

## **THE EFFECTIVENESS OF CORRECTIVE FEEDBACK IN AN ORAL INTERACTION CLASS IN ENHANCING STUDENTS' LANGUAGE ACCURACY**

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### **Abstract**

Public Speaking is one of the common communication-based activities worldwide. It is not a new method use by the English language teachers in this country. Public Speaking skills are essential to either adults or young learners. There are many benefits of conquering this skill such as being confident in speaking, be proactive, helping other people, boost up academic performance and many more. Unable to secure this skill is also one of the causes why the rate of unemployment in the world is on the rise. In the current phenomena, many graduates from higher learning institutions fail to master this skill even though they have graduated with distinction. This is opening chance to another set group of students who have moderate result but excellent level of speaking. They tend to excel in real life by driving their route to success whilst the group with lower language competency is still learning to master the skill in the later part. However, many language learners still neglect even after knowing the implication. Most of the activities derived from a very famous approach known as the CLT also called Communicative Language Teaching. CLT is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal is learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “Communicative Approach”. CLT is a language teaching approach based on the linguistic theory of communicative competence. Using the CLT method, it is more like a normal real life situation compared to other approaches. According to Ian Tudor, the ecological perspective on language teaching focuses attention on the subjective reality which various aspects of the teaching–learning process assume for participants, and on the dynamic interaction between methodology and context. This is for the development of an approach to teaching which is locally relevant and meaningful by virtue of it being rooted in local realities. The core focus of this course is to develop students' fluency in the target language (English). This is because the CLT approach emphasizes more on the fluency rather than accuracy. So, the researcher's job is to carry this scrutiny to interrogate this matter to obtain the outcome of the research. The sample of this research is UPM students who are taking Oral Interaction Skills course. The students are those who got band 1 and 2 for MUET, Thus, their competency in using the language is poor. By using them as the sample, this study could compare and analyse the data before and after the study has been conducted. There are two groups involve for this study; one with public speaking activity and explicit corrective feedback by the tutor and one without feedback. The researcher will be using the 1 hour period every week to conduct the activity. On the first day of the class, the researcher will start by explaining the purpose of the study to get the best involvement from the students. Therefore, in this study, the researcher is going to investigate whether the Public Speaking activity and the explicit corrective feedback from this activity could aid the students' language accuracy and to what extend could it improvise them.

### **Method**

In order to gain the data needed for this research, the experiment of this study will be conducted over 3 months (the duration for a semester). There are two groups involve for this study; one with public speaking activity and feedback by the tutor and one without it feedback. If we revise on the credit hour for BBI 2420, it is 2+1. So, the researcher will be using the 1 hour period every week to conduct the activity. On the first day of the class, the researcher will start by explaining the purpose of the study, as this is to get an ideal cooperation from the students. Next, he will conduct a half-an hour grammar test (pre-test). The researcher will collect the test for data collection. Once he knows the students level, the researcher choose the topic to be given to the students for the upcoming week.

Sample : 24 second year students who are taking the BBI 2420 ,Oral Interaction Skills will be involved in this research. These students will be randomly divided into two groups.

Treatment group : There will be 14 students in this group. This group have public speaking activity with explicit corrective feedback by the tutor.

Control group : Another 14 students will remain in this group. This group will have public speaking activity but without explicit corrective feedback from the tutor.

### **Introduction**

According to Melrose, (1995:58), the legacy of communicative language teaching methodology is the realization that teaching a language involves far more than simply dealing with its syntactic, lexical and phonological components because language in use consequences from the ways people choose to handle these components in discourse.

Public speaking can be a frightening thing; it takes a lot of courage to get up in front of people. However, public speaking can provide you with many advantages, including helping you develop important business and social skills such as self-confidence, interpersonal skills, being more extroverted and having the ability to think on your feet and express yourself clearly

On top of that, the students are compelled to use English in all the activities and this is an excellent way for them to learn the language better. According to Lili Pan and Ping Yan, two lecturer and authors for a journal on Public Speaking, they quoted that the students who learnt the language (in their context is Korean), the ability to acquire and integrate with other aspect of the language would be improved.

According to Hao, the survey feedback, though subjective in nature, demonstrate the course's significance in reinvigorating students in learning spoken English, thinking logically and innovatively, improving context awareness and confidence. This is a vital theory to support the researcher's study that public speaking does create awareness on the students grammatically accuracy.

### **Self- censorship or Self- awareness and Accuracy**

Another aspect that comes along with Public Speaking is self – censorship. It is defined as self-awareness on a particular issue. Based on the research done by Bull and Ma, they did study on the raising of learner awareness of language learning strategies in situations of limited resources. According on the finding of the study, they concluded that to promote student awareness of language learning, we must take account of their learning style, and the strategies they already use, it is important in making information more meaningful to the individual. In addition, some aspects of an L2 require awareness and or attention of language form – implicit learning is not sufficient for successful SLA and focus on form improves rate and ultimate L2 realization.

Tomasello and Herron (1989) suggested to have activities designed that learners make errors and then get immediate feedback to make them aware of gaps in knowledge. Noticing of error is important. Tomasello and Herron (1989) learners who made an error and were immediately corrected learned more than learners who simply had the correct form explained to them. According to them, they said that students learn best when they produce a hypothesis and receive feedback, because this creates maximal conditions under which they may cognitively compare their own system to that of mature systems.

There are two aspects in making a mistake; make and the second one is mistake. If the teacher emphasizes on making or creative language use, then the teacher should be prepared to tolerate mistakes. If the teacher gives most emphasis to “mistakes” and their avoidance, then the teacher will reduce the amount of “making mistakes” and focus on what the learners do. Based on a research by Ellis (1992), indicates this meaning-focused type of correction is more effective then language focused error. She also claims (1986) learning that becomes stable in one style may be transferred to other less careful style.

Furthermore, based on a case study by Andréia Schurt Rauber & Gloria Gil, the analysis was carried out through a sociocultural perspective and reveals that; explicit correction is the most frequent type of feedback to grammar mistakes and learners appreciate and consider the teacher's correction highly important for the development of their language skills.

Based on the research executed by a group of researcher from Iran; Hassan Asadollahfam, David Kuhi, Ashar Salimi and Sharin Mirzaei, they have determined that there was not significant difference between the type of feedback between the type of feedback and L2 learner's accuracy in EFL context is confirmed. However both type of corrective feedback were slightly effective as there was slight improvement in the post-test.

### **Research done on Corrective Feedback**

According to local researcher; Noorizah Mohd Noor, Idris Aman, Rosniah Mustaffa and Teo Kok Seong (2010), they have concluded that their study has discovered that instances of prolonged sequences of teacher initiation were found, hence making the classroom lesson less communicative. Thus, it is imperative that teachers are made of their features of classroom conversation so that they are able to provide more opportunities to facilitate students' communication in the classroom.

Ehsan Rassaei (2013) stated there are several major conclusions can be drawn from the current study. Furthermore, it was found that explicit correction is more likely to be noticed or perceived as corrective feedback than implicit feedback such as recasts. Therefore, the summed up that corrective feedback such as recasts should be provided to learners in such a way that can signal the mismatch between learner's incorrect forms and target like forms.

Eun Joeng (2012) has done a research recently and concluded that more studies based on L2 classroom should be conducted to discover the most effective corrective feedback types and strategies for L2 learners' oral production. On the other hand, when we look at study done by Gertraud Havranek (2002), there is circumstance in the success of the corrective feedback. He also added that his findings show that the success of corrective feedback in classroom foreign language learning (English in this context), is strongly influenced by situational and linguistic factor. The most important factor is the learner's own contribution to the correction sequence. Moreover, corrective feedback is most likely to be successful if the learner is able to provide the correct form when he is alerted to the error.

The scope of this research is to investigate the effectiveness corrective feedback of public speaking activity in order to enhance students' language accuracy. The students are those who are enrolling Oral Interaction class from FBMK. There is an argument stating that this activity only valid to improve students' competency in English rather that accuracy. Therefore, the researcher's task here to interrogate whether public speaking could help students in improving their grammar accuracy level via feedback.

### **Previous Studies Related to this Research**

Andréia Schurt Rauber & Gloria Gil( 2001) with their case study title Feedback to Grammar Mistakes in EFL Classes presents that, the analysis of feedback to grammatical mistakes in two English as a Foreign Language (EFL) classrooms and how learners view this kind of correction. The data are drawn from transcripts of audio-recordings of ten classes of two pre-intermediate groups, totalling 7.5 hours of observation in each group. The two groups were taught by the same teacher, and a questionnaire was given to the learners in order to investigate their feelings about the teacher's feedback procedure.

### **Previous Studies on the Effects of Corrective Feedback**

This section reports the results of previous research conducted to study the effects corrective feedback on teaching and learning. It begins with a review of past research on either grammatical or corrective feedback in ELT context.

### **Conclusion**

Therefore, the applied instrument in this research methodology help the study in determines the effectiveness of the public speaking use in classroom. It is also believed that the data collected indicates the efficiency of using public speaking not only to enhance the competency of the language but also the grammatical accuracy as well.

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