THE PERCEPTION ON LECTURER ORAL CORRECTIVE FEEDBACK DURING STUDENTS' PRESENTATION AT IAIN PALANGKA RAYA

BY :
RONIY YANGGARA

STATE ISLAMIC INSTITUE OF PALANGKA RAYA
2020 M / 1441 H

THE PERCEPTION ON LECTURER ORAL CORRECTIVE FEEDBACK DURING STUDENTS'PRESENTATION AT IAIN PALANGKA RAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

By :

RONIY YANGGARA
SRN. 1601121098

STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1441 H

ADVISOR APPROVAL

Thesis Title	: THE PERCEPTION ON LECTURER ORAL CORRECTIVE FEEDBACK DURING STUDENTS' PRESENTATION AT IAIN PALANGKA RAYA
Name	: Roniy Yanggara
SRN	: 1601121098
Faculty	: Teacher Training and Education
Department	: Language Education
Study Program	: English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasyah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, April 20th 2020

Advisor I,	Advisor II,
Hj. Apni Ranti, H. Hum	**Zaitun Qamariah, M.Pd**
ORN. 198101182008012013	**ORN. 198405192015032003**

Acknowledged by:

Vice Dean in Academic Affairs,	Secretary of Language Education Department,
Dr. Nurul Wahdah, M.Pd	**Akhmad Ali Mirza, M.Pd**
ORN. 198003072006042004	**ORN. 198406222015031003**

PERSETUJUAN PEMBIMBING

Judul Skripsi	: PERSEPSI SISWA PADA DOSEN ORAL CORRECTIVE FEEDBACK SELAMA SISWA PRESENTASI DI IAIN PALANGKA RAYA
Nama	: Roniy Yanggara
NIM	: 1601121098
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa
Program Studi	: Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini telah disetujui oleh kedua pembimbing untuk Sidang skripsi/Munaqasyah yang dilaksanakan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 20 April 2020

Pembimbing I,	Pembimbing II,
Hj. Apni Ranti, H. Hum	**Zaitun Qamariah, M.Pd**
NIP. 198101182008012013	NIP. 198405192015032003

Mengetahui,

Wakil Dekan Bidang Akademik,	Sekretaris Jurusan Pendidikan Bahasa,
Dr. Nurul Wahdah, M.Pd	**Akhmad Ali Mirza, M.Pd**
NIP. 198003072006042004	NIP. 198406222015031003

iv

OFFICIAL NOTE

Palangka Raya, April 20th 2020

Case : Examination of
Roniy Yanggara's Thesis

To
The Dean of Faculty ofTeacher Training and Education of State Islamic Institute ofPalangka Raya
In – Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of :

Name :Roniy Yanggara
SRN :1601121098
Thesis Title :THE PERCEPTION ON LECTURER ORAL CORRECTIVE FEEDBACK DURING STUDENTS' PRESENTATION AT IAIN PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Advisor I,

Hj. Apni Ranti, H. Mum
NIP. 198101182008012013

Advisor II,

Zaitun Qamariah, M.Pd
ORN. 198405192015032003

NOTA DINAS

Palangka Raya, 20 April 2020

Perihal :Mohon Diuji Skripsi

Saudara : Roniy Yanggara

Kepada:
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Palangka Raya.
di – Palangka Raya

Assalamu'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara:

Nama	:Roniy Yanggara
NIM	:1601121098
Judul Skripsi	:PERSEPSI TERHADAP GURU ORAL CORRECTIVE FEEDBACK SELAMA SISWA PRESENTASI DI IAIN PALANGKA RAYA

Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Pembimbing I,	Pembimbing II,
Hj. Apni Ranti, M. Hum	**Zaitun Qamariah, M.Pd**
NIP. 198101182008012013	NIP. 198405192015032003

THESIS APPROVAL

Thesis Title	: THE PERCEPTION ON LECTURER ORAL CORRECTIVE FEEDBACK DURING STUDENTS' PRESENTATION AT IAIN PALANGKA RAYA
Name	: Roniy Yanggara
SRN	: 1601121098
Faculty	: Teacher Training and Education
Department	: Language Education
Study Program	: English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day	: Thursday
Date	: May 5th 2020

BOARD OF EXAMINERS

Akhmad Ali Mirza, M.Pd
(Chair/Examiner) .....

Dr. Imam Qalyubi, S.S, M.Hum
(Main Examiner) .....

Hj. Apni Ranti, M.Hum
(Examiner) .....

Zaitun Qamariah, M.Pd
(Secretary/Examiner) .....

Approved by:
Dean of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M. Pd
NIP. 196710031993032001

vii

MOTTO AND DEDICATION

For Indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

Verse : 5 and 6

Q.S : Ash-Sharh : 94

This thesis dedicated to :

Allah and Rasulullah Shalallahu alaihi wassalam, My beloved parents, Bulhadi and Jainap, My beloved brothers, Robi Yanor and Abu Darda, My beloved sister Anisa, My beloved Family, My beloved Advisors, My beloved Friends, My friends in TBI 2016 and Musyrif/ah Mahad Al-Jamiah class of VI and VII.

May Allah blessed you all*!*

DECLARATION OF AUTHORSHIP

Herewith :

Name	: Roniy Yanggara
NIM	: 160 112 1098
Faculty	: Teacher Training and Education
Department	: Language Education
Study Program	: English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequenses that may be imposed to me.

Palangka Raya, 20 April 2020

Yours Faitfully

METERAI TEMPEL
JA8AHF342333416
6000

Roniy Yanggara
NIM : 1601121098

ix

ABSTRACT

Roniy Yanggara. 2020. *The Perception on Lecturer Oral Corrective Feedback during Students' Presentation.*Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I). Hj. Apni Ranti M, Hum. and (II) Zaitun Qamariah, M.Pd.

Keywords : EFL Students, Perception,Oral Corrective Feedback, Students' Presentation.

This study is intented to describe the perception on lecturer oral corrective feedback during students' presentation. The design was survey design by using Cronbach Alpha Statistical tool and quantitave method. This study addressed one research problem as follow: How are the students' perceptions on Lecturer Oral Corrective Feedback during Students' presentation at IAIN Palangka Raya.

The participant of this study were 61 EFL Students in fifth semester IAIN Palangka Raya who in Speaking Class academic years 2017 as respondent and the sample was used*Technique Cluster Sampling*. The data collection was used Closed-Ended Questionnaire and Skala Likert question.

The result showed that in this study was 67 %, it mean Agreed using Oral Corrective Feedback given by Lecturer in Speaking Class correct students' errors and students need oral corrective feedback by lecturer to improve their speaking and oral corrective feedback should be given by lecturer during speaking learning activity.

ABSTRAK

Roniy Yanggara. 2020. *Persepsi Siswa Terhadap Guru Oral Corrective Feedback selama Siswa Presentasi*. Skripsi, Jurusan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I). Hj. Apni Ranti M, Hum. dan (II) Zaitun Qamariah, M.Pd.

Dalam penelitian ini untuk mendeskripsikan tentang Persepsi siswa terhadap guru oral corrective feedback selama siswa presentasi. Desain yang digunakan ialah survey dengan menggunakan Cronbach Alpha menggunakan SPSS dan Metode Kuantitatif. Penelitian ini juga bertujuan memecahkan masalah bagaimana persepsi murid terhadap Koreksi Oral Feedback yang diberikan oleh guru kepada murid di IAIN Palangka Raya.

Dalam partisipasi ada 61 mahasiswa bahasa Inggris semester lima di IAN Palangka Raya di kelas Speaking angkatan 2017 sebagai sample dalam penelitian dan menggunakan teknik culster sampling. Pengumpulan data menggunakan angket close-ended and pertanyaan skala likert.

Hasil akhir menunjukan bahwa 67 % mahasiswa setuju pada penggunaan oral corrective feedback dari guru pada saat pembelajaran speaking untuk mengoreksi kesalahan mahasiswa dan mahasiswa membutuhkan oral corrective feedback dari dosen untuk meningkatkan kualitas speaking dan oral feedback seharusnya diberikan langsung oleh guru selama kegiatan mengajar di dalam speaking.

ACKNOWLEDGMENTS

The reseacher would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. His appreciation is addressed to:

1. Rector of IAIN Palangka Raya, Mr. Dr. H. Khairil Anwar, M. Ag for his direction and permission of conducting the thesis.
2. Dean of Faculty of Teacher Training and Education of the State IslamicInstitute of Palangka Raya, Mam Dr. Hj. Rodhatul Jennah, M.Pd for her invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Mam Dr. Nurul Wahdah, M.Pd for her invaluable assistance both in academic and administrative matters.
4. Secretary of Department of Language Education, Mr. Akhmad Ali Mirza, M.Pd forhis invaluable assistance both in academic and administrative matters.
5. Chair of Study Program of English Education, Miss Zaitun Qamariah, M.Pd for her invaluable assistance both in academic and administrative matters.
6. His thesis advisors Mam Hj. Apni Ranti, M. Hum and miss Zaitun Qamariah, M, Pd fortheir generous advice, valuable guidance and elaborated correction during their busy time to the completion of this thesis.

7. The members of the board of examiners, for their corrections,comments and suggestions which are profitable to the accomplishing of this thesis.
8. All lecturers of Study Program of English Education from whom he got in knowledge of English and English teaching.
9. His classmates of Study Program of English Education, especially the 2016 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish his study.
10. His beloved parents, Mr. Bulhadi and Mrs. Jainap, for their moral support and endless prayer so that he is able to finish his study. May Allah SWT bless them all. *Aamiin.*

Thank you for supporting, praying, patience, suggestions, corrections, comments, and guidance, that help the researcher to finish her thesis. Finally, the researcher realized that the thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed. May Allah always bless us.

Palangka Raya, 20th AprilApril 2020

Roniy Yanggara
SRN. 1601121098

xiii

TABLE OF CONTENTS

COVER i
Cover (Second Page) ii
ADVISOR APPROVAL iii
PERSETUJUAN PEMBIMBING iv
OFFICIAL NOTE v
NOTA DINAS vi
THESIS APPROVAL vii
MOTTO AND DEDICATION vii
DECLARATION OF AUTHORSHIP ix
ABSTRACT xi
ABSTRAK (Indonesian) xii
ACKNOWLEDGMENTS xiii
TABLE OF CONTENT xiv
LIST OF TABLE xviii
LIST OF FIGURE xvii
LIST OF APPENDICES xviii
TABLE OF ABBREVIATIONS xix
CHAPTER I INTRODUCTION 1
A. Background of Study 1
B. Research Problem 3
C. Objective of the study 4
D. Assumption 4
E. Scope and Limitation 4
F. Significance of the Study 4
CHAPTER II REVIEW OF RELATED LITERATURE 7
A. Related Studies 7
B. Perception 10

C. Oral Corrective Feedback 13
D. Students' Presentation 16
CHAPTER III RESEARCH METHOD 18
A. Research Design 18
B. Population and Sample 19
C. Research Instrument 19
D. Data Collection Procedure 24
E. Data Analysis Procedure 25
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 29
A. Data Presentation 29
B. Research Findings 33
C. Discussion 67
CHAPTER V CONCLUSION AND SUGGESTION 79
A. Conclusion 79
B. Suggestion 80

REFERENCES
APPENDICES

LIST OF TABLES

Table page
3.1 Coding for Questions 20
3.2 Category of Measurement of Students Perception 28
4.1 Data Presentation..... 29
4.2 Number of Percent 35
4.3 Result of Analysis Survey Item 1..... 36
4.4 Result of Analysis Survey Item 2..... 37
4.5 Result of Analysis Survey Item 3..... 38
4.6 Result of Analysis Survey Item 4..... 39
4.7 Result of Analysis Survey Item 5..... 40
4.8 Result of Analysis Survey Item 6..... 41
4.9 Result of Analysis Survey Item 7..... 42
4.10 Result of Analysis Survey Item 8..... 43
4.11 Result of Analysis Survey Item 9 44
4.12 Result of Analysis Survey Item 10 45
4.13 Result of Analysis Survey Item 11 46
4.14 Result of Analysis Survey Item 12 47
4.15 Result of Analysis Survey Item 13 48
4.16 Result of Analysis Survey Item 14 49
4.17 Result of Analysis Survey Item 15 50
4.18 Result of Analysis Survey Item 16 51
4.19 Result of Analysis Survey Item 17 52
4.20 Result of Analysis Survey Item 18 53
4.21 Result of Analysis Survey Item 19 54
4.22 Result of Analysis Survey Item 20 55
4.23 Result of Analysis Survey Item 21 56
4.24 Result of Analysis Survey Item 22 57
4.25 Result of Analysis Survey Item 23 58
4.26 Result of Analysis Survey Item 24 59
4.27 Result of Analysis Survey Item 25 60
4.28 Result of Analysis Survey Item 26 61
4.29 Result of Analysis Survey Item 27 62
4.30 Result of Analysis Survey Item 28 63
4.31 Result of Analysis Survey Item 29 64
4.32 Result of Analysis Survey Item 30.....65
4.33 Final Result 66

LIST OF FIGURES

Figure
Page
4.1 Chart of The Perception on Lecturer Oral Corrective Feedback during Students'Presentation 67

IAIN
PALANGKARAYA

LIST OF APPENDICES

1. Research Schedule
2. Questionnaires
3. Letters
4. Curriculum Vitae

IAIN
PALANGKARAYA

LIST OF ABBREVATION

SA : Strongly Agree

A : Agree

N : Nuetral

D : Disagree

SD : Strongly Disagree

MN : Mean

MDN : Median

MO : Modus

SD : Standart Devotion

IAIN PALANGKARAYA

CHAPTER I

INTRODUCTION

This chapter discusses some of the dealings with the introduction of this study. It consists of a background of the study, the problem of study, object of study, assumption, and scope of the study, significant and definition.

A. Background of Study

The lecturer is often, if not always, the one guiding the students and giving them instructions in the classroom. Students, meanwhile are also responsible for self-learning. However, guidance and feedback from the lecturer are always necessary for the students to learn and develop their ability in English. Feedback as a tool is an essential part of teaching and learning, and thus this study focuses on the different ways feedback is current in the teaching classroom. The focus is especially on oral feedback and the students' perceptions of the use of it in presentation class EFL Students' fifth semester. moreover, the study will reveal the students' hopes and wishes because it is important to find out how feedback is currently present in the classrooms, and how the students actually would like it to be used in speaking. Nowadays feedback practices and the students' perceptions about feedback in learning English.

English is considered a difficult subject for the Indonesian students because English is completely different from Indonesian language being

from the system structure, pronunciation and vocabulary. English teaching involves four language skills, namely Listening, Speaking, Reading and Writing. In teaching and learning language, four aspects support four language skills above such as grammar, vocabulary, spelling, and pronunciation. Speaking is a significant skill that many foreign language students are trying to master.

In this study, the researcher investigated in conducting a study about students' perceptions toward oral corrective feedback during students' presentations in IAIN Palangka Raya. The researcher was accomplished the data about EFL Students in fifth-semester Speaking Class.

According Chu (2011) explicit that corrective feedback includes apositive result on rising oral English during the presentation in front of the class and it is necessary to state that errors are a natural part of the learning process.

Based on the researcher's expertise within the category once students presented their presentation in front of the class, students gpt to master communication skills. As result of they need an absence vocabulary mastery, grammatical and speaking anxiety throughout the presentation.

When teachers gave oral corrective feedback during the presentation will assist students to cut back some mistakes during the presentation by using English. It will facilitate students a lot of believe to talk. Oral corrective feedback can even facilitate teachers to know students' ability in speaking.

According to Fadilah at all (2017) they found that each sophomore students and freshman students united that student errors ought to treated freshman students and sophomore students had considerably similar opinions regarding perception lecturer oral corrective feedback during an oral presentation.

Based on previous researchers Dea at all (2017) they found the repetition becomes the foremost need quite oral corrective feedback that students favour to correct their errors and on however oral corrective feedback should be given, most of the students prefer to the lecturer provides corrective feedback in private or one by one for each single error that those students created in speaking. So, the majority of students prefer being corrected by teachers in the classroom immediately. In general, the students give attitude towards oral corrective feedback.

Based on the researcher, students' perception of lecturer oral corrective feedback during students' presentations in this research has benefits for students to improve their speaking ability in English and lecturers know about students' needs. Oral corrective feedback has a positive effect on improving students speaking accuracy.

B. Research Problem

This study addressed one research problem as follow: How are the students' perceptions on lecturer oral corrective feedback during students' presentation at IAIN Palangka Raya

C. Objective of the study

The objective of this study is to describe students' perception on lectuere oral corrective feedback during students' presentation at IAIN Palangka Raya

D. Assumption

The researcher has an assumption of the study that lecturer oral corrective Feedback gives a solution for EFL Student at IAIN Palangka Raya during their presentation.

E. Scope and Limitation

This study is a quantitative study by using survey design and focused on students' perceptions toward lecturer oral corrective feedback during Student's presentation. The data were gathered from the fifth semester in Public Speaking class at IAIN Palangka Raya by using questionnaires.

F. Significance of the Study

This study has two significances as follow:

1. Theoretically

   In this research has definite for the next researchers were also one information references that are related to their research may.

2. Practically

The study expected to describe students' perceptions about Lecturer Oral Corrective Feedback, improve their speaking ability and giving motivation when they are doing something wrong during presentation uses English. While lecturers, this study as a reference to know their students' feedback during presentation.

G. Definition of Key Terms

1. Oral Corrective Feedback

Eliss (2009) expressed that a right away response towards a students' performance during the teaching-learning method to push higher performance within the future, the response is given towards student's errors in learning and indication that there are square measure error in students' use of the target language.

2. Students' Perception

Spiller (2009) found that Students might complain that feedback on assessment is useless or unclear, and typically even demoralising. In addition, students typically report that they are not given steering on the way to use feedback to enhance future performances.

3. Presentation

Sazdovska (2007) Studied the method presentations are taught by looking at some of the textbooks provided. She additionally expressed that there appears to be an abundance of books addressing with business

presentations and books that modify the technical aspects of presenting, however these overlook the fundamental language aspects.

IAIN PALANGKARAYA

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of related previous study and related literature used in this study, they are oral corrective feedback, students' perception, and presentation.

A. Related Studies

The research has been done by Hernandez and Maria (2012) they found using oral corrective feedback have positives perception and shows oral corrective feed should lean by instructors or teacher.

The research has been done by Iva Vilcek, (2014). The researcher found that the selection of corrective feedback depends on the kind of the lesson which teachers in English classrooms in two faculties in Croatia tend to use recasts as a corrective technique, however that recasts are not simplest technique for prevention of additional error. Secondly, it shows that students like being given the prospect to self-correct their errors and that they do not like it when they are interrupted during their turns. The research also shows that there is no vital correlation between gender, years of learning, and angle towards corrective feedback and for the instrument, he used questionnaires and brought by Jarnigan and Mihai (2008).

Meanwhile, the second research has been done by Imroatus Solikhah, (2016, p. 86). She found that the very fact on the sector that the lecturers

continuously gave correction easy errors like the utilization of possessive, simple present tense, and word orders. Once the researcher asked it the teacher, he in agreement and explained that he provides a correction for these errors, first, if the errors break that the mean of students' utterance so his friends or himself cannot get the meaning across. Second, he continuously provides the correction for the fundamental errors that ought to are perfect by the students, and also for the errors which need correction based on his point of view that students' pronunciation was wrong. The correct time in giving correction contributes positive effects toward the students in response to their ill-form of the target language they created. The researcher had determined that the teacher might offer the correction well and at the correct time. This research took place in the Speaking Class of English Department at UNIVET Sukoharjo. Speaking Class was one of the lectures in one semester, and it absolutely wasgiven in the second semester.

On the other hand, the research has been done by Rinda Fitriana, at al. (2016). This research applied the Mixed Method because we need a quantitative approach (using a questionnaire as the instrument) to gather data. The researchers found the result of this research that the students preferred to have Explicit, Meta-Linguistic Clue and Elicitation corrective feedback. However, there was a difference between students' selection of the expected type of corrective feedback and the teacher's corrective feedback. The students' selection of explicit corrective feedback was based on the reason that

it provided answers and explanations on the correct answer to the corrected oral corrective feedback.

The research has been done by Ardhi Eka Fadilah, at al. (2017). The researchers' findings show that both the freshman students and sophomore students agreed that student's errors should be treated, particularly one which is delivered orally. In the matter of errors from the point of communication, both the freshman students and sophomore students agreed that teacher should correct all errors that students made in speaking and the other result that both sophomore students and freshman students agreed that student errors should be treated; freshman students and sophomore students had significantly similar opinions about perception, types, strategies, and providers of error correction.

The research has been done by Asnawi et al, (2017, p. 275). They found that the students perceived the lecturer's oral corrective feedback as an important part of language learning. The lecturer's oral corrective feedback was very helpful in improving the speaking ability of the students in the class. For the research instrument researcher used questionnaires in this study to gather information about the students' perceptions of oral corrective feedback given to them by their lecturers in their previous speaking classes. From the analysis of the results from the questionnaire showed that, in general, all the students perceived that lecturers' oral corrective feedback was an important part of language learning, especially for speaking classes. The majority of the

respondents agreed that the lecturers' oral corrective feedback was very beneficial and helpful in improving their speaking skills.

The last research has been done by Gamlo (2019) he found beneficial information used oral corrective feedback to improve students speaking ability This has the potential to contribute to EFL classroom practice, enabling the lecturer to revaluate their tool, partly concerning speaking skills, to improve speaking proficiency. These studies contribute to the literature focusing on EFL student's preferences when it comes to the use of the corrective feedback in English speaking classes in Saudi Arabia. For the instrument was designed by himself.In this case, the Researcher has a different subject and object of the study. The subject is the English students IAIN Palangka Raya. The researcher investigates the students' perception of oral corrective feedback when they are presenting their presentation in front of the class.

B. Perception

1. Perception

Set of technical solutions for the build-up ability of a manufacturing organization. The manner of efficiently harmonizing demanding product requirements with production resources to achieve economies of scope. The capability of a well-designed production installation, to cope with changing conditions in different contexts and mind-set that must shape the design of organizations which find their competitive advantage in rapidly adapt and react to external changes. According to Jerry Anak Ahen (2009). He found perception is defined as

something that is observed and what is and what is said about it. Meanwhile according to David Marr (2012). He said perception as problem-solving. Because to find the solution, evaluate and update students' skills. Perception is the personal expression of how one perspective the world is collared by many sociocultural components.

The researcher mentioned also that perception is the process who people give information about what they know about the discussion. Based on the definition, perception is constructed as a result of individual observation toward certain things events occur around them which will produce certain perceptions.

2. Students' Perception

According to Elissa (2009) stated that Student perception is potentially dangerous because it can damage students' receptivity to learning. It needs to be given in an atmosphere of assistance and warm solidarity. So the object of using perception techniques is to give the students a chance to get the new language right, the teachers must be careful to do such correction. According to another researcher, Ronald W Mark (2009) said Human perception is discussed from an information processing framework and the components of this framework are related to instructional phenomena. A study on student perceptions about different skills of classroom life is reviewed. Two predominant features are task demands, including instructional activities and teacher behavior, and classroom organization. It is concluded that research on students'

cognitive mediation of classroom events is a useful extension to research on teaching.

Sump up student perception is students give their perspective about something happen.

Process of observing perception consists of three-step:

a. Selection

Selection is the first step in the process of perception, during which we convert the environment stimuli into an important experience. The researcher only pays attention to those stimuli which we are familiar with or interested in through the careful process of perception.

b. Organization

The second step is the process of an organization. After the researcher selecting information from other views. The researcher needs to analyze it in some way to finding important designs. In this step of perception researchers accomplished by putting things or people into categories, and that is why it is also termed categorization by some researchers.

c. Interpretation

The last step in this perception refers to the process of attaching meaning to stimuli.

C. Oral Corrective Feedback

For EFL students, doing errors in using English is a very common mistake. Fidan (2015, p. 1311) has said that students' errors in using the target language are not be spared. Also, Brown and Rodgers (2002) found that almost all language beginners (will) make errors in learning a new language. This is because English is not the first language that the students use in daily life. Besides, Indonesian students have very limited to use the target language because it is only taught in school as part of the national curriculum and there are very limited opportunities to apply it in daily activity. Even worse, there is not enough time to get enough.

Practice in the target language in the classroom. Therefore, the teacher will be the main source to correct any errors. Hedge (2000) has claimed that feedback or error correction from teachers is needed when there is limited exposure to the target language. In the same vein, Brown (2001) has asserted that students are very reliant on the teacher in most EFL classes because they have very little feedback from their society. Feedback, particularly corrective feedback, is one of the ways to improve students' ability in learning the target language. Gibbs and Simpson (2004) claim that feedback can: correct errors, develop understanding through explanations, generate more learning by suggesting further specific study tasks, promote the development of generic skills by focusing on evidence of the use of skills rather than on the content, promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment and encourage students to

continue studying (pp. 20-21). In short, corrective feedback is the response given to students' errors in learning. Corrective feedback is an indication that there are errors in learner's use of the target language (Ellis, 2006; Lightbown & Spada, 1999). Corrective feedback should be seen as a helpful input for the student if it is given at an appropriate time. This means that the teacher should consider the student when giving their feedback. The majority of students, when corrected in the middle of their speaking, will face difficulty to continue after the interruption of their ideas. Even worse, they will feel anxious that could lead to them speak very cautiously from then on. As a result, they will not speak as fluently as they could do.

Furthermore, oral corrective feedback can be given as a response to correct students' errors in using the target language, particularly students' spoken errors. Fungula (2013) has stated that oral corrective feedback is a direct indication or clue given when there is an error that a student has produced when using the L2. Annie (2011) has noted that oral corrective feedback is a teachers' verbal feedback in response to students' errors in speaking performance and often focusses on pronunciation, vocabulary and language patterns, communication skills, ideas, and organization. In conclusion, oral corrective feedback is oral feedback given by a teacher or a peer as an indication that there are errors in a student's use of the target language.

Feedback is one of the pieces of information that students accept their presentation. This can be corrective feedback which focuses a learner's

attention on errors, or it can be non-corrective, in the form of praise or encouragement, for example. However, the feedback can also be about the performance of peers. Some learners benefit more from hearing this kind of feedback than feedback which concerns them more directly (Havranek, 2002: 259). It is also useful to bear in mind that feedback does not only give effect to the learner: it can also influence the teacher. A students' performance in a communicative speaking task is a rich source of information about the teachers' teaching (Hattie & Timperley, 2007).

According to Irena S, Calsiyau (2015) he stated the students want their grammatical errors to be always corrected and all the errors to be often corrected. The instrument used questionnaire was patterned by Katayama (2007).

Meanwhile, Widia at all (2018) found it possible for the teachers to apply the other oral corrective feedback strategies on students speaking performance to improve their ability, cited in Elissa (2013:7) oral corrective feedback into six strategies. Namely, explicit correction, recasts clarification requests, metalinguistic comments, elicitation, and repetition.

Added by Lailatul at all (2018) they found the students asked that the teacher's oral corrective feedback does not make them afraid to communicate with their classmates or teacher in the class. Meanwhile, it can be accomplished that teacher's oral corrective feedback strategy does not disturb their interaction.

According to Gamlo Nada H, (2019) she said students held a positive perspective about lecturer oral corrective feedback during speaking activity and they strongly conceding that oral corrective feedback should be given by the lecturers. The questionnaire adopted by herself and also, her research provides beneficial information that contributes to EFL students in speaking class and Konold et al. (2004) said one purpose of feedback is providing important information and helping students become effective and efficient students.

D. Students' Presentation

An oral presentation is a learner-centered activity which is mainly implemented in the classroom to improve the students' speaking proficiency (King, 2002; Miles, 2009). Al-Isa and Al-Qubtan (2010) claimed that an important feature of the EFL classroom in different parts of the world today is oral presentations (p.227). An oral presentation is a learner-centered activity which is mainly implemented in the classroom to improve the students' speaking proficiency (King, 2002; Miles, 2009). They can be referred to as beneficial tools to make the learners prepared for their future careers and real-life speaking (Al-Issa & Al-Qubtan, 2010; Nakamura, 2002; Thornbury, 2005); however, even from the most confident students' point of view, presenting a talk to the public may be a source of anxiety and stress. It can be a bothering and fearful activity and reduces the students' self-esteem (Al-Issa & Al-Qubtan, 2010; Dryden, 2003; King, 2002; Webster, 2002). Giving an

oral presentation is a complex activity, especially for foreign language learners. It requires a wide range of sociolinguistic, cognitive, field, and linguistic knowledge (Adams, 2004; Morita, 2000; Yu & Cadman, 2009). Although the oral presentation may be difficult and demanding for both the learners and teachers, it can be very beneficial for intermediate, upper-intermediate, and higher-level learners (Lee & Park, 2008; Meloni & Thompson, 1980). It integrates all the different language skills, activates the meaningful oral language, and facilitates the complex process of speaking mastery. Oral presentation improves the students' cooperation, responsibility, autonomy, and decision making which are so limited in teacher-cantered classrooms and improves an independent and dynamic atmosphere in the classrooms (Al-Issa & Al-Qubtan, 2010; King, 2002). To show the role of oral presentation in language learning, Choi, John, and Lee (2008) conducted a study which indicated that the development of discourse competence, students' confidence, linguistic knowledge, discourse knowledge, and the whole proficiency in the language resulted from the preparation for weekly presentations. In another study, Otoshi and Heffernan (2008) investigated Japanese students' opinions about the most.

CHAPTER III

RESEARCH METHOD

This chapter presents a description of the research methods. It contains several parts. They are research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

This research is a quantitative method and the researcher chooses the survey as design. Creswell (2015) stated survey design are procedures quantitative research in which you administer a survey or questionnaire to a small group of people (called the *sample*) to identify trends in attitudes, opinions, behaviors, or characteristics of a large group of people (called the *population*) The main purpose of the research survey design is to help the situation in which evidence does not address the initial research question.

Ary at al. (2010) said: "Inquiry employing operational definition to generate numeric data to predetermined questions". By this statement the researcher to summarize data in numerical indices. The researcher normally went to the students, setting, site, or institution to observe or record behavior in it was a natural setting. This research focuses on students' perceptions of the learning process during a presentation. The data collected from the students' information.

By statements above, the researcher concludes that the survey research is a process of collecting information about the respondents of the population. In this research, the researcher also does not control over the independent variable as non-experimental research. The researcher uses the quantitative and survey design to measure students' perceptions toward oral corrective feedback during student presentation.

B. Population and Sample

The population of this research was 61 the students of English education study program at IAIN Palangka Raya the sample got from a document of English Department Office and a sample of this research was students of the fifth semester in Public Speaking class at IAIN Palangka Raya on the academic year 2017 and this was chosen by using *Technique Cluster Sampling*.

C. Research Instrument

1. Research Instrument

The data is very important in this study. We need to support and prove the study itself. Sandra claims that language survey is any studies "that gather data on the characteristics and view of informants about nature language or learning language through the use of oral interview or written questionnaire".

In this research, the researcher used the questionnaire to collect the data The Perception of Lecturer Oral Corrective Feedback during Students Presentation.

For this research, the researcher used the close-ended question because Sandra (2006.p.36) claims close-ended questions allow for uniformity or responses and easy to answer, code and analyze.

Likert scaling is a bipolar scaling method, measuring either positive or negative response to the statement. Likert scale is a psychometric scale commonly involved in research that employs questionnaires. In terms of the other data characteristics, the researcher used the Likert scale, the interval scale also was used for coding for the questions.

Each response gave a number for example:

Table 3.1

Strongly Agree (SS)	Agree (S)	Uncertain (N)	Disagree (TS)	Strongly Disagree (STS)
5	4	3	2	1

The questionnaire was constructed in the form of a Likert scale. The questionnaire that gave Indonesia and English form. So, it makes responders easy to understand and answer.

About thirty (30) close-ended questionnaire was an instrument in this research to gather information about the perception on lecturer oral corrective feedback during a student's presentation.

This research about the perception on lecturer oral corrective feedback during students' presentations. The researchers' questionnaire has adopted from Gamlo (2019) and Irene (2015).

2. Research Instrument Validity

Validity is defined as the extent to which an instrument measured what it claimed to measure.

a. Content Validity

The researcher made sure that the questionnairewas valid. There is an important role for theory in determining validity. An extensive search of the literature on the concept of the researcher wanting to measure me to accept content validity.

b. Face Validity

Asking respondents whether the instrument or test looks valid to them is also important.For measuring instruments the researcher use questionnaire. This is called*face validity*.

3. Research Instrument Reliability

The reliability of measuring instruments is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement. On a theoretical level, reliability is focused on the effect of the error on the consistency of scores. In this world measurement always involves some error. There are two kinds of error: random error of measurement and a systematic error of measurement. Random error is that error as a result of pure chance.

Random errors of measurement may inflate or depress any subject's score in an unpredictable manner. Meanwhile, Systematic error inflates or depresses scores of identifying an able group predictably. In the end, systematic error is the root of validity problems; random error is the root of reliability problems.

In designing a survey, as in all the research, it essential for researchers to conduct reliability. Meanwhile, to assure the reliability of a survey, several measures can be used.

a. The same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item.
b. The way of assuring rehabilitee is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked.
c. The final way to achieve reliability is to check the internal consistency of responses in a survey. In the study, if a survey contains several items that similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions.

Below, is the formula to measure reliability? Here, it uses the Cronbach Alpha Technique:

$$r_{11} = \frac{k}{k-1} \; x \left\{1 - \frac{\sum S_i}{S_t}\right\}$$

Where :

$\sum S_i$ = number of score variant each items

S_t = total of variants

K = number of items

IAIN PALANGKARAYA

D. Data Collection Procedure

On the other hand, the importance of designing a survey is deciding what means of collecting information was effective. The most prevalent data-collection methods are questionnaires. In this research, the Researchers used questionnaires as the technique for collecting the data by respondents.

In this study, the researcher used some procedure to accumulate the data. They are:

1. The researcher was chosen the fifth semester of Public Speaking Class which is going to be analyzed.
2. The researcher prepared the questionnaire.
3. Making a list of questions.
4. Distributing the questionnaire to the fifth semester of Public Speaking class
5. The researcher gave a questionnaire related to the Perception of Lecturer Oral Corrective Feedback during Students Presentation.
6. Ask students to answers the questionnaire to know their reaction about what the researcher search.
7. The researcher was collected with the data.
8. The researcher was analyzed the data obtain using SPSS and measure the central tendency.
9. Calculating and analyzing the result of the questionnaire by using SPSS 21.

E. Data Analysis Procedure

In this research, the researcher was used interval scale and collected data by using questionnaires both of the close-ended and Likert type questions. This research about students' perception which is known as attitudinal information.

The Researcher analyzing the data used computer programs for processing questionnaire data. Numerous static software packages can be used to process quantitative questionnaire data. Personally use SPSS (Statistical Package for the Social Sciences). Which is the market leader category? For the process analysis close-ended in this survey, the researcher used SPSS 21, because the process analysis of this program makes it possible not only to provide statistic-based on the method. Besides, because it is strongly linked with the statistic modules of software data management for analysis by importing and exporting the text-based result becomes easier.

1. The researcherwas collected the main data
2. The researcher was arranged the collected score into the distribution of the frequency of the score table.
3. The researcher calculated Mean using the formula, Medium and Modus. According to Sidebar, r (2013).
   a. Mean

      $$Mx = \frac{\sum \times}{N}$$

      Where:

      Mx: Mean Value

$\Sigma \int x$ = sum of each mid-point times by its frequency

N = Number of Case

b. Median

Median is defined as that point in a distribution of measure which 50 % percent of the cases lie.

c. Modus/ Mode

The mode is the value in distribution that occurs most frequently.

d. The researcher was calculated the deviation score and standard.

Deviation using the formula:

1) Deviation Score

$x = X - X$

x = Deviation Score

X = raw score

$\overline{X}$ = Mean

2) Standard Deviation

$$S^2 = \frac{\sum x2}{N-1}$$

$$S = \frac{\sqrt{X^2}}{N-1}$$

$$S = \frac{\sqrt{\sum_X 2 - \frac{(\sum x)2}{N}}}{N-1}$$

$\sum X^2$ = Sum of the squares of each score

$(\sum X^2)$ = Sum of the score squared (the score are first summed, and then this total is squared)

N = number of cases

e. The researcher interpreted the analysis result.

f. The researcher gave a conclusion.

4. Data Display

Sandra (2006:42) Coding categories are the first thing to do for the research when decide to compile survey research. The researcher assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of table in which the researcher identified the respondent in the left-hand column and used the rows in the table to list the participant's response to each item.

Once the information is compiletable, it needs to be displayed in some ways. There areseveral possible alternatives.

a. Oneistosimply report the *frequency* of each response. Hence, in the example of having students rank the importance of each skill, one could simply describe how many students ranked writing as one, and how many ranked listening as one, and so on.

b. A second alternative is to describe the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in a figure using graph or pie chart. Visually displaying results in this way often makes it easier to highlight the results of the survey.

Table 3.2
Category of Measurement of Students Perceptions

No	Score	Categorized
1.	80 %– 100 %	Strongly Agree
2.	60 %– 79.99 %	Agree
3.	40 %– 59.99%	Neutral
4.	20 %– 39.99 %	Disagree
5.	0 %– 19.99 %	Strongly Disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

c. Finally, with interval scales, one could describe the data interms of *central tendency*. As mentioned earlier, attitude scales are often treated as interval scales so that the central tendency of Likert-scale questions is sometimes calculated. The most common types of central tendency are the mean, mode, and median. The *mean* or average is calculated by add in grup the scores and dividing by the number of participants. The *median* is the number in asset of numbers that represents the point at which50% of the items are above and 50% are below. The *mode* is simply the most common number.

5. Data Conclusion

The researcher finds a conclusion answering for formulating the problems. The researcher concludes all the data that is getting to make a clear understanding for the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the research about The Perception on Lecturer Oral Corrective Feedback during Students' Presentation.

A. Data Presentation

Table 4.1

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	U=3	A=4	SA=5	
1	When my teacher corrects my speaking errors, I do not get annoyed.	Number	1	1	13	33	13	61
		Percent	1.6 %	1.6 %	21.3 %	54.1 %	21.3 %	100
2	When my teacher corrects my speaking errors, I feel embarrassed.	Number	7	22	21	10	1	61
		Percent	11.5 %	36.1 %	34.4 %	16.4 %	1.6 %	100
3	I believe that teachers' oral corrective feedback can improve my speaking skills.	Number	0	0	11	34	16	61
		Percent	0	0	18.0 %	55.7 %	26.2 %	100
4	I believe that oral corrective feedback will help me not to repeat my speaking errors in the future.	Number	1	0	13	38	9	61
		Percent	1.6 %	0	21.3 %	62.3 %	14.8 %	100

5	I prefer my teacher to always correct my errors during speaking activities.	Number	0	3	15	32	11	61
		Percent	0	4.9 %	24.6 %	52.5 %	18.0 %	100
6	I am not worried about making errors when I speak English during Speaking activities	Number	0	6	25	22	8	61
		Percent	0	9.8 %	41.1 %	36.1 %	13.1 %	100
7	I prefer my teachers to provide immediate oral corrective feedback.	Number	2	1	16	30	12	61
		Percent	3.3 %	1.6 %	26.2 %	49.2 %	19.7 %	100
8	I prefer my teachers to provide oral corrective feedback after the speaking activity ends.	Number	0	2	24	24	10	61
		Percent	0	3.3 %	39.3 %	39.3 %	16.4 %	100
9	I prefer my teachers to provide oral corrective feedback at the end of the class.	Number	0	9	31	17	4	61
		Percent	0	14.8 %	50.8 %	27.9 %	6.6 %	100
10	I need more oral corrective feedback on my grammatical errors.	Number	0	1	13	35	12	61
		Percent	0	1.6 %	21.3 %	57.4 %	19.7 %	100
11	I need more oral corrective feedback on my pronunciation errors.	Number	0	3	15	33	10	61
		Percent	0	4.9 %	24.6 %	54.1 %	16.4 %	100
12	I need more oral corrective feedback on vocabulary errors.	Number	0	2	13	39	7	61
		Percent	0	3.3 %	21.3 %	63.9 %	11.5 %	100
13	I like it when my teacher corrects my oral errors in the	Number	0	0	18	36	7	61

	class.							
		Percent	0	0	29.5 %	59.0 %	11.5 %	100
14	I like it when my teacher asks me to correct my errors myself in class.	Number	1	6	25	25	4	61
		Percent	1.6 %	9.8 %	41.1 %	41.1 %	6.6 %	100
15	I like it when my classmates correct my oral errors in class.	Number	0	2	21	33	5	61
		Percent	0	3.3 %	34,4 %	54.1 %	8.2 %	100
16	I want teachers to correct my errors in speaking English.	Number	2	1	8	32	18	61
		Percent	3.3 %	1.6 %	13.1 %	52.5 %	29.5 %	100
17	Teachers should correct all errors that learners make in speaking English.	Number	1	2	18	30	10	61
		Percent	1.6 %	3.3 %	29.5 %	49.2 %	16.4 %	100
18	I want to do my correction by asking a hint from the teacher.	Number	0	8	24	25	4	61
		Percent	0	29.5 %	39.3%	41.1%	6.6 %	100
19	The teacher should correct in the middle of a conversation.	Number	8	22	15	14	2	61
		Percent	13.1%	36.1 %	24.6 %	23.0 %	3.3 %	100
20	I feel bad or angry when teachers correct my errors.	Number	21	23	7	10	0	61
		Percent	34.4 %	37.7 %	11.5 %	16.4 %	0	100
21	I can learn a lot when the teacher corrects my mistakes.	Number	0	4	8	28	21	61
		Percent	0	6.6 %	13.1 %	45.9 %	34.4 %	100
22	I prefer being corrected in front of other students	Number	1	9	32	17	2	61
		Percent	1.6 %	14.8 %	52.5 %	27.9 %	3.3 %	100

23	I think that the oral feedback provided is necessary and helpful.	Number	0	0	11	40	10	61
		Percent	0	0	18.0 %	65.6 %	16.4 %	100
24	I resent being orally corrected by the teacher in the classroom.	Number	14	29	13	5	0	61
		Percent	23.0 %	47.5 %	21.3 %	8.2 %	0	100
25	I want to receive corrective feedback (e.g., provide a hint for me to self-correct, tell me that I made an error, or correct my error.)	Number	0	2	17	34	8	61
		Percent	0	3.3 %	27.9 %	55.7 %	13.1 %	100
26	Teachers should correct all errors that learners make in speaking English).	Number	1	2	16	30	12	61
		Percent	1.6 %	3.3 %	26.2 %	49.2 %	19.7 %	100
27	Teachers should correct only the errors that interfere with communication.	Number	0	15	21	23	2	61
		Percent	0	24.6 %	34.4 %	37.7 %	3.3 %	100
28	Getting feedback is important for me	Number	0	1	6	29	25	61
		Percent	0	1.6 %	9.8 %	47.5 %	41.0 %	100
29	Teacher provides feedback spontaneously.	Number	7	15	26	12	1	61
		Percent	11.5 %	24.6 %	42.6 %	19.7 %	1.6 %	100
30	I feel pressure to perform well after the oral feedback I have received	Number	3	23	22	11	2	61
		Percent	4.9 %	37.7 %	36.1 %	18.0 %	3.3 %	100

B. Research Findings

The main data researcher was used the questionnaire to collect the main data. There were 30 items of the questionnaire as the instruments for collecting the data. The questionnaire was adopted from Gamlo (2019) and Irene (2015).

The result of The Perception on Lecturer Oral Corrective Feedback during Students' Presentation was obtained by using the questionnaire as the main instrument to collect the data. The questionnaire consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 61 students of English Education Academic year 2017 in the fifth semester who were chosen as sampling in this research.

Note:

SA: Strongly Disagree

A: Agree

N:Neutral

D: Disagree

SD: Strongly Disagree

MN: Mean

MDN: Median

MO: Modus

SD: Standard Devotion

Based on the table above. The resulting questionnaire described the mean there was highest score 4,28 in item number 20 and minimum score 2,10 in item 3, the median there was 1 highest score 65.6 in item 23 and the score minimum 36.1 in item 19. The mode there were 1, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 24, 25, 26, 27, 28 with score 4 and minimum score 2 in items 2, 19, 20, 24, 30 and standard deviation there was highest score 1,076 in item 19 and minimum score 591 in item 23. There were analyzed the result of the questionnaire consisted of 30 items questionnaire.

Table 4.2

Item	Number /percent	Scale					Total	MN	MDN	MO	SD
		SD	D	N	A	SA					
		1	2	3	4	5					
1	Number	1	1	13	33	13	239	3.92	54.1	4	,802
	Percent	1.6	1.6	21.3	54,1	21.3	100				
2	Number	7	22	21	10	1	159	2.61	36.1	2	,954
	Percent	11.5	36.1	34.4	16.4	1.6	100				
3	Number	0	0	11	34	16	249	4.08	55.7	4	,666
	Percent	0	0	18.0	55.7	26.2	100				
4	Number	1	0	13	38	9	237	3.89	62.3	4	,709
	Percent	1.6	0	21.3	62.3	14.8	100				
5	Number	0	3	15	32	11	234	3.84	52.5	4	,778
	Percent	0	4.9	24.6	52.5	18.0	100				
6	Number	0	6	25	22	8	215	3.57	41.1	3	,846
	Percent	0	9.8	41.1	36.1	13.1	100				
7	Number	2	1	16	30	12	232	3.80	49.2	4	,891
	Percent	3.3	1.6	26.2	49.2	19.7	100				
8	Number	0	2	24	24	10	216	3.67	39.3	4	,811
	Percent	0	3.3	39.3	39.3	16.4	100				
9	Number	0	9	31	17	4	199	3.26	50.8	3	,794
	Percent	0	14.8	50.8	27.9	6.6	100				
10	Number	0	1	13	35	12	241	3.95	57.4	4	,693
	Percent	0	1.6	21.3	57.4	19.7	100				
11	Number	0	3	15	33	10	233	3.82	54.1	4	,764

	Percent	0	4.9	24.6	54.1	16.4	100				
12	Number	0	2	13	39	7	230	3.84	63.9	4	,663
	Percent	0	3.3	21.3	63.9	11.5	100				
13	Number	0	0	18	36	7	233	3.82	59.0	4	,619
	Percent	0	0	29.5	59.0	11.5	100				
14	Number	1	6	25	25	4	208	3.41	41.1	4	,824
	Percent	1.6	9.8	41.1	41.1	6.6	100				
15	Number	0	2	21	33	5	219	3.67	54.1	4	,676
	Percent	0	3.3	34,4	54.1	8.2	100				
16	Number	2	1	8	32	18	214	4.03	52.5	4	,894
	Percent	3.3	1.6	13.1	52.5	29.5	100				
17	Number	1	2	18	30	10	227	3.75	49.2	4	,830
	Percent	1.6	3.3	29.5	49.2	16.4	100				
18	Number	0	8	24	25	4	208	3.41	41.1	4	,804
	Percent	0	29.5	39.3	41.1	6.6	100				
19	Number	8	22	15	14	2	163	2.67	36.1	2	1,076
	Percent	13.1	36.1	24.6	23.0	3.3	100				
20	Number	21	23	7	10	0	128	2.10	37.7	2	1,060
	Percent	34.4	37.7	11.5	16.4	0	100				
21	Number	0	4	8	28	21	259	4.08	45.9	4	,862
	Percent	0	6.6	13.1	45.9	34.4	100				
22	Number	1	9	32	17	2	193	3.16	52.5	3	,778
	Percent	1.6	14.8	52.5	27.9	3.3	100				
23	Number	0	0	11	40	10	243	3.98	65.6	4	,591
	Percent	0	0	18.0	65.6	16.4	100				
24	Number	14	29	13	5	0	131	2.15	47.5	2	,872
	Percent	23.0	47.5	21.3	8.2	0	100				
25	Number	0	2	17	34	8	231	3.79	55.7	4	,710
	Percent	0	3.3	27.9	55.7	13.1	100				
26	Number	1	2	16	30	12	233	3.82	49.2	4	,847
	Percent	1.6	3.3	26.2	49.2	19.7	100				
27	Number	0	15	21	23	2	195	3.20	37.7	4	,853
	Percent	0	24.6	34.4	37.7	3.3	100				
28	Number	0	1	6	29	25	261	4.28	47.5	4	,710
	Percent	0	1.6	9.8	47.5	41.0	100				
29	Number	7	15	26	12	1	158	2.75	42.6	3	,960
	Percent	11.5	24.6	42.6	19.7	1.6	100				
30	Number	3	23	22	11	2	169	2.77	37.7	2	,920
	Percent	4.9	37.7	36.1	18.0	3.3	100				

Table 4.3
Result of analysis survey item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,6	1,6	1,6
	TS	1	1,6	1,6	3,3
	N	13	21,3	21,3	24,6
	S	33	54,1	54,1	78,7
	SS	13	21,3	21,3	100,0
	Total	61	100,0	100,0	

Item 1, "When my teacher corrects my speaking errors, I do not get annoyed". There was 1 student who chose option Strongly Disagree (1.6 %). There was 1 student who chose option Disagree (1.6 %). There were 13 students who chose option Neutral (21.3 %). There were 33 students who chose strongly (54.1%). There were students who chose option Strongly Agree (13 %). The calculation of analysis students' perception item 1 was 79 % with the categorized Agree.

Table 4.4
Result of analysis survey item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	7	11,5	11,5	11,5
	TS	22	36,1	36,1	47,5
	N	21	34,4	34,4	82,0
	S	10	16,4	16,4	98,4
	SS	1	1,6	1,6	100,0
	Total	61	100,0	100,0	

Item 2 “When my teacher corrects my speaking errors, I feel embarrassed”. 7 were students chose option Strongly Disagree (11.5 %).22 were studentswho chose the option to Disagree (36.1 %). There were 21 students who chose Neutral (34.4 %). There were 10 students who chose option Agree (16.4 %). There was 1 student who chose option Strongly Agree (1, 6 %). The calculation of analysis students’ perception item 2 was 53 % with the categorized Neutral.

Table 4.5
Result of analysis survey item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	11	18,0	18,0	18,0
	S	34	55,7	55,7	73,8
	SS	16	26,2	26,2	100,0
	Total	61	100,0	100,0	

Item 3, “I believe that teachers’ oral corrective feedback can improve my speaking skills”. There were 11 students who chose option Neutral (18.0 %). There were 34 students who chose option Agree (55.7 %). There were 16 students who chose option Strongly Agree (26.2 %). The calculation of analysis students’ perception item 3 was 83 % with the categorized Strongly Agree.

Table 4.6
Result of Analysis Survey Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,6	1,6	1,6
	N	13	21,3	21,3	23,0
	S	38	62,3	62,3	85,2
	SS	9	14,8	14,8	100,0
	Total	61	100,0	100,0	

Item 4, “I believe that oral corrective feedback will help me not to repeat my speaking errors in future”. There was 1 student who chose option Strongly Disagree (1.6 %). There were 13 students who chose option Neutral (21.3 %). There were 38 students who chose option strongly (62.3 %). There were 9 students who chose option Strongly Agree (14.8 %).The calculation of analysis students’ perception item 4 was 79% with the categorized Agree.

Table 4.7
Result of Analysis Survey item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	4,9	4,9	4,9
	N	15	24,6	24,6	29,5
	S	32	52,5	52,5	82,0
	SS	11	18,0	18,0	100,0
	Total	61	100,0	100,0	

Item 5, “I prefer my teacher to always correct my errors during speaking activities”. There were 3 students who chose option Disagree (4.9 %). There were 15 students who chose option Neutral (24.6 %). There were 32 students who chose option Agree (52.5 %) there were 11 students who chose option Strongly Agree (18.0 %). The calculation of analysis students’ perception item 5 was 78 % with the categorized Agree.

Table 4.8
Result of analysis survey item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	9,8	9,8	9,8
	N	22	36,1	36,1	45,9
	S	25	41,0	41,0	86,9
	SS	8	13,1	13,1	100,0
	Total	61	100,0	100,0	

Item 6, "I am not worried about making errors when I speak English during speaking activities". There were 6 students who chose option Disagree (9.8 %). There were 22 students who chose option Neutral about (36.1 %). There were 25 students who chose option strongly (41.0 %). There were 8 students who chose option Strongly Agree (13.1 %). The calculation of analysis students' perception item 6 was 71 % with the categorized Agree.

Table 4.9
Result of Analysis survey Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	1	1,6	1,6	4,9
	N	16	26,2	26,2	31,1
	S	30	49,2	49,2	80,3
	SS	12	19,7	19,7	100,0
	Total	61	100,0	100,0	

Item 7, "I prefer my teachers to provide immediate oral corrective feedback". There were 2 students who chose option Strongly Disagree (3.3 %). There was 1 student who chose option Disagree (1.6 %). There were 16 students who chose option Neutral (26.2 %). There were 30 students who chose option Agree (49.2 %). There were 12 students who chose option Strongly Agree (19.7 %).The calculation of analysis students' perception item 7 was 77 % with the categorized Agree.

Table 4.10
Result of Analysis survey item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	4,9	4,9	4,9
	N	24	39,3	39,3	44,3
	S	24	39,3	39,3	83,6
	SS	10	16,4	16,4	100,0
	Total	61	100,0	100,0	

Item 8, “I prefer my teachers to provide oral corrective feedback after the speaking activity ends”. There were 3 students who chose option (4.9 %). There where students 24 who chose option Neutral (39.3 %). There were students 24 who chose option Strongly Agree (39.3 %). There were 10 students who chose option Strongly Agree (16.4 %). The calculation of analysis students’ perception item 1 was 72 % with the categorized Agree.

Table 4.11
Result of Analysis Survey Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	9	14,8	14,8	14,8
	N	31	50,8	50,8	65,6
	S	17	27,9	27,9	93,4
	SS	4	6,6	6,6	100,0
	Total	61	100,0	100,0	

Item 9, “I prefer my teachers to provide oral corrective feedback at the end of the class”. There were 9 students who chose option Disagree (14.8 %). There were 31 students who chose option Neutral (50.8 %). There were 17 students who chose option Agree (27.9 %). There were 4 students who chose option Strongly Agree (6.6 %). The calculation of analysis students’ perception item 9 was 66 % with the categorized Agree.

Table 4.12
Result of analysis survey item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1,6	1,6	1,6
	N	13	21,3	21,3	23,0
	S	35	57,4	57,4	80,3
	SS	12	19,7	19,7	100,0
	Total	61	100,0	100,0	

Item 10, “I need more oral corrective feedback on my grammatical errors”. There was 1 students who chose option Disagree (1.6 %). There were 13 students who chose option Neutral (21.3%). There were 35 students who chose option Agree (57.4 %). There were 12 students who chose option Strongly Agree (19.7 %).The calculation of analysis students’ perception item 10 was 80 % with the categorized Strongly Agree.

Table 4.13
Result of analysis survey item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	3	4,9	4,9	4,9
	N	15	24,6	24,6	29,5
	S	33	54,1	54,1	83,6
	SS	10	16,4	16,4	100,0
	Total	61	100,0	100,0	

Item 11, "I need more oral corrective feedback on my pronunciation errors" there were 3 students who chose option Disagree (4.9 %). There were 33 students who chose option Neutral (24.6 %). There were 33 students who chose option Agree (54.1 %). There were 10 students who chose option Strongly Agree (16.4 %). The calculation of analysis students' perception item 11 was 77 % with the categorized Agree.

Table 4.14
Result of analysis survey item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	3,3	3,3	3,3
	N	13	21,3	21,3	24,6
	S	39	63,9	63,9	88,5
	SS	7	11,5	11,5	100,0
	Total	61	100,0	100,0	

Item 12, "I need more oral corrective feedback on vocabulary errors."There were 2 students who chose option Disagree (3.3 %). There were 13 students who chose option Neutral (21.3 %). There were 39 students who chose option Strongly Agree (11.5 %). The calculation of analysis students' perception item 1 was 76 % with the categorized Agree.

Table 4.15
Result of analysis survey item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	18	29,5	29,5	29,5
	S	36	59,0	59,0	88,5
	SS	7	11,5	11,5	100,0
	Total	61	100,0	100,0	

Item 13, “I like it when my teacher corrects my oral errors in the class”. There were 18 students who chose option Neutral (29.5 %). There were 36 students who chose option Agree (59.0 %). There were 7 students who chose option Strongly Agree (11.5 %). The calculation of analysis students’ perception item 13 was 77 % with the categorized Agree.

Table 4.16
Result of analysis survey item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,6	1,6	1,6
	TS	6	9,8	9,8	11,5
	N	25	41,0	41,0	52,5
	S	25	41,0	41,0	93,4
	SS	4	6,6	6,6	100,0
	Total	61	100,0	100,0	

Item 14, “I like it when my teacher asks me to correct my errors myself in class”. There was 1 student who chose option Strongly Disagree (1.6 %). There were 6 students who chose option Disagree (9.8 %). There were 25 students who chose option Neutral (41.0 %). There were 25 students who chose option Agree (41.0 %). There were 4 students who chose option Strongly Agree (6.6 %). The calculation of analysis students’ perception item 14 was 69 % with the categorized Agree.

Table 4.17
Result of analysis survey item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	3,3	3,3	3,3
	N	21	34,4	34,4	37,7
	S	33	54,1	54,1	91,8
	SS	5	8,2	8,2	100,0
	Total	61	100,0	100,0	

Item 15, "I like it when my classmates correct my oral errors in class". There were 2 students who chose option Disagree (3.3 %). There were 21 students who chose option Neutral (34.4 %). There were 33 students who chose option Agree (54.1 %). There were 5 students who chose option Strongly Agree (8.2 %). The calculation of analysis students' perception item 15 was 71 % with the categorized Agree.

Table 4.18
Result of analysis survey item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	3,3	3,3	3,3
	TS	1	1,6	1,6	4,9
	N	8	13,1	13,1	18,0
	S	32	52,5	52,5	70,5
	SS	18	29,5	29,5	100,0
	Total	61	100,0	100,0	

Item 16, “I want teachers to correct my errors in speaking English”. There were 2 students who chose option Strongly Disagree (3.3 %). There was 1 student who chose option Disagree (1.6 %). There were 8 students who chose option Neutral (13.1 %). There were 32 students who chose option Agree (52.5 %). There were students who chose option Strongly Agree (29.5 %).The calculation of analysis students’ perception item 16 was 71 % with the categorized Agree.

Table 4.19
Result of analysis survey item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,6	1,6	1,6
	TS	2	3,3	3,3	4,9
	N	18	29,5	29,5	34,4
	S	30	49,2	49,2	83,6
	SS	10	16,4	16,4	100,0
	Total	61	100,0	100,0	

Item 17, “Teacher should correct all errors that learners make in speaking English”. There was 1 student who chose option Strongly Disagree (1.6 %). There were 2 students who chose option Neutral (29.5 %). There were 30 students who chose option Agree (49.2 %). There were 10 students who chose option Strongly Agree (16.4 %). The calculation of analysis students’ perception item 17 was 75 % with the categorized Agree.

Table 4.20
Result of analysis survey item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	13,1	13,1	13,1
	N	24	39,3	39,3	52,5
	S	25	41,0	41,0	93,4
	SS	4	6,6	6,6	100,0
	Total	61	100,0	100,0	

Item 18, “I want to do my own correction by asking hint from the teacher”. There were 8 students who chose option Disagree (13.1 %). There were 24 students who chose option Neutral (39.3 %). There were 25 students who chose option Agree (41.0 %). There were 4 students who chose option Strongly Agree (6.6 %).The calculation of analysis students’ perception item 18 was 69 % with the categorized Agree.

Table 4.21
Result of analysis survey item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	8	13,1	13,1	13,1
	TS	22	36,1	36,1	49,2
	N	15	24,6	24,6	73,8
	S	14	23,0	23,0	96,7
	SS	2	3,3	3,3	100,0
	Total	61	100,0	100,0	

Item 19, "Teacher should correct in the middle of a conversation". There were 8 students who chose option Strongly Disagree (13.1 %). There were 22 students who chose option Disagree (36.1%). There were 15 students who chose option Neutral (24.6 %). There were 14 students who chose option Agree (23.0 %). There were 2 students who chose option Strongly Agree (3.3 %).The calculation of analysis students' perception item 19 was 54 % with the categorized Neutral.

Table 4.22
Result of analysis survey item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	21	34,4	34,4	34,4
	TS	23	37,7	37,7	72,1
	N	7	11,5	11,5	83,6
	S	10	16,4	16,4	100,0
	Total	61	100,0	100,0	

Item 20, “I feel bad or angry when teachers correct my errors”. There were 21 students who chose option Strongly Disagree (34.4 %). There were 23 students who chose option Disagree (37.7 %). There were 7 students who chose option (11.5 %). There were 10 students who chose option Agree (16.4 %). The calculation of analysis students’ perception item 20 was 42 % with the categorize Neutral.

Table 4.23
Result of analysis survey item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	4	6,6	6,6	6,6
	N	8	13,1	13,1	19,7
	S	28	45,9	45,9	65,6
	SS	21	34,4	34,4	100,0
	Total	61	100,0	100,0	

Item 21, “I can learn a lot when the teacher corrects my mistakes”. There were 4 students who chose option Disagree (6.6 %). There were 8 students who chose option Neutral (13.1 %). There were students 28 who chose option Agree (45.9 %). There were 21 students who chose option Strongly Agree (34.4 %). The calculation of analysis students’ perception item 21 was 86% with the categorized Strongly Agree.

Table 4.24
Result of analysis survey item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,6	1,6	1,6
	TS	9	14,8	14,8	16,4
	N	32	52,5	52,5	68,9
	S	17	27,9	27,9	96,7
	SS	2	3,3	3,3	100,0
	Total	61	100,0	100,0	

Item 22, “I prefer being corrected in front of other students”. There was 1 student who chose option Strongly Agree (1.6 %). There were 9 students who chose Disagree (14.8 %). There were 32 students who chose option Neutral (52.5 %). There were 17 students who chose option Agree (27.9 %). There were 2 students who chose option Strongly Agree (3.3 %). The calculation of analysis students’ perception item 22 was 64 % with the categorized Agree.

Table 4.25
Result of analysis survey item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	11	18,0	18,0	18,0
	S	40	65,6	65,6	83,6
	SS	10	16,4	16,4	100,0
	Total	61	100,0	100,0	

Item 23, “I think that the oral feedback provided is necessary and helpful”. There were 11 students who chose option Neutral (18.0%). There were 40 students who chose option Agree (65.6 %). There were 10 students who chose option Strongly Agree (16.4 %). The calculation of analysis students’ perception item 23 was 81 % with the categorized Strongly Agree.

Table 4.26
Result of analysis survey item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	14	23,0	23,0	23,0
	TS	29	47,5	47,5	70,5
	N	13	21,3	21,3	91,8
	S	5	8,2	8,2	100,0
	Total	61	100,0	100,0	

Item 24, “I resent being orally corrected by the teacher in the classroom”. There were 14 students who chose option Strongly Disagree (23.0 %). There were 29 students who chose option Disagree (47.5 %). There were 13 students who chose Neutral (21.3 %). There were students who chose option Agree (8.2 %). The calculation of analysis students’ perception item 24 was 43 % with the categorized Netral.

Table 4.27
Result of analysis survey item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	3,3	3,3	3,3
	N	17	27,9	27,9	31,1
	S	34	55,7	55,7	86,9
	SS	8	13,1	13,1	100,0
	Total	61	100,0	100,0	

Item 25, “I want to receive corrective feedback (e.g., provide a hint for me to self-correct, tell me that I made an error, or correct my error.) When I make mistakes”. There were 2 students who chose option Disagree (3.3 %). There were 17 students who chose option Neutral (27.9 %). There were 34 students who chose option Agree (55.7 %). There were 8 students who chose option Strongly Agree (13.1 %). The calculation of analysis students’ perception item 25 was 77 % with the categorized Agree.

Table 4.28
Result of analysis survey item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	1,6	1,6	1,6
	TS	2	3,3	3,3	4,9
	N	16	26,2	26,2	31,1
	S	30	49,2	49,2	80,3
	SS	12	19,7	19,7	100,0
	Total	61	100,0	100,0	

Item 26, “Teachers should correct all errors that learners make in speaking English”. There was 1 student who chose option Strongly Disagree (1.6 %). There were 2 students who chose option Disagree (3.3 %). There were 16 students who chose option Neutral (26.2 %). There were 30 students who chose option Agree (49.2 %). There were 12 students who chose option Strongly Agree (19.7 %). The calculation of analysis students’ perception item 26 was 77 % with the categorized Agree.

Table 4.29
Result of survey item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	15	24,6	24,6	24,6
	N	21	34,4	34,4	59,0
	S	23	37,7	37,7	96,7
	SS	2	3,3	3,3	100,0
	Total	61	100,0	100,0	

Item 27, "Teachers should correct only the errors that interfere with communication". There were 15 students who chose option Disagree (24.6 %). There were 21 students who chose option Neutral (34.4 %). There were 23 students who chose option Agree (37.7 %). There were 2 students who chose option Strongly Agree (3.3 %). The calculation of analysis students' perception item 27 was 65 % with the categorized Agree.

Table 4.30
Result of analysis survey item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	1	1,6	1,6	1,6
	N	6	9,8	9,8	11,5
	S	29	47,5	47,5	59,0
	SS	25	41,0	41,0	100,0
	Total	61	100,0	100,0	

Item 28, “Getting feedback is important for me”. There was 1 student who chose option Disagree (1.6 %). There were 6 students who chose option Neutral (9.8 %). There were 29 students who chose option Agree (47.5 %). There were 25 students who chose option Strongly Agree (41.0 %).The calculation of analysis students’ perception item 28 was 87 % with the categorized Strongly Agree.

Table 4.31
Result of analysis survey item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	7	11,5	11,5	11,5
	TS	15	24,6	24,6	36,1
	N	26	42,6	42,6	78,7
	S	12	19,7	19,7	98,4
	SS	1	1,6	1,6	100,0
	Total	61	100,0	100,0	

Item 29, "Teacher provides feedback spontaneously". There were 7 students who chose option Strongly Disagree (11.5 %). There were 15 students who chose option Disagree (24.6 %). There were 26 students who chose option Neutral (42.6 %). There were 12 students who chose option Agree (19.7 %). There was 1 student who chose option Strongly Agree (1.6 %). The calculation of analysis students' perception item 29 was 52 % with the categorized Neutral.

Table 4.32
Result of analysis survey item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	4,9	4,9	4,9
	TS	23	37,7	37,7	42,6
	N	22	36,1	36,1	78,7
	S	11	18,0	18,0	96,7
	SS	2	3,3	3,3	100,0
	Total	61	100,0	100,0	

Item 30, “I feel pressure to perform well after the oral feedback I have received”. There were 3 students who chose option Strongly Disagree (4.9 %). There were 23 students who chose option Disagree (37.7 %). There were 22 students who chose option Neutral (36.1 %). There were 11 students who chose Agree (18.0 %). There were 2 students who chose option Strongly Agee (3.3 %).The calculation of analysis students’ perception item 30 was 56 % with the categorized Neutral.

Table 4.33

NO	Score	Categorized	NO	Score	Categorized
1	79	Agree	**16**	71	Agree
2	53	Neutral	**17**	75	Agree
3	83	Strongly Agree	**18**	69	Agree
4	79	Agree	**19**	54	Neutral
5	78	Agree	**20**	42	Neutral
6	71	Agree	**21**	86	Strongly Agree
7	77	Agree	**22**	64	Agree
8	72	Agree	**23**	81	Strongly Agree
9	66	Agree	**24**	43	Neutral
10	80	Strongly Agree	**25**	77	Agree
11	77	Agree	**26**	77	Agree
12	76	Agree	**27**	65	Agree
13	77	Agree	**28**	87	Strongly Agree
14	69	Agree	**29**	52	Neutral
15	73	Agree	**30**	56	Neutral

$$\text{Final result} = \frac{\text{Total Score}}{\text{Total Item}}$$

$$= \frac{2.031}{30}$$

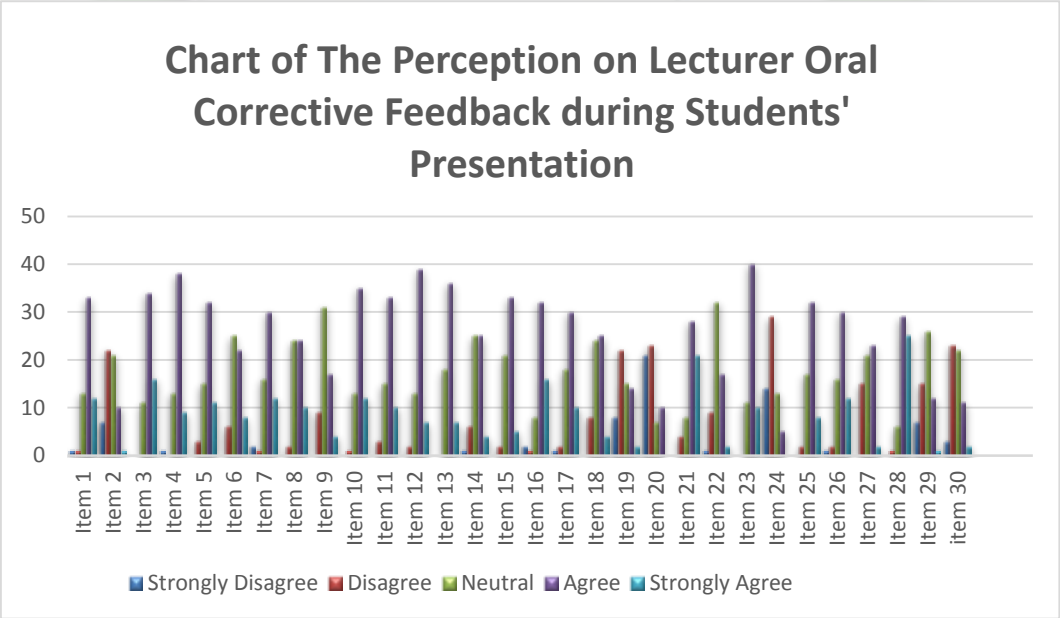
$$= 67\ \%\ \text{(Agree)}$$

Based on the questionnaire result, the students perceived that lecturers used Oral Corrective Feedback in Speaking English classroom during their presentation is needed and they showed the positive perception toward the use of Oral Corrective Feedback by lecturers in English classroom is necessary and helpful to learn English. The total item questionnaire consists of 30 questions with the final result was 67 % and the categorized Agree.

C. Discussion

In this following discussion, the analysis of the Perception on Lecturer Oral Corrective Feedback during Students' Presentation in Speaking English classroom at IAIN Palangka Raya would be discussed. The result of the questionnaire shown the following the data related to students' perception toward the statements that asked in questionnaire sheets that are related to the lecturers use of Oral Corrective Feedback by The Lecturer in English classroom.

Figure 4.1



Based on the chart, it could be concluded the result of the questionnaire item by item. To discuss the chart about the result of the questionnaire as follows:

Item 1, “When my teacher corrects my speaking errors, I do not get annoyed”. From the data result, it was relevant that most of the students (79 %). The students believe they do not annoyed when their teacher corrects students speaking errors. This statement related to Konold et al. (2004) states one goal of feedback is providing important information and helping students become effective and efficient students.

Item 2 “When my teacher corrects my speaking errors, I feel embarrassed”. From the data result, it was relevant that most of the students (53 %). This statement related to Ayedh & Khaled (2011) stated emotions and feelings towards the feedback process are mainly dependent upon how feedback is managed.

Item 3, “I believe that teachers’ oral corrective feedback can improve my speaking skills”. From the data result, it was relevant that most of the students (83 %). This statement related to Asnawi et al (Chapter II, P.09). They found that the students perceived the lecturer's oral corrective feedback as an important part of language learning. The lecturer’s oral corrective feedback was very helpful in improving the speaking ability of the students in the class.

Item 4, “I believe that oral corrective feedback will help me not to repeat my speaking errors in future”. From the data result, it was relevant that most of the students (79%). This statement related to Triwinarsih (2017) said that corrective feedback is important to be applied to help students,

especially young learners to achieve the learning goals. It is due to the aims of the teacher's corrective feedback which is used to make students think about giving better quality responses.

Item 5, From the data result, it was relevant that most of the students (78 %). This statement related to Larsen and Freeman (2000). They stated teacher facilities communication in the classroom and responsibilities during teaching-learning in the classroom. Teachers as an adviser, answering students' question and monitoring their performance.

Item 6, "I am not worried about making errors when I speak English during speaking activities". From the data result, it was relevant that most of the students (71%). This statement related to Hendra. He said the Teacher should not criticize any mistakes made by students in vocabulary, grammar, and pronunciation but give more praise for student's progress. Mistakes can be discussed separately. In speaking activities, the focus should be on expressing ideas/contents well, not on forms.

Item 7, "I prefer my teachers to provide immediate oral corrective feedback". From the data result, it was relevant that most of the students (77 %) with the categorized Agree. This statement related to Cathcart & Olsen' (1976).They found that students want most oral their mistakes corrected. Yet, the lecturers only correct some important errors which students produced. There is a mismatch between students' perception and the lecturer's perception of how corrective feedback should be given. When the

students expect their lecturer will correct their every error, the lecturer only correct some important error which they think it is needed to be corrected

Item 8, “I prefer my teachers to provide oral corrective feedback after the speaking activity ends”. From the data result, it was relevant that most of the students 72 % with the categorized Agree. This statement related to Thornbury (2005: 93)& Harmer (2007: 131). Stated teachers may chooseto give positive, non-corrective feedback on the content of the students’ discussion, as well as highlighting examples of accurate and appropriate language use, before focusing on errors.

Item 9, “I prefer my teachers to provide oral corrective feedback at the end of the class”. From the data result, it was relevant that most of the students 66 % with the categorized Agree. This statement related to Hunter (2011) found thatdelayed feedback could be beneficial in promotingboth accuracy and complexity. Quinn (2014) also found that delayed feedback led to gains inaccuracy, but did not find that delayed feedback was any more effective than immediate feedback.

Item 10, “I need more oral corrective feedback on my grammatical errors”. From the data result, it was relevant that most of the students80 % with the categorized Strongly Agree. This statement related to Lyster et al., (2013: 22). This is not to say that feedback on issues of grammar is not of value, but a change of emphasis is worthy of consideration.

Item 11, “I need more oral corrective feedback on my pronunciation errors” From the data result, it was relevant that most of the students 77 % with the categorized Agree. This statement related toMackey et al., (2016: p.505) so there may be a strong case for focusing on these more than on grammar. Besides, there is evidence that feedback on vocabulary and pronunciation leads to greater learning gains, in part because learners pay more attention to it Lyster et al., (2013: 22). This is not to say that feedback on issues of grammar is not of value, but a change of emphasis is worthy of consideration.

Item 12, “I need more oral corrective feedback on vocabulary errors.” From the data result, it was relevant that most of the students76 % with the categorized Agree. This statement related to Lyster et al., (2013: 22) stated feedback on vocabulary and pronunciation leads to greater learning gains, in part because learners pay more attention to it.

Item 13, “I like it when my teacher corrects my oral errors in the class”. From the data result, it was relevant that most of the students77 % with the categorized Agree. This statement related to El Tatawy (2002). He stated with the idea that the role played by oral corrective feedback in the English classroom cannot be ignored and teachers should correct in the classroom.

Item 14, “I like it when my teacher asks me to correct my errors myself in class”. From the data result, it was relevant that most of the students 69 %

with the categorized Agree. This statement related to Parviainen & Eriksson (2006). The basic idea is that people recognize their error and therefore initiate learning processes. Consequently, learning processes can be supported through negative experiences, in that a student will know why something does not work, and in the ideal case, also realize exactly what they do not know or are not capable of.

Item 15, “I like it when my classmates correct my oral errors in class”. From the data result, it was relevant that most of the students71 % with the categorized Agree. This statement related to Dairies et al., (2006). He statedthis might also change the old traditional perception that the teacher is the one who does the correction. The teacher gives chances to the students to correct each other instead of him correcting them. He does not supply the student with the answer and waits for another student to answer.

Item 16, “I want teachers to correct my errors in speaking English”. From the data result, it was relevant that most of the students 71 % with the categorized Agree. This statement related to Larsen and Freeman (2000, 128).They stated that the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students’ questions and monitoring their performance.

Item 17, “Teachers should correct all errors that learners make in speaking English”. From the data result, it was relevant that most of the

students75 % with the categorized Agree.This statement related to Larsen and Freeman (2000, 128).They stated that the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an adviser, answering students' questions and monitoring their performance.

Item 18, "I want to do my correction by asking hint from the teacher".From the data result, it was relevant that most of the students 69 % with the categorized Agree. This statement related to Krashen and Pan (1975.p.56). They stated the students' Self-correction can have a long-lasting effect on their memory because they are involved in the process directly and actively, and this can activate the operations necessary for long-term retention and students could correct their error.

Item 19, "Teacher should correct in the middle of a conversation". From the data result, it was relevant that most of the students54 % with the categorized Neutral. This statement related to (Ellis, 2009: 11 in Chapter II).Stated, for the time being, there is simply not enough evidence to claim that either delayed or immediate feedback is more effective than the other.

Item 20, "I feel bad or angry when teachers correct my errors". From the data result, it was relevant that most of the students42 % with the categorize Neutral.this statement related to Wuttke & Seifried, (2008).They stated teachers have to recognize the specific logical flaws and false

assumptions made by students. To be able to do this, teachers need domain-specific knowledge about possible learner errors.

Item 21, “I can learn a lot when the teacher corrects my mistakes”. From the data result, it was relevant that most of the students86% with the categorized Strongly Agree. This statement related to Méndez, Arguelles, & Castro (2010, p 266). Stated that corrective feedback would help to improve the students learning strategies and gave confidence to them.

Item 22, “I prefer being corrected in front of other students”. From the data result, it was relevant that most of the students 64 % with the categorized Agree. This statement related to Mendez & Cruz (2012, p.68). They statedThe main advantages of this correction are learners involve face to face and cooperate; they become more confident in themselves.

Item 23, “I think that the oral feedback provided is necessary and helpful”. From the data result, it was relevant that most of the students81 % with the categorized Strongly Agree. This statement related to Asnawi et al, (2017, p. 275. In Chapter II). They found that the students perceived the lecturers' oral corrective feedback as an important part of language learning. The lecturer’s oral corrective feedback was very helpful in improving the speaking ability of the students in the class.

Item 24, “I resent being orally corrected by the teacher in the classroom”. From the data result, it was relevant that most of the students43 % with the categorized Neutral. This statement related to Ayedh & Khaled

(2011). They stated emotions and feelings towards the feedback process are mainly dependent upon how feedback is managed.

Item 25, “I want to receive corrective feedback (e.g., provide a hint for me to self-correct, tell me that I made an error, or correct my error.) When I make mistakes”. From the data result, it was relevant that most of the students 77 % with the categorized Agree. This statement related to Corder (1967). He stated corrective feedbacks are needed as students make errors in learning. Errors in the teaching perspective indicate information about what learners still need to learn. They show the developmental process of work.

Item 26, “Teachers should correct all errors that learners make in speaking English”. From the data result, it was relevant that most of the students77 % with the categorized Agree. This statement related to Hendrickson (1978). Stated that when the lecturer allows some errors and correct others, students feel more comfortable speaking than if the lecturer is to correct every error.

Item 27, “Teachers should correct only the errors that interfere with communication”. From the data result, it was relevant that most of the students65 % with the categorized Agree. This statement related to Khunaivi and Hartono (2015). Stated that corrective feedback in speaking classes was given to reduce the possibility of wrong target language use leading to fossilization. Another theory from Maolida (2013) had found that teachers‟

corrective feedback is important to promote “young learners‟ interlanguage development”.

Item 28, “Getting feedback is important for me”. From the data result, it was relevant that most of the students 87 % with the categorized Strongly Agree. This statement related to Asnawi et al, (2017, p. 275 in Chapter II).They found that the students perceived the lecturers' oral corrective feedback as an important part of language learning. The lecturer’s oral corrective feedback was very helpful in improving the speaking ability of the students in the class.

Item 29, “Teacher provides feedback spontaneously”. From the data result, it was relevant that most of the students56 % with the categorized Neutral. This statement related to Chu (2011. In Chapter II). He stated in elicitation, the teacher directly elicits by asking questions or by pausing to allow students to complete the teacher’s utterance, or asking students to reformulate their utterance.

Item 30, “I feel pressure to perform well after the oral feedback I have received”. From the data result, it was relevant that most of the students 56 % with the categorized Neutral. This statement related to Ellis (2013, p. 3. In Chapter II). Stated that correcting students may be deemed necessary but it is also seen as potentially dangerous because it can damage learners’ receptivity to learning.

In this part, the questionnaire also supported by the students who had positive perceptions. Most of the students said that lecturers used Oral Corrective Feedback are needed, helpful, and necessary in English classrooms especially in Speaking Class. The students said if the lecturers used Oral Corrective Feedback in the classroom they felt easy to understand about the mistake and can improve their skill in speaking, lecturers used Oral Corrective Feedback makes the students comfortable.

In Conclusion, the finding of the research was that most of the students agreed with the use of oral corrective feedback by lecturers in English classroom at IAIN Palangka Raya it could be seen in the chart of The Perception on Lecturer Oral Corrective Feedback during Students' Presentation in English classroom at IAIN Palangka Raya in Figure 4.1 Chart above. The final result was 67 % and categorized Agree.

But there were students undecided, in the perception on oral corrective feedback to correct their speaking errors. The reason for students still undecided about oral corrective feedback because when teacher correct their errors they felt embarrassed and four students did not participate to fill the questionnaire because there was no feedback from them and eleven students had transfer to another program study.

According to Hattie and Timperley (2007, p.17). He stated feedback is one of the powerful influences on learning and achievement, but this impact can either positive or negative. Another theory from Hattie (1999) stated that

effective feedback does not occur very often in both an academic and a practical stance (as cited in Voerman, 2014, p.11).

IAIN
PALANGKARAYA

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter contained the conclusion and suggestion. The conclusion was to summary the finding and suggestion were aimed at English education study program and lecturer at IAIN Palangka Raya in English Department.

A. Conclusion

In this research focused on The Perception on Lecturer Oral Corrective Feedback during Students' Presentation at IAIN PalangkaRaya

Based on the result of the research, most of the students had positive perceptions or "Agree" to Oral Corrective Feedback that used by the lecturer during Students' Presentation in Class with the final result 67 % and categorized *Agree.*

Lecturers' Oral corrective feedback in speaking according to Annie (2011) has noted that oral corrective feedback is a teachers' verbal feedback in response to students' errors in speaking performance and often focusses on pronunciation, vocabulary and language patterns, communication skills, ideas, and organization.

In conclusion students need oral corrective feedback by the lecturer to improve their speaking and oral corrective feedback should be given by the lecturer during a speaking learning activity.

B. Suggestion

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students, the lecturers and the researcher.

a. For The Students

For the students, the researcher recommended all the student to always improve their speaking ability and communication with the lecturer, native speakers, and who has skill in English.

b. For The Lecturer

The researcher recommended for English Lecturer to use Oral Corrective feedback to correct students' speaking errors. Because Oral Corrective Feedback can improve their speaking ability. Lecturers must give correction, comment and explanation to their students during the speaking activity.

c. For other Researchers

This design of this thesis was very simple. It was not as perfect as the experts. It had many weaknesses in it. Therefore, for the next researchers who are further interested in developing this research on the wide object and better design can improve this research, to support the results finding. The researcher approved to use this as a reference for further research.

REFERENCES

Agudo, J.D.M. 2013. *An Investigation into How EFL Learners Emotionally Respond to Teachers' Oral Corrective Feedback*. Colombian Applied Linguistics Journal, 15 (2): 265-278.

Alan, B. V. (2006).*Students' Perception and Teachers of Effectiveness Teaching in the Foreign Language Classroom*, University of Arizona.

Ananda A, R, Febrianti, R, E, Yamin, Moh and Mu'in, F. (2017) *Students Preferences toward Oral Corrective Feedback in speaking class at English Department of LambungMangkurat University academic year 2015/2016.* Theory and Practice in Language Studies, Vol. 7, No. 3, pp. 176-186, March 2017. doi: http://dx.doi.org/10.17507/tpls.0703.03

Ary, D., Jacobs, L.C. & Sorensen, C. (2010). *Introduction to Research in Education* (8th end), New York: Wadsworth/Thomson Learning.

Benraghda, A., Ali, Z. &Radzuan, MRN. (2015*). Attitudes among International University Students in Delivering English Oral Presentation in Academic Settings.* International Journal of English and Education, 4 (1): 281-282.

Carranza, Vuezques Marina Luis. (2007). *Correction in the ESL classroom: What teachers do in the classroom and what they think they do. Lingüística Aplicada. Profesora,* Universidad de Costa Rica, Sede de Occidente. Vol. 7, N. 8-9,

Chui, R. (2011). *Effect of Teacher's corrective feedback on Accuracy in the Oral English of English-Majors College Students.* Theory and Practice in Language Studies.4 (5):454-456.

Demuth, a (2013). *Theories Perception*.

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

Fadilah, E. R., Anugerahwati, M. & Prayog, A.J. (2017*). EFL Students' Preferences for Oral Corrective Feedback in Speaking Instruction.*Jurnal Pendidikan Humaniora, 5(2): 76–87. Retrieved from http://journal.um.ac.id

Fitriana, R., Bibit, S, & Iwan, S. (2016*). Students' Preferences toward Corrective Feedbacks on Students' Oral Production.*1 (1): 2477-1880. Retrieved from http://jurnal.fkip-uwgm.ac.id

Gamlo, Nada, H. (2019). *EFL Learners Preferences of Corrective Feedback in Speaking Activities*. World Journal of English Language. Vol. 9, (2). https://doi.org/10.5430/wjel.v9n2p28

Hartono, Rudi & Khunaivi H. (2015). *Teacher's And Student's Perceptions of Corrective Feedback in Teaching Speaking*. English Education Journal. 5 (2). http://journal.unnes.ac.id

Huang, Xiaoyu. (2016). *Corrective Feedback on Pronunciation: Students' and Teachers' Perceptions*. International Journal of English Linguistics; Vol. 6, No. 6. doi:10.5539/ijel.v6n6p245

Irena, S, C. (2015). *Corrective Feedback in Classroom Oral Errors among Kalinga-Apayao State College Students*. International Journal of Social Science and Humanities Research. Vol. 3, Issue 1.

Kamara, A. (2017).*International Students and "The Presentation of Self" Across Cultures.*Journal of International Students7 (2): 291-310. Retrieved fromhttp://jistudents.org/

Katayama, A. 2007. Japanese EFL Students' Preferences toward Correction of Classroom Oral Errors. The Asian EFL Journal Quarterly, 9 (4): 289-305.

Maria &Hernandez. (2012). *Teachers' Perceptions about Oral Corrective Feedback and Their Practice in EFL Classrooms.* https://www.researchgate.net/publication/262661701

Marry, Donald Mc (2011). *Perception Concept of Analysis*. University of Texas. 8-12.

Mckey, Lee, Sandra (2006). *Researching Second Language Classroom.* London:Laurence Erlbaum Associates.

Muijs, Daniel. *Doing Quantitative Research in Education with SPSS.*

Park, H. (2010*). Teachers' and Learners' Preferences for Error Correction. Unpublished master's thesis.* California State University, Sacramento, USA

Parvizi, G. R. (2017). *Oral Presentation vs. Free Discussion: Iranian Intermediate EFL Learners' Speaking Proficiency and Perception*. Cross-Cultural Communication. 13(2): 21-33.Doi: 10.3968/9354

Ratmadia, Mukhayiar & Siska, W. (2018) *English Teachers' Strategies in Giving Oral Corrective Feedback on Students' Speaking Performance.* Proceeding of theSixth International Conference on English Language and Teaching.

Ronald. M. (1983) *Student Perception in Classrooms*. Educational Psychologist. 18(3): 145-164.doi: 10.1080/00461528309529271

Sa'adah, L, Nurkamto, J & Suparno (2018). *Oral Corrective Feedback: Exploring the Relationship between Teacher's Strategy and Students' Willingness to Communicate.* STUDIES IN ENGLISH LANGUAGE AND EDUCATION, 5(2), 240-252, 2018

Siregar, S. (2013). *Metode Penelitian Kuantitatif Dilengkapi dengan Perbandingan Perhitungan Manual & SPSS*. Jakarta : Kencana Prenada Media Group.

Solikhah, I. (2016). *Oral Corrective Feedback in Speaking Class of English Department*.13 (1): 87-102. Retrieved from lingua.pusatbahasa.or.id

Sudijono, Anas. (2008). *Pengantar Statistik Pendidikan.*Jakarta: RajaGrafindoPersada.

Teuku, A., Inas, Z& Astila (2017). *Students' Perception of Oral Corrective Feedback in Speaking Classes*. English Education Journal (Eel).8(3): 275-29. Retrieved from http://www.jurnal.unsyiah.ac.id/EEJ/article/view/8918

Tomczyk, E. (2013). *Perceptions of Oral Errors and Their Corrective Feedback: Teachers vs. Students*. Journal of Language Teaching and Research, 4(5): 924-931. Doi: 10.4304/jilt

Qioung, O (2017). *A Brief Introduction to Perception.* Studies Literature and Language. 25 (4): 18-29. Doi: 10.3968/10055

Velcik, Iva. (2014). Oral *Corrective Feedback in EFL: Teachers' Techniques and Learners' Attitude.*

APPENDICES

Appendix

Research Schedules

Day/Date	Activity	Information
20 Juni 2019	Mohon Persetujuan Judul Proposal Skripsi	
7 November 2019	Undangan Seminar Proposal Berita acara Seminar Proposal	Ruang Munaqasyah FTIK IAIN Palangka Raya
14 November 2019	Persetujuan Proposal Skripsi Surat Keterangan	Ruang Munaqasyah FTIK IAIN Palangka Raya
10 desember 2019	Surat izin Penelitian	
10 Februari 2020	Surat Keterangan Selesai Penelitian	
05 Mei 2020	Undangan Munaqasyah Skripsi Hasil Ujian	Ruang Munaqasyah FTIK IAIN Palangka Raya

CURRICULUM VITAE

1. Name : Roniy Yanggara
2. Place, Date of Birth : Sandul, 12 October 1997
3. Religion : Islam
4. Nationality : Indonesin
5. Marital Status : Single
6. Address : G. Obos IX Street Islamic Center
7. Email Address : roniyyanggara11@gmail.com
8. Phone : 0822 9891 4849
9. Educational Backround :
   a. Elementary School : SDN 1 Sandul
   b. Junior High School : SMP N 5 Seruyan Tengah
   c. Senior High School : SMA N 2 Seruyan Tengah
   d. University : IAIN Palangka Raya
10. Organitation Experience :
    a. Treauserer of English Community in 2017
    b. Treauserer of Musyrif Mahad AL-Jamiah IAIN Palangka Raya 2017
    c. Chairman of Musyrif Mahad AL-Jamiah IAIN Palangka Raya in 2018
11. Parents

    Father's Name : Bulhadi
    Profession : Farmer
    Adress : Desa Sandul RT 03 No 1, Kec. Batu Ampar.
    Mother's Name : Jainap
    Profession : Farmer
    Adress : Desa Sandul RT 03 No 1, Kec. Batu Ampar.

Palangka Raya, May 5th, 2020
The Researcher

Roniy Yanggara
SRN. 1601121098