

THE PERCEPTIONS OF STUDENTS ON ORAL CORRECTIVE FEEDBACK

THESIS

Submitted by:

PARDI KARLIZA

NIM. 150203069

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



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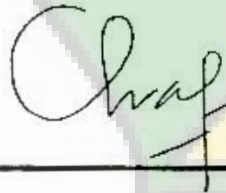
by:

PARDI KARLIZA
NIM. 150203069

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

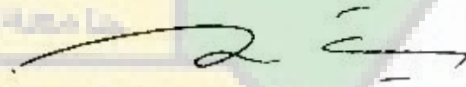
Main Supervisor,



Siti Khasinah, M. Pd

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Co-Supervisor,



Rahmi Fhonna, MA

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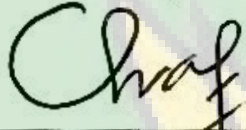
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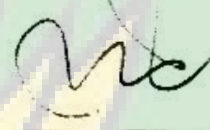
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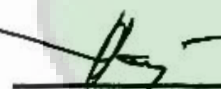
Siti Khasinah, S. Ag., M. Pd

Secretary



Ikhwanah Dhivah, S. Pd

Member,



Dr. Jarjani, S. Ag, S.S., M. Sc., MS

Member,



Rahmi Fhonna, MA

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, SH., M. Ag.
NIP. 195903091989031001

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Yang bertanda tangan dibawah ini:

Nama : Pardi Karliza

NIM : 150203069

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Judul Skripsi : The Perceptions of Students about Oral Corrective Feedback

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Pardi Karliza

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I hope the findings of this thesis will be sustainably beneficial for further researches on this topic and more importantly to make progress to the development of oral corrective feedback practices.

Banda Aceh, July 13rd 2019
The Researcher,

Pardi Karliza

ABSTRACT

Name : Pardi Karliza
NIM : 150203069
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis Working Title : The Perceptions of Students about Oral Corrective Feedback
Main Supervisor : Siti Khasinah, M.Pd
Co-Supervisor : Rahmi Fhonna, MA
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Oral corrective feedback practices undoubtedly have been very crucial to develop students' English speaking skills and to enrich their comprehension in constructing correct sentences when speaking. Some research about the benefits of oral corrective feedback practices in English language classrooms had been carried out. The research were conducted to investigate teachers' beliefs on the effective methods of correcting students' errors. However, rarely did the previous researchers examine students' perceptions on the application of oral corrective feedback methods and students' preferences in the ways their errors were corrected in the Department of English Language Education, State Islamic University of Ar-Raniry. The research aimed to explore students' perceptions of the prior practices of oral corrective feedback in the Department of English Language Education at the State Islamic University of Ar-Raniry and their personal preferences to oral corrective feedback methods. The researcher collected data by using an interview instrument and analyzed them through the thematic analysis technique. The findings revealed that most of the students perceived that the practices of giving corrections and feedbacks orally were properly done by applying recast, repetition, and clarification methods. Moreover, they preferred and demanded that the following practices of providing correction and feedback should be more focused on students' detailed errors to expand their English language skills. In conclusion, the previous practices of oral corrective feedback were advantageously conducted but the teachers should address more on detailed errors.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF APPENDICES	ix
CHAPTER I : INTRODUCTION	
A. Background of the study.....	1
B. Previous Study.....	1
C. Aims of the study	3
D. Significance of the Study	3
E. Terminologies.....	4
CHAPTER II : LITERATURE REVIEW	
A. Oral Correction	
1. The Definition of Oral Correction.....	5
2. The Concept of Oral Correction.....	6
3. The Types of Oral Correction	9
B. Feedback	
1. The Definition of Feedback.....	12
2. The Concept of the Feedback.....	12
3. The Types of Feedback	14
C. Oral Corrective Feedback	
1. The Definition of Oral Corrective Feedback.....	15
D. Perception	
1. Definition of the Perception	16
2. The Concept of Perception.....	17
3. The Student's Perception	18
4. Existing Studies.....	19
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Design	21
B. The Role of the Researcher	22
C. Research Site and Participant.....	22
D. Method of Data Collection.....	23

1. Interview.....	23
E. Method of Analysis	23
CHAPTER IV : FINDINGS AND DISCUSSION	
A. Findings from data Analysis of data for RQ1	
1. Definitions and Significances of OCF	26
2. Preferences of OCF Methods	30
3. The Choices of When Errors Corrected	34
4. The Choices of Errors Corrected.....	35
5. The Choices of Correctors.....	38
6. The Frequency to Correct Errors.....	40
7. Effective Strategies of Correcting Errors	41
B. Findings from data Analysis of data for RQ2	
1. The Previous Practices of OCF	44
2. Types of OCF Strategies.....	47
C. Discussion	50
CHAPTER V : CONCLUSION AND RECOMMENDATIONS	
A. Conclusion	55
B. Recommendations	57
REFERENCES.....	59
APPENDICES	
AUTOBIOGRAPHY	

LIST OF APPENDICES

- Appendix 1: Appointment Letter of Supervisors
- Appendix 2: Recommendation Letter of Conducting Research from the Faculty of Education and Teacher Training
- Appendix 3: Confirmation Letter of Conducted Research from the English Department
- Appendix 4: Instrument of the Research
- Appendix 5: Interview Transcription
- Appendix 6: Autobiography



CHAPTER I INTRODUCTION

A. Background of the Study

Oral Corrective feedback is a substantial part of the learning process contributing to improving students' English language speaking proficiency. It covers terms of positive and negative responses to correct students' errors in practicing language features that they have not yet mastered. It is an action being done frequently in the learning and teaching process when students receive formal and informal feedback from the teachers and peers during or after performing the variety of assignments and tasks.

Educators, teachers, and researchers are eager to study the benefits of oral corrective feedback because that way they would provide help for students to monitor, to reflect, and to correct their error (Walsh, 2006, as cited in Ozmen, Aydin, 2015). They focused on finding out the appropriate numbers and negative effects of oral corrective feedback such as the students thinking that corrections of their works as a failure reducing their self-confidence (Saito, 2010, as cited in Baz, Balcicanli & Cephe, 2016). In contrast, the teachers who were good in correcting, they were morally right in overcoming students' wrong perception of corrections.

Several studies related to the topic had been conducted (Alhaysony, 2016; Aydin & Ozmen, 2015; Baz, Balcicanli & Cephe, 2016; Lee,

2016; Ozturk, 2016; Ozturk & Ozturk, 2016). The previous studies were aimed to find out students' perceptions of oral corrective feedback. The researchers had revealed that most of the teachers and students had positive perceptions of the practices of the corrections or feedbacks and considered that the language teaching and learning process without providing corrective feedback as the poor method. Moreover, the teachers said that they did not provide correction and feedback frequently. That was because they had a consideration viewing that it was not wise to disturb students' classroom activities with the providing of correction. So, they only corrected students' frequent errors at the end of the learning process.

However, the study had to be continued to reveal the real perceptions of students and their preferences in the implementation of oral corrective feedback. Additionally, the previous studies were rarely focused on finding out students' perception on the appropriate practices of giving corrective feedback and their preferences to the methods of correcting errors at Department of English Language Education, State Islamic University of Ar-Raniry,

So, the researcher considered that the study at the Department of English Language Education must be conducted. The questions whether or not the practices of giving corrective feedback were done correctly providing good impacts to the improvement of students' English language skills. The researcher focused on finding out perceptions of the Department of English Language students on previous practices of oral corrective feedback in English learning-teaching processes and their preferences regarding the methods of correcting errors.

B. Research Question

1. How did teachers provide oral corrective feedback?
2. What were the Department of English Language students' perceptions on oral corrective feedback?

C. Aims of the Study

The study aimed to find students' perceptions of the prior practices of corrective feedback at the Department of English Language Education, State Islamic University of Ar-Raniry, to reveal the reality of its practices in the learning-teaching processes and to explore preferences of students to the methods of correcting errors. So, its implementation weaknesses could be improved in future applications.

D. Significances of the Study

The findings of this study exposed the roles of corrective feedback practices and revealed the preferences of students to the ways of lecturers correcting their errors at the Department of English Language Education, State Islamic University of Ar-Raniry. The study showed students' preferences for correcting errors and providing feedback methods then explained the appropriate quantity of feedback as the needs of students without hurting their feeling and emotion and reducing their self-confidence. So, the results of the study will contribute to reform and develop the practices of giving feedback, let the teachers reflect what must be done and avoided,

then guaranteed the balances of corrective feedback and improved achievements of students for academic purposes.

E. Research Terminology

1. Corrective Feedback

According to the Oxford ELT Journal (2013), Corrective feedback was the response of teachers to students' errors in producing their second or foreign language. Besides that, the feedback could be performed in written and oral media. Besides that, oral corrective feedback was the process of transferring input by correcting explicitly, requesting clarification, and repeating correction (Webster, 2012).

2. Perception

The perception was defined in Webster dictionary (2012) as "a capacity for comprehension" and in the Cambridge dictionary (2008) as "a belief or opinion, often held by many people and based on how things seem". In other words, it was impressions that might be true or not forming someone's belief and opinion about something.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the definitions, theories of oral correction, feedback, oral corrective feedback, perception, and existing studies.

A. Oral Correction

1. The Definition of Oral Correction

Corrective feedback is practiced when there is an indication that the target language is incorrectly used (Tomczyk, 2013). Also, the corrections are given as the responses to tell the students about the errors (Salima, 2014). The oral correction is ordinary dialogues and interactions between teachers and teachers or students and students related to the students' language performance error correction. Moreover, oral correction is also provided by peers (Otavio, 2010).

Besides that, the corrective feedback is the attempt of teachers to ask students to focus on grammatical rules in the language utterances produced (Li, 2010). The emphasis of oral correction leads students to the awareness of the linguistic correctness as well as the accuracy of the language meaning (Haghani, 2012). Additionally, the positive and negative feedback is facilitative in the development of the language (Aghaei, 2013).

The correction can be focused on group or individual errors (Calsiyao, 2015). The group-focused correction happens when teachers collect the most frequent

errors then correct to all students by not addressing to certain individual students in the classroom (Fazilatfa, 2012). On the contrary, individual-focused correction is when teachers only addressed the correction to the students having unique or frequent language error utterances. However, correcting the whole population of the class is efficient to help students learn from each other's errors (Dilans, 2016).

2. The Concept of Oral Correction

A. Stages of Giving Correction

There are stages of error correction formulated (Mousavi, 2014). The first is identification. The error is identified first then the teachers try to interpret what kind of error has occurred in the classroom (Interpretation) and the final stage is to give or suggest correct forms of the structure of language (Correction).

However, it was believed that error can only be found by knowing the sources of error and can be decided whether the teacher needed to provide the feedback or correction or not (Han, 2002). Also, the ways of giving correction into several steps (Loewen, 2013). The first step is to detect the errors made by students. After that, the teacher will identify the types of errors, find the possibility of why the errors appear, deal with them or provide correction and the last step is to prevent the errors to be made by students by providing more practices, etc.

B. The Choice of Error to Correct

Teachers must concern with “global” rather than “local errors.” Global errors are errors that contribute to disorganized sentences (Zhang, 2015). Examples of the error are incorrect word order, missing or wrongly placed sentence connectors, and syntactic overgeneralizations. However, local errors are errors that modify single elements in a sentence. Corrective feedback should be limited to features that are simple and portable (Roothoof, 2014).

Additionally, the corrective feedback must be directly focused on grammatical features that the students have problems with (Choi, 2012). If the errors of the language utterances are not corrected but avoided by teachers, the students will have an assumption that the language uttered is correct and needs no correction at all (Lee, 2013). Furthermore, It is important to correct the errors and the practice of correcting errors is considered a crucial part of the teaching and learning process (Nassaji, 2010).

C. The Choice of the Correctors

There are some strategies to correct errors. One of them is to clarify the errors by repeating them without giving the correct one which is recognized as the halfway home. In contrary, the action of correcting errors by the peer is effective to promote and to acquire language acquisition that is when the teachers provide the opportunity for students to correct themselves or their friend, if they do not address what must be

corrected, the teachers ask other students to take part in correcting errors (Rahimi, 2014).

However, there are some problems if the teachers let students correct the error of their peers. First, the students are more comfortable receiving corrective feedback from the teachers. Second, the action of giving correction from students to their peers will be ineffective if they do not have linguistic knowledge.

D. Types of Error

The errors are divided into several types (Moinzadeh, 2012). The first type is the lexical error. It is the error in constructing or forming the words into sentences and relating them to appropriate meaning and context. The second is the phonological error. It is the error of pronouncing the words. The last type of error is the syntactic error. It is inappropriate choices of tenses' types and syntactic structures.

E. Timing of Giving Oral Correction

The teachers who are following the guides of course book usually correct students' errors at the end of the activity. However, they must deliberately choose when to correct errors of his or her students whether they deal with that immediately or delay until later. In the English written course, the correction is all the time-delayed after all students' works are turned in.

3. The Types of Oral Correction

The types of oral correction are categorized into 5 (Liu, 2016). They are:

a. Recast

Recast is categorized by the majority of scholars as to the implicit category (Agudo, 2014). The scholars agree that recast is the process of reforming students' wrong language utterances and providing related correct information to the learners (Brown, 2014). Moreover, the practice of recast reformulates the students' entirety of the errors uttered (Lyster, 2013).

The illustration of recast:

S: When I say something yesterday.

T: You said something yesterday?

S: Yes, I said something yesterday.

The practice of recast can be ambiguous (Haghani, 2012). Because two functions are included in it. The functions are to confirm and to provide negative feedback (Loewen, 2013). The dual functions are considered as the drawback of recast. However, the use of recast will promote the development of the language effectively because it is practiced without disturbance to the process of communication (Calsiyao, 2015).

b. Metalinguistic Feedback

Metalinguistic feedback is a type of feedback that is explicitly used to correct students' errors with the use of metalinguistic information (Özmen, 2012). Moreover,

this kind of feedback is practiced by providing comments, questions, and information about the students' unacceptable utterances (Sheen, 2011).

The illustration of the feedback:

S: He play a game

T: Use the third person singular -s.

S: He plays a game

c. Elicitation

Elicitation is one of the ways to correct students' errors by eliciting the correct versions from students (Calderón, 2013). The feedback is practiced by letting students fill in the blank and add the correct form of the utterances after the pauses or questions of teachers. Moreover, teachers can also ask students to reformulate students' language utterances by asking them to repeat the previous sentences.

The illustration of elicitation:

S: Their names is Andy and Lola

T: Their name...

S: Their names are Andy and Lola

The practice of elicitation helps students to long-lastly remember the information and assist them to be the center of the learning and teaching process (Rassaei, 2014). Besides that, this way deepens the comprehension of students because they promptly connect previous information to the new one and promote an efficient learning process.

d. Repetition

Repetition is considered as one of the ways to correct students although the teachers do not directly give students the correct form. The teachers repeat the students' incorrect language utterances to signal students to correct the errors by themselves. The repetition of the error is intended to highlight the unacceptable language forms (Walsh, 2011).

The illustration of repetition:

S: He have to repeat that again

T: He HAVE to repeat that again?

S: He has to repeat that again

e. Clarification Requests

Clarification requests are performed if students utter unclear expressions, not well-understood messages, or even containing errors. Teachers indicate those errors by using some phrases such as "Excuse me" or "Pardon" to ask them to reformulate the previous utterances into the correct one (Brown, 2014).

The illustration of clarification request:

S: I writing a stories T: Pardon?

B. Feedback

1. The Definition of Feedback

The term of feedback has been frequently used but it is no clear meanings of it (Iwashita, 2003). The feedback is an external stimulus strongly provided to people's behaviors positive and negative reinforcement (Oliver, 2003). Furthermore, identifying as well as diagnosing errors has to be included in the process of giving feedback to avoid misunderstanding. Moreover, the feedback giver has to correctly provide expected standards of correction (Russell, 2009).

2. The Concept of the Feedback

The large quantity of feedback does not assure that the feedback receiver will learn more as well (Shaofeng, 2010). Additionally, basic perspectives about the processes of teaching and learning determine how the practices and roles of feedback are seen. Besides that, teachers provide feedback included knowledge as the experts to develop meta-cognitive in the learning activity. The feedback is correlated with the nature of correction (Panova, 2002). The corrective actions are to correct students' errors clearly and provide unambiguous instructions, especially when the practices take place in higher education.

The feedback is also the process of assessment to assess students' language performances needed multi-dimensional practices (Harmer, 2001). Therefore, in response, the feedback must match that complexity. On the other hand, the feedback

is not frequently used in the assessment process entirely but its roles only as of the criteria of assessing students' in limited practice (Russell, 2009).

The feedback has several purposes that have not been acknowledged explicitly (Haghani, 2012). There are five roles of the feedback in assessment processes. They are correction, reinforcement, forensic diagnosis, benchmarking, and longitudinal development. These kinds of feedback's roles can lead to an ambiguous assessment standard of providing, receiving, and interpreting feedback. As a consequence, the practice of feedback in higher educational institutions has a limited role only correcting more general performances of students (Agudo, 2014).

The practice of giving feedback in higher education is to focus on developing new comprehension (Dilans, 2016). Furthermore, the feedback must explicitly identify what must be added or revised in its future performances and not merely feedback (Liu, 2016). This kind of way of providing feedback will guarantee sustainable language development by not only helping students to improve their performances for the next activity but also guiding them to slowly learn other references (Han, 2002).

The purposes of providing feedback are still questioned, either it concerns with the pure correction or the feedback's impacts on future development (Loewen, 2013). If the practice of feedback is to tell students' the correct version of their errors, there may be any possible assessment to know the effectiveness of the feedback. However, if the feedback is delivered as the intention to avoid students having the

same errors' utterances repeated, the process of the assessment will be more complex and seemed unreachable.

The feedback can only be advice rather than instruction because students need to position themselves and act based on the advice provided (Choi, 2012). The reasons why students sometimes directly act and choose not to respond at all are because of the positive and negative feedbacks and the distrust of teachers providing the feedback. It is a gift students received because it is one-way communication performed by only teachers (Salima, 2014). On the contrary, the socio-constructivism experts see that the process of providing feedback within the classroom activities is very helpful to develop the quality of classroom dialogues between students and teachers (Tomczyk, 2013).

3. Types of Feedback

a. Oral Feedback

Oral feedback is teachers' or instructors' oral responses toward errors identified as unacceptable language utterances performed by students (Li, 2018). The teachers are responsible to correct the errors because only he or she can make them right since students consider that errors made as something beyond their understanding.

b. Written Feedback

The written feedback is defined as an explanation of language utterance errors and the delivery of information about what the wrong and acceptable forms are

needed to be revised (Calderón, 2013). Moreover, it also directly provides students a grammatical explanation to inform them of the correct version.

C. Oral Corrective Feedback

1. The Definition of Oral Corrective Feedback

Oral corrective feedback (CF) is defined as oral teachers and peer responses to language error production from learners' language utterances (Li, 2018). The CF is divided into two, positive and negative feedback. The negative feedback is teachers' responses towards students' language utterances are considered "wrong" and cannot be accepted. The feedback is crucial to develop language competences. On the other hand, positive feedback is teachers' acknowledgment of students' acceptable language utterance correctness (Mousavi, 2014).

Moreover, some experimental studies prove that oral corrective feedback has significantly developed students' language competences. However, the factors of context and students' characteristics can be constrained to implement the practice of giving feedback (Brown, 2014). The corrective feedback is "Umbrella Term" covering direct and indirect feedback in teachers' instruction and conversation with students. Moreover, corrective feedback is any reaction from teachers demanding students to improve their language performances, attitudes, and expression (Sheen, 2011).

The corrective feedback is the action of teachers to respond to students' errors in uttering languages (Moinzadeh, 2012). The responses of teachers can be divided

into 3 types. First, it is when teachers omit incorrect forms of errors. Second, it is when teachers provide the correct versions that should be used, and finally, it is when teachers give a more additional explanation about the errors or language competencies beyond students' language levels.

D. Perception

1. Definition of the Perception

It is believed that perception etymologically is derived from the Old French language which is in literal meaning as the rent collection of feudal landlords (Lewis, 2017). The present definition of perception is the collection of information from the world through the use of senses (Fujita, 2009). Perception is defined as the acquisition and process of getting information (Demuth, 2013). In his view, the processes of acquiring information are grouped into two kinds of theories. They are bottom-up and top-down processes theories related to how the information flow.

First, the bottom-up theory is when people acquired and processed data of sensory. This process is started by using a cortex point of view and then it let perception to be a more complex and complicated process called cortical having the responsibility to lead to the higher-level ways of thinking. On the other hand, the top-down theory is the process of getting information from sensory stimulus when started to be determined and organized by using cognitive competence.

2. The Concept of Perception

A. The Bottom-up Theory

The bottom-up theory is the explanation about sensory input determining the final results of perception (Hatfield, 2009). Moreover, the content as well as the quality of sensory input is influencing and determinative to create a perception of something perceived. For example, when someone perceives an object such as a tree, his or her sensor will collect the primary data of the tree including its vertical, horizontal lines, and points. After collecting basic data of the object, the one will build a more developed, complex, and detail final perception about the tree, about what it is.

It is considered that the human visual component is equally the same as the meaning of auditory. He says that the visual condition happens when the object entered human sensors (Eysenck & Keane, 2010). On the other hand, people's ears are similarly stimulated by the movements of some objects such as waves or tangible materials. These kinds of situations will create an array of information to be considered as perception.

B. The Top-down Theory

The main difference between bottom-up and top-down theory is the existence or the participation of cognitive functions in the process of interpreting the contents perceived (Gepshtein, 2010). Moreover, in the top-down theory, the perception is processed by previously acquired knowledge and experience. The theory is in line

with indirect perception belief as well as perception constructivist theory that the perception will be possibly made only by using cognitive and mental apparatus.

The objects found by receptors have no crucial importance and are just samples (Cohen, 2009). Then the importance of those objects is determined with the previous knowledge and experience. The data found will still be recognized in the future with the addition of other data. Also, the hidden aspects of that data emerge if stimulated.

3. The Student's Perception

The receivers have three factors contributing to building perceptions (Keith, 2010). They are the lessons that someone has learned, the personalities and motivations that he or she has, and the differences of genders. Moreover, the ways someone behaves, motives, experiences, and interests and expects influence the perceptions (Shettleworth, 2010).

Moreover, social experiences and cultural backgrounds are also influential to modify perceptions (Vallortigara, 2009). Moreover, based on the bottom-up theory, perceptions depend on what is perceived using visual sensory with the absence of cognitive functions. On the contrary, the top-down theory is a process of perceiving something by using not only visual sensory but also utilizing previous knowledge and experience to correlate with that new input.

The students are wisely categorized based on these two categories who perceive things only by their bare eyes without the cognitive ability to decide whether their perceptions are precisely correct or incorrect. The second type of student is more

concerned about the results of their cognitive abilities' production from what they visualize but not merely visual recognition.

E. Existing Studies

Méndez and Cruz (2012 as cited in Lucy, 2016) designed a study to find out perceptions of English teachers about oral corrective feedback and its recent practice in the classroom. They used a semi-structured interview and questionnaire to collect data. The result of the study mostly revealed that teachers had positive perceptions of oral corrective feedback. However, some teachers uttered that giving the corrections is a preference for students. It meant that teachers considering students' emotions would not provide too many corrections.

Moreover, Bazlı, Balçıkanlı, Cephe (2016) conducted research examining students' and teachers' perceptions about corrective feedback in English as a Foreign Language (EFL) setting. The findings of the study showed that in general teachers and students had the same relatively same perspectives about corrective feedback. On the contrary, when the teachers preferred not to correct students' language performances all the time, the students wanted to be corrected directly. So, the teachers had to know about when students needed to be corrected and how to manage corrections in order not to be over-used.

Additionally, that study was in line with Mc Cargar's study (2015) finding that teachers and students did not agree with each other to whether teachers should correct directly in every situation students making errors or to correct only fundamental errors. Nevertheless, students considered that their errors had to be corrected explicitly and directly. Moreover, the study conducted by Schulz (2016) revealed that most of the students demand to receive corrective feedback more frequently but some of them stated that receiving many corrections constantly will reduce the free flows of communication.

Giving corrective feedback was a must-implemented action in the teaching and learning process because students frequently performing various language errors beyond their current language competences. Some teachers decided not to provide students with correction too often but only correct students' fundamental language errors in the majority because they were very concerned about students feeling and emotions that may be reduced or disturbed after receiving constant corrections for their errors. In conclusion, implementing corrective feedback was the consideration for teachers to decide related to when, where, how to perform giving it proportionally to students without hurting their feeling and slowing the flawless communication.

CHAPTER III

RESEARCH METHODOLOGY

This chapter reviews the research design, the role of the researcher, the research setting, participants, instrument, and techniques of data analysis.

A. Research Design

This study was designed based on the qualitative method. It defined, described, and interpreted the process of oral corrective feedback practices. The study was planned to expose, reveal, and show the real implementation of giving correction and feedback with deep analyses and interpretation. The research was aimed to explore the perceptions of several students only who were chosen based on certain qualifications.

Furthermore, this research provided the objective description and portrayal of teachers' practices in giving oral correction to students. Besides that, it also specified students' choices of the methods related to the frequency of correcting errors, the error correctors, the right times, kinds of errors needed to be corrected, and effective strategies.

B. The Role of the Researcher

The researcher only collected the data from participants without interfering with activity or the process of teaching and learning at the Department of English Language Education, State Islamic University of Ar-Raniry. Besides that, the researcher provided questions to participants, interpreted the perceptions of students on corrective feedback in detail, differentiated the similar perceptions and the discrepancies then analyzed the entire data.

C. Research Site and Participants

1. Population

The population of this study was sixth-semester students of the Department of English Language Education, State Islamic University of Ar-Raniry. The location of the research was at the Department of English Language Education, State Islamic University of Ar-Raniry. The population was a group of objects investigated and observed by the researcher (Homby, 2005, as cited in Sarah, 2016).

2. Sample

In this study, the researcher used a purposive sampling technique which was only small competent, prominent, and important participants chosen to get objective research data and to fulfill the need of study aiming to answer the research questions. The samples of the study were 10 Department of English Language Education students studying in the sixth semester. They were 4 (Four) males and 6 (Six) females who had accomplished speaking 1, 2, 3, and public speaking classes. The sample had

the similarity in characteristics with population, but it was in the small scope of the number of participants of the study included (Murphy, 2009)

D. Method of Data Collection

In this study, the researcher used an instrument to collect data from research participants. The research instrument was:

1. Interview

The type of interview that the researcher used in this study was a standard interview, specifically a semi-structured interview. The researcher had pre-determined and arranged questions of the interview. However, questions of the semi-structured interview were still able to be clarified, added, and followed with other questions being asked related to the participants' previous answers. In this study, the researcher interviewed 10 students of the Department of English Language Education, State Islamic University of Ar-Raniry. Kvale (2014) defined interviews as a set of conversations between the researcher and participants which includes structured organization and the objective or purpose of the conversation.

E. Method of Data Analysis

The researcher analyzed the audio transcriptions by using the thematic analysis technique. In this step, the researcher coded the answers and responses from the interviewees then focused on particular keywords from the information obtained based on the research questions. Moreover, the researcher classified the participants' similar and different perceptions of oral corrective feedback. Also, the descriptions of students' responses on the topic asked were provided in detail based on the keywords that they said. Classifying the keywords would help the researcher analyze the important information from the research participants.

Table 3.1.
Method of Analysis

Research questions	Instrument	Data Analysis
How did teachers provide oral corrective feedback?	Interview	Thematic Analysis
What were Department of English Language students' perceptions on oral corrective feedback?	Interview	Thematic Analysis

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the data obtained from the interview session participated by 10 sixth-semester university students. The study was conducted to answer 2 main research questions. The questions were “What Department of English Language Education students’ perceptions on oral corrective feedback were” and “How teachers provided oral corrective feedback”.

A. The Procedure of Interview

The researcher interviewed 10 (Ten) students studying at the Department of English Language Education. They were 4 (Four) males and 6 (Six) females. 9 (Nine) questioned were asked to them related to their perceptions on oral corrective feedback including their preferences in the ways their errors corrected, the frequency of correcting their errors, the appropriate time, and the lecturers’ practices of that feedback in speaking classes (See appendix 4).

B. The Results of the Research

1. The Definitions and Significances of Oral Corrective Feedback

Based on the interview, the researcher found several answers from the participants. The question was “What do you think about oral corrective feedback?”. P3 defined that oral corrective feedback was the process of giving comments and

suggestions at certain times to students. The contents of the feedbacks were received during the activity of teaching. P3 said that “Oral corrective feedback, I think, the way that applied in speaking class when the lecturers will give comments or suggestions orally. So, the students can get the suggestions at the moment”.

P4 replied that oral correction was the action of correcting students’ errors by using the channel of verbal communication. Verbal communication was the primary channel of correcting errors in practicing oral corrective feedback. It aimed to respond to students’ errors in uttering language. The errors might be varied started from the most basic to advance and required different treatment but the method of correcting errors used was in oral conduct. P4 said that “Oral corrective feedback, it means that the teachers or educators correct their students orally or they tell the students in the classroom using verbal communication”.

Additionally, another interviewee believed that oral corrective feedback was the act of lecturers to correct students’ errors’ when speaking or uttering something incorrectly. The errors produced from students’ performances were not acceptable which in the meantime stimulating lecturers to correct the inaccuracy of the utterances. P7 said that ”I think oral corrective feedback is an action where a teacher or lecturer corrects the errors of the students. So, if their students have spoken something wrong, the teachers or the lectures correct this error”.

Furthermore, P1 acknowledged that the correction given orally was good to students and gave advantages in increasing their confidence in speaking and improving the performances. Moreover, at the same time, the teachers also encouraged students to expand their skills in the aspect corrected. It resulted in the enhanced performances of the students being encouraged in speaking. The students would not constantly produce errors in the identical aspect and tried to be better in that part. P1 explained that:

In my opinion, oral corrective feedback is a good thing to do when a teacher gives a lecture to the students. And this way is good to make students more confident with their speaking, and also can make them better to speak, and it will encourage them to be better.

Moreover, P2 admitted that the feedbacks provided by lecturers helped him enhancing his capacity in a particular area such as in the pronunciation aspect. The emphasis on using oral media could inevitably improve students' pronunciation skills. Not only because of the correct inputs provided by teachers but also the students listened to the correction given orally. P2 stated that:

I think it's very good for students after they speak and perform, and then get the feedback, it can help improve us when we, you know, when we have less skill, maybe like in pronunciation, or the... whatever. So, it's very good I think.

Correspondently, P5 considered that the corrections were a must aspect to be performed in resolving the errors that students made during the classroom activity. It was indicated that the process of learning and teaching process without the existence of correction was not comprehensive and advantageous. It was logical that when there

was an error, someone must be responsible to correct, revise, or modify that error into well-formed structures. Additionally, students' demand for correction was essential indicating that they were paying attention to the process of learning. P5 said that "I think every student needs corrections when they make errors".

Specifically, P5 confirmed that it was accurate being said that oral corrective feedbacks were supportive in expanding the communication skills consisting of pronunciation, vocabulary, word choice, and many more. So, any act of correcting errors in the activity of learning and teaching was undoubtedly worthy for students to learn from. If the errors were not corrected, the students would assume that their language utterance was acceptable and they improved nothing. P6 emphasized that:

Oral corrective feedback, you know, is very helpful feedback. It is when someone corrects you when get any error with your communication or speaking and so on. It is very effective if we want our errors to be corrected in pronunciation, vocabulary, word choice, and many others.

Yet, P9 doubted that the practice of correcting errors would be entirely applicable. Because he said that it did not seem that corrections could be comprehensively apprehended if the teachers merely corrected the errors without demonstrating or showing the acceptable ways of producing the utterances. Therefore, teachers had to show students how was the correct way to perform by not only claiming what was unacceptable and incorrect. It concluded based on the student's perception, the teachers' role was not limited to provide the correction only but to give a demonstration of the ways to achieve the correctness. P9 answered that:

I think oral corrective feedback is good for improving students' speaking skills. The teachers, in my opinion, have also practiced it in front of the class by not only saying what students have to do and it is expected that all students will understand with the correction.

2. The Preferences of OCF Methods

When asked about how their errors should be corrected, the research participants responded with several varieties of answers. P1, P3, and P8 thought that if teachers listened to the whole utterances of students without interrupting would be the best method for them. In reality, providing corrections while in oral presentation would be somehow disrupting because students could immediately fail to deliver ideas that they had prepared. Moreover, the audiences could be also distracted by the unexpected corrections from teachers in dealing with the error utterances. So, that was why they had that preference in receiving corrections from teachers. P1 simply replied that:

For me, teachers should correct, I mean, should give me the correction. I prefer when I am giving a speech when I speak, teachers listen to me at all, and after I speak, he will give me corrections. I mean, I mean like this, we are not cutting people who speak in front of people, so it will not make me like, disturbed, yeah, with the instructions of the teachers, so I prefer that way.

Similarly, P10 viewed that the distraction as the consequence of the direct correction was the main reason why she did not have any interest to be corrected straightforwardly. Other factors why she disagreed with the direct correction were that the teachers only corrected the errors and provided revisions but somehow did not make any effort to deliver reasons why students' utterances were considered as

errors. Besides that, the rationalization from teachers could sharpen students' conceptions about errors. So, she preferred to get correction along with explanations after she performed. P10 replied that:

I prefer my errors being corrected after I finish my sentences not directly when I am speaking because it distracts me from saying things and will likely forget what I am trying to say. So that is why I like teachers correcting me after I finished and explaining the real grammatical system there not just randomly repeating the sentences and without telling me the reason why did I do something wrong.

Moreover, P2 considered that feedback given when teachers were angry did not have any good impact on him. The corrections and feedback could in some ways advantageous. On the contrary, students feeling inconvenient or undesirable with the corrections may deny their errors and choose not to react positively. The worst thing was that students did not identify what teachers had conveyed and decide to simply listen to the teachers. P2 stated that "Politely, of course, because if the lectures do that when he or she mad, it cannot be good feedback given when they are mad. Maybe we just listen and don't know about what they say".

Besides that, P4 also had a similar view of how her errors should be corrected. She agreed to teachers if she was corrected individually. Sometimes if the ways of correcting errors were executed appropriately and politely, she would agree to take that as the corrections for the errors she made. However, the teachers also had numerous characteristics resulting in different treatments for the same errors. If P4

were at that kind of situation, she preferred to be corrected at the end of the class without revealing the names of students doing errors. P4 said:

I want my teacher to correct me personally. I am the type of person who can accept what others say about me. Sometimes, it depends on my mood. If I am corrected with polite ways I will receive their correction along with the presentation. When the teacher is rude, I want to be corrected at the end.... personally, not mentioning the name.

P5 demanded the correction provided politely. It was true that the behavior of being polite to other people was not only mandatory for students to the teachers. However, it was also the responsibility of teachers to exemplify good deeds to students. The good deeds including being well-mannered in correcting students' errors' devoid of interruption were essential to be done. Similarly, participants 6 and 8 required their errors be modified after the completion of their presentation because they thought that correcting students' errors and interrupting during the presentation were not respectful behavior. Additionally, P8 replied that she would not be able to continue speaking if teachers corrected her errors when she delivered the topic. So she would agree if the correction was provided after she finished the presentation. P5 demanded that "The teachers must correct my errors politely". P6 answered that "I would like someone to correct my errors after I finish my presentation. It is not polite if someone interrupts your presentation or your speech".

Likewise, P7 preferred his errors to be revised after the class activities. The problem commonly faced by students when teachers corrected their errors before, during, or at the end of the class was that many other students perceived the

application of giving corrections. That resulted in a variety of judgments from other students to the one whose errors are corrected. The public errors correction could become a reason for the decrease in students' confidence. P7 uttered that "I like if the teachers correct my errors personally, not in front of the class".

P9 favored his errors to be corrected unswervingly when he committed errors during his performances in speaking without any deferment from teachers. The motive why he chose that way was because he wanted to get corrections and continue performing with no errors. Besides that, he could also diagnose his errors at the time when we made them. If the errors were corrected while in the speaking performance, the stoppage unconditionally could take place. However, he seemed did not agree with students' preference for the correction after the performances because of delay of correction and revision could lead to continuing of making errors. P9 responded that "I hope that my errors to be corrected at the same time when I made errors in speaking. So I can recognize what are my errors and correct them directly".

3. The Choices of When Errors Corrected

P1 responded that she required corrected after she finished speaking. The ideas of being corrected after speaking, performing, or presenting were also possessed by other participants. The interviewees that had similar perceptions were participants 2, 3, 6, 8, and 10. That was because the interference, interruption, distraction, or disturbances did not exist during the presentation. The non-existence condition led

students to perform, present, and speak more flawlessly. It was no doubt that being corrected after the performances were the preferences of students.

On the other hand, participant 4 replied that besides her preference being corrected after the presentation she also believed that the correction could not always be provided after the performances. She considered that sometimes it was needed for students to have direct corrections from teachers. That was because on several occasions during performances, students repeatedly uttered similar errors causing other students to believe those utterances were not errors. Another consequence of this action, the student could reiterate those kinds of errors if the student had forgotten to correct or chose not to revise after the presentation. P4 uttered that “I want to be corrected directly and sometimes at the end of the class”.

Instead of being corrected after speaking, P5 was eager to receive feedback at any time he entangled in making errors. That thought was comparable to P7 and P9 who wanted to get the correction whenever they made errors. They chose to be corrected directly because at the end of the class when teachers corrected, the teachers did not specifically cover every error made during the classroom activity and tended to discuss general aspects of errors made by the majority of students. P9 said that “It should be directly when I made errors in my performance”.

4. The Choice of Errors Being Corrected

Students' perceptions acquired from the interview session revealed that many kinds of errors were required to be corrected. The types of errors varied from basic to advance. P3 and P7 identified that the errors that should be corrected were in the grammatical aspect because they thought that they had difficulties in constructing grammatically correct sentences. P3 was confident if the teachers grasped the ideas she delivered. Yet at the same time, she recognized that she had made errors in the grammatical part and was willing to receive corrections concerning that part from teachers. P3 told that "I think grammatical errors. When sometimes I believe that the teachers understand the ideas, opinions, or what students mean in delivering the opinions the grammar will be forgotten. So it is the lecturer's responsibility to correct the mistake".

Furthermore, P1, P2, and P10 informed the researcher that they had problems with pronunciation and grammar. P10 admitted that errors in pronunciation were normal for non-native speakers of English. Besides that, the errors in grammar were caused when she focused on the contents of the speaking. The errors in pronunciation involving the activities of mispronouncing English words and incorrectly putting stress on certain expressions. The pronunciation aspect became fundamental for students to achieve total correctness of English utterances. P10 answered that:

I think there are two things that I need to be corrected. The first is grammar because sometimes I don't think about grammar when I am speaking and I miss the grammatical system. The second thing is the pronunciation. It is because I am not a native speaker, so I need to be corrected in pronunciation.

The P6 replied that he wanted another component besides pronunciation and stressing word which was word choice. The word choice was a way to select appropriate words for the right contexts of speaking. This technique was however essential to construct correct sentences. Because it was difficult for non-native speakers to choose properly correct terms for describing certain topics or situations. P6 seemed to be approachable if teachers needed to correct her errors because she had acknowledged that she had insufficient skills in English verbal communication. P6 responded that "I have some lacks in my oral speech, such as pronunciation, stressing the word, word choice, and also grammar".

Different from other interviewees, P4 and P5 were receptive to all corrections regarding all aspects. That stance was chosen because teachers needed to provide corrections for students no matter what the errors they performed. The willingness of students to be explicitly corrected when they were making errors was one of the indications that the students were enthusiastic about improving their capability in producing all correct aspects of the language they were learning. They prefer the situation of providing an abundance of correction for any errors they caused. P4 had a preference to be corrected at all aspects including grammar, pronunciation, and others. Likewise, P5 was also willing to get correction at any errors he made which

consisted of fluency, pronunciation, and others. P4 uttered that “I prefer that the teachers correct me at all the aspects, including grammar, pronunciation, speaking styles, and others”.

P9 had additional preferences of errors to be corrected which were eye contacts, pronunciation, contents of speaking. The eye contact variation was a substantial process of delivering messages to the entire audience. The speaker could be judged successful in conveying topics of talk if he or she effectively managed eye contact with the spectators. Furthermore, the quality of speaking content also had enormous power to connect speakers’ points to audiences’ previous experience or comprehension. So that was why P9 was concerned about being corrected if he made a mistake at the aspect of speaking content and eye movements or contacts. P9 answered that “It should be (corrected) in eye contacts, pronunciation, contents of speaking”.

5. The Choice of Correctors

There had been variability in students’ perceptions of who should correct their errors. P2, P7, and P9 considered it was obligatory for teachers or lecturers only to correct students’ errors because they had had many experiences in dealing with errors in speaking and besides that, they also had the responsibility to revise, modify or improve students’ speaking quality. Indisputably, teachers’ roles had been

noteworthy in correcting students' speaking utterances. The direct involvement of teachers in advancing students' speaking skills appeared to be the ultimate necessity for students. P2 replied that "Maybe it's., of course, the lecture, because they have more experience in speaking. So the lectures should correct us".

On the other hand, P3, P4, P10 said that they could be sometimes corrected by both teachers and peers. P3 did not deny that teachers were more competent in coping out with students' errors because they were knowledgeable and had a major responsibility to act as correctors. However, sometimes the duty was not the responsibility of the teachers only but it was also the obligation of other students to help their friends dealing with errors during the learning process. Moreover, P4 demanded the corrections from her friends and thought that her peers needed to be open with her concerning her errors but in well-mannered ways. P3 said that:

If we see the experiences, the knowledge, and all the responsibility and all the, how to say... the responsibility, absolutely is our lecturers, when sometimes our friends can give comments like your voice should be blablabla and your body language when delivering ideas is important also.

Besides that, P10 thought that the corrections from peers could be best given when in the activity of learning in a more informal group. When it came to the process of the formal learning process, she decided to get corrections from teachers. On the other hand, she could also agree to accept corrections provided by peers who had good English speaking ability as long as the alteration was in the theme of improving her understanding and knowledge. The reason why she agreed was that she

believed that those teachers and friends were reliable to offer her the correction and revision. P10 stated that:

I think it depends on the situation. When it is a more formal situation, I prefer lecturers and my friends who have good English ability to correct my errors because they are more reliable and can provide reasons. And when it comes to informal situations like group learning or something it is free that everyone can correct anyone else and any corrections can be accepted as long as it is oriented to learning.

Nevertheless, P1, P5, P6, and P8 decided to receive corrections from anybody involving in the process of learning. Participant 1 viewed that it was not a weakness being corrected by all people because it was a must when she made errors someone knowing that had to transform it into the correct form. P8 added that she was welcomed to any correction from other people particularly in the pronunciation aspect. The decision of agreeing to be corrected by everybody was vital to get numerous corrections or options of errors' replacement on the same occasion. Those many corrections could be the alternative substitutes to correct the errors. However, the students had to selectively choose the corrections provided. P1 expressed that:

I don't care about this, because I think, emm, whoever, anyone else can correct me if I am wrong and it doesn't matter, whether they are my friends, whether they are my relatives, or my teachers or my partners. That is not a problem.

6. The Frequency to Correct Errors

This part revealed the preference of students to get a correction from teachers. P2, P3, P9, P10 answered that they needed to be corrected as often and many as possible. However, P10 disagreed if teachers corrected her during her performances. She thought that the correction given during the process of producing language utterances would distract and interrupt the flow of presentations or performances. The teachers should identify the right timing of when he or she should provide the corrections. Moreover, participant 3 acknowledged that she called for the encouragement from her friends. She was sure that providing as many as corrections could not be only undertaken by teachers but with assistance from peers, it seemed not impossible to do so. Participant 3 responded that:

When we learn, in speaking class, the practice is more important than theory, so it will be effective when the errors or the mistake can be corrected many times, it means that all participants work together to improve their friends performances. So it will be nice if our friend or when we absolutely deliver our opinions from our friends' performance is the way to practice our speaking skills.

P1, P4, P5, P6, P7, P8 said that they required and welcomed to be corrected whenever they made unacceptable utterances in speaking performances. P1 told that she still had difficulty in constructing sentences grammatically correct and in choosing the right words to use. Because of those complexities, she would agree to be corrected if she made unacceptable utterances in those parts. Besides that, P4 did not intend to be corrected when she had incorrect language expressions and she desired to

receive correction from teachers and peers. P4 replied that “Every single thing I do in the class, I want my teachers and peers to tell me about something wrong with me”.

7. Effective Strategies for Correcting Errors

P1, P4, P8 viewed that the best strategy to correct students' errors was by allowing them to accomplish their performances or presentation first and provided the corrections or what must be improved after that. P1 perceived that the correction provided during the performances could affect the fluency of students because the interruption might make students forget what had to be said. Additionally, P4 noticed that students had different personalities. She said that giving correction and providing suggestions at the end of the class session would be good. Similarly, P8 was worried about students having less confidence in speaking. She confessed that that kind of students could not deliver his or her presentation until the end after receiving direct corrections from teachers because their confidences were low. P4 viewed that “I think the best way is when teachers in every lecturing give comments and corrections to conclude and resume what has been done in the classroom”. P1 answered that:

In my opinion, the effective way to correct, to give the corrections to students is not to stop students when they are speaking, because it will distract them when they are speaking. And it will make them forget about what they want to speak. So, I prefer, I choose, to listen, to hear all of my students' speaking and after that, I will give them corrections.

P8 admitted that:

In my view, it is better to correct when students have finished speaking because speaking is not only about the words but also about confidence. So when students are corrected when speaking they might have less confidence to speak more.

Despite that, P2, P5, P9, and P10 examined that correcting directly when students making errors was effective with students. Also, participant 5 thought that if the teachers did not prudently write or remember students' errors, they might lose their note and forget to correct at the end of the class. It was logical that students received feedback right when they had inaccuracy with language utterances. Moreover, P9 believed that it was more applicable if teachers offered students with some choices of correct versions by not only claiming that language production was an error.

Furthermore, P10 assumed that the explicit application of correcting errors would satisfy students and fulfill their curiosity about what had been done wrong related to their performances. The student demanded teachers to provide reasons why that was correct or incorrect so that the students could improve their competences. She also believed that students now were more critical about the corrections given by demanding reasons why their performances were considered as errors. They not only demanded corrections but also necessitate for a rational explanation from teachers.

P10 answered that:

The explicit feedback is more effective because it can fulfill students' curiosities about why they do that wrong. And most students now days are critical and they want to know why to do that wrong and how they will be able to improve it later on.

Yet, P7 chose the act of reforming sentences as the strategy to correct students' errors and did not require any motives and reasons for correcting. However, he entailed for the correct form of the errors from teachers. Unlike the previous statement, P6 deliberated that asking students to find the answers and correct forms of the errors outside of the classroom activities. His reason for thinking that would be effective because students given homework would personally look for the detail of the explanation entity and study them individually. Besides that, the teachers would not only be the center of the learning but students could take the same role. On the contrary, P3 would agree to be corrected by using any type of oral corrective strategy because she was certain that the correction given orally was somehow effective than in written one. P7 answered that "Emm, I think reforming the sentences is more suitable for me". P6 replied that: "Every type is good. But if teachers give homework is better because the students know what errors they have made". P3 stated that "Oral corrective feedback is more effective than the note in writing or something else".

8. The Previous Practices of Oral Corrective Feedback

The descriptions of the former methods of practicing oral corrective feedback will be given in detail in this part. P1, P3, and P9 revealed that when errors taking place during the process of learning, the lecturers did not straightforwardly react and provide any correction before students close their presentation and ready to have feedbacks from them. The feedbacks included corrections and suggestions provided after the performances of students usually practiced in writing class because it was effective to examine students' works after they submit their entire piece of products. However, it seemed that the practice of providing corrections at the end of the sessions in a speaking course could be performed as well. That because the type of students' performance was a speech that required non-interrupting acts. The P1 told the researcher that "Aaa, in my experience, I think my teachers corrected my errors after I gave a speech, they, after that they will give me some corrections or suggestions that I should do. Yeah, it's kind of that".

Moreover, P2 also confirmed that the lecturers customarily provided feedback after the last phase of the learning process when every student had accomplished their turns to perform. In his view, that was beneficial to do at the end because the students had completely presented their presentation and had been given their times to explore their competences. So, it was agreeable when students had performed, their lecturers provided the feedback for students performing well and less. Undeniably, the students would realize what had to be resolved and developed. P2 uttered that:

In my experience, I took speaking 1, speaking 2, and public speaking. The teachers usually gave feedback after we performed. I think it's good because we do our best and then the teachers gave feedback when we performed less. So, we could prepare for the next performances. So it will be a better performance, I think.

On the contrary, P4, P6, and P8 described that not only was the activity of providing corrections in the speaking class done at the end of the learning process but also given straightforwardly when students committed to the error productions. Ordinarily, the errors corrected directly were in the type of grammatical rule implementation inaccuracy. Alternatively, the errors in the other categories of grammar could be possibly delayed until the end of the session. P4 said that:

Sometimes that I found in the class that teachers our mistake by direct correction, they tell us what have been missing when we present or it is about the grammar, they will say that this is the wrong one and you should replace it with something else, and some of the teachers will correct it at the end of the lecturing.

P5 praised the teachers that he learned from. The practice of providing oral corrections was carried out politely. The politeness in correcting errors indicated that the teachers incontrovertibly understood how should the errors be corrected. Moreover, the acts of improving students' performances were not followed by the behaviors of under-estimating students' capability. So, it resulted in the pleasurable processes of giving and receiving corrections. P5 said that "The teacher was polite and did not under-estimate the students when they made an error".

Similarly significant, P7 found that his lecturers repeated students' errors in constructing sentences. The teacher did not only claim that students' had made errors and demanded revision, but also helped students to reform the sentences to be correctly acceptable. Participant 7 told the researcher that "Usually, my lecturers correct my errors by repeating the sentences that I spell incorrectly. And sometimes they repeat it with the whole class, not just me".

Unlike the others, P10 revealed that her errors were corrected directly or straightforwardly when it occurred during the learning process. However, she did not like being corrected when in the presentation. The preference of not being corrected directly she chose was because the correction during the performance could distract her in presenting ideas. Ultimately, she said that she would be favorable if her errors are corrected after she had done with her presentation. P10 uttered that:

Each of my teachers had different ways of giving corrections. When they did orally they gave it directly. I personally was not really pleased when my teachers directly corrected my mistakes when they used to cut it off. I would be happier and I prefer the directions after I finished which was another way my other teachers implemented in correcting my errors.

9. Types of Oral Corrective Feedback Strategies

Being asked about the types of oral corrective feedback strategies implemented during the process of teaching and learning, P1 responded that the teachers in her speaking classes sometimes chose not to correct the basic aspects of the speaking skill but more focused on the accuracy of students' speaking contents.

Moreover, they paid attention to the process of exchanging ideas in the discussions and corrected only the subject matters being discussed. Furthermore, the lecturers put stances during the discussions by simply agreeing and disagreeing with the students' opinions. P1 replied that:

Mmm, as long as I know, for example like my teachers in the first semester, should I mention his name? (No) So, he will be like, for example when we are discussing the danger of smoking, yeah, and some of us gave our opinions, and then he will also agree with our opinions, or sometimes he will probably like, disagree with our opinions. I think sometimes he would correct our contents or our discussions.

P6, P4, and P8 answered that the strategy of teachers in correcting students orally was by using 2 ways. The first method was by forthrightly correcting students' errors without postponing the corrections until the end of the performances. It possibly was mandatory for lecturers to correct errors right away to prevent future errors. The second way was to delay providing errors until students finished with their presentations or performances. The motives of teachers to implement that way because of their considerations not to interrupt the flow of students' ideas while in the presentation. P6 replied that:

I want to tell you about my experience when speaking in the class perhaps like presentation and deliver a speech. There are many ways the teachers correct my errors. Firstly maybe he or she let me finish my speech or my presentation. And the last is they correct my errors. And some of the teachers and lecturers correct directly when they hear any errors.

However, P2, P3, and 9 publicized that the strategy of their teacher in correcting their errors was to delay until the end session of the class. P3 replied that

the teacher would give the correction or feedback for the errors gathered from the beginning until the end of the learning activity in a certain duration. Moreover, P9 believed that if the teachers corrected students' errors individually, it would take many times to finish and the length of the learning would not be enough to cover the subject. So, the reason for correcting students' errors at the end could be implemented. P9 responded that:

Usually, the teachers corrected all of the delivery at the end of the class. The teachers corrected all students' errors at the end because if he or she directly corrected at the same time when students made errors, probably it will take so many times.

In contrast, P5 told the researcher that he was corrected directly. Besides that, P10 understood that there were many varieties of correcting students' errors previously implemented by her teachers. The first method was the repetition. It was when the teachers repeat the students' incorrect language utterances to signal students to correct the errors by themselves. The second was the clarification technique. It was when teachers indicated those errors by using some phrases such as "Excuse me" or "Pardon" to ask them to reformulate the previous utterances into the correct one. Both of the techniques that P10 mentioned were for the purpose to make students realized their errors and attempted to correct them by themselves. The variations of techniques that teachers used indicated that they had considered different treatments for dissimilar errors. P10 said that:

Some of teachers explicitly corrected grammatical errors. The next type was that the teachers did not explain what should be corrected but repetitions. The teachers repeated students' errors by repeating the sentences but in the correct version. The other type was a clarification. The teachers clarified students' errors by simply saying what pardon? What did you say? Then it made students realize their errors.

Additionally, P7 admitted that when he made errors in the grammatical system, his teachers rearranged his sentences into an accurate form. The process of rearranging sentences was a direct correction which included in metalinguistic strategy and recast. Moreover, receiving correct forms, students could instantly continue speaking because he or she did not have to reorganize the sentences. P7 answered that "Mmm, as long as I study...errors in grammar, the teacher will rearrange the students' sentences".

C. Discussion

1. Students' Perceptions on the Previous Implementation of Oral Corrective Feedback

The students of the Department of English Language Education, State Islamic University of Ar-Raniry had positive perceptions on the previous practices of oral corrective feedback. They described that their lecturers applied some oral corrective methods such as recast, repetition, and clarification requests. Moreover, they thought that the correction was a constructive attempt to correct, modify, and transform errors into accurate utterance forms. Furthermore, the emphasis of oral correction leads students to the awareness of the linguistic correctness as well as the accuracy of the

language meaning (Haghani, 2012). Most of the students defined oral corrective as the practice of giving correction in verbal communication aiming to correct students' unacceptable language utterances. Moreover, Salima (2014) believed that the corrections were given as the responses to tell the students about the errors.

Additionally, it was also the teachers' demands of corrections after the production of errors. The perceptions of students in terms of oral corrective feedback definition were in line with the view of Li (2018) who stated that oral corrective feedback was teachers' or instructors' oral responses toward errors identified as unacceptable language utterances performed by students.

Also, the students told that the lectures did not frequently correct students' errors but they chose to correct only the common errors that the students repeatedly produced. Furthermore, the students appreciated teachers' polite ways of correcting errors. The well-mannered implementation practiced when teachers did not specifically address errors made by students directly but delay correcting them until the students fully performed or presented their ideas.

2. Students' Oral Corrective Feedback Method Preferences

The students had the preferences in the ways his or her errors should be corrected. They demanded the well-mannered implementation of the giving correction by not correcting during the presentations. That was because the act could interrupt and distract students' concentrations and focuses on uttering language

utterances and ideas. However, the corrections were not obliged to be provided at the end.

Some reasons contributed to the perceptions of the preferences to be corrected straightforwardly. One of them was the prevention of errors being repeated and assumed as the correct forms and needed no revision. However, correcting the whole population of the class is efficient to help students learn from each other's errors (Dilans, 2016).

Several students perceived that giving correction right when students had accomplished the presentation was an effective strategy. That was because the students had completely put their all-out attempts to perform or present without being disturbed with the correction. On the contrary, quite a few students had the perceptions that giving correction during students' performances was not unpleasant. They demanded the responsiveness of teachers to detail in correcting errors in the direct method. That view was similar to the claim of Calsiyao's (2015) who said that the detail of correction could be addressed on the group or individual errors.

The reasons why they were somewhat eager to the method because some of the teachers tended to skip certain errors to be corrected and sometimes forgot what to be corrected caused when they implement the delay correction. Han (2002) claimed providing feedback after the performances will guarantee sustainable language development by not only helping students to improve their performances for the next activity but also guiding them to slowly learn other references.

The errors chosen to be corrected started from basic to advance level. The errors consisting of pronunciation, word choices, grammar, contents, and eye contact. Some students only needed corrections in some aspects they realized as the weaknesses. On the other hand, some other students required corrections in all features of the language. This was an indication that the students were viewing the corrections as the crucial practice in learning development. Besides correcting the aspect of language, the process of providing feedback within the classroom activities is very helpful to develop the quality of classroom dialogues between students and teachers (Tomczyk, 2013).

Besides that, particular students had the understanding that the teachers were the main error correctors. The viewpoint rooted in their consideration that teachers had a higher level of knowledge and comprehension. Not only did they have such comprehension, they also had a lot of experience. Nevertheless, certain students were willing to receive correction from anybody in the learning environment.

They taught that more than a few students could correct others' errors and could be reliable enough. Based on that view, Otavio (2010) asserted that oral correction was also provided by peers. However, there are some problems if the teachers let students correct the error of their peers. First, the students are more comfortable receiving corrective feedback from the teachers. Second, the action of giving correction from students to their peers will be ineffective if they do not have linguistic knowledge (Rahimi, 2014).

Additionally, most of the students were approved to be corrected when they made errors at any time. That response was because they still had difficulties in practicing grammatically correct language structures, pronunciations, word choices, contents, and many others. Reflecting that they still needed improvement in many language aspects, they were not only receptive to be corrected by teachers but students also. In contrast, some students did not agree being corrected so frequently and decided to be corrected after the performances. The method of group-focused correction happens when teachers collect the most frequent errors then correct to all students by not addressing certain individual students in the classroom.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a conclusion and suggestion concerning the research conducted in finding students' perceptions and previous implementation of oral corrective feedback. The conclusion is originated and formulated from the finding and discussion of the research. Furthermore, the suggestion is notated for further researches on this topic.

A. Conclusions

1. The Previous Practices of Oral Corrective Feedback

Some students reported that mostly oral corrective feedback was practiced at the end of the teaching and learning processes. Besides that, the students did not state that the method of giving correction directly was not beneficial at all. They believed that the teachers had considered the best method for certain conditions. Moreover, the teachers gave correction in well-mannered ways. That indicated that the teachers respected the right of students to be treated politely. The students perceived that giving correction right when they had accomplished the presentation was an effective strategy. That was because they had completely put their all-out attempts to perform or present without being disturbed with the correction.

On the contrary, several students had the perceptions that giving correction during students' performances was acceptable and advantageous. Besides that, the students appreciated that the practice of giving correction and feedback was done based on the interest of the students. That because of the teachers' considerations in giving and providing corrections based on certain conditions and situations. The systematic, appropriate, and polite ways of giving correction and feedback were the portrayal of oral corrective feedback previous implementation.

2. Students' Perceptions on Oral Corrective Feedback

The students of the English Language Department, State Islamic University of Ar-Raniry had positive perceptions related to the perceptions of oral corrective feedback. Most of the students defined oral corrective as the practice of giving correction in verbal communication channels aiming to correct students' unacceptable language utterances. Moreover, none of them perceived the correction negatively but as a constructive attempt to correct, modify, and transform errors into accurate utterance forms. Furthermore, it was also the teachers' demands of corrections after the production of errors.

However, the students had the preferences in the ways his or her errors should be corrected. They demanded the well-mannered implementation of the giving correction by not correcting during the presentations. That was because the act could interrupt and distract students' concentrations and focuses on uttering language utterances and ideas. Besides that, the corrections were not obliged to be provided at

the end. Some reasons contributed to the perceptions of the preferences to be corrected straightforwardly. One of them was the prevention of errors being repeated and assumed as the correct forms and needed no revision.

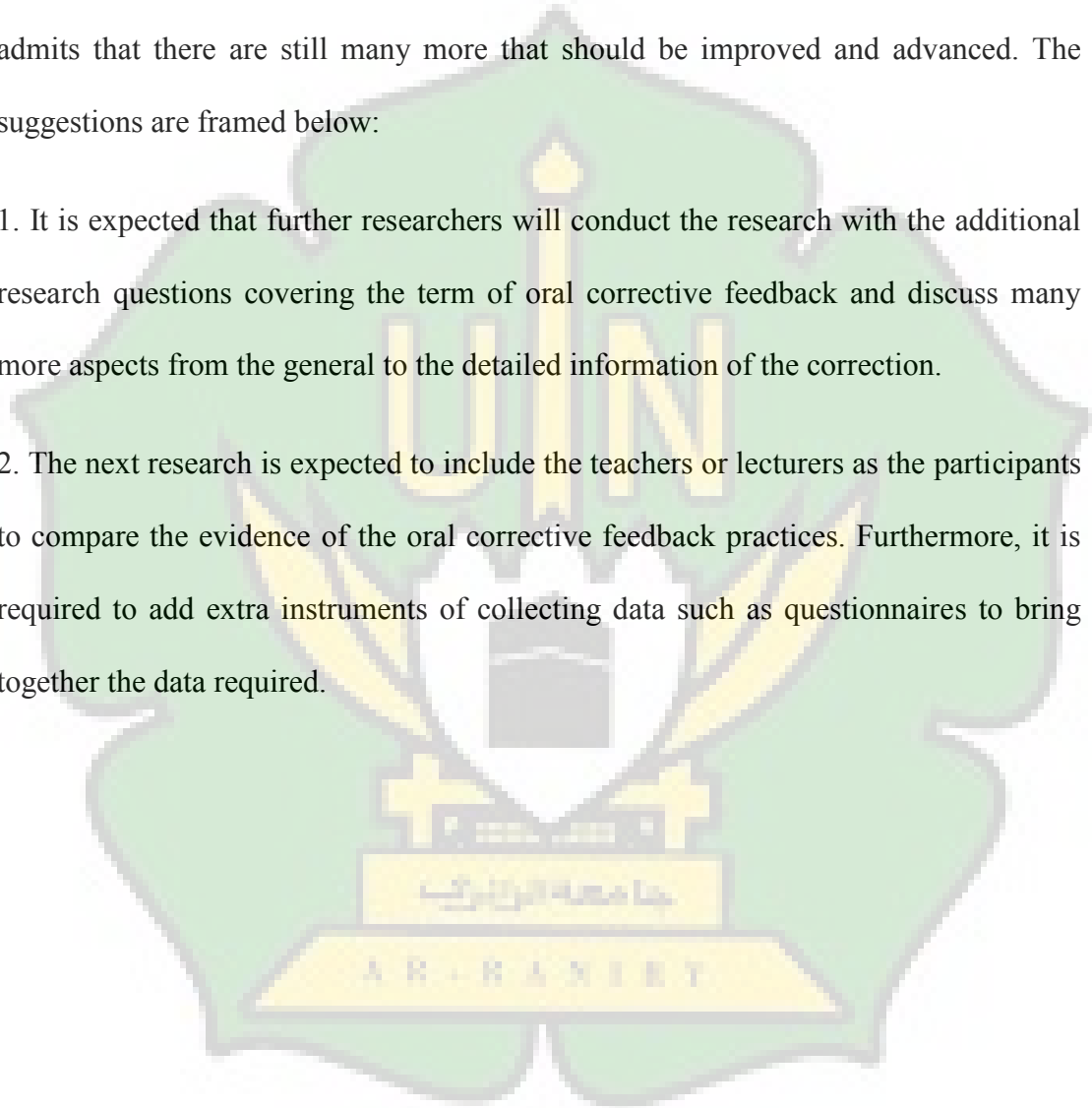
Furthermore, the errors chosen to be corrected started from basic to advance level. The errors consisting of pronunciation, word choices, grammar, contents, and eye contact. Some students only needed corrections in some aspects they realized as their weaknesses. On the other hand, some other students required corrections in all features of the language. This was an indication that the students were viewing the corrections as the crucial practice in learning development.

Moreover, several students perceived that giving correction right when students had accomplished the presentation was an effective strategy. That was because the students had completely put their all-out attempts to perform or present without being disturbed with the correction. On the contrary, quite a few students had the perceptions that giving correction during students' performances was not unpleasant. They demanded the responsiveness of teachers to detail in correcting errors in the direct method. The reasons why they were somewhat eager to the method because some of the teachers tended to skip certain errors to be corrected and sometimes forgot what to be corrected caused when they implement the delay correction. Ultimately, the previous practices of oral corrective feedback were implemented in good ways but students had different preferences in the ways their errors to be corrected.

B. Recommendations

The researcher offers several suggestions for further research conducted on the topic of the perception of students about oral corrective feedback. The researcher admits that there are still many more that should be improved and advanced. The suggestions are framed below:

1. It is expected that further researchers will conduct the research with the additional research questions covering the term of oral corrective feedback and discuss many more aspects from the general to the detailed information of the correction.
2. The next research is expected to include the teachers or lecturers as the participants to compare the evidence of the oral corrective feedback practices. Furthermore, it is required to add extra instruments of collecting data such as questionnaires to bring together the data required.



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1. Siti Khasinah, M.Pd
2. Rahmi Fhonna, MA
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Pardi Karliza
NIM : 150203069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Perceptions of Students about Oral Corrective Feedback
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
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Pada Tanggal: 14 Desember 2018



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18 Juni 2019

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Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
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The Perceptions of Students about Oral Corrective Feedback

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,





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Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

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Nama : Pardi Karliza
NIM : 150 203 069
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

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The Perceptions of Students' about Oral Corrective Feedback.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 15 Juli 2019

Ketua Prodi Pendidikan Bahasa Inggris,



T. Zulfikar

INTERVIEW QUESTIONS

1. What do you think about Oral Corrective Feedback?
2. How did your teachers correct your errors?
3. What type of corrective feedback strategies that teachers use in their classrooms?
4. How should your errors be corrected?
5. When should your errors be corrected?
6. What are the types of errors that should be corrected?
7. Who should correct your errors?
8. How often do you want your errors to be corrected?
9. What types of corrective feedback strategies are more effective with students?

