CHAPTER I

INTRODUCTION

This chapter intended to analyze the experience of EFL students' emotional engagement when given oral corrective feedback. This section display background, the scope, the research question, the purpose, the significance of the study, and the definition of the critical term of this study.

1.1 Background of the study

In recent years, researchers who have investigated oral corrective feedback (OCF) have concentrated mainly on the effectiveness of different types in attracting learners' attention to errors in speech and correcting those errors when they arise in communication (Ellis, Loewen & Erlam, 2006; Nassaji & Kartchava, 2017). Then, a new study investigated the understanding of the effects of sociocultural context on teachers' beliefs about the need for OCF and the effectiveness of different types of OCF (Mahalinggapa, Polat & wang, 2021).

Corrective feedback embodies highly complex interactions that can elicit cognitive, social, and psychological dimensions. In addition, it can generate instructional phenomena. A highly complex instructional and interactive phenomenon that manifests cognitive, social, and psychological dimensions (Ellis, 2009). Teachers should be more sensitive in offering even though they have to provide oral corrective feedback, various levels of sensitivity, and personality from students. Oral corrective feedback can help them correct their mistakes in the classroom (Schulz, 2001; Havranek, 2002; Zacharias, 2007; Lyster, Saito & Sato, 2013). Amalia (2019)

supported that a language teacher plays a significant role in turning speech errors into learning opportunities without demotivating students. Also, many students respond positively when receiving oral corrective feedback.

Therefore, they frequently obtain grievous corrections with their respective potions. Generally, given the type of error given to students; hence Li (2013, p. 2) states that the corrective feedback section is to respond to learners' production errors, the purpose of which is considered an improvement, regardless of any mistakes causing communication problems. Han.; Geng & Wang's (2021) supported Master's involvement could have an emotional impact to improve their enthusiasm and teacher support can reduce EFL students' desire to apply negative attitude. Therefore EFL students can enjoy the class well, as Shen and Chong (2023) explain that emotional engagement can be related to academic results and depends on how students respond to giving corrective feedback.

Several researchers have studied learners' perceptions of corrective feedback to understand better different cognitive and learning processes which were triggered by different types of corrective feedback (e.g., Rassaei 2013; Egi 2007, 2010; Mackey, Gass, and McDonough 2000; Mackey et al. 2007; Rassaei and Moinzadeh 2012). In a study of the relationship between Iranian undergraduate EFL students' anxiety levels and CF beliefs, Zhang and Rahimi (2014) found that their students (80 high anxiety and 80 low anxiety students) rated explicit correction and metalinguistic feedback as the most effective type. Therefore, elicitation, recast, repetition, and clarification request are equal second most effective types, regardless of their anxiety levels.

Corrective feedback beliefs have received little research attention (Akiyama, 2017; Ha & Murray, 2020).

In the Asia context of undergraduate EFL students in China, Zhu and Wang (2019) found that their undergraduate EFL students in China, Zhu, and Wang (2019) found that their students preferred to receive output-prompting CF (repetition, metalinguistic). Roothooft and Breeze (2016) found that students were positive about explicit correction and metalinguistic feedback. Adult learners rated recasts much more positively than secondary school students.

In the Indonesian context, previous research regarding oral corrective feedback held by EFL students at a university, Faunati and Marmanto (2016) found that giving Explicit Correction was most chosen by male EFL students. From the data, male EFL students felt that giving explicit feedback was easier to understand and did not need to spend much time thinking about what characteristics to improve in class. Then and the Metalinguistic Feedback assessment data were preferred by women in this study. According to the results of the data found in this study, this study concluded that EFL students are tired of giving metalinguistic feedback so that they can try to rethink the knowledge they have learned. Although it will take time, it is perfect for making them recall material known in the can so far. And the last option in both is giving oral corrective feedback with the type of Clarifications Request, although it is enough to make an instant heart with what they say in class. Giving this feedback can make them care when speaking in class. Giving random feeds can make them a little worried, even though this type of feeding aims to make them repeat what they said.

In this study, the researcher examines what emotional engagement by oral corrective feedback in speaking class is, which is rarely analyzed and studied carefully. Several previous studies focused only on one variable, such as oral corrective feedback, which gave students different anxiety levels. Researchers have also learned much about emotional engagement in one type only: improving teacher and student support. So this is why the researcher wants to examine students' opinions regarding giving the kind of oral corrective feedback related to emotional engagement, which there are still many researchers who have previously researched. In this study, a combination of the two types of variables is needed because there are still many studies that have not discussed how the opinions given by EFL students regarding the provision of oral corrective feedback are related to emotional engagement. Then that's why researchers examine EFL students' emotional engagement through oral corrective feedback in speaking class, which several researchers have done before. Still, previous researchers have only discussed a little about the perception of EFL students' emotional engagement, which is influenced by giving oral corrective feedback. In other words, previous researchers have not investigated what can relate to emotional engagement by giving oral corrective input to students, which is seen from the opinion felt by EFL. The researcher then wants to examine the parts that the previous researcher has rarely studied. Which can then be research gaps in this research

1.2 Scope of the study

This study focuses on the student opinion type of EFL students' emotional engagement by oral corrective feedback in speaking class. This research involved twelve EFL students active in college 6th semester majoring in English education at department Islamic state institute at Kendari. The researcher narrowed this research to only the perception of EFL students when emotional engagement by oral corrective feedback is revealed by oral corrective feedback in the speaking class.

1.3 Research questions

Concerning the focus study, this study seeks to answer "what are emotional engagement or types of emotional engagement by oral corrective feedback in speaking class?".

1.4 Purpose of the Study

Based on the research question, this research aims to answer the emotional engagement that arises after giving oral corrective feedback, such as explicit correction, recast, clarification requests, and metalinguistics: feedback, elicitation, and repetition in speaking class.

1.5 Significance of the Study

This study is expected to help build awareness of EFL students' emotional engagement through oral corrective feedback in speaking class. Speaking class is dominated by speaking activities in the classroom. Besides, EFL students know that emotional engagement arises from giving oral corrective feedback. This study is expected to build awareness among educators. Creating an atmosphere in the classroom can positively affect EFL students so that giving feedback is made more

comfortable so emotions can run normally and well in the school. On the other hand, this study can be a reference contribution that can be used as a reference for further research regarding the provision of oral corrective feedback that can affect the emotional engagement of EFL students in speaking class.

1.6 Definition of Key Terms

For this study, the used terms defined were listed as the following:

EFL students: In this study, the definition of EFL (English as a Foreign Language) refers to people who are studying English on a campus who are learners from Non-native countries. Students use English actively in class or in connection with English education activities.

Emotional engagement: Emotional engagement is related to affective engagement, which is generally associated with the learning environment in the classroom, peers, and teacher, similar to something related to influence and interest. An example of emotional engagement is all emotions that arise in the classroom, such as happiness, interest, enthusiasm, sadness, anxiety, unconfidence, and other emotions related to the feeling at school.

Oral corrective feedback: in this study, meant by providing input regarding errors made by English as a foreign language (EFL) is given direct feedback in class. Several types of oral corrective feedback include explicit correction, recast, clarification requests, and metalinguistics: feedback, elicitation, and repetition.

Speaking class: in this study, Speaking is one skill EFL students must have to master English in communicating. Then, speaking class is the subject, and talking and communication are the most activities in the class environment.