



E-ISSN 2528-746X

Students' Perceptions on Teacher's Oral Feedback

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Abstract

As one of the language skills, speaking is learned in schools both at the level of Junior and senior high school. It is also one of the competencies that must be developed based on the 2013 Curriculum. The curriculum expects the students are able to convey their ideas, opinions, and feeling in daily life contexts. This research was aimed at describing the students' perceptions toward the use of feedbacks used by the teacher in correcting their oral errors. This study was based on the framework proposed by Calderon. The design of this study was a descriptive qualitative study. To obtain the data, the researcher used a questionnaire. The result of data in this study shows that almost all of the students have positive attitude while there are only very few number of students have negative attitude toward the feedback used by the teacher in an oral activity. Regarding to the result, the researchers suggest the English teachers always correct the students' errors by giving correction through feedback. It is also suggested for other researchers to conduct further research regarding to what the students' preferences toward the kinds of feedback used by teacher in correcting students' oral errors through a deep interview.

Keywords: *Student's perceptions, teacher's feedback, communication skill*

1. INTRODUCTION

Speaking is considered as the most difficult skill for most students. It is that for most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Perhaps, students might feel confused when they are trying to deliver their ideas or opinions. Sometimes they get stuck with something that makes them difficult to speak that can be caused some errors.

Making error in learning a second or foreign language is unavoidable (Fidan, 2005). Therefore, the teacher should correct the errors made by students. Based on the preliminary study that was conducted by the researchers on March 26th 2015 at SMAN 4 Banda Aceh, she found that the students were still making

errors in speaking even though their teacher had corrected the errors made by them.

The researcher considers the way the teacher corrects the errors made by her students is also important to be paid attention by the teacher. The reason behind this matter is because students also have their own opinions on how they want to be corrected by their teacher. Therefore, regarding this matter, Acosta (2007) suggests that teachers should always correct nicely when students are involved in an oral activity. Unless, students may become frustrated and they do not want to talk when their needs and understanding of correction of their oral errors do not accordingly same as with the teachers' practices in correcting the students' errors (Schulz, 2001).

In relation to the error correction in speaking class, it is closely related to giving feedback. In terms of this matter, error correction is seen as a form of feedback given to learners by the teacher on the language use (Amara, 2015). Pertaining to giving feedback in oral activity, as teachers of English we also need to know what the students' perceptions toward feedback given by the teacher in an oral activity. Some students might feel do not comfortable while they are being corrected and some students might want to be corrected immediately by the teacher. Generally the students want the correction of their spoken errors to be corrected very often (Calsiyao, 2015).

In fact, the study conducted by Calsiyao (2015) was only limited to the discussion in the students' preference toward corrective feedback on classroom oral errors. Subsequently, no research of this study is correlated to the theory by Calderon (2013) which focused on the attitude of students regarding the feedback used by the teacher. Therefore, this research intends to fill in this gap and the researcher formulates the research question on what are the students' perceptions toward the use of feedback used by the teacher in correcting their oral errors at the second grade of SMAN 4 Banda Aceh?

2. LITERATURE REVIEW

2.1 Correction

Tomczyk (2013) stated that correction is defined as a reaction to an utterance produced by someone who has made an assessment that the part of its utterance is wrong. While students are speaking English and producing an error, the teacher gives a correction in order to prevent the same error occurred. Correction is also seen as a tool to help students to comprehend their language learning. Edge (1989) indicates correction is a way to help the students of reminding the forms of L2 performance. When correcting the errors made by students, teachers help them in comprehending their language use to be better.

2.2 Feedback

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

Feedback is used in the process of learning in a classroom. It is used when the teacher correct the errors which are produced by the students (Asnawi,2015). When teachers use feedback, it can be positive or negative. 'Positive feedback' should be used to praise students for doing a good job. The teacher gives good comment for what the students do. Teacher will say "very good" or "excellent" which called as a positive feedback (Fata,2014). Another part of feedback is 'negative feedback' which is used to help students understand what has to be changed in an utterance. When the students' make an error in learning process, the teacher will correct the error by feedback and help the students to correct the error by changing the error into the correct form. Negative feedback in school is most often used when a teacher gives a student some kind of information about something being incorrect in an utterance and sometimes also instruction about how to correct the error.

2.3 Students' perception on feedback

Some of the students might have positive and also negative attitude toward feedback given by the teacher while he or she is correcting the errors produced by the students. Most of the students want to be corrected by their teacher while they are producing an error. They might feel frustrated if the teacher ignored them. Fang and Xue-Mei (2007) stated that the students often feel upset after being corrected by their teacher because there is a great gap between themselves and their teachers in understanding the error correction through giving feedback. Sometimes when the teacher correct the errors made by the students, the students do not know what has been corrected or what have to be corrected. Students are confused and this condition cannot enhance the language learning as the goal of learning to be achieved together between teacher and students.

3. METHODS

The research method applied in this study was qualitative. According to Ary, et.al (2006) qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study. In dealing with the research design, the researcher used a descriptive design to describe the findings. Here, it is referred to describe the students' perceptions toward the use of feedback used by the teacher in correcting their oral errors at the second grade of SMAN 4 Banda Aceh. Regarding the use of method in this study, the researcher used questionnaire.

The researcher gave the questionnaire to 33 students in class XI IPA 5 for one meeting. It took 20 minutes for the students to answer the questionnaire before they got break time. The model of questionnaire items that researcher used in this study are adapted from Calderon (2013) which contained of 15 statements which four alternative options namely 'strongly disagree', 'disagree', 'agree' and 'strongly agree'. To analyze the data, the researcher collected the data from the questionnaire items which have been answered by the students. Next, the researcher calculated the percentage of each number of statements of the questionnaires.

4. FINDINGS AND DISCUSSION

4.1 Findings

The following table presents the result of data from 15 questionnaire items given to the students.

Table 1. The Result of the Students' Questionnaires.

No	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1	I like it when my teacher explicitly tells me I made a mistake and gives me the right version of what I said	-	-	58%	42%
2	I like it when my teacher corrects my English without letting me know she/he is correcting me.	-	15%	64%	21%
3	I like it when my teacher asks me to correct myself.	-	6%	70%	24%
4	I like it when my teacher tells me what kind of mistake I made and asks me to correct myself.	-	12%	52%	36%
5	I always know when my teacher is correcting me even if she/he doesn't tell me.	-	15%	58%	27%
6	I usually feel embarrassed when my teacher corrects me in front of the whole class.	18%	36%	33%	12%
7	I would feel much more comfortable if my teacher never corrected me.	39%	58%	3%	-
8	Teachers should correct students every time they make a mistake when speaking English.	3%	12%	55%	30%
9	Teachers should correct students only when students cannot communicate clearly.	9%	48%	36%	6%
10	Teachers should never correct their students' mistakes when speaking English.	52%	42%	3%	3%
11	Error correction helps me identify my weak areas in English.	-	-	58%	42%
12	Error correction is good for language learning.	3%	3%	42%	52%
13	Generally, I feel frustrated, after my teacher corrects me.	33%	52%	15%	-
14	Generally, I feel interrupted every time my teacher corrects me.	27%	58%	15%	-
15	Every time my teacher corrects me, I feel I learn more.	-	3%	21%	76%

From the questionnaire number 1, it shows that 58% students agree if their teacher tells them explicitly the correct form if they make a mistake. It is evidenced of the second statement that reveals 64% students agree if the teacher indirectly corrects their errors without knowing them. Based on the statement number 3, it can be seen that 70% students agree about the statement. They like when their teacher asks them to correct the errors by themselves.

It also appears from the next statement that 70% students agree if their teacher tells them what kind of errors which they make. The students also like if the teacher asks them to correct the errors by themselves based on what the teacher have told them related to what kind of errors that they make.

Regarding the questionnaire number 5, it can be concluded that 58% students agree about the statement. The students always know while they were being corrected by their teacher in the classroom even though they were not told by their teacher.

Meanwhile, there are slightly different among students who agree and disagree about the statement stated in number 6. There are 33% students agree that they

usually feel embarrassed when they are corrected by their teacher in front of the classroom while there are 36% students disagree about it. They do not feel embarrassed when their teacher corrects their errors in front of whole class.

Based on the next statement of number 7, it can be seen that there are 58% students disagree that they would feel much more comfortable if they are never corrected by their teacher. They like when their teacher corrects their errors. Meanwhile, from the questionnaire number 8 reveals that 55% students agree if their teacher correct their errors every time when they make errors in oral activity. Furthermore, the table shows that there are 48% students disagree about the statement of number 9 that their teacher should correct students only when they cannot speak fluently. They think that their teacher should correct them every time even though they can communicate clearly.

Related to the questionnaire number 10, it can be concluded that there are 52% students disagree that teacher should never correct them when they make errors in speaking classroom. They think that their teacher should always correct the errors made by them.

It also appears that there are 58% students agree about the statement in questionnaire number 11. They think error correction can help them to know their weakness in learning English. It is evidenced of the next questionnaire that reveals 52% students strongly agree about the statement. They think that error correction is good for language learning. Furthermore, the questionnaire number 13 shows that there are 52% students disagree regarding to their feeling when their teacher corrects them. They do not feel frustrated when they are corrected by their teacher in classroom activity.

It also can be seen from the statement number 14 that there are 58% students disagree about the statement. Generally, they think that they do not feel interrupted when their teacher corrects their errors every time. Lastly, the last number of the questionnaire reveals that there are 76% students strongly agree about the statement. They feel that they learn more when they get correction given by their teacher every time.

4.2 Discussion

The present study shows that in average the students have positive attitude toward the use of feedback used by the teacher in correcting their oral errors. It is regarded by the 15 statements –asked. The researcher found that almost all of the students have positive attitude toward the kinds of feedback used by the teacher in correcting errors made by the students in oral activity. This finding is similar to the study by Katayama (2007) which stated that students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The students feel that they learn more if their teacher corrects them every time. They really like when their teacher corrects their errors without letting them know that the teacher is correcting them. The students like when their teacher explicitly tells them that they make the errors by giving the correct form of what they said.

Furthermore, the students also want their teacher to ask them to correct the errors by themselves after the teacher told the correct form of what they said. They would feel uncomfortable if their teacher never correct the errors made by them. The students support their strong positive attitude toward teachers' feedback given by them with the attitude of not feeling bad when teachers correct their errors in classroom activity (Calsiyao, 2015).

Regarding this matter, it can be concluded that the teacher should always correct the errors made by their student by giving the correction through feedback. However, only a few students have negative attitude that they did not want to be corrected by the teacher in front of the classroom because they could feel embarrassed or frustrated (give example from the questionnaire). . There are 5 students that do not want to be corrected every time when they speak English. The researcher assumed that the students might feel shy in front of their classmates of being always corrected or they do not understand the correction given by the teacher through feedback. Fang and Xue-Mei (2007) stated that the students often feel upset and do not like the teacher always correct their errors because there is a great gap between themselves and their teachers in understanding error correction. These conditions made the students are not willing to take a part in communication. They could feel shy because they might feel harm after being corrected in front of the classroom.

In addition, Loewen (2007) stated that too much error correction can make someone only focus on linguistic form without considering communication form which also important to be focused on. He also added that the subjects seemed to have a perception that errors were natural parts of learning and need not to be corrected every time. They also feel interrupted while the teacher is correcting their errors. Regarding to this matter, Amador (2008) stated that the teacher must not interrupt the students while they are speaking and provide a correct form immediately of the errors made by students.

Regarding the attitude showed by the students toward the feedback used by the teacher in correcting their errors in an oral activity, it is important to be paid attention to how the teacher should correct the students' errors. The teacher should correct nicely the errors made by the students, so that the students will not feel harm after being corrected.

Furthermore, oral feedback is needed that can motivate the student in gaining some more language input of L2 performance. Lewis (2002) said that oral feedback given by teacher in classroom activity might motivate students and encourage them to use the language to the best of their abilities, so that the students might have better language performance. Based on the questionnaire items number 11 and 12, the students think that error correction helps them identify their weak areas in English and it is good for language learning.

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

5. CONCLUSION AND SUGGESTIONS

From 15 statements of the questionnaires items, the results showed that almost all of the students have positive attitude toward the teacher's feedback in an oral activity while there are only very few less number of students have negative attitude toward the feedback given by the teacher in speaking class.

The researcher recommends some suggestions for English teachers. In giving oral feedback, teachers have to make it clear to students when they correct their errors. Moreover, English teachers also should give the opportunity to students to correct their errors immediately. In addition, teachers can ask students how they want to be corrected.

In this research, the researcher merely focused on the students' perceptions toward the use of feedback used by the teacher in correcting their oral errors. It seems interesting for other researchers to conduct further research regarding to what the students' preferences toward the kinds of feedback used by teacher of correcting students' oral errors in depth by using interview.

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