CHAPTER I

INTRODUCTION

A. Background of the Study

In today's interconnected world, English has become a widely spoken language and a key channel for global communication. Its importance is undeniable, especially in enabling individuals to share ideas and foster collaboration. Speaking, allows individuals to communicate messages directly and facilitate immediate interaction.[1] Proficient speaking skills are essential for meaningful discourse and collaboration within educational environments. Similarly, Effective communication in academic contexts within English as a foreign language (EFL) relies heavily on speaking proficiency, as it facilitates the exchange of knowledge and information among learners.[2]

However, speaking in English as a foreign language is a complex process that involves mastering various linguistic aspects. Spelling, pronunciation, vocabulary, word formation, grammar, sentence structure, and semantics are crucial for successful communication.[3] Supporting this, several scholars argue that sub-skills such as vocabulary development, proper sentence structure, and accurate

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[1] Al-Roud, A. (2016). Problems of English Speaking Skill that University Students Encounter from Their Perspectives. *British Journal of Education, Society & Behavioural Science*, *18*(3), 1–9. https://doi.org/10.9734/bjesbs/2016/28404

[2] Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Asian Journal of English Language and Pedagogy*, 7(1). www.acielj.com

[3] Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.

pronunciation are fundamental to effective speaking.[4] These components collectively contribute to a learner's ability to articulate their ideas fluently. Therefore, students must invest time and effort in honing these skills to enhance their speaking proficiency. However, for Indonesian EFL learners, developing these essential speaking skills presents significant challenges across multiple dimensions, including linguistic, psychological, and contextual factors

Indonesian EFL learners face significant challenges in developing essential speaking skills across multiple dimensions, including linguistic, psychological, and contextual factors. From a linguistic perspective, students consistently struggle with three primary areas: grammar, vocabulary acquisition, and pronunciation.[5] Grammatical challenges are particularly prevalent, frequent errors in prepositions, articles, preposition, tenses.[6] Indonesian learners struggle to distinguish between various tense markers due to fundamental differences between Indonesian and

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[4] Ma, R., Henrichsen, L. E., Cox, T. L., & Tanner, M. W. (2018). Pronunciation's role in English speaking-proficiency ratings. *Journal of Second Language Pronunciation*, *4*(1), 73–102. https://doi.org/10.1075/jslp.00004.ma

[5] Anggrisia, N. F., & Robah, A. (2023). Exploring challenges and strategies in English speaking among Indonesian university students: A case study of AKM university. *Englisia: Journal of Language, Education, and Humanities*, *11*(1). https://doi.org/10.22373/ej.v11i1.19156

Raskova Octaberlina, L. (2022). INTERLANGUAGE ANALYSIS OF INDONESIAN YOUNG LEARNER'S ENGLISH ACQUISITION. *PANYONARA: Journal of English Education*, *4*(2). https://doi.org/10.19105/panyonara.v4i2.6954

Rusdin, R., & Purwati, D. (2023). Speaking Up: A Comprehensive Investigation of EFL Secondary Students' Speaking Skill Problems in Indonesia's Islamic School Context. *Elsya: Journal of English Language Studies*, 5(2), 236–249

[6] Hidayat, D. N., Fitriyani, N., Alek, A., Septiawan, Y., & Eviyuliawati, I. (2020). An Investigation into The Grammatical Errors of Students' Writing. *EDUVELOP*, *4*(1), 9–16. https://doi.org/10.31605/eduvelop.v4i1.806

English grammatical systems.[7] Vocabulary development presents another significant obstacle, as students struggle with both retention and contextual word selection. Students often fail to retain newly learned vocabulary, limiting their capacity for clear expression.[8] Furthermore, pronunciation difficulties significantly impact speaking skill development, also mispronunciation contributes to low spoken English proficiency.[9] These errors largely result from phonological differences between Indonesian and English, where first language interference causes learners to strugle with adapting to unfamiliar English sounds and stress patterns.[10]

The linguistic challenges commonly faced by Indonesian learners are evident among eighth graders at SMPN 3 Kalidawir. Based on the observations conducted by the researcher on March 28, 2024, the researcher identified several speaking challenges faced by students in speaking activities. In classroom speaking activities, students struggle to express thoughts and ideas orally. They frequently experience mispronunciation and find it difficult to choose appropriate vocabulary. Many students had difficulty pronouncing even basic English words accurately. For

[7] Nurhayati, D. A. W., Djatmika, D., Santosa, R., & Wiratno, T. (2016). Indonesian influence in developing speaking skill in learning English: EFL learners' impediments. *Prasasti: Conference Series*, 207–211.

[8] Farjami, F., & Aidinlou, N. (2013). Analysis of the Impediments to English Vocabulary Learning and Teaching. *International Journal of Language and Linguistics*, *1*(1), 1. https://doi.org/10.11648/j.ijll.s.20130101.11

[9] Widhiastuti, D. A., Arvianti, I., & Heriyanto, E. (2022). The improvement of mispronunciation encountered by most young English learners. *Jurnal CULTURE (Culture, Language, and Literature Review)*, 9(1), 94–118.

[10] Ikhwanur, A., Khabibah, I., & Saputra, V. W. (2022). Errors in English pronunciation made by students of Esa Unggul University. *Proceedings of the SNIP International Conference*, 1(1), 340–344.

example, everyday words like "time," "same," "table" were often mispronounced, causing confusion. These challenges may stem from factors like mother tongue interference, insufficient practice, and minimal exposure to English in daily contexts.[11] In classroom observations, these challenges are particularly noticeable during speaking activities where students often resort to silence, use Indonesian instead of English, or provide minimal responses due to their linguistic limitations. These persistent difficulties are further compounded by the lack of corrective support in the classroom setting.

Additionally, students often do not receive enough guidance or correction when they make mistakes while speaking. This lack of feedback slows down their language learning progress, as explained by Noticing Hypothesis. According to this theory, language learners need to 'notice' or 'pay attention to' specific language features to truly learn them.[12] Think of it this way: students need to know they've made a mistake before they can fix it. They need to see the difference between how they currently speak and the correct way in the target language. Schmidt explains that this process of 'noticing' is crucial in the language learning journey. In the context of this study, the theory points to something simple yet important: without teachers or peers pointing out errors through clear feedback, students won't 'notice'

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[11] Benjamin F.C. Nwokedi. (2023). Effects of Mother Tongue Interference in the Learning of English Intonation. *International Journal of Sustainable Applied Sciences*, *1*(5), 673–684. https://doi.org/10.59890/ijsas.v1i5.736
Praistiana, P. J., & Budiharto, R. A.. (2020). Difficulties faced by middle school students in English pronunciation. *The Ellite of Unira*, 3(2), 13–21.
[12] Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, *11*(2), 129–158. https://doi.org/10.1093/applin/11.2.129

the gaps in their language abilities. When students remain unaware of their mistakes, the language learning process becomes slower and less effective, like walking in the dark without a map or direction.

When this timely intervention is absent, learners often fail to recognize their mistakes and understand how to correct them, making feedback crucial to the language acquisition process. Feedback is essential to learning because without it, errors remain uncorrected and progress becomes slow or non-existent.[13] Proper feedback helps students identify their errors and promotes learning through self-discovery, leading to better recall and retention.[14] The consequences of insufficient feedback can be severe, as errors may become fossilized, permanently ingraining incorrect usage into students' minds and creating significant barriers to improving their linguistic competence. This fossilization, often causes long-term difficulties in achieving fluency and accuracy, further hindering progress in speaking English effectively.[15] These interconnected challenges underscore the need for systematic strategies to address students' speaking difficulties and create opportunities for continuous improvement in their language skills.

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[13] Schartel, S. A. (2012). Giving feedback - An integral part of education. *Best Practice and Research: Clinical Anaesthesiology* (Vol. 26, Issue 1, pp. 77–87). Bailliere Tindall Ltd. https://doi.org/10.1016/j.bpa.2012.02.003

[14] Obilor, E. I. (2019). Feedback and Students' Learning. *Article in International Journal of Innovative Research in Education*. www.seahipaj.org

[15] Geng, Z., & Jin, Z. (2024). A Review of Interlanguage Fossilization in English Learning. In *Journal of Education, Humanities and Social Sciences IMPES* (Vol. 2023).

Xinguang, S. (2015). A Study of Fossilization in Chinese College Students' English Learning. *Advances in Social Sciences Research Journal*, *2*(1). https://doi.org/10.14738/assrj.21.678

To address these challenges, corrective feedback has been identified as an effective pedagogical strategy for improving speaking skills. Corrective feedback as teachers' responses to learners' errors, aimed at promoting language development.[16] Oral corrective feedback, in particular, involves real-time strategies such as elicitation, clarification requests, and repetition, which encourage learners to notice and correct their errors.[17] This form of feedback not only aids in error correction but also fosters learner awareness and engagement during the speaking process. Furthermore, oral corrective feedback, especially when delivered in a timely and context-appropriate manner, can significantly enhance students' interlanguage development by prompting them to reflect on their linguistic output and make necessary adjustments.[18]

The timing of corrective feedback also plays a significant role in its effectiveness. Immediate feedback given right after an error is made can help learners recognize and fix their mistakes more easily because the context is still fresh in their minds.[19] On the other hand, delayed feedback provided after students

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[16] Ellis, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal*, *1*(1). 3-18. https://doi.org/10.5070/l2.v1i1.9054

[17] Maolida, E. H. (2013). A Descriptive Study of Teacher's Oral Feedback In an ESL Young Learner Classroom in Indonesia. *K@ta*, *15*(2). https://doi.org/10.9744/kata.15.2.117-124
Maolida, E. H. (2017). Relating teacher's oral corrective feedback to young learners' uptake: A case study in a young learner EFL classroom. *Indonesian EFL Journal*, *3*(2), 181–192.
Esmaeili, F., & Behnam, B. (2014). A study of corrective feedback and learner's uptake in classroom interactions. *International Journal of Applied Linguistics and English Literature*, *3*(4), 204–212. https://doi.org/10.7575/aiac.ijalel.v.3n.4p.204

[18] Lyster, R., Ranta, L., Allen, D., Corliss, L., Goldstein, Y., Halter, R., Karsenti, T., Laganiè, L., Loring, T., Padden, N., Poirier, J., & Sabourin, N. (1997). Corrective Feedback and Learner Uptake Negotiation of Form in Communicative Classrooms. *SSLA* (Vol. 20).

[19] Zadkhast, M., & Farahian, M. (2017). The Impact of Immediate and Delayed Corrective Feedback on Iranian EFL Learners' Willingness to Communicate. *International Journal of Applied Linguistics and English Literature*, *6*(6), 28. https://doi.org/10.7575/aiac.ijalel.v.6n.6p.28

finish speaking also has its own pedagogical value. It allows students to reflect on their performance and improves accuracy in production and recognition.[20] Delayed correction enables students to self-correct and gain deeper insight from the teacher's input.[21] In the context of EFL classrooms, where learners often struggle with fluency, accuracy, grammar, pronunciation and comprehension, choosing the appropriate timing for corrective feedback becomes essential. Whether delivered immediately or after a delay, feedback should be adapted to the specific needs of the learners and the instructional setting. This balance ensures that feedback not only promotes linguistic accuracy but also supports learners' confidence and engagement in speaking activities. In light of these considerations, various empirical studies have been conducted to investigate the impact of oral corrective feedback on learners' speaking performance across different contexts.

The positive impact of oral corrective feedback has been supported by several empirical studies. For instance, a case study conducted by Nhac at a university of law in Hanoi highlights its effectiveness in improving oral English accuracy, particularly in grammar, vocabulary, and pronunciation.[22] The findings revealed that students who received feedback were able to reduce errors and reformulate their

[20] Hunter, J. D. (2011). A multi-method investigation of the effectiveness and utility of delayed corrective feedback in second-language oral production.
Rolin-Ianziti, J. (2006). Teacher corrective practices in the foreign language classroom: The effect of timing. *The Modern Language Journal*, *90*(2), 214–228.
[21] Holley, F. M., & King, J. K. (1971). Imitation and Correction in Foreign Language Learning. In *Source: The Modern Language Journal* (Vol. 55, Issue 8).
[22] Nhac, H. T. (2021). Effect of teachers' corrective feedback on learners' oral accuracy in english speaking lessons. *International Journal of Learning, Teaching and Educational Research*, *20*(10), 313–330. https://doi.org/10.26803/ijlter.20.10.17

speech more effectively. Similarly, Dehgani et al., through a quasi-experimental study, found that students who were exposed to oral corrective feedback in the classroom achieved higher speaking scores, indicating an improvement in their speaking proficiency.[23] In line with these findings, Hamidi et al., reported that direct oral corrective feedback significantly improved both speaking accuracy and motivation among Iranian EFL learners preparing for the IELTS, with the experimental group outperforming the control group.[24] Likewise, Rohmah et al., found that providing corrective feedback in an English for Academic Purposes (EAP) speaking class led to an increase in students' post-test scores, indicating its effectiveness in enhancing speaking performance.[25] From these various studies, it can be concluded that oral corrective feedback whether delivered directly or indirectly, and through various research methods has consistently shown its effectiveness in enhancing learners' speaking skills.

Although many researchers have highlighted the importance of corrective feedback in enhancing speaking skills, most studies have focused on adult learners or higher education contexts. There is limited empirical evidence on the effectiveness of oral corrective feedback for younger learners in secondary

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[23] Dehgani, Q., Izadpanah, S., & Shahnavaz, A. (2017). The Effect of Oral Corrective Feedback on Beginner and Low Intermediate Students' Speaking Achievement. In *Jordan Journal of Modern Languages and Literature* (Vol. 9, Issue 3).

[24] Hamidi, H., Azizi, D. B., & Kazemian, M. (2022). The Effect of Direct Oral Corrective Feedback on Motivation to Speak and Speaking Accuracy of EFL Learners. *Education and Self Development*, *17*(3), 50–63. https://doi.org/10.26907/esd.17.3.05

[25] Wardah Mazidatur Rohmah, D., Halim, A., Ahmad No, A., Tim, S., Marpoyan Damai, K., Pekanbaru, K., Muhammadiyah Kalimantan Timur, U., Ir Juanda No, J. H., Samarinda Ulu, K., Samarinda, K., & Timur, K. (2023). Corrective Feedback In Eap Speaking Class. *Journal on Education*, *05*(03), 6332–6346.

education in a structured pre-experimental setting, particularly in Indonesia. This gap underscores the need for further investigation into how oral corrective feedback strategies can support speaking development in this demographic.

To fill the gap, the present study aims to examine the impact of corrective feedback on the teaching speaking skills of eighth grades at SMPN 3 Kalidawir. Specifically, the study investigates whether oral corrective feedback strategies, such as elicitation, clarification requests, and repetition, result in measurable improvements in students' speaking performance. By comparing pre-test and post-test results, this research seeks to contribute valuable insights into effective EFL instruction for younger learners in secondary education.

B. Statement of Research Questions

Based on the study above, the formulated of the research questions are:

1. How does corrective feedback influence the student's speaking skill?
2. Is there any significant differences on students' speaking skill following the implementation of the corrective feedback?

C. Objective of Research

Based on the formulation of the research problem, this study aimed to determine the following:

1. To examine how corrective feedback influences the student's speaking proficiency
2. To analyze the impact of the frequency and nature of corrective feedback on improvement in students speaking skill

D. Formulation of Hypothesis

The researcher proposed two hypotheses in this study: Alternative

Hypothesis (Ha) and Null Hypothesis (Ho).

a. Alternative Hypothesis (Ha)

There is a significance difference in the students' speaking skills who were

taught before using corrective feedback and after using corrective feedback

b. Null Hypothesis (Ho)

There is no significance difference in the students' speaking skills who were

taught before using corrective feedback and after using corrective feedback.

E. Significance of the Research

The findings of this research are anticipated to offer advantages to:

1. The English teachers of SMPN 3 Kalidawir Tulungagung

The findings of this research can hopefully be used as a reference to improve

the quality of the learning process and help teacher to create more active

class.

2. The students of SMPN 3 Kalidawir Tulungagung

This research is expected to improve the students' interest in speaking and

enhance their speaking skills.

3. The readers

The result of this study can help the readers increase their knowledge about

the effect of corrective feedback in students' speaking skill.

4. Further Research

The findings of this study can be used as a reference for other researchers conducting similar studies, allowing them to obtain more detailed results and address the limitations of previous research.

F. Scope and Limitation of The Study

This study took place at SMPN 3 Kalidawir and involved eighth grader students. It focused on examining the effectiveness of corrective feedback in students' speaking skills at SMPN 3 Kalidawir Tulungagung. A second limitation is that all participants were junior high school students of the same age. The results may vary if students of different ages and from various schools were included in the study.

G. Definition of Key Terms

To avoid any misunderstanding of the concepts utilized in this study, the author should define the terms used throughout the research. The key terms are defined as follows:

1. Speaking

Speaking is an oral communication activity involving two or more individuals, where participants take turns as speakers and respond immediately to what they hear. Effective communication occurs when both the speaker and a listener actively participate in the conversation.

2. Corrective feedback

Corrective feedback, a form of negative feedback, addresses student statements with grammatical errors. According to Sheen and Ellis (2011), corrective feedback (CF) involves providing feedback on linguistic errors in learners' oral or written second language production. Lyster and Ranta (1997) demonstrated its main goal is to foster accurate understanding and skill development by correcting errors or misconceptions as they occur.