

**STUDENT'S PERCEPTIONS ON THE EFFECT OF TEACHER'S
FEEDBACK IN ENGLISH SPEAKING CLASS**

THESIS

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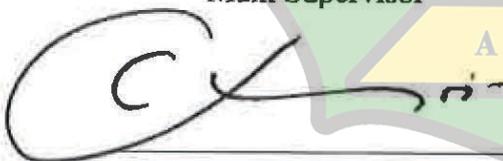
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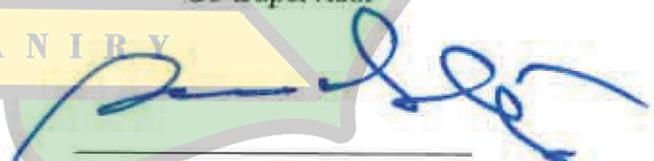
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SURAT PERNYATAAN KEASLIAN

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Student's Perceptions on the Effect of Teacher's Feedback In English Speaking Class

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 8 Desember 2021

Yang Mengetahui,

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ABSTRACT

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The purpose of this research was carried to investigate student's perceptions on the effect of teacher's feedback in English Speaking class at the English Education Department of UIN Ar-Raniry Banda Aceh. In this study, qualitative research is used as an approach to this research. The sample involved eight students from the English Department year 2019. The information gained from the interviews was transcribed and analyzed. In analyzing the data, three steps have been used: copy the data obtained by the interview, coding the data based on the interviewers answers, and described the data about student's perceptions on the effect of teacher's feedback in english speaking class. The data showed that corrective feedback had a positive effect on helping students identify and learn from their mistakes. Students agreed that corrective feedback provided numerous benefits, such as motivating them to improve their English speaking abilities.



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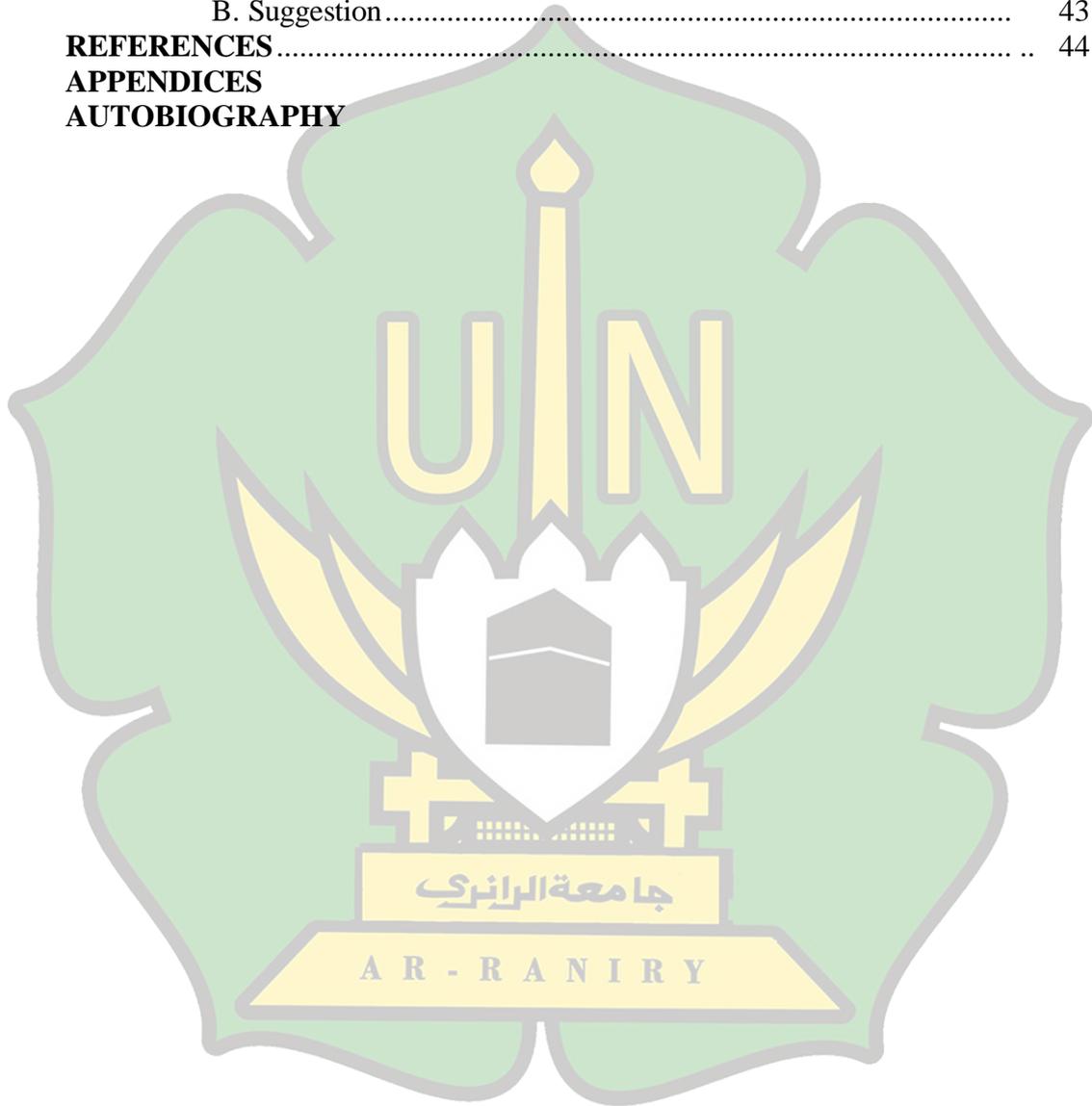
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It is divided into several parts, namely background, research question, the aim of the study, the significance of the study, and terminologies.

A. Background of study

English has become an instrumental requirement either for academic or non-academic purposes. Buarqoub (2019) has stated that the Importance of learning English for Learners of Second English (ESL) or English Foreign Language (EFL). English is a communication tool for people with different natives. Therefore, English is a global language (Sirbu, 2015). For non-academic purposes, English could help people to get a chance to learn about multiple cultures such as celebrations, language, art, traditions, and behaviors (Shemshadsara, 2012). The English language can be a tool for people to enhance their insight into cross-cultural understanding. Wong and Jhaveri (2015) added that English is beneficial to master different cultures.

On the other hand, English could influence academic purposes; it could support students to continue master's degrees abroad for their study. According to Jenkins (2016), People can study worldwide as long as they can use English. People who want to apply to the university must pass English tests such as TOEFL, IELTS, TOEIC, etc. Nowadays, many state universities, even in

Indonesia, use those kinds of English tests to register and one of the requirements to finish the study. Hence, English helps expand and enrich a person's education.

For academic purposes, four skills must be mastered in English: listening, speaking, reading, and writing (Khamkien, 2010). Four basic skills are related to conveying communication, like oral or written communication, as receiving or producing the message. Gilakjani (2016) defined listening comprehension as the receptive skill in the oral mode; people understand something that has been heard. Speaking is often connected with listening as the direct delivery of something that has been heard and the productive skill in the oral mode (Hossain, 2015). Reading is a receptive skill that can be developed independently of listening and speaking abilities (Berninger, 2010). Reading can help build vocabulary, which helps later listening comprehension (Jafari & Hashim, 2012). In addition, Writing is also a receptive skill in the written mode. Hall, Simpson, and Wang (2015) claimed that Writing is more complicated than the other skills as it involves the systematic development and presentation of ideas. Moreover, English skills are related to each other.

One of the essential skills in mastering the English language in speaking class is speaking skills (Leong & Ahmadi, 2017). Several elements must be mastered in speaking skills, including Pronunciation, Grammar, vocabulary, and Fluency (Gani, Fajrina & Hanifa, 2015). Pronunciation is how students produce utterance words clearly when speaking (Burn & Seidlhofer, 2013). Grammar is required for students to arrange correct sentences in conversation, both

written and oral (Simbolon, 2015). Vocabulary refers to appropriate diction or an essential aspect of languages; by mastering much vocabulary, students will express ideas, feelings, and thoughts more effectively, whether orally or in writing (Alqahtani, 2015). Fluency is defined as the ability to speak communicatively, fluently, and accurately, while used refers to the ability to express oral language freely and without interruption (Wang, 2014).

Moreover, Zhang (2009) added that speaking becomes the most challenging skill to master, so that many students struggle to communicate with the target language actively. Rajitha and lamely (2020) claimed that difficulties in speaking influence several factors such as the lack of vocabulary, grammar, pronunciation, and fluency; students sometimes are afraid of making mistakes. Due to speaking English being challenging for EFL learners, teachers play a critical role in encouraging the students to speak English (Leong & Ahmadi, 2017). The lecturers need to put every effort to encourage students to talk in class, motivating them to be confident to talk in pairs and groups so that they improve their English speaking by practicing in front of the class (Hiep, 2007)

In speaking class, teachers are expected to help students improve their speaking skills by correcting speaking errors by giving several feedback in the English-speaking class (Gamlo, 2019). Using corrective feedback would significantly help students improve their English better. Sheen and Ellis (2011) stated that corrective feedback is one of the essential features in the language classroom when given appropriately, is an essential part of the learning process.

Vasquez and Harvey (2010) added that giving corrective feedback to students can encourage students to be better in the learning process, especially in speaking class. It can fix student errors when speaking English in front of the class (Harmer, 2007). Hence, corrective feedback needs to be conducted by teachers.

Wang (2011) stated that teachers' feedback is required to motivate students to speak up. Ansari (2015), students in speaking class participate in various activities, such as comments and evaluations from teachers on each task. Teachers can provide feedback after they complete a piece of work and directly while speaking, such as commenting on errors or correcting when they have just said something inappropriately (Azmi, Gani, & Daud, 2019). This will eventually assist students in learning how to speak correctly; the corrective feedback they receive in the classroom can help them improve their English speaking skills (Gamlo, 2019).

Teachers frequently provide feedback after students say something helpful or tell them they have made satisfactory progress, which will undoubtedly improve speaking abilities (Lipnevich & Smith, 2009). Frequently, teachers correct students when speaking directly during the class, which could cause two effects, namely positive and negative (Kayaoglu & Saglamel, 2013). Teachers usually use oral corrective feedback in English speaking classes because students can improve aspects of their English speaking skills (Rahimi & Zhang, 2015). Verbal corrective feedback is a response given directly to students on their speaking performance (Li, 2014). Oral corrective

feedback is essential and considered part of the language teaching and learning process to enhance students' English proficiency (Sheen & Ellis, 2011). In speaking oral corrective feedback, the teacher assesses students differently according to their level of ability (Lyster, Saito & Sato, 2013).

Sheen and Ellis (2011), It is not only oral corrective feedback that is one of the teacher's ways of dealing with student performance, but written feedback, including the teacher's way of commenting on student performance. So, the teacher can provide correction feedback to students in two ways, namely oral corrective feedback and written (Li & Vouno, 2019). Written corrective feedback is teacher corrects students' performance by marking correct and incorrect answers, providing the right solution for learning (Solikhah, 2016). However, the researcher focused only on oral corrective feedback. Alsolami (2019) defined that Corrective feedback has done directly in English class is one of the most effective ways to correct students' mistakes in English speaking skills; in order to The teacher cannot modify the situation when the student participates in a speaking activity.

A study conducted by Lyster et al. (2013) revealed that students want their mistakes corrected from what their teachers have done than teachers who have ignored their mistakes. Nevertheless, in that case, the teacher feels many feedback which can affect self-confidence, student motivation can cause anxiety and embarrassment (Sadighi & Dastpak, 2017). Muyashoha (2019) concludes that learners may find teachers' oral corrective feedback embarrassing and destructive when used excessively. In contrast, Sakiroglu (2020) showed

corrective feedback in the speaking class because the lecturer must provide corrective feedback when students make mistakes. Thus students will see part of the mistakes in their speech. In this case, corrective feedback can help students improve their thinking in learning. Anggoro added (2013) that students would be brave in teaching- learning activities, especially speaking. Ananda (2017) found that corrective feedback helps students discover their mistakes and learn from them.

However, the wrong delivery from the teacher to students when providing corrective feedback can cause students to lose confidence and become unmotivated to learn English. These problems then make students avoid speaking. Based on the researcher's observation and experience, students claim they have problems speaking English in class after being given corrective feedback directly by the teacher. Students lose confidence when their speaking mistakes are corrected in front of the class. Students feel embarrassed when they appear again practicing in front of the speaking class. The delivery of incorrect corrective feedback causes students to become uninvolved in learning, lack knowledge, feel lazy and bored when learning instructions from the teacher, and get not a good score.

Moreover, teachers' delivery in providing corrective feedback to students is crucial to realize. In contrast, after receiving corrective feedback from the teacher, some students are motivated to improve their linguistic competence to increase their speaking scores. Therefore, corrective feedback directly to students can cause positive and negative responses. For that reason, it

is essential to know the students' perceptions on the effect of teacher's feedback in English Speaking class at the English education department in UIN Ar-Raniry Banda Aceh.

B. Research Question

To guide this study two research questions are formulated:

1. What are the effects of teacher's corrective feedback to PBI students in English Speaking Class?
2. How the PBI student's perceptions towards the teacher's corrective feedback in English Speaking Class?

C. The aim of study

The present study explores students' perceptions on the effect of teacher feedback in English Speaking Class at the English Education Department of UIN Ar-Raniry Banda Aceh.

D. The significance of study

The results of this study are expected to be a reference for improving teaching English and can study better. The results of this study are expected to be helpful for both Lectures/Teachers, Students, researchers.

a. English Teacher

This result of this study can be a correction to correct errors in the English speaking class. Through the perception of giving feedback, the teacher can further improve their techniques in providing this feedback and can further enhance students' speaking skills in the speaking class.

b. Students

By having a clearer perception of the teacher's feedback in speaking, the students who learn to speak will improve their speaking ability.

c. Researchers

Hopefully, the finding of this study can contribute to those who want research a similar topic. Then, it hopefully inspires them to conduct further research on teacher feedback or other issues which may broaden learning.

E. Terminologies

a. Student's Perceptions

Student's perceptions in this study refers to student's opinion about the effect of teacher's feedback in English Speaking Classroom at UIN Ar- Raniry.

b. Teachers' Feedback

Feedback in this study refers to information teacher's give to English Education Department students on how well they are doing in their speaking class both to help them improve specific points or to help plan their learning.

c. English Speaking

English Speaking in this study refers to the Speaking subject taught to English Education Department student of UIN Ar-Raniry.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical description of the related literature that is relevant to the topic about the definition of student's perceptions, the process of perceptions, the definition of teacher's feedback, the purpose of teacher's feedback, types of teacher's feedback, definitions of English speaking, the component of English speaking and previous study.

A. Student's Perceptions

1. Definition of Student's Perceptions

Some students may have a positive or negative attitude toward feedback provided by the teacher while correcting errors made by the students (Sheen & Ellis, 2011). While making an error, most students want to be corrected by their teacher (Lyster, Saito & Sato, 2013).

According to Xie and Jiang (2007), students frequently feel upset after being corrected by their teacher because there is a significant gap between themselves and their teachers in understanding error correction through feedback. Sometimes when a teacher corrects a student's error, the students do not know what has been corrected or what has to be corrected. Students are confused, and this condition will not improve language learning because the goal of learning is to be achieved collaboratively by teachers and students. Perception is the recognition

and interpretation of sensory information by Humans (Gallagher, 2008). Muyashoha (2019) discovered that students' perceptions were critical issues in research. Perception is commonly defined as observing events or situations that must have occurred previously in the environment (Lee, 2016). It is a human opinion formed due to various available information and how the data obtained is interpreted. In this case, everyone received the same information; however, in a different situation, someone or a group of people reached different conclusions in interpreting this matter due to individual differences in interpreting the data.

2. Types of Perception

According to Irwanto (2002), as cited in Amar, Mu'in and Rusmayanti (2019), perception is classified into two types: positive perception and negative perception:

a. Positive perception

Positive perception is defined as the perception of having favorable feelings or opinions about the stimuli received. Positive perception results from a person's satisfaction with the object that he or she perceives.

b. Negative perception

Negative perception refers to receiving received stimuli with negative views or opinions. The negative perception is caused by a person's dissatisfaction with the perceived object.

3. Process of Perception

Perception is the result of a specific process. It began with an object's stimuli being sensed by a human organ, which was then transferred to the brain, which was then followed by thinking and interpreting the meaning (Fu & Nassaji, 2016). According to Qiong (2017), there are three stages in the perception process:

a. Selection

Selection is the first stage of conversion of environmental stimuli into meaningful meaning. Humans are exposed to a wide range of environmental phenomena in everyday life, each of which must be processed. Due to the number of stimuli, the human brain can become overloaded, which is when selection comes into play to select certain information, usually interesting or important ones, to be processed.

b. Organization

Following information selection, it must be organized in some way by identifying meaningful patterns. This stage assists humans in organizing the stimuli that have occurred, allowing them to simplify the process of retrieving the information that has been stored. Two characteristics are present at this stage of the process. The organizing process gives perception structure by converting stimuli into meaningful incidents, for starters. Second, the process demonstrates the stability of human perception because the selected stimuli become durable after they are organized.

c. Interpretation

The process of giving meaning to the selected stimuli is referred to as interpretation. The meanings of the selected stimuli that have been categorized and organized into stable patterns are attempted. Every person's interpretation will be different. It is determined by each individual's sense and perception of the surroundings.

4. Factors influencing Perception

Some factors influence the learning process, according to Slameto (2010), but they can be divided into two categories: internal and external factors.

a. Internal Factors

Internal factors are those that originate with individuals. Internal factors include physical factors, psychological factors, and fatigue factors. A physical factor is one that has a direct impact on the learning process, such as health or disability. Intelligence, attention, perception, interest, talent, motives, maturity, and readiness are all psychological factors. The fatigue factor is examined from two perspectives: physical fatigue and mental fatigue.

b. External Factors

External factors are influences that originate outside of the individual. External factors influencing learning are classified into three categories. First, there is the family factor; students who study will be influenced by their families in terms of how their parents are educated, relationships between family members, household atmosphere, and family economic situation. The second factor is the school factor, which is derived from the students'

school or any educational institution. School factors that influence learning include teaching methods, curriculum, teacher relations with teachers, student relations with students, school discipline, teaching and school time, standardized learning, building conditions, learning methods, learning style, and homework. Third, the community factor is one that is influenced by students' activities in the environment and society, such as media, friends, and other forms of social life.

B. Teacher's Feedback

1. Definition of Teacher's Feedback

Teacher's Feedback is a tool to convey information that aims to make students understand the use of language in the learning environment (Vatoy & Smith, 2019). Students need teacher feedback to improve their speaking skills and motivate them to learn more (Gudu, 2015). Feedback is in the form of information involving speakers and listeners related to understanding and receiving speaker messages (Shute, 2008). Teacher's Feedback serves to correct errors from students and is used in the learning process in the classroom. Instructional Feedback for evaluating learner knowledge, skills, and performance is one of the standard classroom evaluations, and there are various forms of instructional Feedback for assessing knowledge. These are teacher feedback, peer feedback, and self- evaluation (Au & Bardakci, 2020).

Harmer (2007) suggests that Feedback is essential when speaking in front of the class. This is very helpful for students in understanding mistakes when speaking. When students say in front of the class, the teacher must

provide grammatical correction, word use, and pronunciation (Amiruddin, 2019). However, when providing comments to help students improve their performance, they must learn to do it very carefully to avoid negative consequences, such as losing focus while speaking. Feedback is essential because it allows teachers to understand the plight of their students and helps them improve their skills (Clynes & Raftery, 2008). In addition, Feedback will enable teachers to understand the topics that need to be covered and the issues they need to study for further progress. Teachers can monitor students in grammar rules, pronunciation practice, and vocabulary when students appear to speak in front of the class (Amiruddin, 2019). The teacher can also provide feedback to correct the error after finding an error when the student seems to be talking. Teacher's feedback in this study refers to corrective feedback. According to Ellis (2009), corrective feedback can usually be used to correct student errors. Ellis (2012) added that corrective feedback has two strategies: corrective feedback given that teacher give can be implied by hidden and explicit are openly. Corrective feedback is carried out so that students can realize the mistakes, students will be able to know which part is wrong, and they will be able to correct it.

In short, Feedback is one of the most important things a teacher can do with students to improve their English speaking skills during class performances. Feedback can enhance students' speaking skills and identify students' strengths and weaknesses when presenting the target language. As a

result, students can focus more on checking mistakes made, ensuring they are not misused (Dahlia, 2019).

2. Purpose of Teacher's Feedback

According to Tolkhah (2013), stated that the goals and benefits of feedback include:

- a. One of the most important things a teacher can do with a student to help them improve their English speaking skills while performing in front of the class is to provide feedback.
- b. The benefits of feedback are not only felt by students but also teachers who provide lessons to improve techniques in the teaching and learning process, which causes students to lack mastery of a study in class.
- c. Teachers use feedback to incorporate information obtained from students by determining students' language in the classroom. Feedback helps observe progress and decline in students' classroom teaching and learning process.
- d. Feedback can help students improve their pronunciation, vocabulary, and grammatical structures. Teachers can also provide accurate and up-to-date information about language skills.
- e. Feedback can help students become more self-sufficient in identifying errors in the teaching and learning process, allowing them to remember and avoid making the same mistakes in the future.

As a result, one of the important ways to correct students' errors in class is through feedback.

- f. Feedback can be used as a motivator for students. The teacher can better understand each student's characteristics and encourage students to be passionate about being the best version of themselves.

3. Types of Teacher's Feedback

According to Hadzie (2016) there are two types of feedback namely:

a. Oral Corrective Feedback

Oral corrective feedback is the teacher's response to the student's performance during the learning process. Lyster, Saito, and Sato (2013) have defined that Oral Corrective feedback is given in response to student errors. Oral Corrective feedback helps improve understanding through explanation. Oral Corrective feedback (CF) refers to responses from teachers and peers to learners' incorrect second language production (Li, 2014). Oral Corrective feedback is the teacher's response to students' pronunciation errors. The teacher provides corrective feedback to students in the form of error comments. When students appear in front of the class, the teacher immediately corrects their errors by providing corrective feedback. Oral Corrective feedback is essential for instruction (Li,2010; Lyster & Saito, 2010).

According to Solikhah (2016), students' mistakes can be used as a reference to ensure that they do not occur again in the future and that they are immediately corrected. Pronunciation, vocabulary, and grammar errors can all occur among students. Oral Corrective feedback encourages students to improve

their speaking skills to improve their overall performance (Eine, Gorjian & Pazhakh, 2013). When students make mistakes in front of the class, they desperately need corrective feedback from the teacher to correct their errors. Oral Corrective feedback from the teacher is essential and exciting because it allows students to improve their speaking skills. Thus, the teacher requires corrective feedback in the teaching and learning process.

Mouraditis, Lens, and Vansteenkiste (2010) Positive and negative outcomes might result from corrective feedback. The teacher gives correct and suitable feedback, but unpleasant consequences occur if the input is inappropriate. While feedback is essential for students, not all of it is beneficial. When providing feedback to students, the teaching and learning must still consider the teaching and learning process (Khasinah, 2017). Feedback from the teacher to students can increase student motivation, but so many feedback can demotivate students in the classroom. As a result, teachers must be aware of their students' perceptions of corrective feedback.

According to Long (1996) in Muhsin (2016), positive and negative feedback has been defined. He stated that the negative aspect of corrective feedback is when students make mistakes in their speaking or grammatical errors, whereas everything that has no errors is positive feedback. In the other research, Chu (2011) has stated that corrective feedback can aid in improving English speaking abilities, which is one of the benefits of corrective feedback.

According to Lyster and Ranta (1997) as cited in Rahmi (2017), Corrective feedback can be used in six different ways:

1. Recast

This is an example of an implicit type of corrective feedback. On this type, lecturers attempt to reformulate or expand on mistakes or incomplete sentences, words, or phrases. Clarifications a request for the students to reformulate or repeat something. Indicate to students that their utterance was not understood by the teacher.

2. Elicitation

The teacher instructs students to provide self-correcting feedback. The teacher employs this technique to obtain the correct answer from students directly.

3. Metalinguistic

The lecturers leave a comment, information, or question about the incorrect student's words.

4. Explicit Corrective Feedback

The lecturer assigns students errors and instructs them to form words or phrases correctly. The lecturers do not provide students with keys or hints to help them correct their mistakes but instead give the correct form directly.

5. Repetition

Repetition is refers to a teacher's isolated repetition of a student's incorrect words. In most cases, teachers change their intonation to highlight errors.

b. Written Corrective Feedback

According to Amrhein and Nassaji (2010), Finding similarities and differences in perceptions of written corrective feedback, teachers, and students

regarding written corrective feedback is necessary. Students believe that mistakes should be marked. They agree that seeing their mistakes flagged will help them learn from and correct their mistakes; otherwise, teachers only respond to errors without providing a clear explanation. On the other hand, teachers tend to differentiate between errors they believe are less important to clarify.

Arndt (2019) defines written corrective feedback as a learning tool by teachers and students to identify and remember error patterns. The teacher has written that the task students determine corrective feedback to complete based on controlled activities. The teacher corrects student performance by marking correct and incorrect answers, providing the right solution for learning (Solikhah, 2016).

4. Source of feedback

There are three types of feedback, according to Lewis 2002, as cited in Wahyu (2013): teacher feedback, peer feedback, and self evaluation, which is the same as self-directed feedback.

a. Teacher Feedback

The teacher has been the primary source of feedback in many classes, both in oral and written language. Teacher feedback is common in many classes. Indeed, teachers are beneficial in facing some difficulties in students speaking. Teacher feedback occurs in the speaking class, where the teacher reads and marks the students' papers, offers revisions, makes suggestions, or provides oral feedback on language errors. Teacher assist students in improving their speaking

abilities such as pronunciation, grammar, vocabulary, and fluency in speaking classes. Following feedback, students could recheck and correct any errors based on the teacher's correction. Typically, the teacher corrects the students' language errors one by one before having a face to face discussion. It is known as conferencing feedback.

b. Peer Feedback

Peer feedback is a technique for providing suggestions, comments, and error correction based on one-to-one consultation between students. Peer feedback necessitates interaction between students; it might reflect cooperative learning. Students respect and appreciate one another's ideas and opinions. They frequently enjoy working together. Many students prefer to confide in their peers rather than their teachers. Students can share and receive important and valuable ideas from their peers if given the opportunity. It is frequently beneficial to have students examine their classmates' work and respond in their unique way.

c. Self-evaluation (self-directed feedback)

Students can use self-evaluation to correct and evaluate their work. It may increase students' independence because they are expected to discover their own mistakes. Allowing students to analyze their work and practice self-feedback may encourage them to be self-sufficient and independent. Students are expected to remember what mistakes they have made to not repeat the same mistakes in the future. Furthermore, self-evaluation saves time in a large class.

C. English Speaking

1. Definition of English Speaking

Speaking is an essential aspect of learning a foreign language, mainly English, useful for everyday communication (Choudhury, 2014). Speaking requires both the speaker and the listener to participate. Richard and Renandya (2002), as cited in (Sadeghi & Panahifar, 2013), stated that more knowledge of grammar and semantic rules is necessary when speaking a foreign language. Students can practice speaking fluently by developing their linguistic elements without fear of using incorrect words and phrases (Wang, 2014).

The goal of teaching speaking skills is to increase the interactivity of communication (Liu, 2009). Students are expected to understand their ability to avoid confusion without fear of making errors in pronunciation, grammar, and other aspects of communication rules (Leong & Ahmadi, 2017). The rules for each type of speaking activity differ significantly. They can serve as a prompter, a participant, or a source of feedback. According to Amiruddin (2019), argue that students must develop their language skills by paying attention to and mastering aspects of speaking such as grammar, vocabulary, pronunciation, and fluency during speaking activities.

Four skills must be mastered in teaching and learning English: reading, listening, speaking, and writing (Zhang, 2013). In this case, the teacher is essential in assisting students in improving their communicative competence (Sadiku, 2015). Speaking is an essential part of learning a language because humans, as social beings, need to communicate with one another to express their

thoughts and ideas, organize and persuade others, and achieve one of the human goals (Sadiku, 2015).

Furthermore, Learning a language results in the ability to communicate in it. Zhang (2009) explains that Speaking is still the most challenging skill for most English learner to master, and they are still unable to communicate orally in English. Speaking difficulties are most likely depending on the situation and circumstances that make a person uneasy. Students are generally unable to speak effectively due to public speaking anxiety and a lack of self-efficacy. Dixon, Zhao, Quiroz, and Shin (2012) claim that the most critical factors influencing English learning are the influence of the first language, a lack of vocabulary, and the socioeconomic status of the students' families.

It can concluded that Speaking is an essential skill among others because it allows us to grow in our ability to communicate. Speaking ability is in demonstrating their communication skills for various purposes. Jackson (2012) as cited in Fajrinur (2019), Teachers must also pay close attention to helping English Language Learners improve their English speaking skills. In addition, teachers should use current materials and try to combine different techniques to help students develop their speaking skills in the English classroom.

2. Component of English Speaking Skill

a. Pronunciation

Students must pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech if they want to communicate fluently in English. As a result, students must articulate the words and produce

sounds that convey meaning in the same way that native speakers do, in which students create the utterance words clearly when speaking (Harmer, 2007).

b. Grammar

According to Wang (2010), the descriptive view of grammar focuses on how language is used in various contexts and settings. Unlike the authoritarian theory of grammar, which focuses on grammatical structure accuracy, the descriptive view of grammar focuses on the grammatical choice the linguistic possibilities. A rhetorical view of grammar, the illustrative view focuses on how grammatical choices construct meaning in the text.

c. Vocabulary

Vocabulary is the fundamental component of language that one requires when learning a language, particularly to communicate effectively with others (Alabsi, 2016).

d. Fluency

The ability to speak fluently and appropriately is referred to as fluency. Many language students want to be fluent in their spoken language. Fluency in speaking, or the ability to speak quickly and easily in English, is an ideal destination for many English learners who want to learn to communicate through speaking (Mohammadi & Enayati, 2018).

e. Comprehension

The ability the ability to fully comprehend and be acquainted with a situation or facts is called comprehension. To avoid misunderstandings between a speaker and a listener, understanding is essential. According to Heilman, Blair,

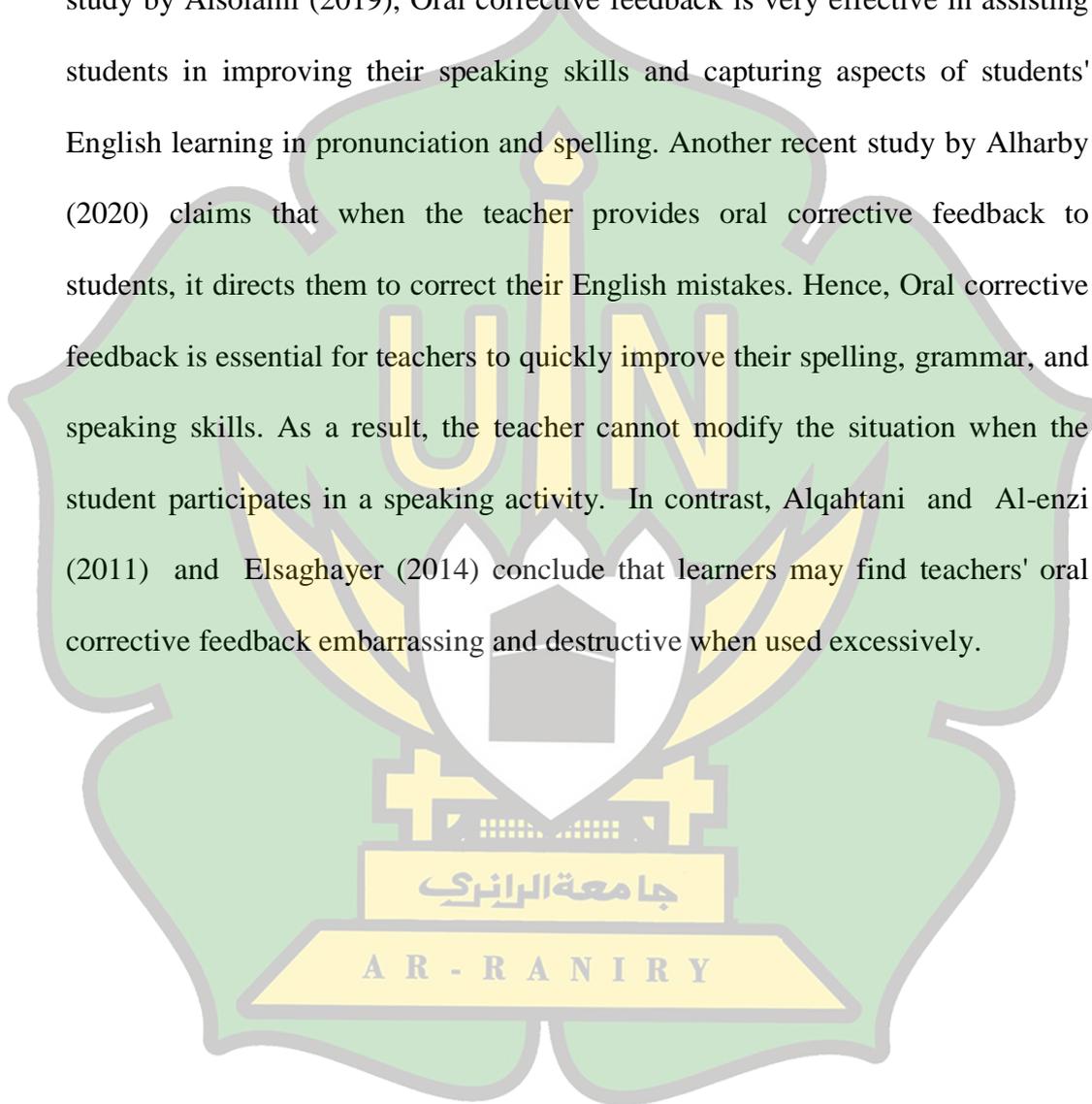
and Rupley (1986, as cited in Suwanto, 2014), three reading comprehension levels exist. The English teacher instructs students on three types of reading comprehension: (1) literal, (2) interpretive, and (3) critical understanding.

D. Previous Study

Appropriate feedback from teachers affects students' self-regulation. According to the findings of a study conducted by Asnawi, Zulfikar, and Astila (2017), students believe that the lecturer's provision of oral corrective feedback is an integral part of language learning. Oral feedback from lecturers is highly beneficial to students in improving their speaking skills in their speaking class. According to the findings of a study conducted by Fidan (2015), most participants prefer that their errors be corrected, and a minor majority prefer that teachers correct them immediately. Ananda (2017) found that corrective feedback helps students discover their mistakes and learn from them. Lely's findings (2015) the teachers corrected the students' speaking errors mainly in grammar structures because many students made mistakes with the grammar structure, so students are not afraid to appear speaking in the speaking class.

Milani (2011) demonstrated corrective feedback in the speaking class because when students make mistakes, the lecturer must provide corrective feedback. As a result, students notice some of their mistakes in their speech. In this case, corrective feedback can assist students in improving the way they think about learning. According to Febriyanti, Yamin, and Mu'in (2017), corrective feedback helps students identify and learn from their mistakes. The study found that oral feedback from the teacher can improve student performance in that

class. Another survey by Solikhah (2016) also added that Teachers' corrective feedback could help students improve their speaking skills, but the teacher should not correct the students' errors while they are speaking. In a recent study by Alsolami (2019), Oral corrective feedback is very effective in assisting students in improving their speaking skills and capturing aspects of students' English learning in pronunciation and spelling. Another recent study by Alharby (2020) claims that when the teacher provides oral corrective feedback to students, it directs them to correct their English mistakes. Hence, Oral corrective feedback is essential for teachers to quickly improve their spelling, grammar, and speaking skills. As a result, the teacher cannot modify the situation when the student participates in a speaking activity. In contrast, Alqahtani and Al-enzi (2011) and Elsaghayer (2014) conclude that learners may find teachers' oral corrective feedback embarrassing and destructive when used excessively.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedures used in this study to find the answer to the research questions previously stated in chapter one. This chapter includes the research design, the research participants, the technique of data collection, and the technique of data analysis.

A. Research Design

This study uses a qualitative research design to answer all research questions. According to Creswell (2009), Qualitative research is a means to explore and understand the meanings ascribed to individuals or groups' human social problems. The reason for using the method was the students' opinion about teachers' feedback in speaking class could be understood by descriptive data and can provide a clear explanation of the student's perceptions on the effect of teacher's feedback in the English Speaking class of the Department of English Language Education at Uin Ar-raniry Banda Aceh.

B. Research Location

This study was conducted at the Department of English Education in Tarbiyah and the Teacher Training Faculty at Ar-Raniry State Islamic University (UIN Ar-Araniry).

C. Research Participants

The participants of this study are the English department students who have already taken the English speaking class. The technique in selecting the participants in this study was purposive sampling. According to Bryman (2012), Purposive sampling is a technique for selecting people, organizations, documents, departments, and other items directly related to the research questions. Purposive sampling is based on finding the best cases for a study to generate the best data and that the cases sampled directly impact the results (Patton, 2015). 8 (Eight) participants of the Department of English Language Education Language as the present study sample. According to Creswell (2007), in qualitative, participants are usually 5 to 10.

However, if the saturation level has not been reached, the number of participants can be increased until there is a repetition of informing the action from participants. If the researcher is viewed from various perspectives, the saturation showed that the data described by the participants have similarities or reach a saturation level. Furthermore, based on the sampling technique used in this research. The researcher presented several criteria for research participants, such as:

1. The students of the department of English Language Education of UIN Ar- Raniry Batch 2019.
2. The student's participant have already taken an English Speaking class.

Ten questions had been asked for the participants to answer based on their opinion. The researcher conducted interviews with 8 (eight) participants who had

completed an English Speaking class. The participants were participant-1 (TA), participant-2 (RA), participant-3 (RPA), participant-4 (RD), participant-5 (RS), participant-6 (FM), participant-7 (AM) and participant-8 (FA). Due to the pandemic situation, the researchers conducted interviews via phone. An audio recorder recorded answers and opinions, and then the result was transcribed.

D. Method of Data Collection

To collect data, researchers use interviews. An interview is a form of a qualitative research instrument (Alshenqeeti, 2014). Interviews are conducted when the researcher tries to get specific and in-depth information about the participants' thoughts, knowledge, opinions, and beliefs, and feelings about a topic that will come, and the answer will be written and recorded (Creswell, 2012). The interview was conducted using via telephone. Telephone interviews are permitted when the researcher and participants cannot meet in-person to conduct the face-to-face interview (Bryman, 2012). Interviews in this study aim to obtain data results from respondents. There are three steps in collecting this data: record, ask questions, and transcript (Fade & Swift, 2011). The interviewer asks several questions that the researcher has prepared in this interview activity. The interview technique uses a semi-structured interview. Researchers conducted interviews one by one with a duration of 10-20 minutes. Before beginning the interview, the researcher briefed the participants on the study's background, the study's purposes, the significance of the study, the research procedure, and the participants' confidentiality protection. The researcher conducted interviews with students per

individual with the same questions. Ten questions were given to students to answer the first and second research questions. Each student conducts interviews according to the schedule agreed between the researcher and participant. After gathering the data, the researcher categorized the responses to the first and second research questions for analysis. To collect data from some of these questions, researchers used audio recording. Thus, audio recorders are also very helpful for researchers in writing transcripts.

E. Method of Data Analysis

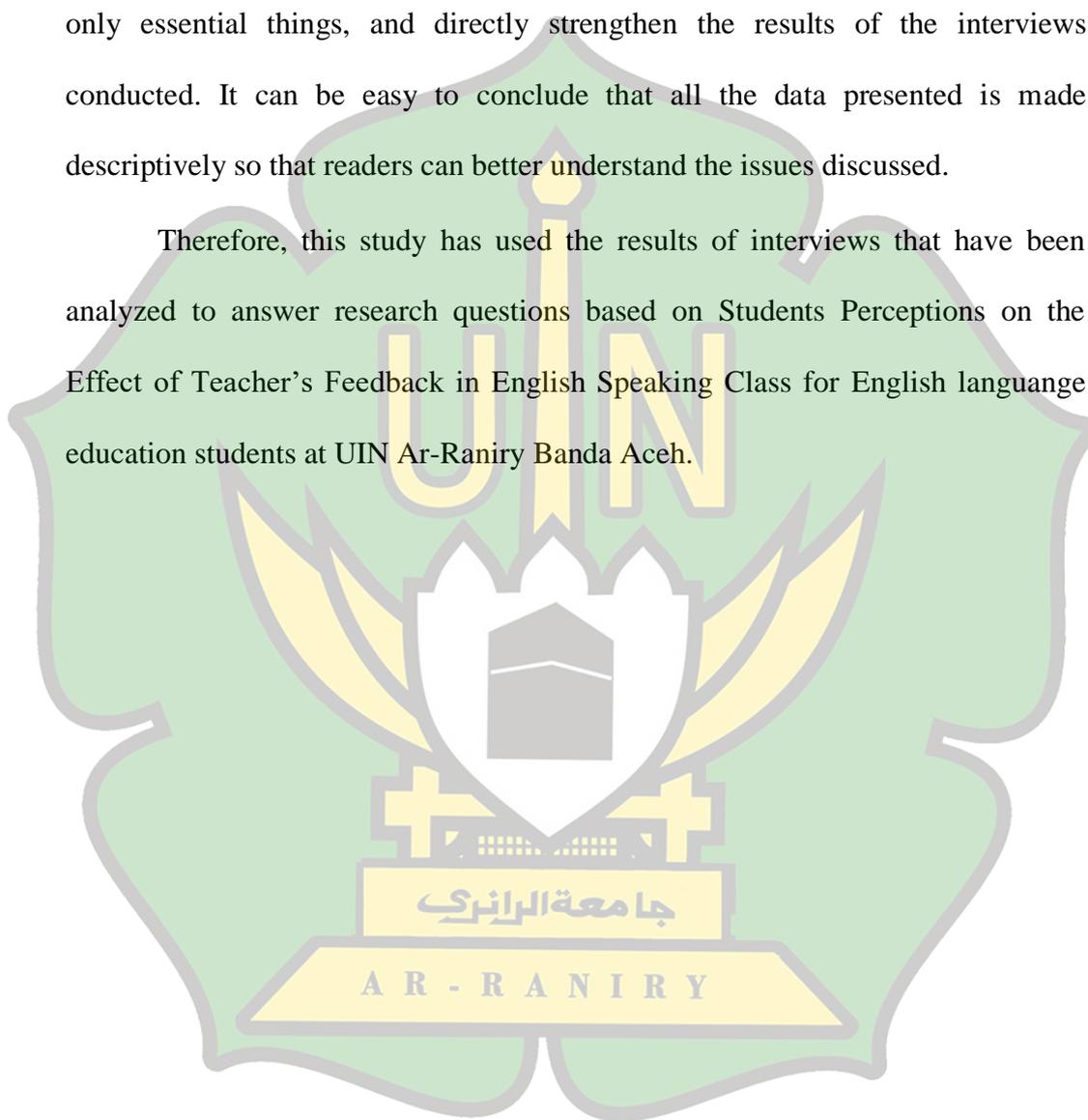
To analyze the data, the researcher used a qualitative descriptive method. Data analysis in qualitative research is a process of categorization, description, and synthesis (Ngulube, 2015). According to Creswell (2007), the qualitative analysis explores and understands a phenomenon's central idea. To understand the central phenomenon, researchers interviewed the Participant by asking general and broad questions. The participants' responses are organized into groups based on the questions to answer the first and second research questions. This data analysis is a systematic process for analyzing the data that has been collected (Johnston, 2017).

The data is analyzed qualitatively and descriptively using analysis written descriptively. Because it allows the researcher to obtain a detailed and in-depth description of the data, descriptive analysis effectively analyzes and collects review data. The interview was recorded to help the researcher analyze data and avoid misunderstandings. The results of the interview analysis were also adjusted to the following research questions examined by the researcher. There are three

ways to analyze data in descriptive qualitative research: reduction, display data, and conclusion drawing (Alhojailan, 2012).

The researcher used this data analysis because it can summarize, focus on only essential things, and directly strengthen the results of the interviews conducted. It can be easy to conclude that all the data presented is made descriptively so that readers can better understand the issues discussed.

Therefore, this study has used the results of interviews that have been analyzed to answer research questions based on Students Perceptions on the Effect of Teacher's Feedback in English Speaking Class for English language education students at UIN Ar-Raniry Banda Aceh.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data presentation and findings in the study itself. This presents the results obtained by the student's perceptions on the effect of teacher's feedback in English Speaking class of English Language Education students at UIN Ar-Raniry Banda Aceh.

A. Findings

This chapter presents the result of the interview analysis. The result was explained based on research questions. The research questions were "What are the effects of teacher's corrective feedback on PBI students' in English speaking class and "How are the PBI students' perceptions of teacher's corrective feedback in English speaking class? In this part, the researcher described the research findings from the interview data. Semi-structured interviews were used to seek more in- depth information from these students. This study aimed to explain students' perceptions on the effects of teacher's feedback in English-speaking classes.

Regarding the research question in this study, the participants mentioned the effects of teacher's corrective feedback on PBI students and students' perceptions towards the corrective feedback in English Speaking class. Most of students claimed that teachers' corrective feedback motivated students to improve students' English speaking abilities further to be better. This study also found

that one of the participants argued that the effect she felt was different from the other participants. The students felt overwhelmed, nervous, and trembled when the teacher gave corrective feedback during learning in class. Most of students also had a good perception of the corrective feedback given by the teacher. Students claimed that teacher's corrective feedback was essential and essential to increase students' English speaking skills. However, the researcher found that one student perceived that the teacher's corrective feedback was not effective because the student felt that the corrective feedback given by the teacher is made the student confused, even though sometimes the student did not understand what was being corrected. It also made students feel nervous when given corrective feedback.

All the participants were given the same question by the researcher to assess their perceptions about teachers' feedback in English speaking class. Below are the result of interviews by the participants to answer the first and second research question:

1. ***The Effects of Teacher's Corrective Feedback to Students***

Every participant who has taken a speaking class affects each individual towards the teacher's feedback. Based on the research question "What is the effect of teacher's corrective feedback on PBI students' in English speaking class" This study found that Most of interviewed students showed the positive effect of teachers' corrective feedback on students. They claimed that teachers' corrective feedback is good, which are the effect are (1) Motivated students, (2) Correct grammar, vocabulary, and pronunciation errors, (3) Increasing the grades of

speaking (4) Understand and confidence in fluent English. Besides that, the researcher found unique data from one student who experienced a different effect than the other students. She claimed that the teacher's corrective feedback is (1) Overwhelm students (2) Nervous and tremble.

1.1. *Positive Effects of Teacher's Corrective Feedback to Students*

a. Motivated Students

Based on the answers given by the participants, corrective feedback motivated students to be more enthusiastic in improving their English speaking abilities so that they will be better in the future. P1 and P2 stated that corrective feedback given by teacher's motivates them to improve their English speaking abilities. Moreover, it also provided a good understanding so that their English ability is much better and will improve in the future. It also made them more enthusiastic about practicing English in front of the class. P8 also agreed with this opinion that corrective feedback motivated to keep learning and correcting mistakes in their English speaking ability to be better.

b. Correct Grammar, Vocabulary, and Pronunciation Errors

The researcher found that corrective feedback improved students' English speaking ability in students' correct grammar, vocabulary, and pronunciation. P3 argued that corrective feedback made students understand the mistakes in their speaking abilities, including correct grammar, vocabulary, and pronunciation errors. This was very influential on their personality, so they did not repeat the same mistakes. P6 and P8 strongly agreed on this grammar. Their vocabulary and

pronunciation were much better and improved than before. This was because corrective feedback is given to the teacher's in the English-speaking class.

c. Increasing the Grades of Speaking

From the results of interviews conducted with students, students had increased scores based on their experience in the speaking class. P1 to P8 stated that corrective feedback has a very positive and good effect on the grades in their speaking class. This is because the corrective feedback given by the teacher has a perfect effect on student's English speaking ability. After all, corrective feedback made student's try their best to improve their English speaking.

d. Understand and Confident in Fluent English

In addition, corrective feedback make students' understand and be more confident in speaking English fluently after the teachers' gave corrective feedback on their speaking ability. P2 and P6 confirmed that it made them understand and have more confidence in their English after the teachers' gave corrective feedback. P8 added that the corrective feedback given by the teachers' made him understand and be more confident in his English speaking skills. Corrective feedback had a good effect and was very helpful.

1.2 Negative Effects of Teacher's Corrective Feedback to Students

a. Overwhelm student

Based on the participant, the researcher found unique data that the participant felt overwhelmed if the corrective feedback was given by the teacher as stated by P4 that she felt uncomfortable because corrective feedback is given by the teacher at the same time, making her lose their idea of what they

want to convey beforehand. As a result, when her error was corrected in front of the class by the teacher, she became overwhelmed. When she spoke her opinion in class, this made her feel sluggish to go forward and be active.

b. Nervous and Tremble

From the interviews with participants, the teacher's corrective feedback made participants a little nervous and tremble when practicing in front of the class. P4 said that she felt a little nervous and trembled if too much corrective feedback was given by the lecturer when their mistakes were corrected. If too much corrective feedback was given, she was afraid that the mistakes that the teacher had corrected would be repeated in the future, so that it made her nervous, and she trembled in front of her classmates. It made her feel uneasy to stand in front of the class again because she was ashamed when her mistake was rectified, and it made her lose confidence in speaking out in speaking class.

2. *The Students' Perceptions of Teacher's Corrective Feedback in Speaking Class*

For each participant who had taken a speaking class, the researcher found a variety of responses based on their experience. Based on the second research question, "How are the PBI students' perceptions towards teacher's corrective feedback in English speaking class? the overall response from students is good. (1) Oral corrective feedback is easier to understand rather than written corrective feedback (2) Corrective feedback is necessary and essential to improving English speaking ability (3) Corrective feedback is effective in English speaking class (4) corrective feedback gives students hope. Whereas one student's data indicates that

the effect on one student is harmful, in general, corrective feedback is beneficial, but the effect she experienced differs from that of other students.

a. Oral Corrective Feedback is Easier to Understand Rather than Written Corrective Feedback

Based on the researcher's interviews, all participants had the same saying that oral corrective feedback is easier to understand than written corrective feedback. This is because oral corrective feedback is easier to understand students when the teacher corrects their English speaking ability errors. P1 stated that oral corrective feedback is easier to understand because the teacher's provide more examples of error correction in their English speaking abilities. The teacher's always provide corrections using oral both in online and offline classes. Other P2, P4, and P6 students agreed that oral corrective feedback gave them a faster understanding of their English speaking abilities, and when they practiced English in front of the class, the lecturer immediately corrected their English speaking mistakes.

b. Teacher's Corrective Feedback is Necessary and Important to Improve English Speaking Ability

All participants said that the corrective feedback given by the teacher was necessary for improving their English speaking ability. P5 said that corrective feedback provides a challenge to do the best to improve his English speaking. Therefore, corrective feedback is essential. P6 and P7 added corrective feedback given by the teacher made them learn from previous mistakes so that it

helped them improve and improve their English speaking to be better in the future.

c. Teacher's Corrective Feedback Effective in English Speaking Class

Based on interviews conducted by the researcher, it was concluded that the corrective feedback given by the teacher's in the English speaking class was very effective for the English speaking ability of the students. P1 said that corrective feedback is very effective because it can provide a deep understanding of their English speaking mistakes. P7 also agreed that corrective feedback is effective. Students can learn from their mistakes so that their English speaking is much better than before. But P4 had a different opinion that it is not practical because sometimes the teacher does not correct all mistakes but only stops the students' mistakes which makes her embarrassed and tremble.

d. Teacher's Corrective Feedback Gives Students Hope

Based on the responses from the students, the participants had exact great expectations of the lecturers who provided corrective feedback in the English-speaking class. P6 stated that teacher's who provide corrective feedback do not only prioritize a few students but must be fair to all of them because sometimes lecturers only pay attention to specific students. P3 and P8 added that they hope that teacher's who provide corrective feedback in front of the class do not make them lose confidence themselves so that they are ashamed of their mistakes in their English speaking ability. Therefore, they hoped that the teacher's would convey it reasonably and appropriately when giving corrective feedback in front

of the class so that they remain confident in improving and improving their English speaking ability.

B. Discussion

The researcher discussed the research findings using related references in this section. To validate the research findings, the researcher tried to discuss the research by referring one theory to another theory related to the explanation of the problem formulation. The explanation is presented below:

1. *The effects of Teacher's Corrective Feedback to Students*

The first research question is about the effect obtained from corrective feedback provided by the teachers in the speaking class. The interview results found two different perceptions on the effect given by the teachers regarding corrective feedback.

First, students stated that teachers' corrective feedback has positive impact. On the other hand, the students said that teachers' corrective feedback has negative impact. Feedback can be either positive or negative. Positive feedback confirms that a learner's response to the activity is correct. Negative feedback indicates, in some way, that the learner's utterance lacks veracity or is linguistically deviant (Omidpour & Bavali, 2017).

Positive impact obtained from the teacher due to corrective feedback. Students agreed that corrective feedback brings many positive impacts, such as motivated students, correcting grammar, vocabulary, and pronunciation errors, increasing speaking grades, understanding, and confidence in fluent English. This result is similar to Chu (2011) believes that error correction is essential in

language classrooms because studies have shown that it can improve students' language skills. On the other hand, there is the opposite perception. Students stated that corrective feedback had a negative impact, such as overwhelming students, nervous and trembling. Teachers believed that giving students many feedback could undermine their self-confidence and motivation and cause anxiety and embarrassment (Fungula, 2013). Students considered that the corrective feedback made them more nervous about speaking in front and other friends. Students acknowledged that corrective feedback makes them embarrassed and afraid to make mistakes when speaking. According to Razavi and Nagizadeh (2014), some students lose their confidence in speaking or even learning a language due to some teachers' lack of knowledge in using correct feedback.

Based on the interview, the researcher concluded that the first research question showed two perspectives on the effect of corrective feedback; the first is the positive effect, and the second is the negative effect. The positive effect is that students are motivated, increase student grades, understand more about the structure of how to pronounce words, find new vocabulary, and increase their speaking ability. Tomczyk (2013) agreed that teacher feedback was a method of correcting students' errors. As a result, students will avoid making the error again, and corrective feedback should be provided in language classrooms to prevent students from making the same mistakes in the future. The negative is made students overwhelmed, nervous, and tremble. Salimi and Ahmadpour (2015) believed that the lack of any feedback makes learners lose motivation and

have no idea how to proceed in the field, and they may be failed to recognize their shortcomings in mastering the language.

2. *The Student's Perceptions of Teacher's Corrective Feedback in Speaking Class*

The second research question is the student's perception of the corrective feedback given by the teachers in the speaking class. Students consider corrective feedback better than written corrective feedback because it is easier to understand and practice. Students also stated that corrective feedback had a significant impact on improving students' speaking skills. Another opinion stated that corrective feedback gives hope to students in improving their speaking skills. This is because suggestions and comments from teachers aim to correct students' mistakes in the hope that students can improve them and become better in the future. According to a study conducted by Lister (2013), students want their mistakes corrected more than they want their teacher to ignore their mistakes.

Based on the interview, the researcher concluded that the second research question found that students' perspectives of corrective feedback were primarily positive. Students agreed that corrective feedback brings many benefits to increasing their ability in speaking, such as the comment by the teacher's giving them motivation and new hopes for them to improve. As Ellis (2009) supported, positive feedback on a learner's correct use of target language and performance is essential for motivating them to keep improving. However, the researcher found that one student perceived that the teacher's corrective feedback was not effective because the student felt that the corrective feedback given by the teacher is made the student confused, even though sometimes the student

did not understand what was being corrected. It is also made students feel nervous when given corrective feedback.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestion. In this part, the data analysis and discussion would be summarized, and the suggestion would be beneficial for the future researcher.

A. Conclusion

This study aims to determine the effect of corrective feedback and students' perceptions of the Department of English Language Education on corrective feedback in learning speaking. As mentioned in the previous chapter, the application of corrective feedback has both positive and negative impacts.

- a. Based on the first research question, the effect of corrective feedback were mostly positive. The positive impact given is based on four essential effects. Namely, motivated students, correct grammar, vocabulary, and pronunciation errors, increased speaking grades, understanding and confidence in fluent English. Corrective feedback has many positive impacts, and students feel motivated and more enthusiastic when teachers provide direction and guidance to improve their speaking skills and rest of them thought that, teacher's corrective feedback also has a negative impact. The application of teacher's corrective feedback make student nervous and afraid when speaking in English because she feel embarrassed when being corrected in front of her friends. Student find it difficult to accept direct correction, and some even become reluctant to speak for fear of making mistakes.

b. Based on the second research question, students' perceptions of corrective feedback were mostly positive. The application of corrective feedback was considered more effective than written corrective feedback. Students learned more when the teacher corrected them directly. Students believed the teacher's corrective criticism in speaking class was really helpful in enhancing their English speaking skills, therefore teacher feedback was extremely valuable.

B. Suggestion

This research is intended for English language teachers, especially those who teach English speaking or public speaking. This is to find out positive and negative in the using corrective feedback. Researcher suggests an English-speaking teacher or a public speaking teacher evaluate the way they convey the mistakes made by students in order to get better results. This means there is still a discrepancy between the teacher's correction and the student's feelings. So it is hoped that for teachers to pay attention to this or evaluate the way the teacher conveys corrections to students.

However, the researcher hopes there will be further research related to corrective feedback or similar research. It is hoped that future researchers may focus on listening, writing, or reading other kinds of skills because this is very important especially the effects that occurs from teacher's feedback on students.

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APPENDIX A APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIVIAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 17299/Un.08/FTK/KP.07.6/12/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIVIAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIVIAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-16250/Un.08/FTK/KP.07.6/10/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29-Apr-21
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-16250/Un.08/FTK/KP.07.6/10/2021** tanggal **26 Oktober 2021**
- KEDUA** : Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. EsL., Sebagai Pembimbing Pertama
M.TESOL, Ph.D
2. Drs. Amiruddin, M. Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Gandis Tri Suel
NIM : 170203155
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Student's Perceptions on The Effect of Teacher's Feedback In English Speaking Class
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 02 Desember 2021
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B
RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN*
KEGURUAN TO CONDUCT THE RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-17102/Un.08/FTK-I/TL.00/11/2021
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepada Yth, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN
Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan
bahwa:

Nama/NIM : **GANDIS TRI SUCI / 170203155**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Lr. Puskesmas no .16 Lamgugob Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan
bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka
penulisan Skripsi dengan judul *Student's Perceptions on The Effect of Teacher's
Feedback in English Speaking Class.*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami
mengucapkan terimakasih.

Banda Aceh, 29 November 2021
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 Desember
2021

Dr. M. Chalis, M.Ag.

APPENDIX C
CONFIRMATION LETTER FROM DEPARTMENT OF ENGLISH
LANGUAGE EDUCATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.flk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-575/Un.08/PBI/TL.00/12/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-17102/Un.08/FTK.I/TL.00/11/2021 tanggal 29 November 2021, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Gandis Tri Suci
NIM : 170203155
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Students' Perceptions on The Effect of Teacher's Feedback in English Speaking Class

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 13 Desember 2021
Ketua Prodi Pendidikan Bahasa Inggris,

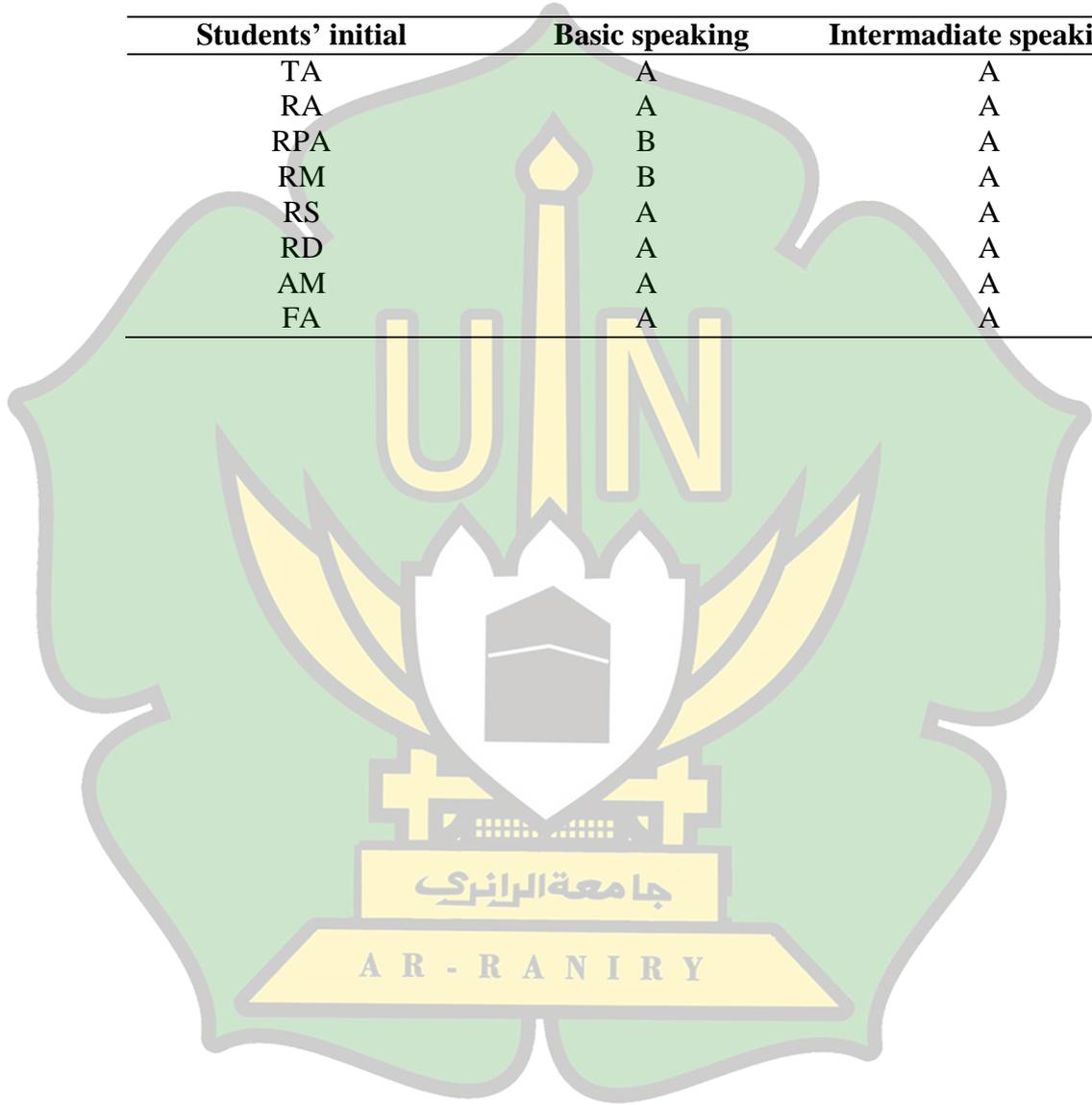

T. Zulfikar

جامعة الرانيري

AR - RANIRY

APPENDIX D
STUDENT'S SCORE IN BASIC SPEAKING AND INTERMEDIATE SPEAKING CLASS

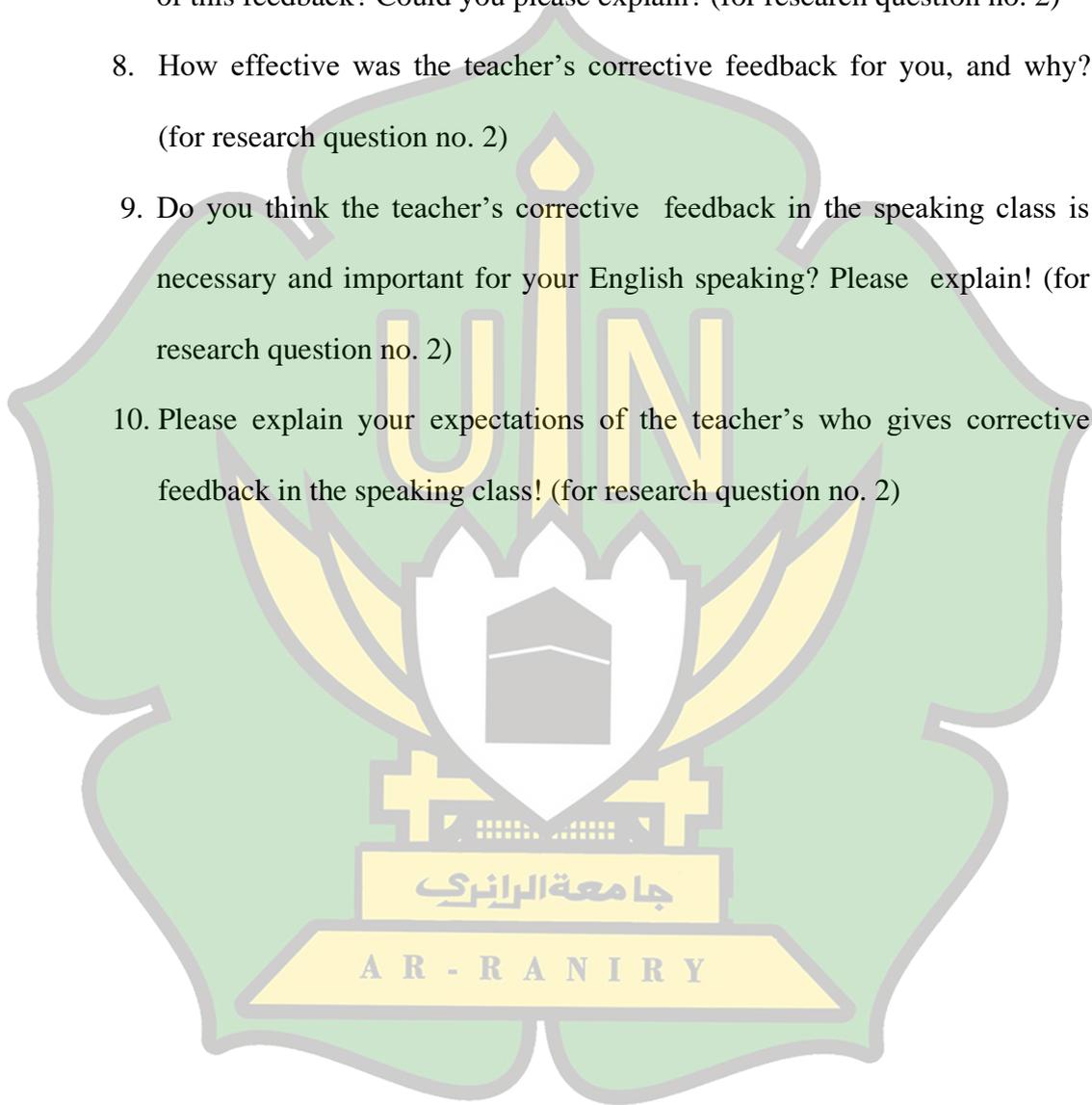
Students' initial	Basic speaking	Intermediate speaking
TA	A	A
RA	A	A
RPA	B	A
RM	B	A
RS	A	A
RD	A	A
AM	A	A
FA	A	A



APPENDIX E
INTERVIEW QUESTIONS

1. What effect does the teacher's corrective feedback have on your English speaking? Please explain (for research question no. 1)
2. Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have? (for research question no. 1)
3. Does the corrective feedback obtained from the lecturer increase the grades of your speaking class? Please Explain (for research question no. 1)
4. Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why? (for research question no. 1)
5. Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why? (for research question no. 1)
6. Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain? (for research question no. 2)

7. In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain? (for research question no. 2)
8. How effective was the teacher's corrective feedback for you, and why? (for research question no. 2)
9. Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain! (for research question no. 2)
10. Please explain your expectations of the teacher's who gives corrective feedback in the speaking class! (for research question no. 2)



APPENDIX F TRANSCRIPT OF INTERVIEW

Participant 1

Interviewee: TA

Date of Interview: 22 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain?

A: I personally think I can appreciate all the performances that I have done and can cooperate with all the corrections given by the lecturer so that in the future my speaking skills will be better. The effect from teacher's corrective feedback motivates me to improve my speaking ability.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: I personally think that the teacher's corrective feedback is positive. As I said earlier, The corrective feedback given by the teacher actually motivates me to understand better to improve my English speaking skills so that my English speaking is much better than before so that it inspires me to learn.

Q: Does the corrective feedback obtained from the lecturer increase the grades of your speaking class?

A: Yes, I think it really improves my speaking grades because I can work together on everything that is given corrective feedback by the teacher. The teacher's corrective feedback has an effect on the grades in my speaking class.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: So the problem with too much corrective feedback that is given is overwhelming or not, in my personal opinion, it depends on each student's personality. It could be that each personality is overwhelmed if there is too much feedback and it can be motivated and I am personally motivated by that.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: Of course, I am motivated to improve my English speaking. Because I am a person who doubts and is not too confident when performing English practice in front of the class and with the corrective feedback given by the lecturer, of course, it makes me motivated to be more challenged to improve my speaking skills because the teacher cares about the mistakes I made.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain?

A: I often got oral corrective feedback either online or offline class. MY personality oral is more understandable because when the teacher explain they give a lot of correct example and I understand it orally.

Q: In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain?

A: The challenge I got is how do I capture what the teacher convey and the next challenge is the lack of time to be able to ask the question or interact more with the teacher.

Q: How effective was the teacher's corrective feedback for you, and why?

A: In my opinion it is very effective in providing deep understanding and correcting mistakes in speaking so as to prevent making the same mistakes in the future.

Q: Do you think the teacher' corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: In my opinion, Teacher corrective feedback is very necessary and very important because I think as a student personally, if I did not get

corrective feedback by the teacher i would not know my mistakes and my english speaking would be bad.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: My hope is that lecturers never get tired of giving corrective feedback to each of their students but in a good and appropriate way so as not to make students down when receiving corrective feedback from the lecturer.



Participant 2

Interviewee: RA

Date of Interview: 22 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain ?

A: Yes, I think the corrective feedback given by the lecturer is very influential on me. Like the lecturer correcting our mistakes in the pronunciation, grammar, and so on section, so we understand better and remember where the mistakes we made, of course, students will not repeat the same mistakes in the future. So the teacher corrective feedback given by the lecturer is useful for me personally.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: Yes, of course Teacher corrective feedback that I got from the lecturer was very positive because it made me understand more about the mistakes I made. And also I feel very happy if I am given corrective feedback by the lecturer because I feel very cared for when I am practicing English and Of course it makes my speaking ability better.

Q: Does the corrective feedback obtained from the teacher increase the grades of your speaking class?

A: Yes, of course it made my speaking grades increase, it was all thanks to the Teacher corrective feedback given by the lecturer so that my speaking ability became better in the future.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: Many corrective feedback given by the lecturer makes me overwhelmed or not, it depends on each individual student. But in my personal opinion it

is absolutely not, because the corrective feedback given by the lecturer makes me evaluate the mistakes I made so if the lecturer gives too many corrections for every mistake that is made I think it is better because students can learn more, understand, we are more progress in the future. So I really disagree if students say that too much corrective feedback makes students overwhelmed, in fact this makes students understand more and understand every mistake.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: Yes, I think it's very motivating to improve and improve my English speaking ability. I can improve my grammar, vocabulary, pronunciation errors and other things related to speaking. For example, if I want to be a translator, guide or other things when I speak up when starting communication I think it really motivates me when the teacher gives too much corrective feedback it really helps me to be better as I want in the future as goals so this really motivates me.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class and which is easier to understand and please explain?

A: I often got oral corrective feedback when I speak in front of my friends for english presentation skill subject and more really understand is oral. i think when the teacher give oral corrective feedback it is more understandable to increasing my english speaking ability like pronounce, grammar and so on.

Q:In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain?

A: The difficult challenge I often got is sometimes stuck in speaking and the teacher told me that i should more prepare before speaking class. So i really must prepare well dan capture about teacher feedback.

Q: How effective was the teacher's corrective feedback for you, and why?

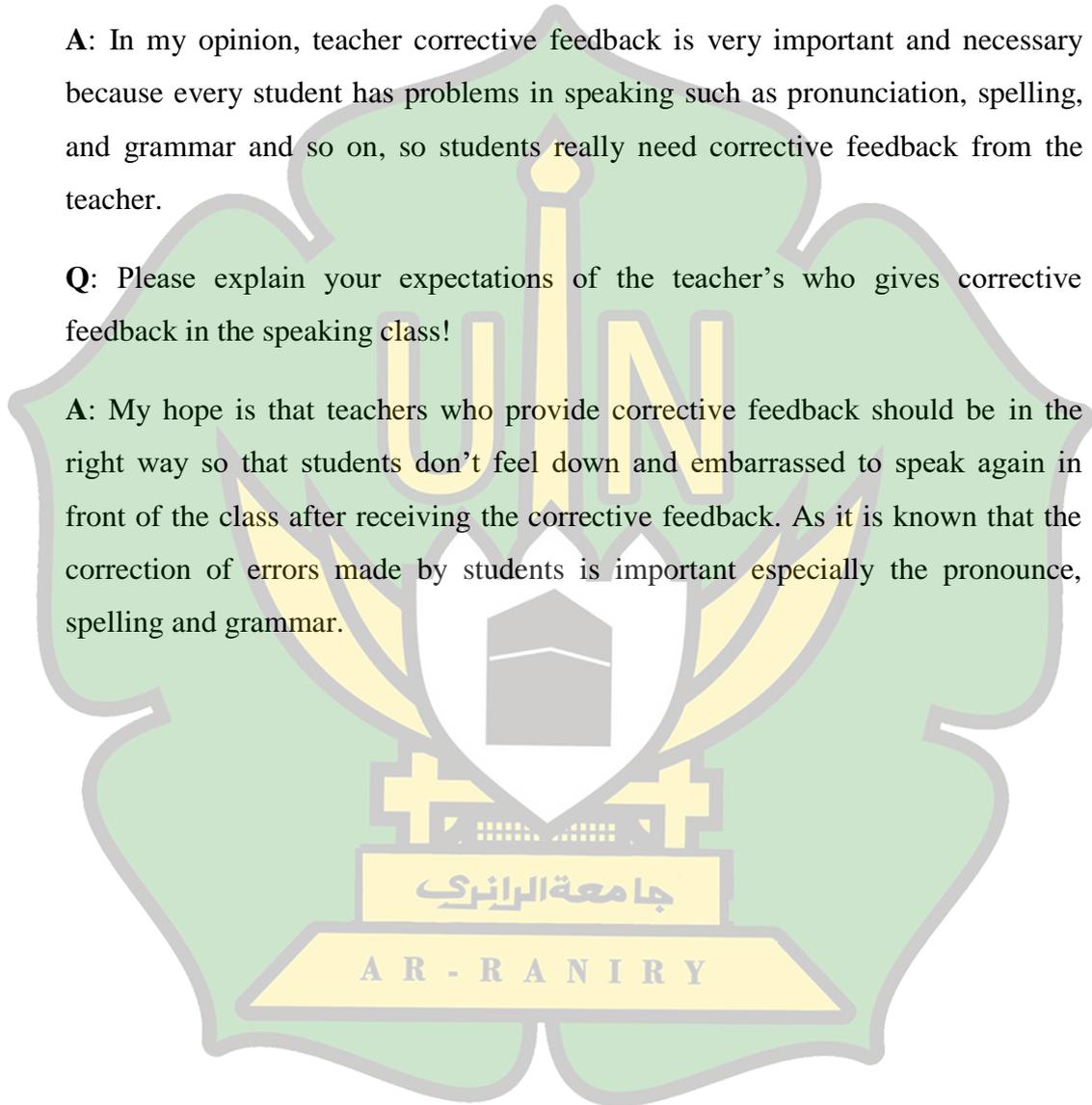
A: It is very effective to make me aware of grammar, structure, pronounce and so on because i can correct my mistakes in speaking class so that it doesn't happen again in the future.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: In my opinion, teacher corrective feedback is very important and necessary because every student has problems in speaking such as pronunciation, spelling, and grammar and so on, so students really need corrective feedback from the teacher.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: My hope is that teachers who provide corrective feedback should be in the right way so that students don't feel down and embarrassed to speak again in front of the class after receiving the corrective feedback. As it is known that the correction of errors made by students is important especially the pronounce, spelling and grammar.



Participant 3

Interviewee: RPA

Date of Interview: 23 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain !

A: In my opinion, the teacher corrective feedback given by the lecturer really had a big effect on my speaking ability. For example, like in semester 1 I was not very good at pronunciation and when the lecturer asked me to come forward the class the lecturer really helped me in correcting my English speaking ability like correcting pronunciation and others so that I can become better at English speaking in the future.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: In my opinion, the teacher corrective feedback given by the lecturer is a positive thing, because everything that is corrected by the lecturer, be it pronunciation, grammar, vocabulary and so on, will definitely make students' English speaking abilities much better.

Q: Does the corrective feedback obtained from the teacher increasing the grades of your speaking class? Please Explain!

A: I think the corrective feedback given by the lecturer made me improve my speaking grade even more. Like my previous experience in semester 1 I was not very good at communicating using English speaking and in the next semester I was more courageous and more confident in speaking English speaking in class even though The lecturer corrected my speaking ability a lot but it really helped me in improving my English speaking so that it improved my speaking grades.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: I think it depends on each individual person, but in my opinion it actually makes me more challenged to the corrective feedback given by the teacher so that it awakens me to keep moving to learn to improve my English speaking ability.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: I think that corrective feedback really motivates me to keep learning to improve and improve my English speaking skills, such as how to pronounce the words, spell the words and other things, so it really helps me in correcting the correcting errors in my English speaking ability and lecturers who correct my skills. English speaking made me improve and develop my English speaking skills much better.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain?

A: I frequently receive oral corrective feedback in speaking class, I think teacher corrective feedback by orally make me understand how to pronounce the words and i more understand about my mistakes in english speaking.

Q: In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain!

A: The challenge that I got is to receive input from the teacher so I have to pay more attention to my mistakes so they don't happen again in the future so that my English speaking skills will also improve better.

Q: How effective was the teacher's corrective feedback for you, and why?

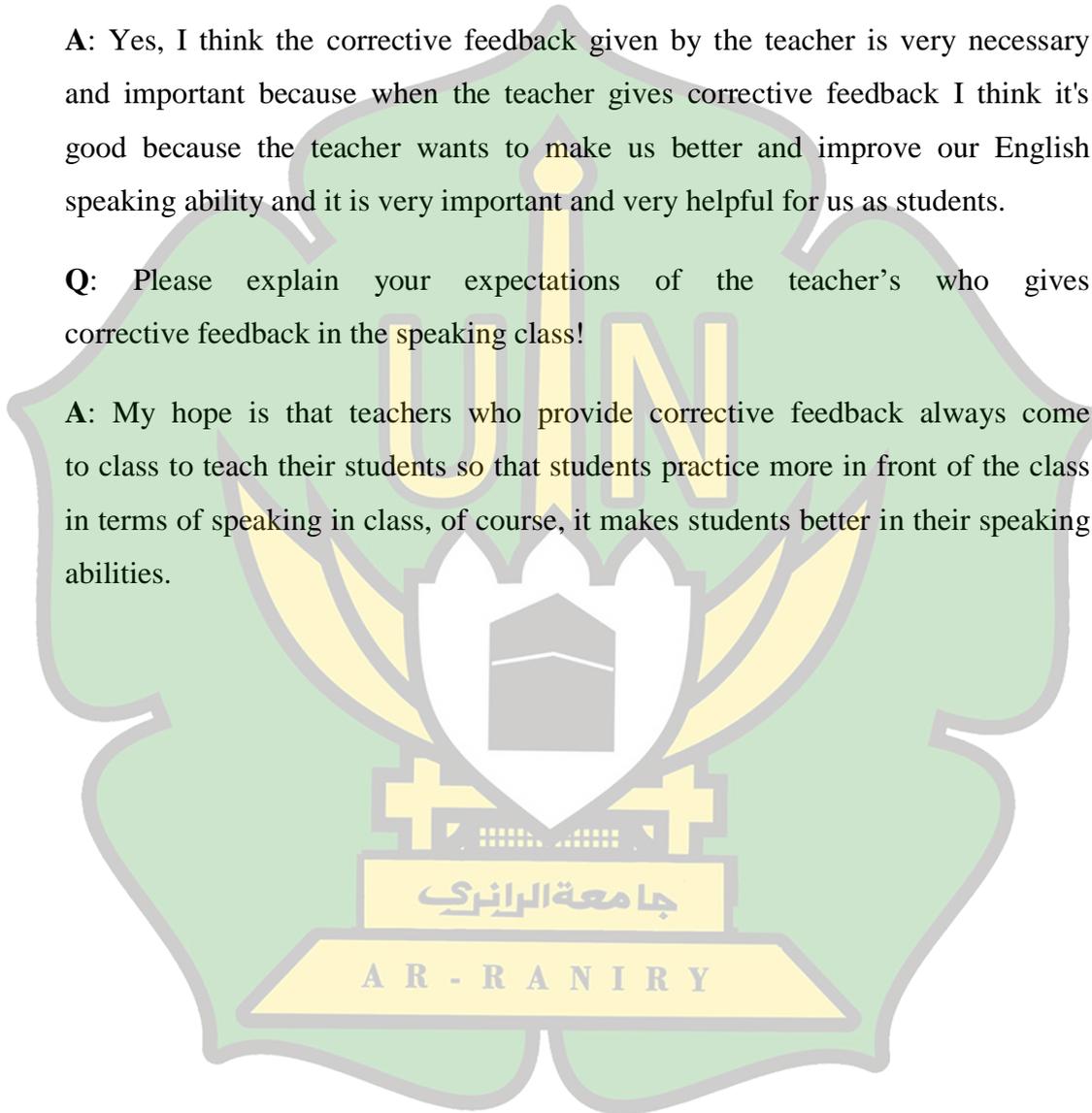
A: Teacher corrective feedback is one of the effective ways when the teacher helps me to improve my speaking skills by corrective feedback we know how to pronounce the words for good pronunciation in speaking class.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: Yes, I think the corrective feedback given by the teacher is very necessary and important because when the teacher gives corrective feedback I think it's good because the teacher wants to make us better and improve our English speaking ability and it is very important and very helpful for us as students.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: My hope is that teachers who provide corrective feedback always come to class to teach their students so that students practice more in front of the class in terms of speaking in class, of course, it makes students better in their speaking abilities.



Participant: 4

Interviewee: RD

Date of Interview: 23 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain!

A: Actually, the corrective feedback given by the teacher has a very good effect on students' English skills, such as in pronunciation, grammar and so on, the lecturer gives correct corrections to their English speaking ability, however, for me, the corrective feedback given by the teacher does not really understand so that it makes me overwhelmed to understand it.

Q : Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: Personally, I think it is negative that it depends on the teacher who gives corrective feedback, so the teacher who gives corrective feedback has to think about how the students feel so that their students don't get down when they are given corrective feedback.

Q: Does the corrective feedback obtained from the teacher increase the grades of your speaking class? Please Explain!

A: In my opinion, the grades in the speaking class depend on the teacher who gives the grades to each student. However, I personally want to improve my speaking grades because I study myself by trying hard and looking for sources from the internet so that the grades on my portal do not increase completely, not because of the corrective feedback given by the lecturer but because of my efforts in other things.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: Sometimes yes, too much corrective feedback sometimes makes students feel a little overwhelmed and tired because too many corrections given by the lecturer sometimes make me personally lose the idea of what to convey next so I feel uncomfortable if too many corrections are given even though it is actually good for improving English speaking skills.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: I think that the corrective feedback given by the lecturer can motivate me if the lecturer gives corrective feedback in the right times without making the students depressed, even though the corrective feedback from the lecturer actually makes the students better in terms of speaking ability.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain!

A: Oral corrective feedback is easier than written corrective feedback in speaking. When the lecture give feedback in speaking so the lecture and students is like communication, I think written corrective feedback is more efective in writing not in speaking.

Q: In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain?

A: when teacher gave feedback i lacked confidence and tremble when my mistakes were corrected by the teacher in front of friends in the class and me do not want to active in the class because it can make feel nervous and tremble.

Q: How effective was the teacher's corrective feedback for you, and why?

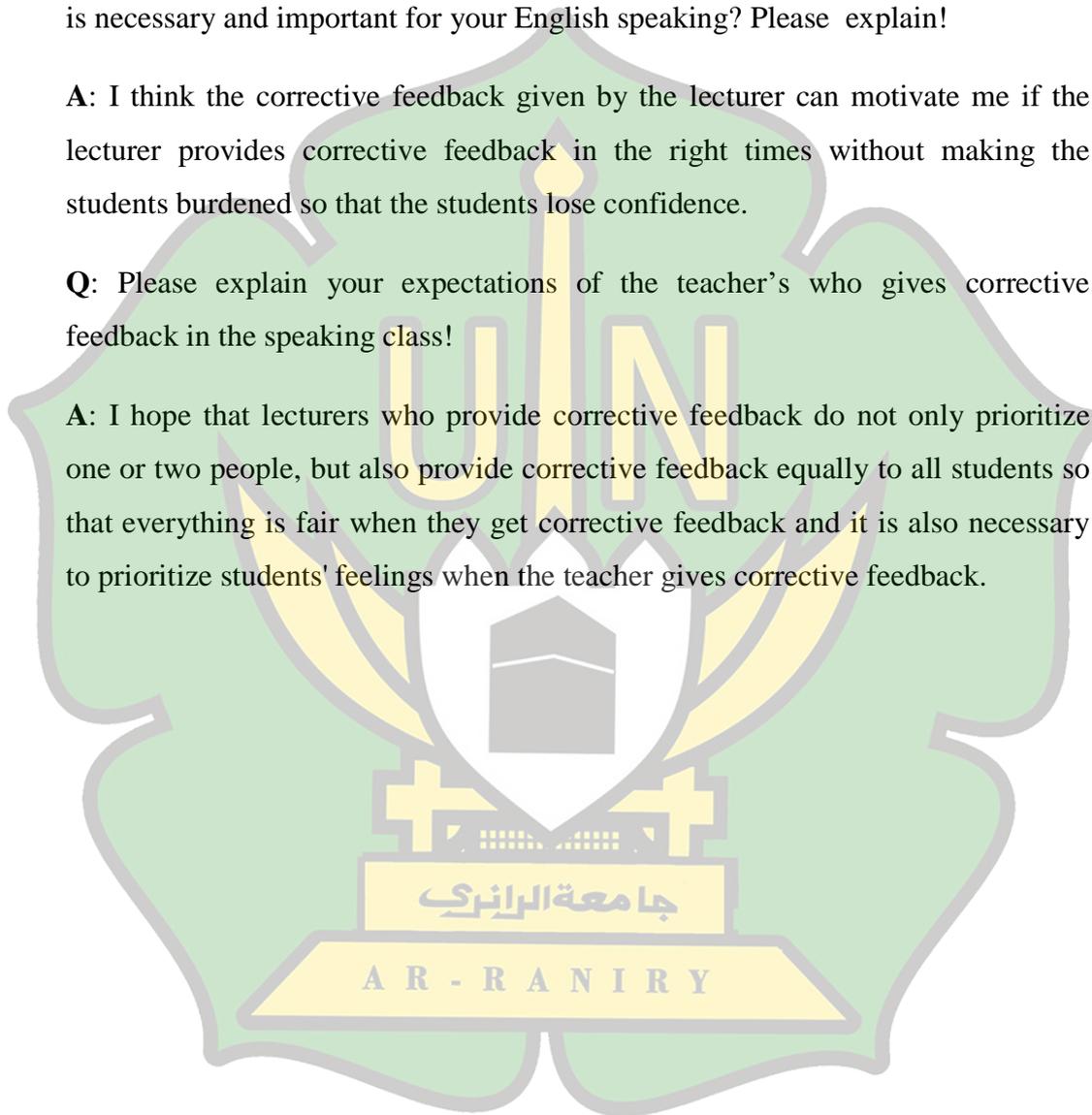
A: In my opinion it is not effective because not all students have errors and if they have errors, the lecturer only focuses on correcting the wrong part and also teacher corrective feedback given by the teacher is confusing to understand so that it makes me nervous when given corrective feedback.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: I think the corrective feedback given by the lecturer can motivate me if the lecturer provides corrective feedback in the right times without making the students burdened so that the students lose confidence.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: I hope that lecturers who provide corrective feedback do not only prioritize one or two people, but also provide corrective feedback equally to all students so that everything is fair when they get corrective feedback and it is also necessary to prioritize students' feelings when the teacher gives corrective feedback.



Participant: 5

Interviewee: RS

Date of Interview: 23 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain!

A: Alhamdulillah, the corrective feedback given by the lecturer had a very good effect on improving my English skills so that my English became better than before.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: In my opinion, the corrective feedback given by the lecturer was a positive effect, the lecturer who gave me corrective feedback was also very kind and friendly so I was very happy to be given corrective feedback by the lecturer. My lecturer never judged my shortcomings when I made a mistake.

Q: Does the corrective feedback obtained from the lecturer increase the grades of your speaking class? Please Explain

A: Alhamdulillah, according to the experience in the speaking class, I got grades that increased in the speaking class because the corrective feedback I got from the teacher really helped me in improving my English speaking.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: I don't think so because in my opinion it is much better because it is for the good of the students themselves so that students' speaking abilities are better than before.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: Personally, I think it really motivates me to improve correcting errors in English speaking, such as being able to improve vocabulary, pronunciation, grammar and so on when given corrective feedback. So for those who are not motivated, they have to be serious about learning English because to become good speakers we are required to practice. to correct correcting errors that is why the corrective feedback given by the lecturer is very motivating to further improve and improve speaking abilities.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain?

A: I frequently receive oral corrective feedback in speaking class. It was more understandable for example the lecturer give feedback of pronunciation in speaking skill.

Q: In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain?

A: The challenge i got when teacher given corrective feedback i must be captured well in order to improve in the speaking class.

Q: How effective was the teacher's corrective feedback for you, and why?

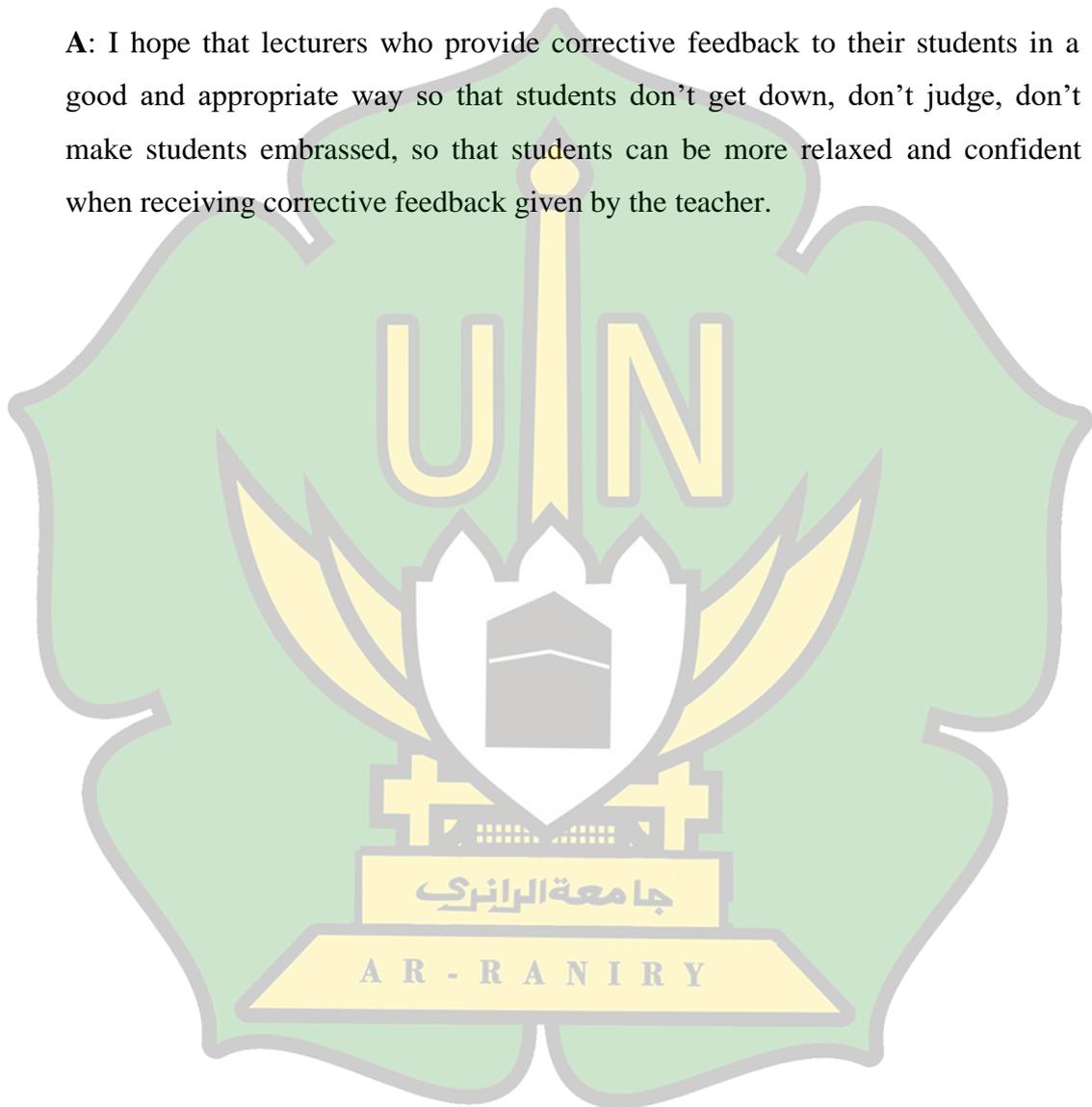
A: In my opinion, corrective feedback is effective, however, it also depends on how we receive it, although sometimes it's embarrassing when the lecturer gives corrective feedback in front of the class, depending on how we react to it and whether we want to cooperate with the corrective feedback given.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: Yes, I think the corrective feedback given by the lecturer is very important and necessary because it can improve my speaking ability and I can learn from the mistakes that I have to correct.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: I hope that lecturers who provide corrective feedback to their students in a good and appropriate way so that students don't get down, don't judge, don't make students embarrassed, so that students can be more relaxed and confident when receiving corrective feedback given by the teacher.



Participant 6

Interviewee: FM

Date of interview: 24 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain!

A: I think the effect that I got from the lecturer made me feel more confident in speaking English fluently and I didn't tremble like before, so it really had an effect on students who wanted to have good speaking skills.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: I think the corrective feedback is sometimes positive and negative. The positive thing is when the lecturer gives corrective feedback to the student's mistakes, it increases the students' ability to speak English, they are more confident and can speak better. but sometimes it has a negative impact when the lecturer gives feedback to students, the lecturer even stops students when speaking so that they do not give students another chance to speak next time so that students are ashamed of the comments given in front of the class.

Q: Does the corrective feedback obtained from the lecturer increase the grades of your speaking class? Please Explain!

A: Based on the grades i got after i took the speaking class it actually increased my speaking grade because the corrective feedback given by the lecturer was good.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: sometimes the corrective feedback given by teacher if too much also overwhelms the students. We are aware that as students we are still learning but if the corrective feedback given is too much it will also overwhelm the students

because the students cannot correct the error quickly in one time. According to I'm a lecturer who can provide feedback one by one so that students can correct these mistakes well at one time for me personally makes me to evaluate more in improving my speaking ability.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: I think the corrective feedback given by the teacher makes students motivated to improve their speaking because it makes students challenged to these mistakes so as to improve their speaking skills.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain?

A: I often got oral corrective feedback either online or offline class. my personality oral is more understandable because when the lecturer explain they give alot of correct example.

Q: In the classroom, the teacher's provides corrective feedback in English speaking, what is the most difficult challenge you face as a result of this feedback? Could you explain?

A: The difficult challenge I often got is sometimes stuck in speaking so that I have to be correct in capturing what the lecturer gives so that I should be more prepared.

Q: How effective was the teacher's corrective feedback for you, and why?

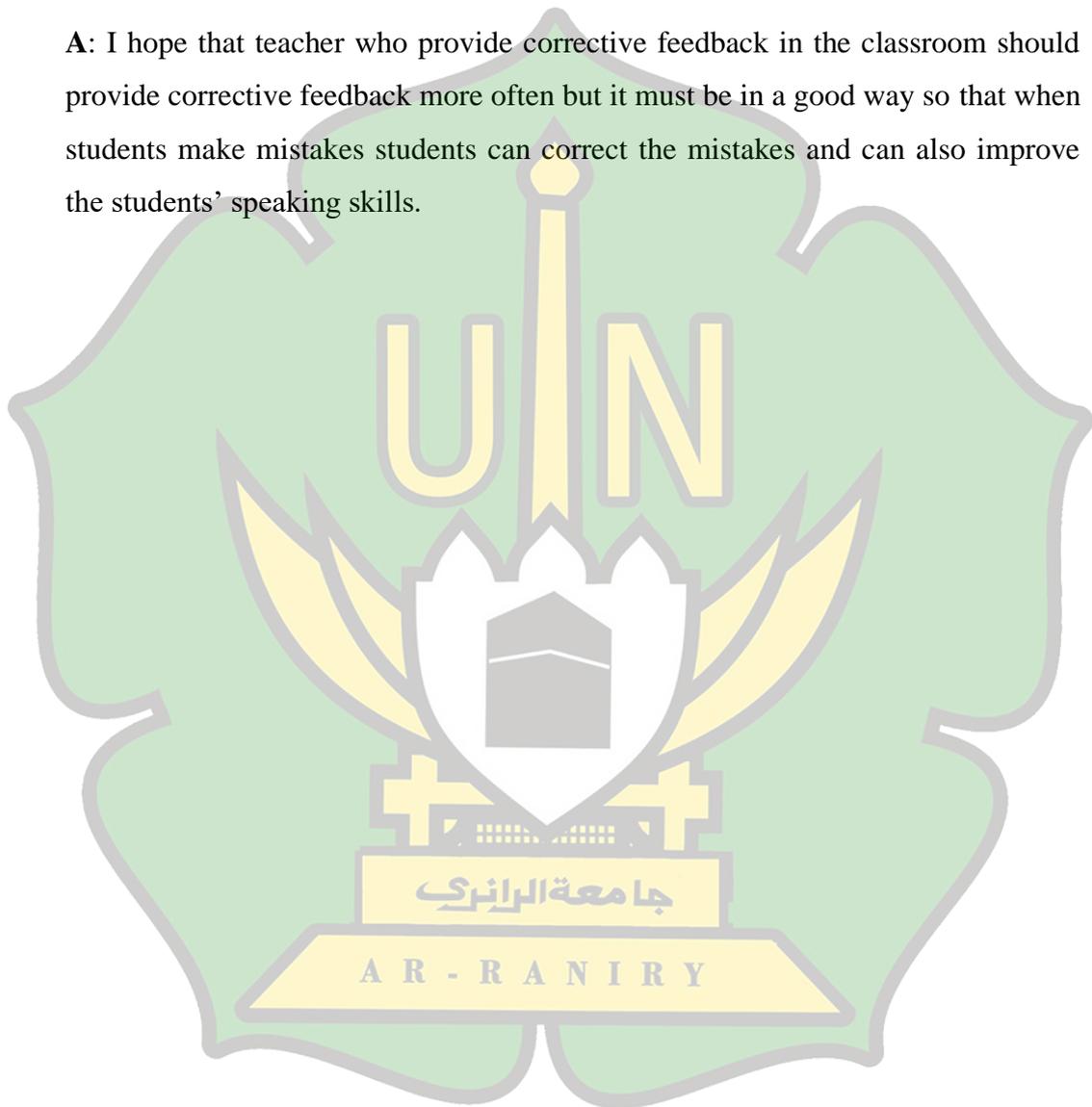
A: teacher feedback is very effective because the teacher when giving feedback also uses new words so that it can increase vocabulary when speaking in front of the class.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: Yes, I think it is very necessary and important because it actually raises my confidence, my speaking skills, and choosing the right words when speaking in front of the class.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: I hope that teacher who provide corrective feedback in the classroom should provide corrective feedback more often but it must be in a good way so that when students make mistakes students can correct the mistakes and can also improve the students' speaking skills.



Participant 7

Interviewee: AM

Date of interview: 24 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain!

A: In my opinion, the corrective feedback given by the lecturer gives a good effect so that I can improve my speaking ability and not repeat the same mistakes again so that my speaking ability becomes better and improves.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: In my opinion, 100 percent positive corrective feedback given by the lecturer is very useful and really helps to increase confidence in speaking English. especially if the lecturer is very attentive to mistakes in grammar, pronunciation and so on, so we are more confident to improve and improve our English speaking ability.

Q: Does the corrective feedback obtained from the teacher increasing the grades of your speaking class? Please Explain!

A: Yes, I think it really improves my English speaking grades because the corrective feedback given by the lecturer is very helpful and we become more aware and correct mistakes in speaking ability when speaking in front of the class. **Q:** Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: I don't think so, but sometimes most of the corrective feedback makes students feel a little overwhelmed. However, if the lecturer provides corrective feedback step by step students are easier to understand than being given corrective feedback at the same time and it also doesn't damage their confidence when practicing in front of the class.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: Yes, of course every corrective feedback given by the lecturer is very helpful and motivates me to improve my English speaking because everyone who is given corrective feedback feels happy and will try to do their best so as not to repeat the same mistakes so that their English speaking is much improved.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain!

A: I frequently got oral corrective feedback I think oral is more understandable as a students in the class.

Q: In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain!

A: The difficult challenge I often get is I must be able to quickly understand the corrective feedback given by the teacher so that it helps me understand what the teacher is saying.

Q: How effective was the teacher's corrective feedback for you, and why?

A: I think this is really effective because honestly when I was given corrective feedback by my teacher, I became better in the future. So I can learn from the mistakes I made, that's why corrective is very effective.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: I think yes. Corrective feedback given by the lecturer is of course very necessary and important for us as learners to improve and improve our ability to speak English for the better in the future.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: I hope that lecturers who provide corrective feedback will not only prioritize one or two people but equally so that everything is fair when getting corrective feedback because I very often feel that lecturers only give corrective feedback to certain people, not all, therefore I hope that lecturers generally provide corrective feedback.



Participant 8

Interviewee: FA

Date of interview: 24 October 2021

Q: What effect does the teacher's corrective feedback have on your English speaking? Please explain!

A: Personally, in my opinion, the effect I feel is that I can correct the structure, pronunciation, fluently and so on errors so that it increases and is much better and also increases my self-confidence, of course. Because I don't want to make the same mistake, so every corrective feedback is given by the teacher to me really helped me in the future.

Q: Do you believe the teacher's corrective feedback on your English speaking was positive or negative, and if yes, why? If not, what solution do you have?

A: I always believe that the corrective feedback given by the lecturer is always positive because we know that as students we are still in the learning process so we still need the corrective feedback given by the teacher and teachers feedback provide motivation to correct mistakes better in the future.

Q: Does the corrective feedback obtained from the teacher increase the grades of your speaking class? Please Explain!

A: I personally think that the corrective feedback given by the teacher certainly improve my speaking grades Because with this corrective feedback, I can learn from these mistakes and try my best not to make the same mistakes so I can minimize mistakes in my English speaking.

Q: Can too much corrective feedback from the teacher's overwhelm you during the learning process in class, and if so, why?

A: I think too much corrective feedback doesn't overwhelm students because it makes me better at the mistakes made and encourages me to learn.

Q: Can corrective feedback from teacher's motivate you to continue correcting errors in English speaking, and if so, why?

A: yes, I think it really motivates me to correct mistakes in my English speaking. when I make mistakes I can learn and remember mistakes for the corrective feedback given. I think I am more motivated to be better at improving my English speaking skills.

Q: Feedback is classified into two types: oral corrective feedback and written corrective feedback. Which of the two types do you frequently receive in speaking class, and which is easier to understand and please explain?

A: I often receive oral corrective feedback in the classroom is like the teacher correct my mistake orally. I think also it is easier understand when the teacher correct my mistake i can directly know my mistakes and my friend in the classroom also know it and we can learn together from that mistakes.

Q: In the classroom, the teacher's provides corrective feedback on your English speaking; what is the most difficult challenge you face as a result of this feedback? Could you please explain?

A: The challenge when i got corrective feedback is how to improve my speaking and practice frequently setalah teacher memberikan feedback.

Q: How effective was the teacher's corrective feedback for you, and why?

A: In my opinion it is very effective and very helpful for improving speaking skill because the feedback make me motivated to do better in my speaking skill.

Q: Do you think the teacher's corrective feedback in the speaking class is necessary and important for your English speaking? Please explain!

A: I think it's very important and necessary, so if the teacher doesn't give corrective feedback at all, of course we don't know where the mistakes were made, And in the future, if we practice English speaking again in front of the class, of course we will be better than before.

Q: Please explain your expectations of the teacher's who gives corrective feedback in the speaking class!

A: I hope that teacher who provide corrective feedback must provide corrective feedback in a good way without making students feel confident when receiving the corrective feedback. And I hope that I can receive as much corrective feedback as possible from the teacher because that way I can learn from those mistakes.



APPENDIX G Autobiography

Name : Gandis Tri Suci
Student Number : 170203155
Place/Date of Birth : Meulaboh / 10 April 2000
Gender : Female
Religion : Islam
Status : Single
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Aceh Barat
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Parents

Name of Father : Yennuar
Name of Mother : Fatmawati
Father's Occupation : Wiraswasta
Mother's Occupation : Housewife
Address : Jl. Geurutee Lr. Listrik, Kec. Johan Pahlawan Kab.
Aceh Barat

Education

Elementary : SDN 15 Meulaboh (2005-2011)
Junior High School : MTSs Harapan Bangsa (2011-2014)
Senior High School : Man 1 Meulaboh (2014-2017)
University : Uin Ar-Raniry Banda Aceh (2017-2021)