STUDENTS' RESPONSE TOWARD CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES: THE CASE OF UNDERGRADUATE EFL LEARNERS IN SUKOHARJO

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Abstract: Giving *feedback is one of the important steps in improving learners' progress in speaking.* It is important for students to know how well they are doing as they learn. The objective of this study is to explore the students' response for feedback that they receive in Speaking class. Its subjects were 25 students of English Department in Veteran Bangun Nusantara University of Sukoharjo. Observation and interview were used to its data and the data were analysed qualitatively. The result of this study showed that the students' response for feedback that they receive in Speaking class was taking positive response for repairing and need repairing uptake.

Keywords: students' response, corrective feedback, speaking

INTRODUCTION

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that teachers pay great attention to teach speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Lecturer plays an important role in speaking activity for giving some corrections regarding speaking error made by the learner. Error is a sign of teaching learning process made by the students who have been studying another language and have not fully learned language system yet (Fauziati, 2011). Lecturer responds the students' speaking error by giving feedback. Yorke (2002) states that the providing feedback on students' practice in speaking can enhance learning and improve assessment performance. In another study, Ellis, Loewen and Erlam (2006) describe corrective feedback as follows:

> Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these.

The way of lecturer's feedback toward students' performance in speaking practice influenced the way of students' response about that. Feedback given by lecturer aimed to assess and control speaking ability in order to gain the progress on speaking ability. However, it brought the effect for students related with the way to face feedback received and then how to react the next action after getting feedback from their lecturer.

The application of feedback produced certain effects for students. It can be positive and negative effects. Wang (2008) describes the case study, entitled "Changing teachers," which presents that some students received feedback by responding emotionally in the face of threatening situations. Therefore,

positive affective comments should be given first to encourage students and reduce the tension that were caused by error correction. It will avoid the risk of demotivating students.

Students' response can be framed into students' uptake in which it refers to "such kinds of utterance that follows the teacher's feedback immediately and that indicates a reaction in some actions to the teacher's intention to get attention for some elements of students initial utterance," (Lyster and Ranta 1997, p. 49) in Suryoputro (2016). Lyster and Llinares (2014), stated "uptake implied as a discourse change and it was not an instance of acquisition, although the other views stated that learners 'perceptions about feedback on going process of feedback"(p. 182).

Similarly, Afitska (2012) argued that students uptake refers to "students ability to pay attention on negative term that was provided by the teacher in the classroom" (p.5). These notions can be taken the underline that students response actually refer to students' verbal reaction towards a given feedback. Students' responses occur immediately after teacher's feedback as long as there is a chance for them in responding their teacher's feedback. Therefore, students' response could be absolutely observable as long as a teacher takes more attention to every single response by students. The application of feedback produced certain effects for students. It can be positive and negative effects

Method

This research was conducted by using qualitative case study method. The researcher had role as a sole investigator who is acting as observer and interviewer for investigating the students' response toward feedback received in speaking class. The subjects of this research are under graduate EFL students totally 25 students. Data was collected from events, informants, and documents. Data collection was taken by conducting semi structured interview with lecturer and students. To support data collection, it is also used logbook. The researcher also conducted direct and participant observations in four meetings in speaking class. Data is analyzed using descriptive qualitative technique through data reduction, data display, and reflection drawing.

Result and Discussion

When a student practiced his/ her speaking and then making an error of the pronunciation, the lecturer gave feedback as soon as possible after completing his/ her performance. Feedback given by lecturer was purposed for each student after finishing his/ her speaking performance. It related to the theory of YK (2005) in which feedback will be effective when it was given on going process. Ideally, feedback should be provided within minutes after the completion of a task (e.g. immediately after a student asks or answers a question). Feedback should be an ongoing process, but for it to be effective, students need to receive feedback in time to make use of it. Feedback should also be given to students as frequently as possible.

Explicit correction was the most frequent technique used by lecturer for giving feedback in speaking class. There were plausible reasons why explicit correction was often applied by teacher. It due to the background knowledge of students. They still produced incorrect pronunciation and they did not understand types of feedback given by lecturer so they tend to repeat the same error. Thus explicit correction as the way for correcting the error directly so it could be applied by students. It was the most effective technique in giving feedback because lecturer could show the error and then provide feedback immediately in appropriate technique.

The most interesting finding of this research was students preferred to get feedback in the end of performance to in the process of speaking immediately after lecturer found the error. They would get blank thinking and could not continue their performance if they got feedback immediately. As Mendez and Cruz (2012) argued that feedback can be given directly after a teacher found the errors or mistakes, on one condition that the teacher musttransfer feedback

as appropriate as possible to avoid students affective domain, like discourage motives (Elsaghayer, 2014).

There were two kinds of students' response toward feedback they receive, positive and negative response. The majority of students took positive response. It could be proved from the positive and welcoming reaction after lecturer gave feedback of their speaking practice. They raised the aspiration and increased effort to make their speaking better. They revised directly the error on which the teacher's feedback focuses. It was one type of students uptake to feedback, that was uptake that produced a repair of the error on which the teacher's feedback focused. When the students knew the mistake because of lecturer' comment, they actioned directly by revising it. Clearly, the studentshave done what the teacher wanted.It was like Tedick and de Gortari's research.

The positive response indicated that students paid attention to feedback received because they uptake that produced a repair of the erroron which the teacher's feedback focused. However, it could not be assume they understand clearly of their error because the way of lecturer's feedback mostly used explicit correction. Paying attention of lecturer's feedback could be indicated into some assumptions such as not understanding feedback, misunderstanding feedback, and understanding feedback. Those produced certain reactions for applying feedback and not applying feedback. When students did not apply feedback, it was influenced by individual factors (knowledge, belies, emotion, etc) and contextual factors (tasks, lecturer, etc). Moreover, when they applied feedback received, they might stop applying feedback if unsuccessful or they might continue applying feedback if successful.

Lecturer's feedback was an important thing for the students and they do needed it. There were no students who did not pay attention to lecturer's comment. If lecturer revised their error, they understood it and then repeated it. It is followed by other students without asking from lecturer although they did it by whispering with their friends. They wanted to know more the correct pronunciation of certain words because they made sense to them. Moreover, they understood the purpose of feedback process and they knew that lecturer focussed on both correctional and instructional aspects of feedback. They were participated as active participants in the whole feedback process because they thought that feedback was useful for their learning progess in speaking ability.

Conclusion

The impact of feedback on students' achievement in learning indicated that feedback had potential to have significant effect on students' achievement (Hattie & Timperley, 2007). Those influenced the students' response toward feedback received from lecturer. Positive response was a frame to do better for improving their speaking ability. The way of giving feedback as a tool used to communicate lecturer' decision about students' readineness and a system parameter to know how well they are doing as they learn. Those ways give a sense of achievement which motivates them to learn more. Related to students' response toward lecturer's feedback was positive response. When the students knew the mistake because the lecturer's comment, they actioned directly by revising it. They respond it with pleasure in receiving feedback from their lecturer. They got the advantage for feedback that they received, they became to know their problems in speaking practice and then got the solution.

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