests that feedback timing facilitates students to improve oral language production.

Keywords: *Oral language production, Feedback Timing, Immediate and Delayed feedback.*

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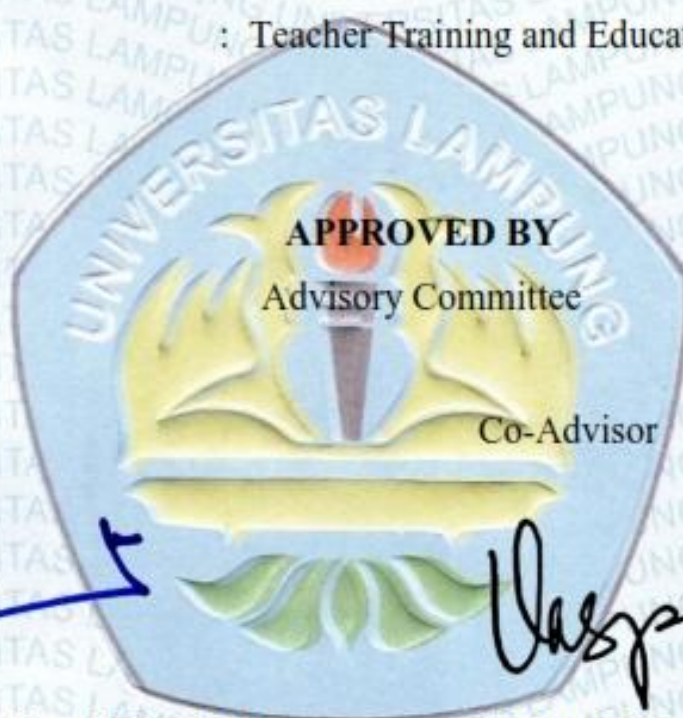
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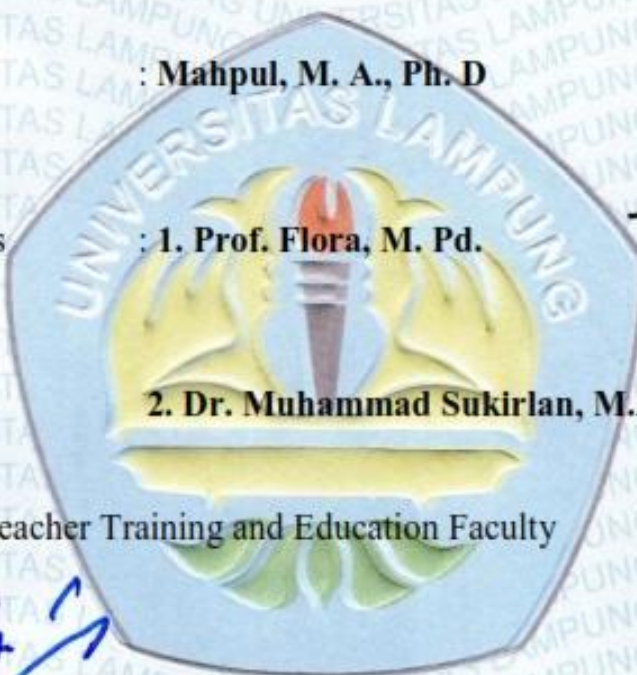
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CURRICULUM VITAE

Dewati Yuniasih was born in Nglipar (Gunung Kidul), on June 17th. 1983. She is the only child of her father Rusbani Tri Wahyudi and Wagiyem. She has no brother or sister.

She began her study at SD Negeri 1 Sendowo Lor in Gunung Kidul until class 4 and she moved to Lampung to stay together with her parents. In Lampung she continued her school in SDN 2 Sukarame, Waydadi. After she graduated from elementary school in 1995, she continued her study at SMPS Xaverius 4 Way Halim and graduated in 1998. Then, she continued her study at SMAN 5 Way Halim, Bandar Lampung. She graduated in 2001. Furthermore, in 2001, she successfully passed the UMPTN program and accepted as a student of the English Education Study program of Universitas Lampung. She got her bachelor degree in 2009. In 2010 she was accepted to work in Government as an English teacher, she then extended her study for her Master in English Education Study Program, University of Lampung in 2020.

DEDICATION

The writer dedicates this work to:

1. Her Lord Jesus Christ

2. Her beloved Parents: Rusbani Tri Wahyudi and Wagiyem

3. Her beloved husband Tumingin Wisanggeni

4. Her beloved twin daughters: Daniella Lovely Fairy Wancisae and Daniella Lively Rainy Cariyossae

5. Her Almamater, University of Lampung

6. Her Friends in Master of English Education Study Program

7. Her working Institution

8. English Teachers

MOTTO

*"*Guide me in your truth and teach me, for you are my God and Savior, and my

hope is in you all day long.*"*

(Psalm 25:5)

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6. My beloved parents, Rusbani Tri Wahyudi and Wagiyem. Thank you for your love, support, prayer, and everything you gave to me all the time.

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10. My friends in Master Degree of English Department batch 2020. Thank you for the time we had together. I could not find any better friends than you all.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, August 2023
The Writer

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I. INTRODUCTION

The topic of this study is immediate and delayed oral corrective feedback effects toward students' oral language production. This introductory chapter provides background of the study and any relevant issues, it also provides limitation of the problem, formulation of research questions, objectives of the research, scope of the research, significance of this study and definition of terms.

I.1 Background of the Study

This globalization era nowadays demands people to be able to use English in communication. In 2021 EF (English First or Education First) as an international standardized education company since 1965 that amongst the specialization is in language training released an EPI (English Proficiency index) score in which Indonesia is at the 80th position among 112 countries in the world with points gained is 469 or thirteen points increased than last year (466) (Rahmadani, 2022). This means that Indonesia's English proficiency is still under average which is 503 points. In other words, Indonesian students' English mastery is low so that it needs to be developed.

Feedback plays an important role in learning and in the students' achievement (Hattie & Timperley, 2007). They said that some kinds of feedback have more impacts than other kinds; positive teacher feedback works better than negative

feedback, specific explicated works better than non-specific feedback. Corrective feedback provides the learners' scaffolding that develops the target language (Lyster et al, 2013). It also provides truth and falsehood of human behaviour. Regarding to the importance of feedback, Akkuzu (2014) interprets teaching without feedback is like a body without a soul, a shadow without a substance and a skeleton without flesh and blood. Even though some believe the importance of feedback, there are some who believe that feedback has no proof in developing language learner and regard it just as a hindrance and not a useful tool like what is proposed by Truscott in Muhsin (2016). To this point, the researcher agrees that in the process of developing students' ability to use English, error cannot be hindered, and it should be seen as a proof that learners are trying. Error should not be regarded as a sin rather than it; error can be as a steppingstone to learn to be better. Thinking of having an appropriate handle of error or in other word giving feedback is as necessary as thinking about carrying suitable teaching strategies since both are dedicated to improve students' ability. Despite of Oral Corrective Feedback (OCF) ability to facilitate L2 development Li, (2014) and many researchers agree that discussions about corrective feedback is not as flourish as research in teaching strategies. Besides, Ganji (2009) says that corrective feedback is not given carefully enough by the teachers.

Numerous research had been done in the field of feedback. In this study the researcher reviews three research viewed from different parts of the world: Indonesia, Turkey, and Vietnam. The first is done by Wiliyan (2019) that focuses the research on how teacher finds the suitable OCF for certain types of students. His study reveals three things related with methods in teaching speaking and two

things in relation with OCF; the first is that the teacher tends to use recast type more compared with any other type of oral corrective feedbacks. He also adds that teacher should be careful in implementing type of feedback to give positive influence on the students. The second finding tells that students with low English proficiency are suitable with recast type and on the contrary, students with higher proficiency are not suitable with this type but prompts. In his study the researcher suggests conducting research concerning how teachers teach speaking and feedback to learners with different ages.

Research about oral performance with explicit verbal feedback regarding oral grammar error was conducted by Sendongan et al (2019). They apply a quasi-experimental design, conducting pre and post-test in control and experimental group. The students in experimental group receive explicit verbal feedback regard to grammar error correction in their oral performance while another group is not exposed with any kinds of feedback. Data is collected through recordings, and it is transcribed. Although teacher may hesitate when giving corrective feedback in experimental group in order not to interrupt students' conversation, the fact is this study finds that the experimental group shows better performance hereafter the post-test than they did after the pre-test and since there is no significant difference in the control group between their pre and post-test therefore can be concluded that explicit feedback affects their oral production. This study suggests the necessary for researchers to conduct research of explicit feedback for grammatical structure on oral production and for teachers to use corrective feedback to facilitate speaking skills in classroom. Also, it suggests research with a longer duration compared with the research that is done in 6 weeks with duration for each is 12 hours.

Nhac (2021) conducts research identifying the efficacy of two types of corrective feedback on learners' oral accuracy namely explicit correction feedback in the form of explicit correction and metalinguistic information and implicit correction feedback in the form recast and clarification requests. He divides the learners into two groups: control and experimental group. The experimental group includes two batches; 16 participants who receive explicit correction and metalinguistic feedback, and 15 participants are provided with recast and clarification request. The other 16 participants are in the control group and receive no form of corrective feedback. First, to ascertain the liability of the research result in pre- test post-test, one teacher is charged to teach all English-speaking skill for all the three groups for eight weeks. Those groups find different teaching strategies; the control group received no CF for their error, in the experimental group 1 the teacher does not do any correction but takes note and at the end of performance teacher clarifies their error and gives explicit feedback also metalinguistic feedback whereas in experimental group 2 the teacher directly gives correction feedback, they are recast or clarification.

Second, all learners take English pre speaking test and after 48 hours speaking course, they are given post-test with the same as the pre-test, the data of oral performance is recorded, the raw data is collected, screened, and encoded. The data analysis is using IBM statistic application. The oral accuracy that the researcher wishes to measure is evaluated the grammar, vocabulary, and pronunciation. In summary, there are two results from this study, the first is CF has significant effect that can be seen from the good progress and remarkable benefits from both immediate and delayed CF. Second, the explicit correction feedback has more

positive influence than the implicit one. The writer suggests for the upcoming research to conduct a longer period of post-test and research duration for CF efficiency for a long-term language acquisition. Where in this study the researcher conducts this in eight weeks which is assumed to be not a long enough time, moreover the participants are learners in low level of proficiency. He also suggests the upcoming research enlarging the scope of speaking skill besides accuracy, they are fluency and complexity that are not evaluated in this study.

Apart from the research above, the researcher chooses oral corrective feedback as her topic due to some reasons. The first is because of her personal experience in teaching English, she has experience of teaching elementary school for ten years and Junior High School for nine years until present, and in line with the data elucidated by EF she finds more students are having low English proficiency in this case oral production or speaking ability than those who are having quite high. Whereas by speaking their English proficiency could be drawn. Although she finds more students with low speaking ability, she also finds some are having quite good speaking communication in which it assures her that students with lower ability could be improved even the students with quite good communication could be brought up and counted for their oral language production in detail.

The researcher sees herself that no matter she has done some teaching strategies to improve students' speaking ability, the result does not make many significands and in her teaching speaking she does not used to give intensive feedback. She does give feedback, but it tends to be negative, haphazard, and random feedback that makes inconvenient atmosphere and could be lessen students' motivation that

hinder their fluency while feedback is important for developing skills as proposed by (Hattie & Timperley, 2007). Second, since Tesnim (2019) asserts that the impact of oral corrective feedback on speaking shows that immediate and explicit OCF can improve grammatical development, and it is supported by many previous studies about feedback that were dominantly focuses the impact on two speaking aspects; accuracy and complexity and many emphasize on perceptions whether from the teacher or students' point of view. There is research in aspect of accuracy like Nhac (2021) empirical study examines the teachers' corrective feedback on learners' oral accuracy with the result indicates that efficacy of corrective feedback is clearly acknowledged by contrastive analysis of learners' performance in post-test, emphasized on the importance of teachers' corrective feedback in helping students improve their English competency. Departing from those reasons above, the researcher intends to find out the effects of implementing both OCF timing; immediate and delayed feedback to find which type of feedback timing has more significant effect in students' oral language production.

I.2 Limitation of the problem

This study investigates to know whether immediate and delayed feedback could give any significant effect in the teaching of speaking through descriptive text especially for students' accuracy. It is hoped that the findings of this study that was conducted at SMPN 1 Blambangan Umpu, Way Kanan, have beneficials for students and teachers.

I.3 Formulation of the Research Question

Based on the background presented above, the research questions are then formulated into the following lists:

1. Do Immediate Oral Corrective Feedback and Delayed Oral Corrective Feedback have effect on students' oral language production?

2. Which of the Oral Corrective Feedback timing has better effect on students' oral language production?

I. 4 Objectives of the Research

Based on the problems formulated above, this study is intended to find out:

1. Whether immediate oral corrective feedback and delayed oral corrective feedback have any effect on students' oral language production.

2. Which OCF timing effects better on students' oral language production.

I.5 Scope of the Research

This study attempts to compare the effects of using immediate and delayed feedback on students' oral language production at the eighth-grade students of SMPN 1 Blambangan Umpu and to find which of the OCF timing has more effect on students' accuracy.

I.6 Significance of the study

The findings of this study are expected to give contribution in the language teaching in three ways. Theoretically, the finding is hoped to enrich literatures in English teaching practice especially in the comparative effect of immediate and delayed

OCF in oral language production through descriptive text. Practically, it can provide useful information regarding the actual condition at school and professionally, the result of this study can be as a guidance for teachers in teaching to provide the suitable oral corrective timing of feedback in measuring oral language production.

I.7 Definition of Terms

Immediate feedback: providing feedback immediately after students produces erroneous utterance by interrupting them (Ellis, 2009).

Delayed feedback: providing feedback after students finished their sentences without interruption (Ellis, 2009).

Feedback: information that is presented to an individual following performance that reflects upon the adequacy, quantity, or quality of the teaching performance (Tower cited in Akkuzu, 2014).

Corrective feedback: any response given to learners' erroneous production with the intention of correction of learners' error (Ellis et al, 2006) while Sheen as cited in Anisah (2017) states that corrective feedback is the feedback that learners receive on linguistic errors they make in their oral or written production in second language. This study focuses on oral corrective feedback.

Oral language production: Bailey (2003) defines accuracy as "the extent to which students' speech what people actually say when they use the target language matches what people actually say.". Further, Gower in Derakshan, et al (2016) states that accuracy consists of using vocabulary, grammar and pronunciation through some activities.

II. LITERATURE REVIEW

This chapter explores relevant theoretical reviews such as feedback in English teaching, oral corrective feedback, immediate and delayed corrective feedback, also accuracy as an aspect of speaking that all are used as a basis for understanding of the presented study.

2.1. Review of Previous Research

Research about feedback has been done for a long time with various results depending on the focus of research. In this study, the researcher presents nine previous researches that has corelation with her study.

Aini & Jufrizal (2020) in the research entitled EFL teachers' belief about Oral Corrective Feedback on students' speaking performance at SMAN 1 Padang indicates that teachers' beliefs are more dynamic, flexible and that the research can enrich the knowledge of teachers' beliefs about corrective feedback includes how to administer those OCF strategy appropriately based on some considerations and determinations of students' need of correction. By using descriptive qualitative type of research and semi structures- interview guideline instrument, the research is aimed to examine the EFL teachers' beliefs on students' speaking performance. It suggests the future researchers to examine how EFL teachers' beliefs can inform their OCF practices in students' speaking performance.

In relation with types, timings and students' perception of OCF, Ozturk & Ozturk (2016) examine the perceptions and preferences of types and timings of OCF. The study shows that students' perception may varied according to types of OCF and the timing given by the teacher; recast and clarification request is seen as something ambiguous while meta-linguistic is anxiety-provoking and difficult to be comprehended. The students are strongly in favour of Elicitation and some are of explicit for the type of OCF while for the timing of OCF delayed feedback is preferred since immediate correction builds uncomfortable feelings on students, it discourages them from speaking. With 12 participants and video observation for collecting data, also stimulated recall interviews and focus group interviews, that is analyzed through qualitative content analysis this study suggests future research to do this kind of a research in a larger number of participants and since the participants are at the same elementary proficiency level, it is suggested to conduct research with different level of proficiency.

Fu & Li (2020) conducted research "The differential effect of immediate and delayed OCF on the acquisition of past tense" aimed to examine whether OCF is better be given before initial exposure of linguistic structure or after learners practice using the structure in communicative activities. 145 students at seventh grade of EFL learner at a private school in East China participated in this research. Through the mixed-effects analyses; untimed grammatically judgement test and elicited imitation test examines the influence of both fixed and random factor, the study reveals that immediate CF is more facilitative in L2 development than delayed feedback. There are some suggestions from the researchers; first, grammar explicit instruction is better left out, the impact of feedback timing may be greater

without the existence of explicit instruction since it neutralized the influence of feedback type and may less distinguish the effects of different types of feedback. Second, the researchers suggested to use larger amount of feedback because it will result larger differences between the effects of feedback treatments and the task only instruction. Third, delayed feedback would be better followed with further productive practice that will augment the effects of delayed feedback and mitigate the advantage of immediate feedback. Since the research includes target verbs only in the achievement test therefore it is suggested to select both target verbs and new verbs to measure L2 development of rule-based grammatical structure.

Fadilah et al, (2017) in the research entitled EFL students' preferences for Oral Corrective Feedback in speaking instruction aimed to reveal Indonesian EFL learners' corrective feedback preference including the timing, types of error, and strategies of corrective feedback in relation with foreign language anxiety. There are two hundred and fifty-seven EFL of undergraduate students from two different course grades participated in the survey. By using cross-sectional design to examine current attitudes, belief, and opinions and the data collecting technique through questionnaire and interview, the research reveals that both sophomore and freshman students agreed that teacher should correct all errors that the students made in speaking. This research suggests the future researcher to conduct in wider various context, setting and in a longer period to get holistic picture of the phenomenon of OCF.

Shabani & Safari (2016) in the research entitled "Immediate vs delayed Corrective Feedback and Accuracy of Oral Production: The Role of Anxiety" aimed on how

to evaluate learners' perspectives on the level of anxieties caused by different feedbacks (immediate and delayed) and to reveal learners' views toward the effects of anxiety on their oral accuracy production. This study provides quantitative and qualitative methods to accomplish the aims. A close- ended questionnaire designed by the researcher is used to collect the data and transformed into numeric, later is tabulated and analysed by SPSS application. To examine the result of questionnaire it is used qualitative procedure and data is presented descriptively. As the participants, there are 30 Iranian female EFL learners divided into two; G1 and G2 and from both groups it is found that they experience some anxieties when their errors are corrected with different amount of anxiety and different numbers of students who experience feelings of resentment.

In G1 where this group receive immediate feedback, the students tend to be nervous when they get the feedback and worried when they are asked for speaking. In G2 where they receive delayed feedback, they tend to have more self-confident, self-consciousness and less feeling worried or embarrassed. For further, this study suggests to consider learners' personality factor and individual differences as essential aspects of SLA, being conscious in providing CF types, learners' personality types, students' specific errors and selecting the most effective CF type for specific situations. This study also recommends the use of delayed feedback compared with immediate feedback. Since this study focuses on evaluating the perspectives of female participants at intermediate proficiency level, further research should be conducted by considering both male and female learners at other language proficiency level. Due to the study is on examining learners' view about

their own oral production improvement, it is suggested for the future research to consider other language learning skills to be investigated.

Ozturk Y (2023) involves 23 first year Turkish students as the participants in his research entitled "The Effect of Delayed and Immediate Oral Corrective Feedback on L2 Pronunciation in Emergency Distance Education". The participants are divided into group of immediate and group delayed. The researcher found that during and at the end of the semester where the research was done online, the pronunciation errors made by the two groups were decreased but the mean difference and the effect size in the delayed group is larger. This research suggests further study to examine other correction techniques beside explicit correction with other different proficiency levels. This research has two limitations caused by the limited interaction of online class. At first, even though it is online class but the participants' digital literacy was not measured. At the second, it only considering mispronounced phonemes and unable to consider stress and intonation.

Li et al, (2016) are investigating the effect of timing in their research entitled "The Effects of The Timing of Corrective Feedback on The Acquisition of a new Linguistic Structure" toward the learners' implicit and explicit knowledge of past passive construction. Results reveal some findings, the first is that the learners' pre-test is very low, it shows that students are not having or having limited prior knowledge about English past passive. The second, post-test in both immediate and delayed group results statistically significant gains with GJT while by EIT the result does not show any significance. Third, immediate and delayed feedback seems contribute to learners' explicit knowledge but not with the implicit one. It also says

that immediate feedback in the form of recast helps learners to learn the past passive form while in delayed feedback, learners get higher score compared with the control group but only with immediate post-test that is why the effect is shallow and does not sustain after two weeks. The core of the research is about the differences and it is found that immediate feedback is superior, the effect is sustained even after two weeks. It is presumed that because of the limited nature in providing instruction or because of the new target structure is very new therefore immediate and delayed feedback contribute only in explicit knowledge not in the implicit one. It is hoped the future research to investigate theoretical claims by Long in Muhsin (2016) and others that recast play in the acquisition of implicit knowledge.

Tehrani and Dastjerdi (2012) where investigating an effective correction method (immediate or delayed) in developing learners' CAF besides measuring learners' level of anxiety when the error is being corrected. 20 females of intermediate EFL learners age from 15-20 in English language institute in Isfahan, Iran were participating in the research. The research results oral production CAF if developed, delayed error correction has positive effect on accuracy and fluency, but not on the complexity, it is presumably caused by participants' level of proficiency in English. Correcting Intermediate level learners' error with delayed feedback is good to improve fluency and accuracy of speech. Further, it is suggested to investigate advanced learners and beginners to see whether the result will be the same and also to compare the effects on learners of different age and sex groups.

Tesnim (2019) tries to discover the effects of teachers' OCF on EFL learners' speaking skills. 20 of intermediate EFL learners formed experimental group. The

research finds that immediate and explicit OCF are able to affect learners' grammatical development but it cannot ameliorate the learners' utterance in vocabulary, fluency and pronunciation. It also reveals the inefficiency of correcting errors immediately with excessive correction, it has corelation with learners' affective factors.

Although the nine related studies above discuss the same topic with the present study, they are teachers' belief of OCF on students' speaking, time of OCF and students' preferences of OCF, role of anxiety in feedback timing and oral accuracy emphasizes on the role of anxiety but those studies are significantly different from this thesis since this thesis discuss about feedback timing and oral accuracy emphasize on comparative effect of immediate and delayed feedback. The significant differences lie on the setting, the specific aspect of accuracy, level of the participants and the amount of the participants.

2.2.1 Definition of Corrective Feedback

Paccapaniccia as cited in Akkuzu (2014) asserts that feedback provides information about the truth or falsehood of human behaviour. Feedback is a technique utilized by teachers to attract students' attention to erroneous part so as to lead modified output (Suzuki, 2004). Ellis et all (2006) define corrective feedback as responses to learners' utterances containing an error. Some researcher agree that delayed feedback is advantageous since it does not interrupt the communication like Masadeh & Elfeky (2017) but there are some other scholars are in favour of immediate feedback like Kehrer et al, (2013), Quinn (2014), and Lee (2013).

2.2.2 Definition of Oral Corrective Feedback (OCF)

OCF has obtained considerable attention in SLA (Lyster & Ranta, 1997), (Ellis et al, 2006). Based on Li (2014) Oral Corrective Feedback is defined as responses given by either teachers or peers to errors produced in learners' spoken language. Lyster et al (1997) divides OCF generally into six types: explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. In the newest work Ranta and Lyster (2018) and Lyster et al, (2013) simplify those six types of OCF into two; the first is reformulation that consists of recast and explicit correction. The second is prompts that consists of clarification request, elicitation, metalinguistic feedback and repetitions.

2.2.3 Types of corrective feedback

As stated by Lyster & Ranta (1997) there are six types of corrective feedback types in oral:

CF Types	Definition	Example
Explicit Correction	Indicates an error; identifies the error, and provides the correction	S: On May T: Not on May, In May. We say, "it will start in May."
Recast	Reformulates all or part of the incorrect word or phrase to show the correct form without explicitly	S: I have to find the answer on the book T: in the book

Clarification Request	Indicates that the students' utterance was not understood and asks the students to reformulate it	S: what do you spend with your wife? T: What? (or, sorry?)
Meta-Linguistic Feedback	Gives technical linguistic information about the error without explicitly providing the correct answer	S: there are influence person who T: influence is a noun
Elicitation	Prompts the student to self-correct by pausing, so the student can fill in the correct word or phrase.	S: this tea is very warm T: it's very …? S: hot
Repetition	Repeats the student's error while highlighting the error or mistake by means of emphatic stress.	S: I will showed you T: I will SHOWED you? S: I'll show you

2.3 Feedback timing

Feedback timing rises many theoretical debates in psychology and SLA. Feedback in psychology is inspired by behaviourism, it sees immediate feedback as a device that (a) corrects error (b) reinforces correct behaviour (Skinner, 1953). Behaviourism sees learning as habit formation; constant reinforcements and correct responses form good habit while bad habit is formed by error that is not corrected

as immediate as possible. Perseveration-Interference Theory and Spacing Theory support the superiority of delayed feedback (Kulhavy & Anderson, 1972). The Perseveration-Interference Theory states delayed feedback is more effective than immediate feedback because when errors are corrected immediately, incorrect responses cause interference with correct responses, which hinders learning. Spacing Theory emphasize the importance of learning from feedback to correct responses, it claims that feedback provided immediately after correct responses represents massed presentation while delayed feedback represents spaced presentations. Spaced presentation is regarded to be more effective compared with massed presentation due to the lighter cognitive burden inflict the learner (Smith & Kimball, 2010). Feedback in SLA has the primary function to correct rather than to reinforce.

2.3.1 Definition timing of feedback

Ellis (2009), stated that based on the time, corrective feedback is divided into two, they are immediate and delayed feedback. Immediate and delayed corrective feedback is when the teacher meets student's error and she/he is faced into a reality to make correction on it immediately or to delay it. The reason behind choosing the correct timing of corrective feedback is that in the future the corrective feedback will have effect on students, whether the corrective feedback will only correct errors, force students to have correct behaviours (Skinner, 1953) or even hinder students in learning. Therefore, corrective feedback has two sides of coin, it can build student's psychological strength in learning but the incorrect time can ruin students' psychological mood in learning.

a. Immediate feedback

learners receive feedback during task is feedback during task performed immediately after receiving explicit instruction, followed by skill-specific practice activities.

b. Delayed feedback

Learners do not receive feedback until a later stage after letting some communicative practice.

2.4 Definition of speaking

Burns & Joyce (1997) define speaking as an interactive process of constructing meaning that involves production and information reception and procession. The form and meaning are dependent on the context in which speaking occurs, including the participants, the collective experiences, the physical environment, and the purposes for speaking. Speaking requires learners not only knowing linguistic competence or producing specific points of language such as grammar, pronunciation, or vocabulary, but also understanding sociolinguistic competence, such as when, why and in what ways to produce language. At last, Burns & Joyce (1997), Carter & Mccarthy (1995), Cohen (1996) elucidate that speaking has its own skills, structures, and conventions different from written language. This array of skills and knowledge are synthesized to be a good speaker or to succeed in a given speech act. Marashi & Dolatdoost (2016) state that speaking is a significant skill in SLA since communication is the most challenging of learning foreign language.

2.4.1 Definition of Speaking Proficiency: Accuracy

Based on Iwashita (2010;33), there are many components in speaking proficiency, but in this study the researcher focuses only in one object, it is accuracy. The term of accuracy deals with "the extent to which the language produce conforms to the target language norms" (Yuan & Ellis, 2003). Therefore, it relates to many linguistic factors such as good pronunciation, diction, and grammar, of the target language. It is agreed that accuracy should contains no error or error free, however empirical studies in Second Language Acquisition and Language assessment arrives to a measurement of grammatical accuracy in terms of global accuracy i.e., identifying any and all types of errors; e.g., (Skehan & Foster, 1997); (Foster & Skehan, 1999).

2.5 Theoretical Assumption

As formulated in the literature reviews above that timing of oral corrective feedbacks influence learners' oral language production, the researcher derives into a theoretical assumption is that delayed corrective feedback has more significant effect in students' oral language production. Although discussion about which timing of OCF has more significant effects over another timing cannot be stopped for this moment or concluded for generalization but concerning the previous research which tend to agree that delayed feedback has more significant effect, and by concerning students' speaking proficiency, consequently the researcher agrees that delayed feedback is more affecting than immediate feedback.

2.6 Hypotheses

There are two hypotheses presented based on the research questions formulated in this study. The null and alternative hypotheses are used to construct the hypotheses which is drawn as follows:

H_0: There is no significant effect in students' s peaking accuracy after they are given OCF with immediate and delayed timing.

H_1: There is a significant effect in students' oral language production after they are given OCF with delayed timing.

The literature review has been thoroughly explored in this chapter. The following chapter will go into the methods of this research.

III. RESEARCH METHOD

This chapter provides a detailed descriptions of some important aspects related to the methodology of the present study. It has eight sections

3.1 Setting (Time and Place)

The study was conducted in SMPN 1 Blambangan Umpu, Way Kanan. It is located on Jl. Jendral Sudirman No. 264 Blambangan Umpu, Way Kanan. The study was conducted in this school firstly because of the location; the school is located in a regency with general opinion as an underdeveloped area and village since the regency is located at the end of Lampung province bordering with South Sumatra therefore the researcher is interested to know the learners' ability of what is usually called countrified children. Secondly, based on the researcher's observation; the students in this school are not exposed with English when they were in elementary but especially in the class 8_2 they are having quite good self-confident and trying to speak communicatively even though their oral language production repeatedly missed but they are excited to improve their English. Thirdly, because the teacher is interested on oral corrective feedback and the last reason Is that she sees herself seldom to use feedback to improve students' oral language production.

The school is divided into some rooms which function differently. There are seventeen classrooms, they are functioned as classes for learning. There is one library which functions as a classroom also. There is one teachers' room, one headmaster's room, one computer laboratory, a mushalla and one administration room.

The focus of this study is to know how significant immediate feedback and delayed feedback are toward students' oral language production by using descriptive text to describe tame animals and wild animals. This material itself is not something new for the students, they had learned this previously but without receiving feedback. This study was conducted in the second semester in the academic year of 2022/2023. The schedule of conducting the study suited with the schedule of English subject of the target class.

3.2 Research Participants

In this research, the population was the students of SMPN 1 Blambangan Umpu, Way Kanan academic year 2022/2023 in the second semester. The participant was one class it was 8_2 which consisted of 26 students. In relation to the design for finding the significance effect of feedback timing, the researcher divided the class into two groups; group of immediate feedback and another group of delayed feedback. Since every member of the class had the same chance, therefore the researcher used simple random sampling in determining the group member of each feedback timing group by doing manual lottery; every student had to pick a folded paper that decide them into which group he/she would belong to. At this grade, the students were already learning about simple tenses, descriptive text and having

enough vocabularies in relation with zoo or animals. The class had two meetings in a week with 790 minutes each. The researcher used three meetings or one week and a half to held the pre-test, treatment and post-test session.

3.3 Research Design

To answer the question research, the researcher used quantitative approach to answer both of the research questions and the design was modified static group comparison. According to Setiyadi (2006), the research design can be as follows:

K1 X1 T1

K2 X2 T2

Where:

K1 = group 1 (immediate feedback group)

K2 = group 2 (delayed feedback group)

X1 = treatment for group 1 (the giving of immediate feedback)

X2 = treatment for group 2 (the giving of delayed feedback)

T1 = post-test to see the result of given immediate feedback

T1 = post-test to see the result of given delayed feedback

3.4 Data Collecting Techniques

There were two variables in this research namely independent variable (X) and dependent variable (Y). Feedback based on timing; immediate feedback and delayed feedback as the independent variable (X) and oral language production was considered as dependent variable (Y). The data of this research ware gained from student's oral production score where it came from the total amount of student's

correct clause divided by student's total amount of clauses, dealing with (Mahpul & Oliver, 2018).

Oral language production deals with some linguistic factors, they are diction, pronunciation and grammar. In this study the researcher focused on grammar and pronunciation, therefore the researcher took video recording in the class by herself and also audio recording to assess both of the linguistic factors. In collecting the data, the researcher used some steps:

1. Video and audio recording pre treatment

Since the researcher intended this research to know the effect of the treatment of giving corrective feedback on students' accuracy of oral language production therefore students' pre-test is needed to be measured. The pre-test scoring data is gained from the audio/ voice recording form that is transcribed later, to find the effect between before and after treatment. As stated in Hopkins in Widyawan & Hartati (2016) there are some ways to collect a kind of data, they are field note, audiotape recording, interview, digital camera, questioner and documents. Along with voice recording, the researcher also made video recording to document the activity. Video recording is a collection of many photos asserted with sounds (Sukahar & Sulistyani, 2021), and some recordings which are taken from any angle and recorded by yourself (Fitriyani et al, 2020). Using video recording in conducting speaking assessment has advantage for the teacher to provide more time to do the assessment.

2. Conducting treatment (feedback)

The treatment was applied in both groups of immediate and delayed group. It is held for three meetings at each class. Each meeting consists of 80 minutes (2 lesson hour) and based on lesson plan made by the researcher. The treatment consists of practicing to describe animals with a little race game, learning from friends, monitoring students' oral language production performance and giving feedback. This treatment later on will affect the answer of the researcher's question: "which of the Oral Corrective Feedback have better effect on student's oral language production?" (RQ 2)

3. Video and audio recording post treatment

They were used to measure students' speaking production of the topic about wild and tame animals after they got the treatment. This post treatment recording was used to measure the improvement in students' speaking after the students' got treatment. The recording then it was transcribed and counted for the accuracy (grammar and pronunciation) to answer the researcher's research question.

4. Speaking transcription

Students' recordings about description of wild and tame animals were then transcribed on paper to be counted for the clauses. The correct clauses were divided by all clauses and multiplied with 100 to gain the score accuracy.

3.5 Procedures

The researcher applied some research procedures as follows:

1. Determining population and sample

The population of this research was students at 8th grade of SMPN 1 Blambangan Umpu, Way Kanan. The sample of this research was class VIII.2, it was chosen because they were the most enthusiastic class in learning English and having great desire to learn for every subject. The determination of the group was determined by lottery; therefore, the member of the group was random between those male and female. The immediate feedback group was consisted of 7 female and 6 male students while in the delayed feedback group there were 10 female and 3 male students in the delayed group. To do the lottery, the researcher make some papers into small rectangular cuts and divide it into two the first half is written letter "I" on it which it means Immediate and write letter "D" on the half rest of the paper. Next, the paper is rolled with the letter in the inside part and the students are asked to pick it one for each student. The paper will decide them into Immediate group or Delayed group.

2. Selecting the material

The material selected was based on the KTSP applied at the school and based on the ongoing semester programme (2nd semester) it was descriptive text about zoo and animals.

3. Administering pre-treatment recording

After the members of the group were determined, the researcher gave instruction to the Immediate group to start the class, while the Delayed group is observing. The first instruction task was the students in this group were asked about their favourite

animals, they had to write it in front of the class one by one. After the first instruction was done, then students are asked to describe the appearance or adjectives of their favourite animal, students may have five minutes to think about it and after they five minutes they are asked to present to describe each one of tame or wild animal based on the student's own preference and the researcher recorded it in the form of audio and video. Some students had understood of simple present tense since previously they were already taught about descriptive text. The researcher was observing students' oral language production. After the Immediate group was done with the instruction it is continued with the delayed group.

4. Conducting treatment

The treatment was giving feedback in the learning process, it was conducted after the pre and before the post-test. The feedback in immediate group was given directly every time the student's error needs to be fixed and the student can make correction directly and continue with the rest of the task. While in the delayed group, feedback was given after the student finished delivering his/ her task. Feedback was given in some types but mostly in the form of explicit feedback and elicitation for both groups. In every treatment the researcher made a small race game to write their favourite tame or wild animal to be described later on and it should be different from the previous meeting. When the students made description, the researcher make correction, guide the students based on the group while another group is observing.

5. Administering post-treatment

After the treatment was held, the students were proposed to do post-treatment, it was recording the correction. In the immediate feedback group, post-treatment was

made by the student every time after the feedback was given. The feedback was made in the middle of the ongoing task and so the correction was made by the student afterward. The researcher also took one more recording for the delayed group after the student had finished his/her task without any interruption from the researcher to recall student's memory toward the feedback provided previously. In the delayed feedback group, post-treatment was made directly after the treatment was completely conducted, therefore the post-treatment in the form of recording had no interruption in it.

6. Analyze the data

To count the data of accuracy, first of all the pre-treatment and post-treatment recordings were transcribed and split into clauses (*AS units*). Every clause was given mark whether it is error-free or whether it is error-contained. The error emphasized by the researcher were the grammar and the pronunciation. Then by using the formula:

$$\frac{number\ of\ Error - free - AS\ Units}{Number\ of\ AS - units} x100$$

The result of oral language production in pre-treatment and post-treatment was gained.

3.6 Research Instruments

Recorded speaking was the instrument of this research, audio and video recorded for about to count on student's effect after receiving a kind of feedback and to count on students' oral language production. Audio and video were useful for the investigation of students' speaking achievement since it is replay-able.

to build communication between the teacher and students in order to achieve the objectives of learning speaking.

In conclusion, using appropriate corrective feedback in the teaching and learning process, especially in teaching speaking, is very important. Then the teacher needs to know the class situations and students' differences as the important aspect in teaching, thus, it will help students do not feel anxious and be able to communicate naturally without fear of making mistakes. However, students should develop oral activities which provide opportunities to notice their own utterance and try to be more accurate.

Those are the explanation about this chapter which consists of the results and the results of the pre and posttest. Furthermore, it explains the findings and discussions of the research.

V. CONCLUSION AND SUGGESSION

This chapter describes the conclusion of the research result and the suggestion to English teachers who want to conduct research related to immediate oral feedback, delayed oral feedback, and the speaking acuracy for the further researchers.

5.1. Conclusion

Based on the result and discussion of the data analysis in this research, the researcher concludes as follows :

1) Based on the first research question, the researcher found that there is an effect on students' speaking acuracy after being taught by immediate and delayed feedback. Delayed oral feedback made the learning process more focus and structured because the students can do their speaking during the time given without any interruption. Besides, in immediate oral feedback, the students practice their speaking by getting the interruption while performing in front of the class that can make them learn in an instant way and considering their words or utterance. Thus, using Immediate and delayed feedback in the teaching and learning process can increase the students' oral language production.

Delayed feedback engages the students directed to activate their knowledge related to the topic and provides them with an opportunity to practice directly. Here, the researcher helped the students to correct the their words, and how to pronounce it while speaking in order to improve their oral language production. Because the feedback is at the end of performance, this activity can be helpful to correct their oral language production with the less anxious situation. Because the feedback is at the end of performance, this activity can make them helpful to correct their oral language production with the less anxious situation. Thus, Delayed feedback can promote the students oral language production by providing them with plenty of opportunities to create and focus on the description and develop the words and sentence into speech. To sum up, delayed feedback promotes the students to be more focused, careful, free, active and confident in the learning process.

2) In the second research question, the researcher found the better effect between immediate and delayed oral feedback students on the speaking acuracy. Based on the result of the research, the researcher found that delayed students have better effect on students' oral language production where they tend to be active and confident in learning activities by focusing on the task without interruption while immediate oral feedback of students tend to be not confident while doing activities in classroom even when talk to the teacher or practice in front of class. Also, students in immediate feedback group tend to be deserved, focus, careful in conveying their speech because the experience more anxious situation, also they got difficulties to show their ability in speaking that influence their performance in speaking achievement.

Both immediate and delayed feedback students have an effect in oral language production. The students with delayed feedback tend to be active and confident to show and do practice in front of class. Besides, in immediate feedback, the students have more chance to repair and fix their their speaking skill by practice and get feedback from teacher while delivering task. This practice can make the students used to think quickly to comprehend the speaking ability. Thus, learning speaking can be followed by the students with immediate and delayed feedback because both group tend to understand the learning material and the researcher command, immediate group can follow the learning process but not as well as the students in delayed group level.

5.2. Suggestion

Following the findings and conclusion above, some suggestions are proposed as follow:

1) Suggestions to Teachers

Based on the research had been conducted by the researcher, it is suggested for the English teacher to pay attention on students' differences to apply oral corrective feedback in teaching speaking, especially for young learners, to lead students to create and develop their ideas, and practice their speaking as well. It is also found that students' frequently afraid of having performance in front of class because of how the teacher giving feedback to their friends' performance so that it is expected that teacher can control the situation of class to reduce the students' fear of performs. The practice in learning activity also helps the teacher to be more interactive with the students. Thus, it is expected that the teacher can apply the appropriate feedback such as delayed feedback by focused on the step of activities

such as guide students to make the sentence in speech and teach students how to pronounce the words as well.

2) Suggestions to Further Researchers

This study discussed the students' oral language production who taught through immediate and delayed feedback. Based on this current research, it is expected the further researchers could get the solution for the students' problem with their unconfident that can lead them to anxiety so that the teacher can encourage students to speak in classroom activities as well as students with no interruption as well as delayed group. It is also suggested to explore the students' tendencies such as extrovert and introvert. Further researcher also can give other stage or media to stimulate students' factors in building the oral language production. It is also suggested to carry out the study by adding other instruments such as interviews to strengthen the result of questionnaire related to students' experiences or the students' perception toward the implementation of these two oral feedbacks. Further, because this current research is focused on students' pronunciation, it is expected that further researcher can add the aspect of speaking skill such as vocabularies and fluency.

Those were some conclusions in agreement with the formulations of the problem in this research. There are also some suggestions for the English teacher and further researchers related to using immediate and delayed feedback on students' speaking ability.

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