

**THE USE OF ORAL CORRECTIVE FEEDBACK IN 7<sup>TH</sup> GRADE  
STUDENTS' SPEAKING SKILLS AT SMPN 2 RAJABASA LAMPUNG  
SELATAN**

**(Undergraduate Script)**

**By:**

**IKRAM IBADILLAH PASHA**

**NPM: 1813042058**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF LAMPUNG**

**BANDAR LAMPUNG**

**2023**

**ABSTRACT****THE USE OF ORAL CORRECTIVE FEEDBACK IN 7<sup>TH</sup> GRADE  
STUDENTS' SPEAKING SKILLS AT SMPN 2 RAJABASA LAMPUNG  
SELATAN****By****Ikram Ibadillah Pasha**

The objective of this research was to find out whether any significant improvement in students' speaking skills after being given by oral corrective feedback. This research was quantitative-research and used one group pretest-posttest design as the method. The population of this research was the first grade students of SMPN 2 Rajabasa Lampung Selatan in the academic year 2022/2023. The sample of this research was in class VII which consisted of 26 students. In collecting the data, the researcher used speaking test and the data were analyzed using SPSS Program. The result showed that there was statistically significant improvement of students' speaking skills after receiving Oral Corrective Feedback with the significant level 0.00 less than 0.005. Therefore, it can be concluded that oral corrective feedback can assist students in improving their speaking skills.

**Keywords:** *Oral corrective feedback, speaking skills, descriptive text.*

**THE USE OF ORAL CORRECTIVE FEEDBACK IN 7<sup>TH</sup> GRADE  
STUDENTS' SPEAKING SKILLS AT SMPN 2 RAJABASA LAMPUNG  
SELATAN**

**By:**

**IKRAM IBADILLAH PASHA**

**Undergraduate Script**

**Submitted in a Partial Fulfillment of  
the Requirements for S-1 Degree**

**in**

**The Art and Language Education Department  
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF LAMPUNG**

**BANDAR LAMPUNG**

**2023**

Research Title : **THE USE OF ORAL CORRECTIVE FEEDBACK IN 7<sup>TH</sup> GRADE STUDENTS' SPEAKING SKILLS AT SMPN 2 RAJABASA LAMPUNG SELATAN**

Student's Name : **Ikram Ibadillah Pasha**

Student's Number : **1813042058**

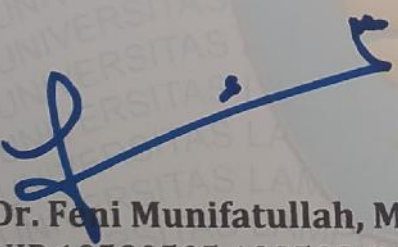
Study Program : **English Education**

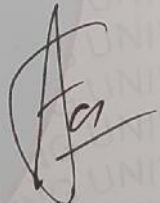
Faculty : **Teacher Training and Education**

**APPROVED BY**  
Advisory Committee

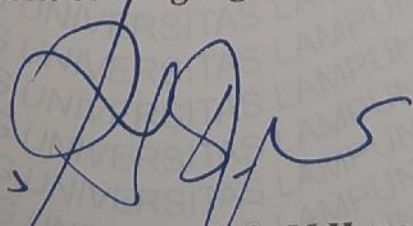
Advisor

Co-Advisor

  
**Dr. Feni Munifatullah, M.Hum.**  
NIP 19580505 198502 1 006

  
**Fajar Riyantika, S.Pd., M.A.**  
NIP 19930723 201903 1 017

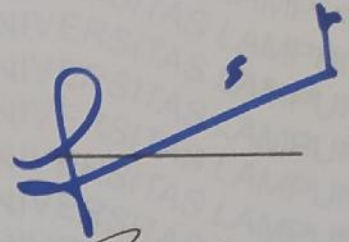
The Chairperson of  
The Department of Language and Arts Education

  
**Dr. Sumarti, S.Pd., M.Hum.**  
NIP 19700318 199403 2 002

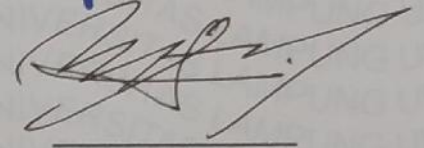
ADMITTED BY

1. Examination Committee

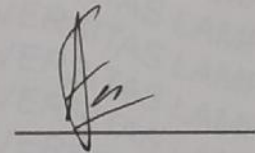
Chairperson : Dr. Feni Munifatullah, M.Hum.



Examiner : Drs. Dedy Supriyadi, M.Pd.



Secretary : Fajar Riyantika, S.Pd., M.A.



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.

NIP 19651230 199111 1 001

Graduated on : August 8<sup>th</sup>, 2023

## LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Ikram Ibadillah Pasha  
NPM : 1813042058  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Use of Oral Corrective Feedback in 7<sup>th</sup> Grade Students' Speaking Skills at SMPN 2 Rajabasa Lampung Selatan

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 8 Agustus 2023

Yang membuat pernyataan,



Ikram Ibadillah Pasha

NPM 1813042058

## **CURRICULUM VITAE**

Ikram Ibadillah Pasha was born on 22nd September 2000 in Bengkulu. He is the 3rd child of Drs. Syabahul Adha and Dra. Dian Marthiani. He has one brother and two sisters named Izzah Imani Pasha, Irham Ikhsani Pasha, and Meyra Anugrahthiany Pasha.

He enrolled in SDN 25 Bengkulu in 2006 and then moved to SDN 9 Muara Aman in 2011. After graduating from primary school in 2012, he continued to study at SMPN 1 North Lebong from 2012 to 2015. Then, he studied at SMAN 4 Bengkulu in 2015 and graduated in 2018. In the same year, he successfully passed the SBMPTN program and was accepted as a student of the English Education Study Program of Lampung University.

**MOTTO**

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

**O believers! Seek comfort in patience and prayer. Allah is truly with those who are patient. (QS. Al-Baqarah: 153)**

**“Be the greatest among the strongest.”**

— Ikram Ibadillah Pasha.



## **DEDICATION**

**This script is fully dedicated to:**

**My beloved parents, Syabahul Adha and Dian Marthiani**

**My brother and sisters,**

**Izzah Imani Pasha, Irham Ikhsani Pasha, and Meyra Anugrahthiany Pasha**

**My friends in English Department 2018**

**My honorable lecturers**

**My almamater Universitas Lampung**

## ACKNOWLEDGEMENT

Alhamdulillah rabbil ‘alamin, all praises merely rendered to Allah SWT for the mercy and blessings that enabled me to accomplish entitled **“The Use of Oral Corrective Feedback in 7<sup>th</sup> Grade Students’ Speaking Skills at SMPN 2 Rajabasa Lampung Selatan”** one of the requirements for accomplishing the S-1 degree at the Department of Language and Art of Teacher Training and Education Faculty, University of Lampung.

Having done this work, the writer realized that there are many individuals who always supported and gave generous suggestions for finishing this script, therefore, the writer would like to express his respect and his sincere gratitude to:

1. Dr. Feni Munifatullah, M.Hum., as the first advisor and as the head of of the English Education Study Program who has contributed and given valuable guidance, advice, insightful knowledge, and encouragement to the writer during the process of completing this script.
2. Fajar Riyantika, S.Pd., M.A., as the second advisor who has given assistance, knowledge, comments, suggestions, and encouragement in helping the writer to improve this script to be better.
3. Drs. Deddy Supriady, M.Pd., as the examiner who has given constructive suggestions, contributions, and encouragement to the writer in finishing the script.
4. His lecturers and administration staffs of English Education Study Program.
5. The principal of SMP Negeri 2 Rajabasa Lampung Selatan, Mrs. Yulia Sahri Bahri, S.Pd., M.Pd. and the English teacher, Miss. Isvia Intan Novita, S.Pd., who have accepted and helped me during my research. Also, the students of VII A who were being supportive in the classroom.
6. His best friends, Sahri, Alghyffari, Nova, Vino, Dzaky, Shinta, and Grace, who absolutely encourage the writer by sharing laugh and love, also support the writer in every situation. Thank you for the support and understanding.

7. His college friends in English Department 2018 for precious moments that had been through together.

The writer hopes this script will give a positive contribution to educational development and becomes a reference for those who want to conduct further research. The writer realizes that her writing is still far from perfection and there might be a lot of weaknesses. Therefore, comments, critics, and suggestions are highly appreciated for better future improvement.

## LIST OF CONTENTS

<b>LIST OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER I. INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Research Question .....	3
1.3 Research Objectives .....	3
1.4 Uses of the Study .....	3
1.5 Scope of the Study .....	4
<b>CHAPTER II. LITERATUR REVIEW .....</b>	<b>5</b>
2.1 Concept of Speaking .....	5
2.2 Aspects of Speaking .....	6
2.3 Definition of Teaching Speaking .....	7
2.4 Definition of Error.....	7
2.5 Types of Errors.....	9
2.6 Error Treatment.....	10
2.7 Corrective Feedback.....	11
2.8 The Techniques for Corrective Feedback .....	12
2.9 Previous Study.....	15
2.10 Theoretical Assumption .....	16
2.11 Research Hypothesis .....	16
<b>CHAPTER III. RESEARCH METHOD.....</b>	<b>18</b>
3.1 Research Method .....	18
3.2 Population and Sample .....	19
3.3 Data Collection .....	19
3.4 Validity and Reliability .....	24
3.5 Data Analysis .....	27
3.6 Research Procedure .....	29

<b>CHAPTER IV. RESULT AND DISCUSSION .....</b>	<b>31</b>
4.1 The Result of the Research .....	31
4.2 The Comparison of Students' Scores of Speaking Aspects in Pre-Test and Post-Test.....	32
4.3 Discussion .....	34
<b>CHAPTER V. CONCLUSION AND SUGGESTION .....</b>	<b>40</b>
5.1 Conclusion .....	40
5.2 Suggestion .....	40
<b>REFERENCES .....</b>	<b>42</b>

**LIST OF TABLES**

Table 2.1 Example of the Six Types of Corrective Feedback.....	14
Table 3.1 Pre-Test and Post-Test Pre-Experimental Research Design .....	18
Table 3.2 Scoring Rubric .....	20
Table 3.3 Reliability of Raters in Pre-Test Correlations.....	26
Table 3.4 Reliability of Raters in Post-Test Correlations .....	27
Table 4.1 The Distribution of Students' Scores in Pre-Test .....	31
Table 4.2 The Distribution of Students' Scores in Post-Test.....	32
Table 4.3 The Students' Score Improvements in Pre-Test and Post-Test.....	32
Table 4.4 The Significance Different between Pre-Test and Post-Test.....	33

**LIST OF APPENDICES**

Appendix 1 Lesson Plan .....	45
Appendix 2 Learning Material .....	49
Appendix 3 Student Worksheet .....	50
Appendix 4 Pre-Test .....	54
Appendix 5 Post-Test.....	55
Appendix 6 Students' Pre-Test Scores.....	56
Appendix 7 Students' Post-Test Scores .....	58
Appendix 8 Students' Pre-Test Transcripts .....	60
Appendix 9 Students' Post-Test Transcripts.....	61
Appendix 10 Documentations.....	62

## **CHAPTER I. INTRODUCTION**

This chapter comprised of several sub-chapters; background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

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

Speaking is very important as it is the most common skill used when communicating messages and exchanging information. But, many students still believe that speaking skill is the most difficult skill. The students did not want to speak English, therefore only a few people actively participated in the speaking activity. Most of them were embarrassed and didn't have the courage to take the risk if they had a speech disorder. They seem to have been worried about making mistakes. (Harmer, 2007) argued that if learners make mistakes, they cannot correct them and need some explanation. The role of the teacher is very important because EFL learners find it very difficult to acquire speaking skills.

For this reason, teachers need to guide learners to acquire speaking skills as a contributor to student success. Certainly, Errors allow learners to confirm their hypotheses and actively contribute to language development. Thereupon, (Harmer, 2007) argued that mistakes are part of the natural acquisition process. He also claimed that error categories have the greatest impact on teachers. Therefore, the teacher can help the learner correct errors by providing feedback on speaking performance.

When it comes to teaching and learning languages, feedback is the result of academic achievement. According to (Brookhart, 2008), feedback is consistent with specific student assignments, and specific explanations and sentences. Feedback is information provided by teachers to learners about their progress in a course, what they can do to progress their performance, how they can maintain clear learning goals in the main course of the course, and why the appropriate grade or mark is applied, whether high or low. This can help students realize how well they are doing in their studies and identify areas where they need improvement. In particular, students require feedback to know what they are



doing wrong to progress their speaking skills. Moreover, feedback has numerous types.

According to (Neals, 2015), several types of feedback include oral and written feedback, evaluative and descriptive feedback, informal and formal feedback, and peer and self-feedback. In most speaking classes, professors, instructors, or lecturers deliver oral feedback. Oral feedback can be classified into three types: corrective feedback (R Lyster & Ranta, 1997), evaluative feedback (Gattalo, 2000), and descriptive feedback (Askew, 2000). Oral feedback is commonly used by teachers/lecturers in speaking classes (Lyster, Saito, & Sato, 2013).

Corrective feedback is a type of negative feedback. (Ellis, 2009) claims that corrective feedback is in the form of responding to learners' comments about language errors. Another expert, (Iliana & Lyster, 2002) defines corrective feedback as a reaction from a teacher who changed significantly and needed to improve student pronunciation. Another expert, (Hattie & Timperley, 2007) argues that corrective feedback focuses on effective construction processes and self-regulation. Therefore, corrective feedback is called negative feedback to correct the language mistakes made by the student.

Researchers have discovered the benefits of student feedback. Oral or written feedback, or both, is a vehicle to help students improve their future performance. (Hussein & Ali, 2014), (Kirgoz & Agcam, 2015), and (Voerman et al, 2012) all said that feedback can be used to improve language learning and recognize how learners misspell their target language. In other words, feedback is provided in response to learners making mistakes in using the target language. This answer, either explicitly or implicitly, shows that students' statements in the target language are in some way incorrect. For example, it could be a correction of pronunciation or grammar, or it could be a lexical error, a syntax error, or a structural error. Therefore, no resume at the end of the speech.

According to Hunt and Touzel (2009), providing feedback is a way to manage the students' language use in class. There are various reasons why teachers must provide feedback on their students' speaking skills. For starters, teachers' feedback

can help students better comprehend their mistakes in speaking presentations. Second, when a student is corrected, they have a better knowledge of how to utilize the language target and realize how to improve their speaking performance in future performances. Finally, teachers' feedback can increase students' confidence since they know they can rely on the teacher to double-check their responses. In this situation, the teacher assists students in providing feedback to fix their errors while also managing their incorrect language use in speaking performance. It greatly aids students in improving their learning development.

Based on the explanation of the problem above, the researcher conducted a study entitled "The use of oral corrective feedback in 7<sup>th</sup> grade students' speaking skills at SMPN 2 Rajabasa Lampung Selatan". This research is to assist English teachers to improve students' English speaking skills and help the students achieve the goal of learning English.

## **1.2 Research Question**

Dealing with these issues presented in the background, the research questions of this research is:

Is there any significant improvement in students' speaking skills after being given by oral corrective feedback?

## **1.3 Objective of the Research**

Corresponding to the formulation of the problem, the objective of this research is:

To find out whether any significant improvement in students' speaking skills after being given by oral corrective feedback.

## **1.4 Uses of the Research**

By oral corrective feedback when teaching speaking, it is expected that students will improve their speaking skills so that they can communicate more fluently, accurately, and effectively in English. Particularly in speaking, it is useful for English teachers to improve their teaching strategies so that the students can assimilate the materials and participate in the teaching and learning processes.

Additionally, English teachers are expected to come up with innovative ideas for creating engaging conversational activities.

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

The research will be conducted in SMPN 2 Rajabasa Lampung Selatan. The subjects of the research are the students in the second semester of the seventh grade in SMPN 2 Rajabasa Lampung Selatan in the academic year 2022/2023. The object of the research is teaching speaking through oral corrective feedback.

## **CHAPTER II. LITERATURE REVIEW**

This chapter discusses about the concept of speaking, factors of speaking effectiveness, definition of teaching speaking, definition of error, types of errors, and error treatment. Then, at this chapter also discusses about the definition of corrective feedback and the techniques for corrective feedback.

### **2.1 Concept of Speaking**

Speaking is one of the four skills we must master when learning English. Speaking is a language skill that is just as productive as writing. Speaking skills are an important part of the language learning curriculum especially foreign language (Luoma, 2009). A productive language must go through a mental process or a thought process. Communication is necessary for people to say something and convey information.

Speaking English as a foreign language is a difficult skill to teach and learn as students must master certain aspects such as acquiring vocabulary, correct pronunciation, and knowledge of grammar. When students want to speak, they also need to think about all these aspects. (Haryudin and Jamilah, 2018: 59). Therefore, speaking skills are the most difficult part for students. This is a difficult issue due to the fact whilst human beings need to speak or say something to others, they should bear in mind numerous matters which are interrelated like ideas, language this is used, what to say, the way to use grammar and vocabulary, pronunciation, in addition to listening and reacting to interlocutors.

Based on some of the above explanations, speaking is one of the most important skills in language and is the first way to communicate and interact with others or exchange ideas and generate specific language points. It can be concluded that it is also a way to develop the usage of language ability. Speaking is probably the most difficult aspect of teaching and learning English as it has to involve some aspects such as grammar, vocabulary, pronunciation, and some components of linguistics. Thus, speaking is a means of communicating and interacting with others, through which those who speak can receive or exchange information, ideas, knowledge, etc.

## 2.2 Aspects of Speaking

According to Brown (2004: p.172-173), speaking skills must have five aspects they are vocabulary, grammar, fluency, comprehension, and pronunciation. But, in this research, the researcher only uses four aspects of speaking skills based on (Brown, 2004: p.172-173) :

**Pronunciation:** The way sounds are produced and combined to form words and sentences is referred to as pronunciation. English pronunciation is distinguished by three major aspects. Brown (1994:283) defines them as stress, rhythm, and intonation. Additionally, he argues that stress is associated with loud, continuous speech that is stated clearly and unambiguously. Then rhythm is defined as the key to clearly and naturally speaking English, which is the result of stressed and unstressed syllables. The final aspect is intonation, which refers to how the pitch of the voice lowers or increases.

Therefore comprehending those aspects is crucial since learners must have good pronunciation in order to deliver very clear sentences that others may clearly understand.

**Comprehension:** The skill to comprehend and interpret written or spoken words. In speaking, comprehension is defined as the capacity of the listener to receive and interpret the speaker's intended meanings. The listener not only needs to be able to hear and comprehend the sounds of language, but they also need to be able to interpret the speaker's meaning based on context, tone, and other indications. It takes a skilled speaker and listener in comprehension to create clear and effective communication.

**Grammar:** The combination of rules and principles that regulate the structure of language, the way words, and phrases are used to express meaning is referred to as grammar. Grammar is important for the communication process because it allows speakers or writers to express their intended meaning in a clear and accurate way. The learners can better comprehend how language works and increase their skill in using it if they understand the basic principles of grammar.

Fluency: The capacity to speak a language easily and fluently, without doubt, or stumbling, is considered to as fluency in speaking. Fluency is an important aspect of language competency because it allows speakers to speak in communication with proficiency and effectiveness.

### **2.3 Definition of Teaching Speaking**

Teaching is defined as the process of transmitting knowledge to students. When carrying out teaching activities, the teacher is conveying knowledge, messages, or skills to students, which is a process of interaction between teachers and students. According to (Brown, 2000). Teaching is defined as demonstrating or assisting someone to learn through guiding and facilitating learning, allowing the learner to learn how to do something, offering directions, guiding the study of anything, and imparting knowledge that causes them to know or comprehend.

Teaching speaking, (Nunan, 2003) as cited in (Kayi, 2006), entails teaching the listener to (a) generate the English speech sound and sound pattern, (b) utilize words and sentences, stress intonation patterns, and the rhythm of the second language, (c) choose acceptable words and phrases according to the correct social environment, audience, scenario, and subject matter, (d) arrange their ideas in a coherent and logical order, (e) use language as a method of expression, and (f) use the language swiftly and confidently, with minimal unnecessary pauses, a skill known as fluency.

### **2.4 Definition of Error**

Learning a foreign language takes time and effort. Learners frequently make errors or mistakes when learning a second language. Errors have traditionally been thought of as language learners' speech that deviates from the model they are attempting to develop (Allwright & Bailey, 1991). (Kozlova, 2009) stated that the existence of errors in students' work indicated one of two possibilities: that students' prior knowledge was inadequate for them to notice an issue or that students detected a problem but were unable to remedy it.

To examine student errors, two key terms that students misunderstand must be compared: "error" and "mistake." Errors and mistakes are not the same things. Numerous experts have distinguished between the terms "error" and "mistake." An error, according to Corder (1967), is a systematic deviation of the learner's understanding of the language which may be used to reconstruct the learner's knowledge of the language. Whereas Brown (2007), the error is an observable deviation by a native speaker to illustrate the learners' competency levels. Besides that, Corder (1967) claims that mistake has a non-systematic characteristic that implies performance error in both second language learners and native speakers. Then, Brown (2007) has another definition of mistake, explaining that it relates to the imperfection of a native speaker and second language learner in delivering speech due to a failure to correctly understand the system, and it is correlated to the learners' performance errors.

Based on the explanation above, the researcher can assume that an "error" is a deviation from proper language usage caused by a lack of competence or comprehension of the language rules. In this situation, the student may not be aware of the right form or structure, or of the appropriate context for using a certain word or expression. Errors are systemic and can be avoided by learning and practicing. Whereas a "mistake" is a deviation from proper language usage caused by a performance fault, such as memory loss, distraction, or anxiety. In this situation, the learner may understand the right form or structure yet make a mistake because of a slip of the tongue or other temporary performance problems. Mistakes are not produced in a systematic way and are commonly self-corrected by the speaker or writer.

When second language learners make errors, they are displaying a normal aspect of the process of language learning. Errors are part of the students' inter-language, which is the shape of the language that a learner possesses at any given level of growth and that is constantly reformed as he or she strives for complete mastery. When reacting to errors, teachers should be perceived as providing criticism and assisting in the reforming process rather than telling learners they are wrong. (Clark, 1976) in Cohen (2000:1) shows that knowledge regarding errors does not

have to be considered as punishment, but rather as a type of information feedback to both the student and the teacher. (Allwright, 1975) in Cohen (2000:1) contends that the student cannot learn in class unless he or she is aware of when a mistake is committed.

In terms of errors on the form, According to (Beare, 2003), there are three categories of errors that students typically make: grammatical errors, vocabulary errors, and pronunciation errors. Specifically, when it comes to grammatical errors, teachers are expected to pay close attention to verb tenses, preposition use, and so on. In terms of linguistic errors, (Edge, 1998) explores two scenarios in which this sort of error happens. First, it occurs when a speaker employs a valid language form that does not convey the intended meaning. Second, it occurs when a correct but generally objectionable language form is used by the speaker; the issue here is politeness. Concerning errors in idea organization, teachers pay close attention to how students order their strings of ideas to ensure that such concept groupings make it easy for the hearer to follow or capture the important themes. If students' sequences of ideas are not logical enough, teachers focus on the logic of their thoughts.

As a result, errors are signs of learning and should be regarded favorably. A foreign language teacher should accept errors and mistakes made by students as a natural part of the process of learning a second language.

## **2.5 Types of Errors**

When correcting something, it is crucial to assess the sort of error made by the students since teachers do not always want or need to correct everything. Errors were classified into four kinds by (Mackey, Gass, and McDonough, 2000): morpho-syntactic, phonological, lexical, and semantic. These were the categories:

### 1. Morphosyntactic error.

The morphosyntactic error arises when students utilize components such as word order, tense, conjugation, and particles inappropriately.

### 2. Phonological error.



Students pronounce the vocabulary incorrectly.

### 3. Lexical error.

Lexical mistake refers to the incorrect use of vocabulary or the transition to the learner's first language as a result of a lack of lexical knowledge.

### 4. Semantic.

The semantic error occurs when a teacher does not perceive a learner's utterance despite the fact that the utterance contains no grammatical, lexical, or phonological errors.

## **2.6 Error Treatment**

Based on (Touchie, 1986), teachers cannot and should not try to fix all of their students' errors. Moreover, frequent correction of spoken errors disrupts the language acquisition process and discourages shy students from talking in the target language. The following are general ways to resolve errors in second language learning:

1. Teachers should rectify intelligibility errors, which are flaws that interfere with the common meaning and comprehensibility of utterances. In this regard, teachers should prioritize addressing global errors above fixing local ones.
2. Errors with a high frequency of occurrence and generality should be corrected more frequently than errors with a lower frequency of occurrence. For example, the misrepresentation of the third person singular s is a common and widespread mistake.
3. Teachers should place a greater emphasis on rectifying errors that affect a substantial majority of their students. This component is clearly connected to the second factor mentioned before.
4. Errors that are stigmatizing or maddening should be given extra attention. This component has something to do with the sociolinguistic part of language learning. Students from lower socioeconomic groups are more vulnerable to scorn for their informal variation of language than students

from higher socioeconomic classes who speak a more formal and valued version of the language.

5. Eventually, errors with a pedagogical focus should be given greater attention by the teacher than other errors. For example, if the focus of the subject is the usage of the present perfect tense, the teacher should not concentrate on the modification of errors involving prepositions, articles, and demonstratives in this subject because it will divert the students' attention away from focusing on the lesson, which should be about using the present perfect tense.

In this study, the researcher intends to interpret errors as inaccurate words said by students that require correction from the teacher. It can be produced by slips of the tongue, such as incorrect pronunciation, divergence from the norm of the target language as a phonological or morphosyntactic mistake, and so on.

## **2.7 Corrective Feedback**

Corrective feedback is a type of negative feedback that intends to provide a corrective suggestion to a learner who has produced a linguistic error (Ellis, Loewen, & Erlam, 2006) whereas it is also described as a "complex phenomenon with numerous purposes" (Chaudron 1988: 152). Corrective feedback is the teacher's response to an error in a learner's speech. According to Ellis (2006:28), corrective feedback (CF) is basically a reaction to a learner's utterances that contain an error. Corrective feedback is defined as the teacher's response to a learner's error, such as a comment on the error. Therefore, corrective feedback refers to teacher and peer reactions to student work. The teacher makes corrections to students in order to increase their understanding of their errors in performance. When students perform and make blunders, the teacher directly comments on the student's error.

Feedback has been established in the context of teacher education as information supplied to an individual following a performance that represents the adequacy, quantity, or quality of the teaching performance (Tower, 1999). Feedback gives information on the truth or falsity of human behavior, as well as a way for student

teachers to develop their own teaching effectiveness and rectify their errors (Paccapaniccia, 2002; Peker, 1992). Taking these interpretations into consideration, feedback may be described as a door that student teachers can enter in order to get a range of data about themselves with their own eyes and the eyes of others. In essence, feedback is making student teachers' experiences and actions observable and understandable.

According to Lightbown and Spada (2004), there are two methods for providing corrective feedback in a speaking class: (1) explicit corrective feedback and (2) implicit corrective feedback. Explicit feedback occurs when language teacher disrupts students' utterances with a metalinguistic explanation. Implicit corrective feedback occurs when language teacher disrupts students' utterances with some language input but no metalinguistic explanation. Implicit corrective feedback, according to Ellis (2009), includes Recast, Repetition, and Clarification Request. Explicit corrective feedback also includes Explicit Correction, Elicitation, and Paralinguistic Signal.

## **2.8 The Techniques for Corrective Feedback**

### **Recast**

According to Ellis (2009), the teacher integrates the immediately preceding inaccurate utterance's content words, modifies, and corrects the utterances in some formulations. The reformulations are also referred to as "paraphrases" by Spada and Fröhlich (1995; cited in Lyster and Randa 1997). Recast is an implicit type of corrective feedback. In this type, the teachers attempt to reformulate or develop errors or incomplete sentences, words, or phrases. In this situation, the teachers state the right form of the words or sentences without mentioning that they are incorrect.

### **Repetition**

The teacher repeats the learner's pronouncement, emphasizing the error with the forceful accent (Ellis, 2009). Furthermore, according to Daughy and Varela in Kennedy (2010:14), "Repetition arises when the teacher repeats learners' ill-

formed pronouncements without any alteration." It is consistent with what the last expert stated. When students make mistakes in conveying words or phrases, teachers will repeatedly point out the inaccurate word, phrase, or sentence. There is no transformation into the right form. It is expected that by raising their intonation, the students will be able to repair the inaccurate words and phrases on their own.

### **Clarification Request**

The teacher reflects that he or she did not understand what the student stated (Ellis, 2009). Therefore, in some way, a repetition or a reformulation of student's utterance is required. Several phrases are used on this type such as Excuse me? Sorry, I don't understand, and pardon me (Lyster and Rynta,1997:25). For example, when students ask, "How many decades do you have?" teachers respond with "I'm sorry?" (Sheen and Yao, 2011:2). The aim is to draw students' attention to the inaccurate words or phrases they have stated. Therefore, they will be able to state the accurate form of the words or sentences.

### **Explicit Correction**

(Ellis, 2009) states that the teacher denotes an error that occurred, recognizes the error, and suggests the correction. Teachers do not provide students with keys or hints to help them correct their mistakes; instead, they provide the correct form completely. Moreover, they supply students with the correct form as well as a clear description of what is being corrected.

### **Elicitation**

By utilizing this type, teachers encourage students to provide self-corrective feedback. The teacher repeats a section of the student's phrase but not the incorrect section and applies rising intonation to indicate that the learner should finish it (Ellis, 2009). Furthermore, teachers may ask questions such as "What is the (d) form of (b)?" It can also include the phrase "This can say d or b?" (Maolida, 2014:122). It implies that in the elicitation type, teachers assist students in discovering the correct form of the words they convey.

### Paralinguistic signal

According to (Ellis, 2009), the teacher produces a gesture or a facial expression to show that the student has made a mistake. Related to the type in which individuals express themselves other than through words, such as by tone of voice or by producing sounds with their breath, or by using the body gesture to signify that student's pronunciation is incorrect and to signal a clue to something that refers to the correct form of pronunciation.

In summary, providing oral corrective feedback in a speaking class may be accomplished through a variety of techniques. Reformulating the inaccurate pronouncement into the accurate one (Recast), repeating the inaccurate pronouncement by emphasizing the intonation to inform the inaccurate one (Repetition), requesting clarification on the inaccurate pronouncement (Clarification Request), Explicitly correcting the inaccurate pronouncement and providing the correct pronouncement (Explicit Correction), repeating a section of the learner's correct sentence and requesting them to continue the pronouncement by asking them to conduct self-correction (Elicitation), and showing the signal with a gesture to construct the correct pronouncement (Paralinguistic Signal).

**Table 2.1 Example of the six types of corrective feedback based on (Ellis, 2009)**

1. Recast	S: My father are policeman. T: Oh, your father is policeman, right?
2. Repetition	S: I buy the ambulance car yesterday. T: I <b>buy</b> the ambulance car yesterday, I <b>buy</b> ? (giving strong emphasis intonation in the word buy).
3. Clarification Request	S: He go to campus by the bus. T: Excuse me?
4. Explicit Correction	S: I always read a newspaper at the morning. T: No, it's not at the morning. We use "in" before mentioning the morning, we say "in the morning".
5. Elicitation	S: The tiger is like eating meat. T: The tiger is or the tiger likes....?
6. Paralinguistic Signal	S: Last month I go to Jakarta. T: (showing the signal with a gesture use right forefinger move over the left shoulder to indicate past).

## 2.9 Previous Study

There are some previous researches related to the topic. The first previous research was conducted by Rahmawati (2019), the objective of the research was to know whether there is significant difference score between students who were taught by corrective feedback strategy and students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis Ponorogo in academic year 2018/2019. This research used quasi-experimental design to the experimental and control group. In this research, there was a significant difference score in speaking skill for the students who were taught by Corrective Feedback Strategy and who were not taught by Corrective Feedback Strategy. Based on the result on the research, the researcher concluded that Corrective Feedback Strategy is effective for teaching speaking of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.

The second previous research was conducted by Nurhartanto (2018), the objective of the research was to identify the effect of corrective feedback, to identify what extent students with different learning style benefitted from corrective feedback, and to find how corrective feedback affected the students' development. This research was a quantitative study which used pretest-posttest design. The data were taken by oral tests scored by two inter-raters. In this research, the first result found that generally, corrective feedback contributed to students and increased the students' speaking performance. The second result showed that it was found that concrete learners gained more benefit from corrective feedback than the other learning styles while the authority-oriented learners gained very little or did not get any benefits from corrective feedback. The third result showed that not all uptakes led to students' development, but the noticed corrective feedback might lead to development for concrete learners. It showed that the effectiveness of corrective feedback might depend on the students' personal character, in this case, depended on their learning style.

The third previous research was conducted by Muyashoha (2019). This research type is a descriptive quantitative design. This research was conducted with these two key aims: (1) to find out the students' perception toward oral corrective

feedback given in teaching speaking activity, and (2) to find out how is oral corrective feedback given to the students. The result indicated that the students' perception toward oral corrective feedback is positive. All of indicator show a good point that most students agree to receive oral corrective feedback from their lecturer. Additionally, it is obviously answered that using oral corrective feedback in speaking learning class is effective to improve the students' speaking ability. These findings could contribute to better understanding of how the lecturer should give oral corrective feedback when the students' make some errors in the classroom. As a conclusion, it will provide a better comprehension by relating and comparing the students' perception and the lecturers' perception of oral error corrective feedback for the further researchers.

From the explanation above, the researcher found the similarity and the difference between previous research findings above with this research. The similarity is previous and this research findings have used corrective feedback as their strategy to improve students' speaking skills. Meanwhile, the difference is that in this research the researcher does not find out the students' perception toward oral corrective feedback and does not find out the significant difference in improvement between the two different groups.

### **2.10 Theoretical Assumption**

Oral corrective feedback is teacher correction or response to the learner's utterances containing an error directly when students make mistakes or errors and the teacher gives information to the student to revise their mistakes or errors. The researcher expects that the students can improve their knowledge based on the teacher's correction of their mistakes. Therefore, the knowledge they get from the teacher can improve their skills in speaking.

### **2.11 Research Hypothesis**

Based on the theories above, the researcher formulated null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_1$ ) that will be tested and examined in this research as follows:

(H<sub>0</sub>) There is no significant improvement of students' speaking skills after being given by using the oral corrective feedback.

(H<sub>1</sub>) There is a significant improvement of students' speaking skills after being given by using the oral corrective feedback.



### CHAPTER III. RESEARCH METHOD

The following topics are covered in this chapter: research design, population and sample, data collection, data analysis, and research procedure.

#### 3.1 Research Design

There are several research methods available, including experimental research. The researcher employed Pre-Experimental Research in this study. The experimental group was employed in the pre-experimental study. The students' improvement in speaking after being given Oral Corrective Feedback is the focus of this study's pre-experimental group.

In this study, the researcher provided a pre-test to students before providing treatment for speaking through Oral Corrective Feedback. The researcher gave several examples of descriptive video in class, and then students retold the example based on their own words. Following treatment, the researcher provided a post-test to the students.

**Table 3.1 Pre-test and post-test pre-experimental research design**

Pre-Test	Treatment	Post-Test
X1	O	X2

X 1 : students speaking ability of experimental group in pre-test

O : Treatment teaching speaking by oral Corrective Feedback

X 2 : Students speaking ability of experimental group in post-test

### **3.2 Population dan Sample**

In this section, the researcher outlines the research's sample and population:

#### **1. Population**

This study's population consists of seventh-grade students from SMP Negeri 2 Rajabasa Lampung Selatan during the 2022/2023 academic year. There were VII A, VII B, VII C, and each class consisted of 26 students, so the total population was 78 students.

#### **2. Sample**

According to Arikunto (2010), a sample is a number or a subset of the population under investigation. As a result, the current researcher employs purposive sampling to collect the sample. According to Arikunto (2010, p. 97), "purposive sampling is a sampling strategy utilized by a researcher if the researcher has specific judgments in taking the sample". Therefore, this study utilized one class where the researcher chose class VII A as the sample in this study because VII A was a top class and had a higher quality in terms of learning motivation compared to other classes. The total sample was 26 students.

### **3.3 Data Collection**

One of the most crucial aspects of doing research was obtaining and collecting the necessary data: the researcher must use an adequate research instrument. According to Arikunto (2006), a research instrument is a device used by a researcher when collecting data to make his work easier and to obtain better results. It should be comprehensive and systematic in order for the data to be easily processed.

In collecting the data, the researcher used the recorder and speaking test. The type of speaking that was used in this research was intensive speaking. According to Brown (2004: 159), intensive speaking is a short oral language production designed to indicate proficiency in a limited range of grammatical, phrasal, lexical, or phonological connections that are generally implemented in assessment contexts. When responding, the speaker was expected to be aware of semantic

qualities, however, interaction with the interlocutor or test administrator was minimal. Furthermore, Brown (2004: 151) states “picture-cued task is a graphical stimulus that requires a description from the test taker is one of the more popular methods of eliciting spoken language performance at both intensive and extensive levels. The images can be very simple, aiming to elicit a single word or phrase, more detailed and "dynamic," or a series that tells a story or event”. Therefore, the researcher would use picture-cued elicitation minimal pairs in order to determine, record, and score the speaking aspects of the students.

### Scoring Method

There were four parts to assess students' speaking aspects: pronunciation, comprehension, grammar, and fluency, which are scored based on the following criteria:

**Table 3.2 Scoring Rubric**

<b>Criteria &amp; Percentages</b>	<b>Very Poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
Pronunciation (25%)	Errors in pronunciation are frequent but can be understood by a native speaker used To deal with foreigners attempting to speak his language.	Accent is intelligible though quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.
Comprehension (25%)	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects (ie., topics that require no specialized knowledge).	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

Grammar (25%)	Errors in grammar are frequent, but speaker can be understood' by a native speaker' used To deal with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
Fluency (25%)	(No specific fluency description. Refer to other four language areas for implied level fluency).	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current event.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
<b>Score</b>	<b>0 – 30</b>	<b>31 – 50</b>	<b>51 – 70</b>	<b>71 – 80</b>	<b>81 – 100</b>

(Oral proficiency scoring categories, Brown: 2004)

The above-mentioned scoring would then be modified to the cut-off score as the school's scoring standard. The cut-off score was the lowest score that could be achieved on an exam, standardized evaluation, high-stakes examination, or other type of assessment that a student needed to "pass" or be declared "proficient."

The table below is the cut-off score setting layout, which has been in use since the early 2013 curriculum up to the present edition.

<b>Final Score</b>	<b>Category</b>
90 – 100	Excellent
80 – 89	Good
70 – 79	Average
60 – 69	Poor
<60	Very Poor

To adjust the cut-off score, result from the scoring rubric would be divided by four, as stated in the formula below.

$$\text{Cut-off Score (Final Score)} = \frac{\text{Total Score from Scoring Rubric}}{4}$$

Therefore, if a student received a total score of 300 based on the scoring rubric, the score would be reduced by 4 and the result would be 75. This signified that the student's final score according to the cut-off score was 75.

The researcher summarized the scores of students and differentiated the scores obtained between students by explaining the differences based on the criteria that had been mentioned. With the following example:

Student A scored 60, Student B scored 65, Student C scored 70, Student D scored 75, and Student E scored 85. In this case, the difference in scores obtained by students A, B, C, D, and E can be explained based on the criteria mentioned. There were some examples of potential differences based on two criteria namely pronunciation and fluency:

**Pronunciation:**

Student A (Score 60): Pronunciation was still mainly influenced by accent, although it was comprehensible, with frequent errors that might hinder comprehension significantly. Mispronunciation of particular sounds, irregularity in emphasis or intonation, or occasional difficulties generating specific phonemes specifically were examples of the errors produced by student A.

Student B (Score 65): Pronunciation was slightly better and more comprehensible than student A's. There were a few noticeable mispronunciations, although they had minimal impact on comprehension. Student B might produce sounds with more accuracy, consistent stress and intonation patterns, and an overall smoother flow of speech than student A.

Student C (Score 70): Pronunciation began to be clear and could be slightly comprehensible, with some pronunciation errors. Student C had adequate pronunciation proficiency, regularly pronouncing sounds more accurately than Student B. Pronunciation errors still occurred frequently but did not interfere significantly with comprehension. Student C could demonstrate quite good control of stress, intonation, and rhythm, resulting in an average speech pattern.

Student D (Score 75): Pronunciation was clear and easy to understand, with very few noticeable pronunciation errors. Student D showed better accuracy in pronunciation, consistently producing sounds correctly than student C. His pronunciation proficiency was still average but with better control over stress, intonation, and rhythm than student C. Student D's speech flows easily but there might still be slight distractions.

Student E (Score 85): Pronunciation was clear and simple to understand, with nearly no discernible errors. Student E had excellent pronunciation accuracy, delivering sounds accurately and consistently. The pronunciation was almost native-like, with great emphasis, intonation, and rhythm management. Student E's speech was fluent, simple to comprehend, and flows well.

## **Fluency**

Student A (Score 60): Spoke fluently with some pauses and difficulties in connecting ideas. Student A could express themselves sufficiently, but there might be hesitations or pauses in speaking that could affect the overall flow.

Student B (Score 65): Began to demonstrate fluent speech but there were still some hesitations or pauses. Student B maintained a consistent pace and rhythm in their speech, conveying their ideas quite well.

Student C (Score 70): Spoke fluently but there were still some noticeable hesitations or pauses. Student C had shown average proficiency in maintaining a consistent flow of speech, resulting in quite clear communication with some interruptions.

Student D (Score 75): Displayed fluent speech with minimal hesitations or pauses. Student D displayed an intermediate-to-high level of fluency in conveying their ideas smoothly and well. Thus, his speech flowed well, allowing for effective communication.

Student E (Score 85): Demonstrated a very fluent speech with a natural flow and minimal interruptions. Student E showed excellent fluency in speaking with a quite high level of ease and naturalness. His speech was characterized by a smooth flow, providing an engaging and confident delivery.

Those differences indicated that, overall, student E was better at some aspects of the assessment compared to students A to D. However, it was important to understand that this was a general example, and the assessment might involve other factors and more specific criteria set by the teacher or institution.

### **3.4 Validity and Reliability**

One of the test's qualities was its validity. It was possible to claim that was valid if the test measure was correctly appropriate for the item to be measured. The researcher used content and construct validity to assess the validity.

### **Content Validity**

The test materials used were derived from Curriculum 2013 to achieve this validity. The test material was determined in the form of a simple short conversation taken from the K13 syllabus for the first grade English subject at the Senior High School (SMA) level, with basic competencies of 3.7 and 4.7. Based on these basic competencies, students were asked to express and describe information related to very short, simple, and contextually relevant oral descriptive texts about animals.

### **Construct Validity**

If the test accurately assessed the students' speaking aspects, it may achieve construct validity. This research used the picture-cued task as the test instrument. The researcher showed the animals' pictures and instructed the students to describe the animals based on the pictures they had looked at. It aimed to know the students' prior knowledge about their speaking skills. Then, the researcher recorded and described the scores based on the four speaking aspects.

### **Reliability**

The test's reliability indicates whether or not the test produces consistent results. The researcher used inter-rater reliability to determine the reliability of the scores. Inter-rater reliability was used when test scores were evaluated independently by two or more judges or raters. The first rater in this test was the researcher and the second rater was an English teacher. The results of both raters would then be compared to evaluate the reliability. The researcher used Rank order correlation in SPSS ver 26 to determine the correlation between two raters. Finding the coefficient of the scores between two raters, the researcher examined the coefficient value by looking at the reliability standard, which is listed below:



0.8 – 1.0 : Very low reliability

0.6 – 0.79 : Low reliability

0.4 – 0.59 : Average reliability

0.60 – 0.79 : High reliability

0.80 – 1.00 : Very high reliability

(Arikunto, 2006)

Based on the information provided above, it is acceptable to assume that the test is reliable if its values are between the 0.60 - 0.79 range, indicating high reliability. In addition, the reliability of each test for this research is indicated in the table below:

**Table 3.3 Reliability of Raters in Pre-Test Correlations**

Correlations				
			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.852**
		Sig. (2-tailed)	.	.000
		N	26	26
	Rater 2	Correlation Coefficient	.852**	1.000
		Sig. (2-tailed)	.000	.
		N	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3.4 Reliability of Raters in Post-Test Correlations**

<b>Correlations</b>			<b>Rater 1</b>	<b>Rater 2</b>
<b>Spearman's rho</b>	<b>Rater 1</b>	Correlation Coefficient	1.000	.789**
		Sig. (2-tailed)	.	.000
		N	26	26
	<b>Rater 2</b>	Correlation Coefficient	.789**	1.000
		Sig. (2-tailed)	.000	.
		N	26	26

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 3.3 shows that the p-value of the pre-test correlation coefficient between the first and second raters was 0.852, indicating that the data correlation of the two raters had very high reliability. And, as shown in Table 3.4, the p-value of the post-test correlation coefficient between the first and second raters was 0.789, indicating that the data correlation of the raters could still be considered as having high reliability. All of the results from the tables above had very high reliability, with each result reaching a higher point than 0.80. Therefore, it means that the pre-test and post-test assessment results were consistent.

### **3.5 Data Analysis**

Quantitative data analysis technique, quantitative data is a method of analyzing and counting data. In this study, the researcher analyzed quantitative data to determine the students' capacity to speak after being given oral corrective feedback for teaching speaking. The researcher provided a test to the students before and after they were given the oral corrective feedback. The test results were compared and the percentage of students' scores were calculated. To analyze the data, the researcher also used the procedure as follows:

1. To calculate the percentage of the students' score in the pre-test and post-test, the formula which is used as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where: P = percentage

X<sub>1</sub> = the mean score of pre-test

X<sub>2</sub> = the mean score of post-test (Gay:1981)

2. To find out the mean score of the students' test, the researcher uses the following formula:

$$X = \frac{\sum x}{N}$$

Where: X = mean score

$\sum x$  = the sum of all scores

N = the total number of students, (Gay, 1981:298)

3. To find out significant differences between scores of pre-test and post-test by using the following formula:

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where: t = test of significant difference

D = the mean of the difference score

$\sum D$  = the sum of all scores

$\sum D^2$  = the square of the sum for difference

N = the total number of sample (Gay, 1981:331).

### **3.6 Research Procedure**

To acquire the required study findings, the researcher developed a research procedure plan that includes the following steps:

#### **1. Finding the location for the research.**

The researcher used one classroom, the seventh-grade of SMPN 2 Rajabasa Lampung Selatan. The researcher chose the school as the research location because this school was located in a remote area where the students' speaking English skill was still relatively low.

#### **2. Preparing the lesson plans.**

Based on the 2013 curriculum, the researcher designs and implements the lesson plans for 7<sup>th</sup> graders.

#### **3. Conducting pre-test.**

The researcher mentioned the students, asked them to meet face to face, showed the animals' pictures, and instructed the students to describe the animals based on pictures they had looked at. It aimed to know the students' prior knowledge about their speaking skills. The researcher recorded and described the scores based on the four speaking aspects.

#### **4. Conducting treatments.**

In the first treatment, the researcher instructed the students to watch and pay attention to the video of the example of a short and simple descriptive text about animals. The researcher shared the student's worksheets and instructed them to fill in the sentences marked ( ) with the answers based on the video. The researcher gave some examples of pronunciation word by word and sentence by sentence based on the video. Then asked the students to follow and repeat the researcher's pronunciation. After that, the researcher went around the classroom, approached students one by one, asked the students to tell about animal descriptions face-to-face, and corrected students' speaking errors by using direct oral corrective feedback techniques: recast and clarification request.

In the second treatment, the researcher continued the same treatment as the previous meeting with a longer time allocation so that students could receive the whole treatment completely. The treatments were conducted in two meetings.

### **5. Conducting post-test.**

In the post-test, the researcher collected the score of the post-test with the same instructions as the pre-test. The researcher collected the scores of the pre-test and post-test based on the scoring method. The post-test was conducted in one meeting.

### **6. Analyzing the data.**

After scoring the pre-test and post-test, the data collected would be analyzed using the Statistical Package for Social Sciences (SPSS) 26 version software application. It was used to determine the averages of the pre-test and post-test and the significance of the improvement.

### **7. Making the result of the research.**

After collecting and analyzing all the data, the researcher wrote a report and discussed the results on the effectiveness of oral corrective feedback in teaching speaking.

## **CHAPTER V. CONCLUSION AND SUGGESTION**

### **5.1 Conclusion**

Based on the results of the study, there is a significant improvement in students' speaking skills after receiving Oral Corrective Feedback. This is because feedback creates something engaging for the teacher and is helpful thing for the students in the teaching-learning process. In terms of the feedback given, feedback tends to be given personally to students. This lets students know what they have achieved and what to improve in learning.

The researcher found that the students' speaking skills have improved. This is indicated by the students' pronunciation which is getting better and is no longer affected by their first language. The students' comprehension also improved, they could understand and provide ideas to answer the questions well. The students have made fewer grammatical errors and can use better sentence structures than before. Students' fluency in speaking has also improved from before although there are still some difficulties. This proves that oral corrective feedback can play an important role in improving students' speaking skills.

### **5.2 Suggestion**

#### **5.2.1 Suggestions for English teachers**

The teachers should use any learning variations such as methods, techniques, or strategies. Thus, students can get excited about learning, they can be more focused on learning, and the more learning variations a teacher provides, the more fun learning can be. Therefore, teachers can give oral corrective feedback directly when teaching their students because teachers can correct the students' speaking as best as possible. So, students can immediately know any mistakes they have made.

The teachers should often familiarize students with exercise and communication activities in English while learning the language. This has many benefits for students, one of which aims to assist in building confidence in their verbal skills in the future.

### **5.2.2 Suggestion for students**

In improving English speaking consistently, especially after receiving oral corrective feedback, students should establish a proactive approach. Students can start by recording their own pronunciation to identify shortcomings that need improvement, focusing on pronunciation and specific aspects of the language.

Therefore, students should join conversation groups, find language exchange partners, or utilize English learning apps that offer opportunities for practice and immediate feedback. Students can also improve their English speaking skills by reading aloud, role-playing various scenarios, speaking in front of a mirror, and watching English movies or TV shows. This can improve fluency and naturalness in speaking. Students need to set clear language goals, seek professional guidance if needed, and regularly review feedbacks are important steps toward continuous improvement. Finally, students need to accept mistakes as part of the learning process and consistently expand their vocabulary which will help them to build confidence and proficiency in speaking English.

### **5.2.3 Suggestion for further researcher**

This research still has some shortcomings, so it is possible for future researchers to get other latest advantages of oral corrective feedback on speaking skills, discover new ideas from this research source, and compile research with the next level of development. The researcher hopes that this research can help future researchers who take the same research discussion.

## REFERENCES

- Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Askew, S. (2000). *Feedback for Learning*. New York: Taylor and Francis Group.
- Brookhart. (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA: ASCD.
- Brown, H. D. (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy*. (2nd.Ed.). New York: Pearson Education.
- Corder, S. P. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*, 5(4), 161-170.
- Ellis, R. (2009). Corrective Feedback and Teacher. *L2 Journal*, 3-18.
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 339-368.
- Gattalo, F. (2000). Formative Assessment in ELT primary (Elementary) Classroom: An Italian Case Study. *Language Testing*, 17(2), 278–288.
- Gay, L.R. (1981). *Educational Research: Competencies for analysis and application in Eighth edition*. Columbus: Charles E. Merrill Publishing.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th Edition) (Longman Handbooks for Language Teachers)*. Cambridge: Pearson Longman.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 81-112.
- Heaton. J. B. (1988). *Writing English Language Tests*. New york: Longman Inc New york Press.
- Hunt, G., & Timothy, J. T. (2009). *Effective Teaching: Preparation and Implementation*. Illinois: Charles C Thomas Publisher.
- Hussein, B. A., & Ali, H. I. (2014). Rationalizing Oral Corrective Feedback in Sudanese EFL Classrooms. *International Journal of Applied Linguistics and English Literature*, 217-231.
- Iliana, P., & Lyster, R. (2002). Patterns of Corrective Feedback and. *TESOL QUARTERLY*, 573-595.



- Kirgoz, Y., & Agcam, R. (2015). Teachers' Perceptions On Corrective Feedback In Turkish Primary . *Procedia - Social and Behavioral Sciences*, 574-581.
- Lightbown, P. M., & Spada, N. (2004). *How Language are learned*. Oxford: Oxford University Press.
- Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms. *Studied in Second Language Acquisition*, 19, 37–66.
- Lyster, Roy, Saito, K., & Sato, M. (2013). Oral Corrective Feedback in Second Language Classroom. *Journal Cambridge Language Teaching*, 46(1), 1–40.
- Muyashoha, A. B. (2019). *The Students' Perception Toward Oral Corrective Feedback in Speaking Class at English Department of IAIN Palangka Raya*. Palangka Raya: IAIN Palangka Raya.
- Nurhartanto, A. (2018). *The Effect of Corrective Feedback towards Students' Speaking Performance Related to Learning Styles*. Lampung: Universitas Lampung.
- Rahmawati, S. F. (2019). *The Effectiveness of Corrective Feedback Strategy to Students' Speaking Skill of The Eight Grade Students at Smpn 2 Jetis Ponorogo in Academic Year 2018/2019*. Ponorogo: IAIN Ponorogo.
- Tower, S. L. (1999). *Reactions to negative feedback: The influence of goal orientation, self -efficacy, and public or private feedback delivery on task choice and changes in self -efficacy*. Michigan: Michigan State University.
- Voerman, L., Meijer, P. C., Korthagen, F. A. J., & Simons, R. J. (2012). Types and Frequencies of Feedback Interventions in Classroom Interaction in Secondary Education. *Teaching and Teacher Education*, 28(8), 1-9