

CHAPTER IV

FINDINGS AND DISCUSSION

The research and discussion are presented in this chapter. This part will deliver the results of data analysis from the participants' reflections and answers accounts to investigate how EFL students' perception when given oral corrective feedback in speaking class will be related to their emotional engagement experiences. Then in addition, this section describes investigations which will be a discussion section about previous research in the findings section.

4.1 Findings

The findings of this study reported the results of data analysis of reflection accounts from twelve EFL students as the participants to investigate how EFL students' opinion when given oral corrective feedback in speaking class relates to their emotional engagement experiences. Participants' answers and responses to several questions were free, especially in providing questions using Indonesian with qualitative techniques of the analytical method thematic (Braun & Clarke, 2006). Then this study is based on the concept of Iskandar and Pahlevi (2021), which explains that all students' reactions that arise in learning activities, such as all possible emotions, show all kinds of positive forms and positive outcomes. The positive outcomes can make students develop student relationships, and the impact of awareness influences student performance (Fredericks & McCloskey, 2012). Emotional engagement provides a connection that indirectly affects learning

performance (Voekl, 2012). Akey (2006) explained engagement as behaviour that involves tasks that involve both (such as persistence, effort, and attention) and attitudes (such as motivation, positive learning values, enthusiasm, interest, and pride in success) was defined as participation and intrinsic interest that students have. In classroom learning, emotions arise during work experiences, such as frustration and curiosity, by thinking about work concerning self, such as pride and anxiety; by work content, such as empathy with a protagonist and relationships, such as loving (Pekrun & Garcia, 2013; Symonds & Hargreaves, 2014).

4.1.1 EFL Students' Emotional Engagement with Repetition Feedback

This section shows how repetition feedback relates to students' emotional engagement in speaking class. Repetition is feedback given when the student has an error in practice. Then, the teacher gave input in repetition for the student's mistake. The teacher adjusts their intonation, and students' emotional engagement with repetition feedback shows how emotional feelings are felt after being given this type of repetition feedback by the speaking course lecturer. Participants provide opinions from various questions to find the data they seek in detail. They are following several indirect statements on reflection on how this type of repetitive feedback influences the emotions of participants in emotional engagement in speaking classes. Several participants expressed their opinions from p1, p2, p6, p7, p9, and p10 from questions 1 and 2 through reflection.

4.1.1.1 Increase students' motivation

This section shows how the students' motivation was demonstrated by the participants from the results of the participants' answers. Kahu (2013) Explains Motivation is an encouragement for students to try to get high grades and qualifications, feelings that they are interested in and enjoy learning. They gave detailed reflection data illustrating when they reached the recast type of oral corrective feedback. Some of the participants below were motivated by providing the repetition type of feedback from the oral corrective feedback type, namely p3, p4, p5, p11, and p12, which can be illustrated as follows.

This section shows participants who are motivated after being given feedback on the type of repetition in speaking class. It is shown from the results of the written reflection and answers to Q1 and Q2, illustrated in the reflection result below. This section shows participants will be motivated after being given repetition-type feedback in speaking class, as shown from the results of the written reflection and answers to Q1 and Q2.

"After being given feedback in the speaking class, I feel happy, the lecturer immediately corrects my mistakes, and according to my experience, this is the type of repetition I get the most often. After being given feedback in class, I can learn more from my mistakes. Then, I am passionate about learning and correcting my mistakes. Also, I want to be better than before because feedback encourages me to become even more personal." (p1 of Q1 and Q2)

"In the speaking class, after I was given feedback orally, I learned a lot more from my mistakes. Therefore, it makes me happy when the lecturer gives me feedback. Usually, the lecturer will give feedback repetition to improve the correct pronunciation in class. The attitude that I take after being

given this type of feedback is that I then become active in learning and correcting my mistakes." (p2 of Q1 and Q2)

"I wasn't anxious but relieved to have been told I was wrong. I was a little embarrassed. Yes, yesterday, my pronunciation was corrected by the speaking lecturer when there were students in semester 2. I was a little embarrassed to feel I would be interested because it's good for us to know which words are good and right. Then, my attitude after being given feedback by my lecturer immediately corrected my mistakes after that I also often asked my friends about what he should do" (p6 of Q1 and Q2)

The results of the reflection above show that the three participants above, the three participants felt the same emotional engagement. Namely, they were equally well motivated. It can see in the statement on p1 that she feels happy because she gives this type of oral corrective feedback to correct mistakes by a lecturer. Her experience motivates her to learn from her mistakes and be better than before when she makes them. Then p2 also feels happy after being given this type of repetition feedback directly. Even this p2 participant is then motivated so that p2 corrects the mistakes made by actively learning.

Furthermore, on p6, she felt relieved, even though embarrassed, but became interested after being given oral corrective feedback. With this type of repetition in class, she was motivated to correct her mistakes by asking friends for suggestions on what she should do next to correct her errors. Then participant 6, who felt relieved but a little embarrassed, motivated the participants to be interested in converting their mistakes. Hence, they were not embarrassed and showed their attitude by asking friends what to do.

In the following reflection, giving repetition feedback from the participants' answers can be illustrated again as follows.

"After I had given feedback, I felt relieved and, of course, happy because I knew my mistakes, which I could correct later in class. With that enthusiasm for learning from mistakes, I was constantly motivated to improve. The mistakes that I often get are the types of repetition where the lecturer will then tell me to repeat my mistakes, and the lecturer will immediately correct them. My attitude after being given feedback by the lecturer, I will only study hard again from the mistakes I made until I feel satisfied" (p7 of Q2 and Q1)

"I feel that after getting feedback in class, I feel happy. Usually, the type of repetition that I often get is to correct wrong speech to correct it. Getting feedback directly makes me happy because I know where I am. And I am interested because I can learn from my mistakes in learning to speak. My usual attitude is to try to fix it, if there is an opportunity to talk again with the same sentence, I will show my changes quickly correct my mistakes and be happy" (p9 of Q1 and Q2)

"I always bring positive emotions. Even if I don't give feedback, I'm sad. Suppose I do not give feedback to the lecturer to improve myself. The attitude that I do is to keep trying in class to continue to correct the mistakes that I make. Besides, when feedback is given in class, my feelings are disappointed or negative, but I still try to stay calm. Because these negative emotions are a form of my awareness that I am wrong." (p10 of Q1 and Q2)

In the reflection data of the three participants above, there are three opinions regarding engagement, namely p7, p9 and p10, who were also motivated after being given the type of oral corrective feedback of the repetition type. It can be seen from the reflection of the participant data above. The P7 participant felt emotionally relieved and was happy and enthusiastic after being given the type of oral corrective feedback of the repetition type. She was motivated to correct her mistakes by studying hard individually until she felt satisfied with the success of the error

correction made. Another on p9 shows the type of engagement is motivated that comes after the emotions they feel. The reflection above shows that p9 participants feel happy and want to improve, encouraging them to progress on their mistakes. Participant p9 is motivated to correct her mistakes quickly and then shows that she has updated her mistakes and speaks the same sentences to prove that there is progress in his abilities. Then, the p10 participant felt happy and even sad if he got no feedback from the lecturer. Emotional engagement shown by p10 participants is motivated to keep trying to fix mistakes even though sometimes they feel disappointed or other negative things, then they will think of it as a form of awareness that they feel.

4.1.1.2 Encouraging student's willingness to Communicate

This section shows students' participation through the repetition of oral corrective feedback as a form of emotional engagement demonstrated by the participants. Student participation is everything that includes students who are actively involved, which has influenced curriculum design and students' feelings of belonging to the community in the classroom (Bovill & Bulley, 2011; Cook-Sather, Bovill, & Felten, 2014; Masika & Jones, 2016; Zepke, 2015), which can be illustrated as follows.

Below is participant reflection data showing participants as a form of emotional engagement collected through the Google form shared via WhatsApp, which can be illustrated below.

"I feel interested because it's good for us to know how my mistakes can be corrected quickly, such as how my pronunciation is in class, so the lecturer often gives repetition-type feedback for me. Then, my attitude after being given feedback by my lecturer immediately corrected my mistakes. After that, I also often asked my friends about what they should do and minimized mistakes by asking friends individually or in groups if the class was in this type of learning using a group system in class."(p6 of Q1 and Q2)

In the reflection of the data above, one participant, p6, shows the type of engagement reveals willingness be participated by frequently asking friends in class individually or as a group system in learning. P6 does this to minimize mistakes and make the same mistakes again. This questioning activity carried out by Participant p6 shows how her willingness to participate made her will participate. She seems more active on the attitude scale she showed towards learning to speak in class. Besides that, the willingness participation demonstrated by the p6 participants by will participating is not just asked individually. Still, it is done in groups if the type of learning uses the system so that class participation can make the class active and not boring.

4.1.1.3 Improving academic outcomes

Below is participant reflection data that gave oral corrective feedback of the type of repetition, which shows participants who received academic outcomes as a form of emotional engagement collected Google forms shared via what apps, which offers participants who received educational outcomes as a form of emotional engagement collected via Google forms shared via what apps. Susanto (2015) explained in her research that Academic outcomes are student learning outcomes towards student change, both related to cognitive, affective and psychomotor aspects as learning activities in class, which can be illustrated from the participant reflection data below.

“I was corrected by a speaking lecturer when my English pronunciation was wrong in class. For example, when I was telling a story, there were a few words which I couldn't pronounce correctly. Hence, the lecturer indirectly corrected the correct pronunciation of words, so I got an increase in the knowledge I mentioned and also improved my score in speaking class better than last semester.” (p6 of Q2)

In the statement explained by Participant p6, she felt that the results of learning to speak by giving this type of oral corrective made her will increasingly get increasing grades in class in the following semester after she improved all the mistakes p6 made to be better in class, participant p6 who explained that she got an increased score in the speaking course. It shows that this type of repetition of oral corrective feedback can improve learning objectives in the classroom.

4.1.2 EFL Students' Emotional Engagement with Recast Feedback

In this section, it is known from the analysis obtained through Reflection by finding out the participants' opinions about EFL Students Emotional engagement with recast feedback in speaking class. Recast involves the teacher reforming the student's utterance minus the error. The results of the interviews obtained from the answers to questions Q1 and Q2 show that there are two types of emotion felt by participants who often get this type of feedback recast in speaking class, namely by participants p3, p4, p8, p11, and p12 which can illustrate in below.

4.1.2.1 Increase students' motivation

This section shows reflection data on how the participants demonstrated the students' motivation from the results of the participants' answers. Kahu (2013) Explains Motivation is an encouragement for students to try to get high grades and qualifications, feelings that they are interested in and enjoy learning. They gave detailed reflection data illustrating when they reached the recast type of oral corrective feedback. Some participants below were motivated by providing the recast feedback from the oral corrective feedback type, namely p3, p4, p5, p11, and p12, which can be illustrated as follows.

This section shows motivated participants after being given feedback on the type of recast in speaking class. It is shown from the results of the written reflection and answers to Q1 and Q2, illustrated in the reflection below.

"If I recast, my emotions change to happy and calm because the word I said has been corrected. It is a lesson that the word I said has been corrected. It is a lesson that the word I said was not how it was pronounced. I keep learning and don't be afraid to speak even if you are wrong. My attitude towards this type of feedback is well motivated to correct my mistakes as soon as possible to improve." (p3 of Q1 and Q2)

"My response after being given the feedback was that I felt calm and happy because by giving feedback, I could know where my mistake was, and it could help me to fix it. In this type of recast feedback, I am often given when I don't correctly use the word. Then my attitude is that I am more enthusiastic about the lesson, with me being motivated and having a good enthusiasm for learning in class." (p4 of Q1 and Q2)

"I got Recast Feedback also directs me to continue to correct my mistakes. I feel happy even when criticized because it is for my success too. And usually, after giving feedback, I study diligently individually until the lecturer is satisfied with my results." (p5 of Q1 and Q2)

In explaining the results of the reflection answers, the data collected via google-form via WhatsApp shows that the participants' emotional engagement from giving oral corrective feedback of this type of recast is motivated. It can be seen in the statements of P3 participants, who said they were happy and felt calm after being given recast feedback in class. Not only that, but the encouragement given by the lecturers in providing motivation, apart from giving feedback, also makes p3 not afraid if they make mistakes so that they become motivated as much as possible. Then participants P4 were the same as P3, who also felt positive emotions, namely being happy and calm after being given this type of recast feedback. Thus, P4 participants show their emotional engagement by being motivated and enthusiastic about learning in speaking class. Furthermore, the P5 participants who received recast

feedback were equally happy because they felt it was for their success in communicating and demonstrating their engagement. That is, they were increasingly motivated by studying actively individually to show the best results to the lecturer until the lecturer felt their abilities had developed.

In the following reflection, giving recast feedback from the participants' answers can be illustrated again as follows.

"After giving recast-type feedback, of course, I was happy because I could feel motivated to keep improving in the future. Then my attitude directly after being given feedback immediately corrected the mistakes I made quickly by searching the internet about how the correct words and expressions were used in speaking. If there is an opportunity for me to speak again with the same or similar words and sayings, then I will be confident to speak because I learn from each of my mistakes. I continue to learn more feedback that makes me more self-aware of evaluating myself every time." (p11 of Q1 and Q2)

"Class where I corrected a part of speech, a type of recast feedback. The emotional engagement that I immediately did motivate me, and then I corrected my mistakes based on the directions given by the lecturer. From that feedback, I became more careful, so I didn't repeat the same mistakes repeatedly. My apparent effort was quickly correcting my mistake by following the lecturer's directions. For example, when correcting it, I corrected the lecturer's request." (p12 of Q1 and Q2)

The statement above shows that the two participants who get emotional engagement are motivated. They can correct the mistakes made. Then the p11 participants felt happy as a positive emotional response and immediately quickly corrected their mistakes by finding out the types of errors on the internet to find out how to justify mistakes from the words and types of expressions they used. P11

participants thought this correction could increase their awareness of speaking English in class and were motivated to continue to evaluate their mistakes every time to improve. Then, p12 shows that he is inspired after getting the type of oral corrective feedback, namely recasting, being careful in speaking, and following the lecturer's directions to improve according to the lecturer's requests in the class.

4.1.2.2 Encouraging student's willingness to Communicate

This section shows how students' participation in the type of recast of oral corrective feedback as a form of emotional engagement demonstrated by the participants. Student participation is everything that includes students who are actively involved, which has influenced curriculum design and students' feelings of belonging to the community in the classroom (Bovill & Bulley, 2011; Cook-Sather, Bovill, & Felten, 2014; Masika & Jones, 2016; Zepke, 2015), which can be illustrated as follows.

Below is participant reflection data which shows participants participating as a form of emotional engagement. Below is participant reflection data showing participants who did not join as a form of emotional engagement collected via Google form shared via WhatsApp, which can be illustrated below.

"The lecturer often gives me recast feedback, then gives me the correct sentence to correct my mistake. My feelings after the lecturer gave feedback orally, I immediately felt happy, but the attitude of engagement, so I sat in a chair position in the middle so that my body was not too visible from where the lecturer was sitting, which can reduce the opportunity for me to be appointed to speak. I also avoided sitting on the front bench. I also didn't want to attend this class in the next class. But I was hit with my negative attitude from giving the feedback. I am

often careful about making mistakes in speaking and often ask my friends who I think can help me give answers when I am confused, for example, giving a simple explanation of a lecturer's explanation that I don't understand." (p8 of Q1 and Q2)

The results of the reflection above show that only P8 participants thought that they did not feel motivated by this giving recast feedback as a form of oral corrective feedback in the speaking class. Even though his emotions were positive, feeling happy after the lecturer gave recast feedback, she felt increasingly careful about speaking again in class. After that, P8 also will be a passive participant by the attitude of keeping a distance between the lecturer and herself to reduce the opportunity for her to speak again to reduce making more mistakes and choosing to ask things that she did not understand to her friends who considered to understand what the lecturer explained.

4.1.3 EFL Students Emotional Engagement with Explicit Correction Feedback

This section shows the results of reflection with participants who received explicit correction feedback in the speaking class. Explicit correction is when the teachers show what students said was incorrect. It presented, which are also linked and Then qualified into two types, EFL students motivation and EFL students participation the participants possess as below.

4.1.3.1 Increase students' motivation

This section shows how the students' motivation is demonstrated by the participants from the results of the answers participants. Kahu (2013) Explains Motivation is an encouragement for students to try to get high grades and qualifications, feelings that they are interested in and enjoy learning. They gave detailed reflection data illustrating when they reached the type of oral corrective feedback. The form of Explicit correction felt by participants

This section shows motivated participants after being given explicit correction-type feedback in speaking class. It is shown from the results of the written reflection and answers to Q1 and Q2.

"I feel that after being given feedback on the type of explicit correction in translating words with other meanings, then, in explicit correction, sometimes I often say words that are not appropriate, and after being reprimanded for the error, I feel very anxious to speak. Then my attitude is that I am more enthusiastic about the lesson, with me being motivated and having a good enthusiasm for learning in class." (p4 of Q1 and Q2)

"I get the Explicit correction type of feedback. However, I feel eager to correct mistakes, starting from the errors pointed out by the lecturer, such as incorrect and unclear grammar. Then I will be given the correct sentence. Giving feedback like that is also positive because we can see the parts we should follow and make it our motivation going forward. When I have been given feedback, I feel eager to correct my mistakes. I will be careful in my answer to avoid repeating the error. And usually after giving feedback, I study diligently individually until the lecturer is satisfied with the results I have done" (p5 of Q1 and Q2)

The statements explained by the two participants above show that both show their emotional engagement in the form of being motivated. The p4 participant

showed she was anxious to speak, but the emotional engagement showed her being more enthusiastic about the class and inspired by her mistakes. Furthermore, the p5 participants feel increasingly careful about repeating errors that have been corrected, so the p5 participants are motivated by studying actively individually and showing the results until the lecturer is satisfied with the changes.

4.1.3.2 Encouraging students' willingness to Communicate

This section shows students' participation by the type of explicit correction of oral corrective feedback as a form of emotional engagement demonstrated by the participants. Student participation is everything that includes students who are actively involved, which has influenced curriculum design and students' feelings of belonging to the community in the classroom (Bovill & Bulley, 2011; Cook-Sather, Bovill, & Felten, 2014; Masika & Jones, 2016; Zepke, 2015), which can be illustrated as follows.

In this section is the participant's reflection data that shows their attitude toward participation as a form of emotional engagement. Below is participant reflection data showing participants' willingness by how they participated as a form of emotional engagement collected via Google form shared via WhatsApp, which can be illustrated below.

"Explicit correction also makes me feel anxious because my mistakes will be paid more attention to in as much detail as possible, which makes me a little anxious after this feedback is given. I immediately don't want to study when given this type of feedback. Then, if the lecturer wants to ask a student, I hide or pretend to be busy so that I won't be asked again." (p3 of Q2)

The statement above shows that P3 participants will be passive participants in the class. When she gets explicit corrections but tries hiding, the lecturer will ask or communicate with students in class because she feels anxious about the pressure put on by the lecturer to give this type of feedback. The p3 participant avoided asking the lecturer questions indicating she did not want to speak too much. She felt that providing this type of feedback was enough to pay enough attention to detail, so she was anxious to make even the slightest mistake and tried to hide by pretending to be busy, which could distract the lecturer.

4.1.4 EFL Students' Emotional Engagement with Clarification Request Feedback

In this section, EFL students feel affected by their emotional changes when they receive a clarification request. Clarification requests are when the teachers can't understand the student's utterances. This section shows that the reflection data results show that participants also get a type of clarification request feedback which also affects the emotions of EFL students as participants who felt by EFL students, illustrated below. This section shows the participants in the qualification responding negatively to the type of Clarification Request, which can be described below.

4.1.4.1 Increase students' motivation

This section shows how the students' motivation was demonstrated by the participants from the results of the participants' answers. Kahu (2013) Explains Motivation is an encouragement for students to try to get high grades and qualifications, feelings that they are interested in and enjoy learning. They gave detailed reflection data illustrating when they reached the clarification request type of oral corrective feedback. Some participants below were motivated by providing the clarification request type of feedback from the oral corrective feedback type, namely p4, which can be illustrated as follows.

"I once asked a question to a lecturer in a language I knew, and then the lecturer didn't understand it, so the lecturer gave a type of feedback, namely Clarification correction to repeat what I said. However, the Clarification Request directed my feelings to anxious emotions after being given Clarification Request feedback. Then my attitude is that I am more enthusiastic about the lesson, with me being motivated and having a good enthusiasm for learning in class." (p4 of Q1 and Q2)

In the statement above, participant p4 shows that she feels negative and anxious. She was seeing from the reflection that shows that the reason she was given related questions that the lecturer did not understand, so she became anxious. But because of, the feedback made her enthusiastic about learning in the speaking class. But despite feeling the negative emotions, the emotional engagement shown to be motivated is to be enthusiastic about the lessons in classroom learning.

4.1.1.4.1 Encouraging students' willingness to communicate

This section shows how students' participation in the type of clarification request of oral corrective feedback is a form of emotional engagement demonstrated by the participants. Student participation is everything that includes students who are actively involved, which has influenced curriculum design and students' feelings of belonging to the community in the n classroom (Bovill & Bulley, 2011; Cook-Sather, Bovill, & Felten, 2014; Masika & Jones, 2016; Zepke, 2015), which can be illustrated as follows.

"I was afraid of the Clarification request and felt anxious when given feedback. Because of the emphasis on making what I say, I repeat it until the lecturer understands, which brings negative feelings, so I feel pressured by giving this feedback. I immediately don't want to study when given this type of feedback. Then, if the lecturer wants to ask a student, I hide or pretend to be busy so that I won't be asked again " (p3 of Q1 and Q2)

Based on the statement given by the participant, this type of clarification request can pressure the participant, which encourages P3 participants to feel anxious. Besides that, the p3 participant statement also shows that his emotional engagement is not motivated by the class after being given a clarification request in the speaking class. Based on the statements given by P3 participants, they felt pressured because sharing feedback was quite strict. The participants' opinion said they would continue to be asked to correct mistakes so that the participants did it right. Then the p4 participants felt very afraid if they were asked to repeat what the participants said, for fear of feeling even more wrong in speaking and anxious about being reprimanded because of the mistakes words. Because the lecturer keeps asking until the lecturer

understands what the participant is saying, feelings of anxiety appear, afraid that the lecturer will keep asking because the participant, as an EFL student, is confused about what she is saying and whether it will be true because what is known is like what is displayed. Still, the lecturer keeps asking participants to repeat it until they understand.

So the attitude or engagement shown by the two participants was different. Namely, in P3, they felt not more interested in learning. They positioned themselves to be seen as having activities so that they looked busy to minimize being asked by the lecturer, in contrast to p4, who feel more enthusiastic in class. However, it can be seen from the reflection of the data that the engagement seems to have quite a difference between the two participants who received this type of clarification request feedback. The two only felt negative emotions, but the attitudes of the two were inversely proportional. As in P3 participants who feel pressure on themselves, the attitude immediately shows that they don't want to study anymore. They try to hide and pretend they are busy so that the lecturer doesn't point at them to talk anymore. On the other hand, the attitude shown by P4 participants who, although anxious, are still enthusiastic about learning and increasingly motivated.

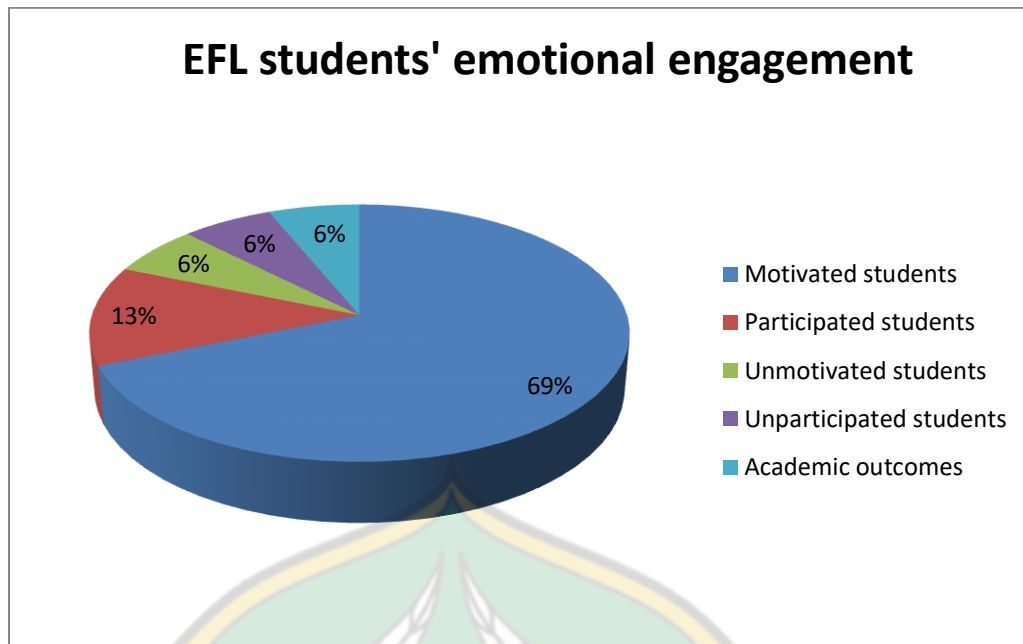


Figure 2.2 EFL Student's Emotional Engagement

The diagram above shows how many numbers lead to emotional engagement. Namely, 69% are dominated by motivated EFL students compared to other emotional engagements. And the second order is also shown at a discount of 13%, indicating that students participated that much. Then the position of attention is demonstrated by unmotivated students, less willing to be passive students, and Academic outcomes, who get 6% each from the participant's reflection data after being given oral corrective feedback in class according to several different types for each feedback provided directly to the speaking class. Then, an explanation of oral corrective feedback can be illustrated in the diagram below.

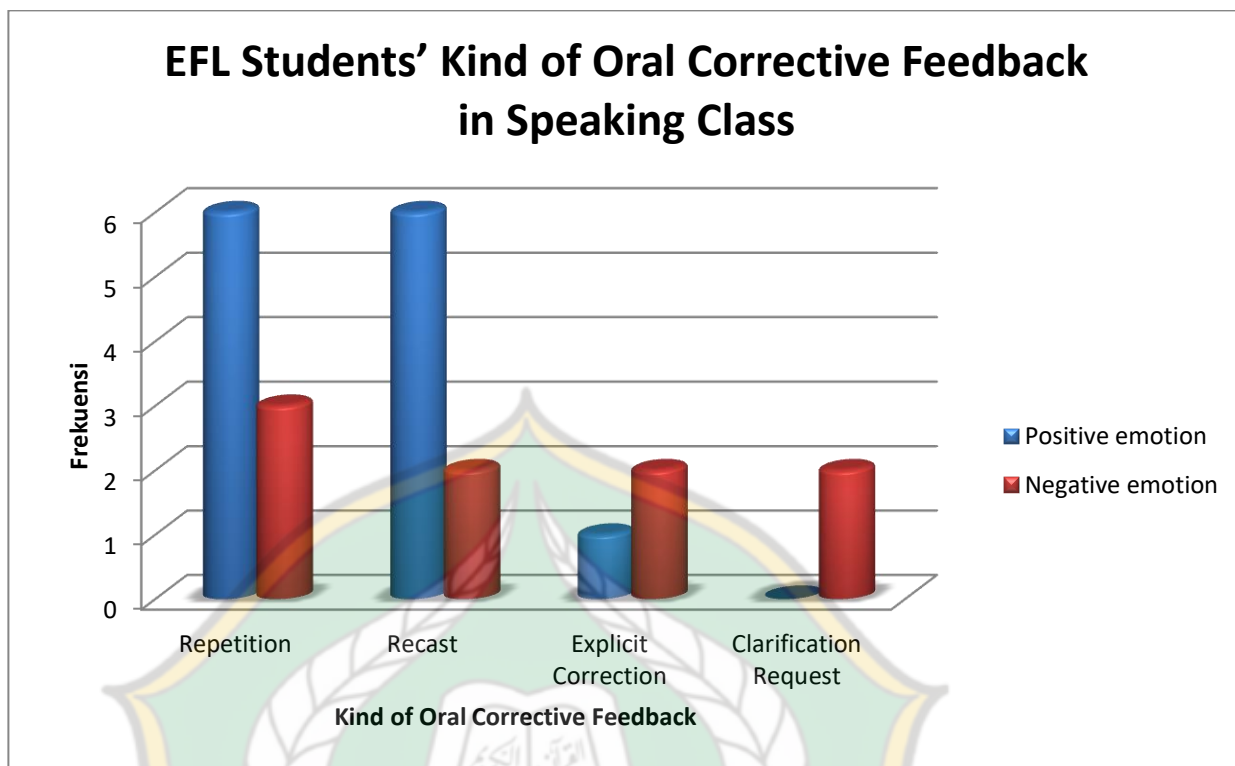


Figure 2.3 Chart EFL Students' Kind of Oral Corrective Feedback in Speaking Class

The diagram above shows that participants often get four types of feedback in class. Then, repetition and recast are related to the types of positive emotions that affect emotional engagement in the speaking class. On the contrary, the above Explicit correction feedback shows that negative emotions are more dominant than positive emotions. The last one is a Clarification request which hurts participants. Even on the Clarification Request, the participants had no positive emotional response.

The diagram that shows the most positive reactions is after being given the type of feedback, namely repetition and recast. It can be concluded that both are most often given to participants when speaking in class. The reflection data also shows that participants often make mistakes in showing repetition to the lecturer. Thus, the lecturer corrected the mistakes made in their speaking activities. The reflection and the diagram above also show that giving the most frequent feedback interests participants in learning. Not only that, the results of the reflection and chart show that the greater the level, the more difficult it is that makes participants feel negative emotions. For example, if it gets more complex, feedback will be given, such as grammar problems to translation and choosing words to make sentences that are easy to understand. It makes encouraging students even more significant, with feelings of panic having to answer feedback from the lecturer simultaneously.

Apart from giving the type of oral corrective feedback, positive reactions and negative emotions in participants. But giving oral corrective feedback is related to the emotional engagement shown by participants after being given different types of feedback. Participants gave types of emotional attitudes and the same tone, as seen in the diagram below.

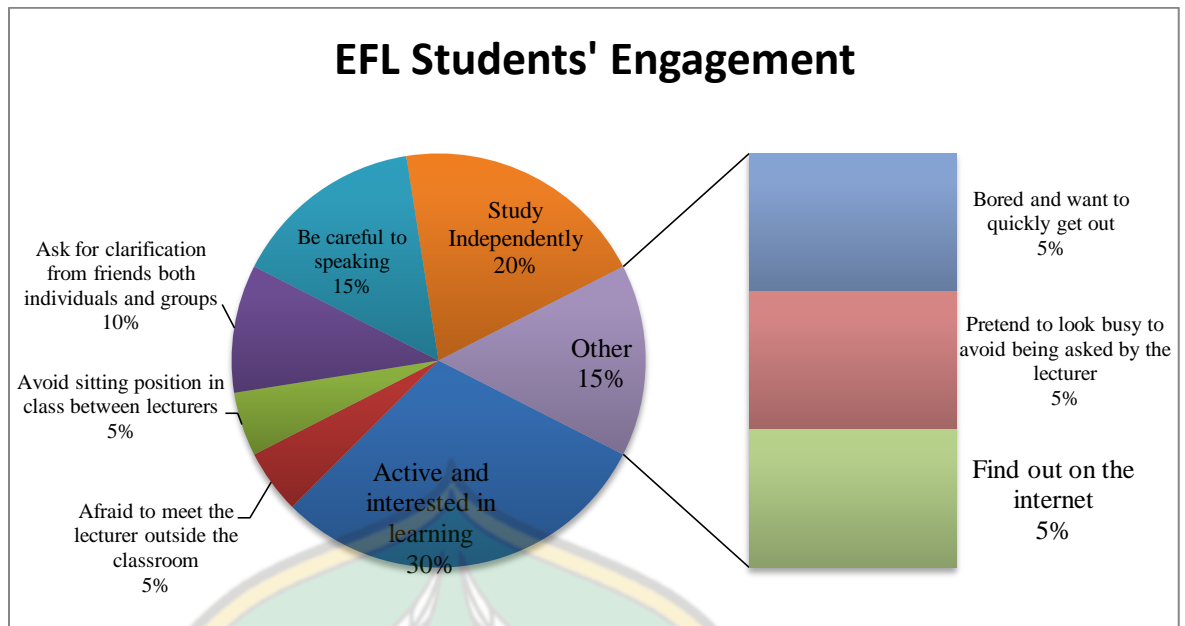


Figure 2.4 EFL Student's Engagement

The diagram above shows that the types of engagement carried out by participants in the speaking class are very varied. Among them, as many as 30% of students became more active and interested in learning in the classroom after being given oral corrective feedback. Then, as much as 20% of participants choosing to study independently can also learn from any method done individually to improve personal speaking skills. On the other hand, as many students are passive participants in class, as much as 15% choose to be more careful in speaking in class due to personal reasons, such as reducing giving feedback to them as in the results of data reflection. As much as 15% also have a type of engagement shown by participants, such as 5% due to boredom, so some participants feel like they want to get out of class quickly. 5% shows participants will pretend to be busy to avoid the lecturer

asking them questions, and the other 5% of participants will indicate an attempt to find out about the type of correction given to them on the internet.

Furthermore, as many as 10% also showed engagement participants often asked their friends individually or in groups about simple explanations that could make them understand the lecturer's poorly understood causes. As many as 5% of the participants showed engagement by avoiding a sitting position in class between themselves and the lecturer because it could minimize their ability to speak. After all, the lecturer would find it difficult to see their position. Finally, not too many, 5% of participants are afraid to meet lecturers outside the classroom.

The four themes described in the finding section show positive and negative emotional responses that don't involve much student engagement. However, because of anxiety, disappointment and embarrassment, some made statements that participants positioned their seats while in a class far from the lecturer's reach, anxious about meeting lecturers outside the course and being more careful in speaking in class to minimize self-feedback to themselves. Besides that, the engagement was also primarily positive emotion, which made some participants enthusiastic about taking lessons, often asking their friends, and trying to learn from internet sources in class after being given feedback. It is to make them understand what they did not understand. Due to the small amount of feedback, the lecturer did not immediately explain to the participants where the mistakes needed to be corrected.

4.2 Discussion

This section discusses the distribution of research findings regarding EFL students' opinions of how they opinion when emotional engagement experiences in speaking class through oral corrective feedback. Data were obtained from reflection by collecting supposed thoughts when speaking in class, divided by positive and negative emotions that reveal an emotional engagement with oral corrective feedback. The researcher explains the research findings are based on the theory put forward by This study found that the participants thought only four types of feedback: Repetition, Recast, Explicit Correction, and Clarification Request. Not only that, but this study also found types of emotional engagement associated with encouraging every kind of EFL student's emotions after being given feedback, such as Increase students' motivation, Encouraging students' willingness to communicate, and Improving academic outcomes for students. This is shown from their attitude that describes their emotional involvement, such as enthusiasm, willingness to be an active student in class, anxiety about meeting lecturers speaking outside of class, avoiding sitting positions in class between EFL students and lecturers, often asking friends, find out on the internet, be more careful in speaking, and learn independently.

The findings show that all participants felt many emotions, according to the participants' opinions, such as confidence, happiness, comfortable, calmness, interest, and curiosity. Emotional engagement is part of students' feelings, interests, and attitudes when facing classroom learning. This study shows that many related are felt according to each condition deemed by the participants. From familiar feelings, even negative to positive, on the contrary, it is favourable to negative.

In the first theme, this is due to the many experiences participants felt during the learning process in the classroom regarding how repetition feedback can affect the emotional engagement that EFL students have in positive feelings. It is interesting to engage in willingness to participate. Positive emotions such as happiness, calm, and interest can encourage and motivate EFL Students as participants in the speaking class. However, on the other hand, participants also feel negative emotions simultaneously because sometimes, giving repeated feedback can also make them feel worried. However, even though they felt negative emotions, some participants felt ashamed and disappointed, showing their emotional engagement, motivated by learning to correct their own mistakes and interested in asking their friends for suggestions and considering their negative emotions as a form of awareness that they had. Then, these two types of feelings are related to how emotionally the participants think. It can be from how much positive and negative emotional pressure is after being given this type of Repetition Feedback. in this study. Positive emotions are more extensive than negative emotions in speaking class.

On the contrary, they always want improvement as soon as they speak. Hence, they have the opportunity to correct their mistakes in class. The results in the finding section show that participants show how emotional engagement arises from positive and negative emotions after being given this type of feedback, such as the attitude that participants consciously have, which participants usually show varies by being more active revealed by the willingness students in the classroom, accompanied by enthusiasm in class, motivated to correct mistakes made independently, and will usually ask their friends about the corrections given to them. Not only that, but the

provision of this type of repetition feedback also increased the participants' academic outcomes. The findings explained that the increase in grades from the following semester was seen after being given frequent oral corrective feedback repetitions.

The second theme shows that giving Recast Feedback has revealed the motivation of EFL students, where many participants are motivated by this type of feedback. Several reasons are considered that giving feedback aims to positively affect ability and improve speaking ability in class. However, the emotional effect is more favourable than providing other types of feedback, thereby affecting the emotional involvement of the participants. The comparison makes shown from the existing data in the findings section. Students' opinions indicated that the participants felt enthusiastic about joy and calm. They felt compared to the negative feelings, which revealed shown to be much less, namely, only two opinions felt nervous, embarrassed, and anxious (negative emotion) from giving Recast Feedback in learning speaking class. Then the attitude or engagement of each participant varied from those who had the same engagement after feeling positive or negative emotions. Emotional engagement also reveals participants to be passive when participating in class. It is shown that after being given this type of feedback recast feedback, some of the participants and passionate about learning. Some then looked for a comfortable sitting position away from the lecturer to make them rarely asked and pointed at. Some participants then looked for the type of mistake on the internet, learned from there, and fixed mistakes for the better according to one's ability. It shows that negative or positive emotions after being given this recast feedback do not make participants give up on learning.

The third theme shows that the type of Explicit Correction that shows emotional engagement from the results of interviews, including students who are motivated even though some feel negative emotions, offers a more significant proportion, namely a 1:2 ratio of positive emotions possessed by participants who get this type of Explicit Correction in the speaking class. This study shows that this type of feedback puts more pressure on the participants to correct grammar problems in detail, making the participants' attitudes feel more anxious and increasing their curiosity because of the strong encouragement and force given by the lecturer. So, the attitude that emerged from the findings above has motivated them to improve a lot, and they are increasingly diligent in studying their speaking abilities, especially speaking with the correct grammar rules. Not only that, even though some participants felt negative emotions, they still showed good emotional engagement in learning by being more enthusiastic about the class. The explicit feedback provided was essential in improving correct speaking in class. Their research explained that students sometimes know where their mistakes are, but because of the feedback given, feelings of nervousness and anxiety arise. Hence, they feel uncomfortable giving feedback. Then the emotional engagement shown is also in the form of not participating in class so as not to be questioned by the lecturer.

The fourth theme shows the type of Clarification Feedback from the reflection data. It is that participants feel a kind of negative emotion, namely the same feeling of anxiety after being given Clarification Feedback. The analysis showed that participants both feel the pressure the lecturer provides, which makes them feel depressed. This study shows that the results of the reflection data of the EFL students'

data show a different attitude. The participants both felt negative emotions. However, the participants' attitudes as passive participants led to the emotional engagement that they didn't want to participate in class, such as some participants felt anxious and seemed to lose their desire to learn in the course, then hid by pretending to be busy so that they were not allowed to speak in class. Then the other participants had a different engagement, namely motivated, were more enthusiastic and enthusiastic about learning to talk in class.

In the other responses' results, students' motivation, willingness participation, and academic outcomes were not influenced by the positive and negative emotions that emerged when participants were given oral corrective feedback. However, depending on how the pressure and encouragement from this type of oral corrective feedback can encourage EFL students. Those who are forced to be able to correct mistakes as quickly as possible. In this study, receiving oral corrective feedback gave dominant participants motivation. However, some participants felt negative emotions from the pressure of each feedback because mistakes corrected by the lecturer would become material for self-evaluation. So many differences will create more questions and answers for better understanding. Therefore students value feedback more orally.

They correct mistakes and participate more in class to get other opportunities to correct previous errors after being given oral corrective feedback. However, many other participants felt negative emotions such as anxiety, disappointment, and embarrassment at specific oral correctives. But because the lecturers' encouragement motivated them, they were aware of correcting the corrected mistakes. However, they often ask their friends for further explanations, and some even deliberately sit away

from the lecturer's reach, so they don't get asked frequently because it can reduce excessive corrections to their speech. Not only that, but participants also study individually and search the internet is what they do to understand the types of corrections they get from the lecturer.

