

## **The Effect of Teachers' Corrective Feedback on Students' English Presentation Skill at STIE Sakti Alam Kerinci, Sungai Penuh City**

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### **Abstract**

Nowadays, English learning is not only focused on communicative skills but also emphasized on real work situation, one of which is presentation skill. As the lecturer needs to know a suitable strategy that can be used not only to motivate the students to communicate in English but also to minimize their errors and mistakes. Corrective Feedback (CF) is a way to improve the students' language knowledge and skill since it helps the students to focus on the correct language forms. This research was conducted to see the effect of corrective feedback on the students' presentation skill. This research design is an experimental research conducted in sample group. The population of this research was 197 students of Management study program which consist of seven classes namely 1M1 until 1M7 at STIE Sakti Alam Kerinci. The sample was divided into two classes, an experimental and a control class which consist of 30 students for each class. The instrument used to collect the data was oral presentation test. In this research the post-test was analyzed by using T-test. Based on the result, the researcher got mean score 48.383 in the experimental class, and 17.754 in the control class. Since the mean score of the experimental class is higher than that of the control class, it is concluded that there is a significance effect of using corrective feedback in form of elicitation technique on the students' presentation skill.

**Keywords:** Teachers' Corrective Feedback, Presentation Skill

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### **Introduction**

English has been taught to students from junior high school to university level. The purpose of teaching English especially speaking in higher education is to enable students to communicate in English in real life situation. They are demanded to be able to not only produce grammatically correct sentences but also carry out a meaningful communication in a real context of conversation. Therefore, a lecturer needs to know a suitable strategy that can be used to motivate students to communicate in English and minimize their errors and mistakes.

In order to prevent errors and mistakes and to improve students' speaking skills, lecturers use Corrective Feedback (CF). Ellis (2006) states corrective feedback is teachers' responses to students' utterances containing an error. It produces a lot of negative views and people usually regard it as an indication that something is not right. However, CF is a great tool to improve students' language knowledge and skills since it helps students to focus on the correct language forms.

Furthermore, when students make errors or mistakes in oral communication, they need to be corrected to get a feedback so that every student's oral errors can be revised. CF is a way to initiate the students to speak up. As Zarinahadi (2014) states that if a lecturer gives corrective feedback after

students finish their speaking practice, it will increase students' willingness to communicate in upcoming situation. So, giving corrective feedback could motivate students to answer the feedback given. It also facilitates lecturers to revise the errors made and prevent students from fossilization.

Meanwhile, there are various ways to give corrective feedbacks. It is stated by Mendez et.al. (2010) that there are several kinds of corrective feedback namely: explicit correction, recast, meta-linguistics feedback, clarification request, and elicitation. These feedbacks could be used by lecturers to make students aware of errors they made and prevent them from producing similar mistakes.

Elicitation, as a major type of corrective feedback, has been defined by Panova and Lyster (2002) as "a correction technique that prompts the student to do self-correction". Lyster and Ranta (1997) mention that the example of elicitation such as pausing, asking questions, and asking students to reformulate their own utterances. Corrective feedback in the form of elicitation is suitable to be used in teaching speaking. In the real practice, it is expected that the students can give spontaneous responses when the lecturer ask them, so that the lecturer can help them to correct the errors. As the result, there is a "true" correction which is used in modifying the students' inter-language rule so that the error is eliminated from further production.

Findings from a number of studies support the usage of corrective feedback in speaking. A study conducted by Ruili Chu (2011) investigated the effect of teacher's corrective feedback on accuracy in the oral English at second English-majors college students at Binzhou College in Shandong Province, China. It reveals that corrective feedback has a positive effect on improving oral English accuracy, but its effectiveness on different level of students was somewhat different. Another study carried out by Eman (2016) investigated teachers' corrective feedback and students' uptake in the EFL classrooms. He explored different types of corrective feedback (CF) including students' uptake moves in error treatment sequences occurring in the low intermediate EFL classes. The findings show that CF types that were more effective in eliciting repair are elicitation, meta-linguistic feedback, repetition and explicit correction, which are unfortunately rarely occurred in the EFL classrooms. Confirming these two studies, a study by Ito (2015) examined the effectiveness of corrective feedback on Japanese language learners through recast (a category of implicit) and elicitation (a category of prompt). By investigating 25 Japanese students, he reveals that elicitation is more beneficial for L2 learners than recast in reformulating their utterance. Hence, corrective feedback provides positive effects toward students' speaking skill.

Several gaps regarded to the previous researches about oral corrective feedback have been identified as a basis for conducting a new study. Although the previous studies investigated the use of oral corrective feedback, there was no further explanation in speaking skill especially in oral presentation and conversation as the objects of the studies. Further, the present study is different in some ways from the aforementioned studies regarded to the use of elicitation and recast. In addition, the subjects of the previous studies (Ruili Chu: 2011; Eman: 2016; and Ito: 2015) were adults or university students. Therefore, there is a need to conduct further study involving different subjects in a different place in EFL context.

The present study is intended to examine which feedback works better for the students in terms of correcting their mistakes and to investigate which group of students receives a better effect on each feedback. In accordance with the findings of implementing corrective feedback in the form of elicitation, especially in teaching speaking, it is assumed that elicitation is really helpful in encouraging the students to speak. Besides, the students do not only get the correction to improve their speaking performance, but they can also be more confidence to speak up in English. Based on the explanations the research question is "Was there any effect of using Corrective feedback in the form of elicitation on the students' presentation skill of the first semester students of Management study program at STIE SAK Sungai Penuh". And the hypothesis of this research is 1). H<sub>0</sub>: there is no any effect of using Corrective feedback in the form of elicitation on the presentation skill of the first

semester students of Management study program at STIE SAK Sungai Penuh, and 2) Ha: there is an effect of using Corrective feedback in the form of elicitation on the presentation skill of the first semester students of Management study program at STIE SAK Sungai Penuh

## Method

The design of this research was a quasi-experimental design. According to Creswell (2009), quasi-experimental is a form of experimental research in which individuals are not randomly assigned to groups. In this study, non-equivalent control group design was used. A non-equivalent groups design includes an existing group of participants who receive a treatment and another existing group of participants to serve as a control group. The population of this research was the Management study program students that consisted of 7 classes (197 students). The sample was chosen by using cluster random sampling technique. As a result, class 1M5 became the experimental class (consists of 30 students) which was taught by using corrective feedback in the form of elicitation and class 1M4 was as control class (consists of 30 students) which was taught by using corrective feedback in the form of recast. The researcher also chose class 1M6 for try out in order to know the validity and reliability of the instrument. Then, the research instrument was validated by one of English lecturers of the Faculty of Language and Art at UNP. The results show that the instrument used is valid. Based on the results of trial questions in 1M6, it is found that the level of the instrument reliability was classified into medium (reliability coefficient of 0.41 and 0.47).

The instruments of collecting the data, the researcher used the test in for of oral presentation. The test intended to know the students' presentation skill. To ensure that no missing data is occurred, voice recorder was taken by the researcher. Then, the students' oral presentation test was immediately assessed by two lecturers by using presentation rubric by Brown; the content and delivery aspects. The audio recorder was used by the assessors to reconfirm the student's presentation.

The researcher used post-test only. Post-test had been given to both students in experimental and control class. Before that, the students in both classes had been given different treatment. The students of experimental class were taught by corrective feedback in the form of elicitation, while the students in control class corrective feedback in the form of recast.

## Result and Discussions

This research was conducted from September 28<sup>th</sup>, 2016 until November 30<sup>th</sup> 2016. The experiment was acted for 10 meetings. The data of the research were comparing the mean score of post-test only. The analysis of the collected data was carried out to answer the research question: "Was there any effect of using Corrective feedback in form of elicitation toward students' presenting skill at first semester students of Management study program at STIE SAK Sungai Penuh?"

After getting normality of the classes, two classes were chosen as a sample then they were given different treatment. Then, a post-test was given to the students at the end of treatments. The result of the test can be seen in the table below:

**Table 1.Descriptive Statistics for post-test of the Control and Experimental Group**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Max</b>	<b>Min</b>
<b>Experimental</b>	30	48.383	71	27
<b>Control</b>	30	17.754	64	25

The data above shows the result of students presentation test in the experimental has better than control class. It is seen the mean of both classed was 48.383 and 17.75. the maximum and minimum score of two classes also show the different range of the scores; with the maximum and minimum

score of experimental classes are 71 and 27, and 64 and 25 while scores in control class. It can be concluded that the mean score of students' presenting skill in the experimental class was higher than that in the control class. In other words, the students in the experimental class were assumed to have better presentation skill than those in the control class. For more detail, the differences between experimental and control class can be seen from the following figure:

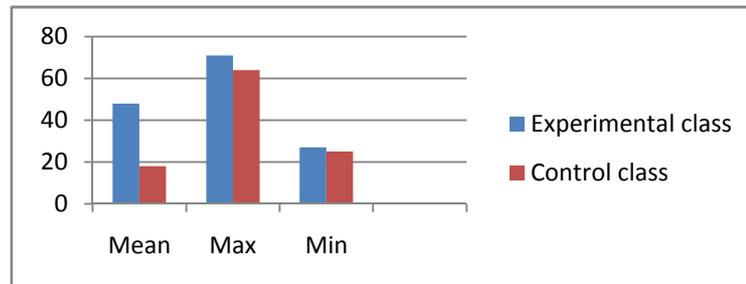


Figure 1. the comparison of the post-test result of experimental and control class

From figure above, it is pointed that the students in the experimental class have better presentation skill than those in the control class. It is clear that students who taught by using corrective feedback in form of elicitation gain higher score than students who taught by using corrective feedback in form of recast.

Then, the t-testing result of experimental and control group as can be seen in the table below:

Table 2. Descriptive Statistical Analysis of the T-test Result in the Experimental and Control Groups

Group	N	SD	t <sub>observed</sub>	t <sub>table</sub>	Conclusion
Experimental	30	104.97	4.17	2.01	t <sub>observed</sub> > t <sub>table</sub> (4.17 > 2.01)
Control	30	71.8			

The table 2 describes the result of t-test analysis of the the hypothesis. It can be revealed that the value of t-observed was 4.17 in which the value of t-table was 2.01 with  $\alpha = 0.05$ , so the value of t-observed was bigger than t-observed. Thus, it can be said that the alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It means that  $H_a$ : there is an effect of using Corrective feedback in the form of elicitation on the presentation skill of the first semester students of Management study program at STIE SAK Sungai Penuh”.

The use of corrective feedback in the the form of elicitation in the speaking class shows a positive effect in correcting the students' errors in English presentation. This can be seen from the ability of students who are able to correct their errors directly and if they are asked one more time they are able to give the correct form of the error in the next presentation practice.

Then, when the students are asked to do a discussion or presentation in front of the class, the lecturer refrained from giving feedback directly, especially in the middle of the presentation or discussion. The lecturer did it to decrease of feeling afraid to talk, and made them free to discuss in the classroom. It is in line with the research conducted by As Sawaluddin (2017: 384) state that the teacher should delay the errors correction until they finished their presentation to decrease of feeling “intervened”. Delaying the correction is also useful for the lecturer when the the students did a presentation. It means that the lecturer had to give correction as late as possible and to make sure all the correction corrected. In the discussion section, the lecturer also could jot down all the necessary

comments and corrections, and only delivered once after a particular group finished their presentation.

Meanwhile, in the control class, in correcting the students' speaking errors, the lecturer just reformulates the students' speaking errors without indicating which one is incorrect. Although the correction was given by the lecturer, it did not have a positive effect on the students' speaking skill. This is in line with Lyster (1998) stating that recast does not lead any self- or peer-repair: when there is a repair, the student can only repeat the teacher's reformulation. It means that if the students only repeat the utterances, it was impossible to correct their speech errors because they did know what the error was. It is also in line with the results of Ito's research (2016) claiming that recast is not useful when correcting is in the incorrect form, because the students did not notice the gap between the correct form and the incorrect form. As a result, they will do the same mistake in the next same questions. It is also found in this research that the mean score of the control class was lower than the experimental class.

Then, in giving corrective feedback in the form of recast, the lecturer also tried to give it in the right time. In this case, when the students did an error, the immediate correction was effective. It is in line with Shaofeng's research (2016) affirming that recast is effective in immediate correction because it makes the students aware of self-correction even it did not take long term memory. In recasting the correction, the lecturer pause the students' presentation by giving the right one and the students would reformulate their utterances as what they heard from the lecturer and continue the presentation without considering they knew what the gap of error was. In addition corrective feedback in the form of recast is useful for time saving and controlling the class, but the disadvantage is the students do not get any additional information. Consequently, the class interaction is more passive, and the materials gotten are not much deeper.

## Conclusions

Based on the findings and discussion above, it can be concluded that giving corrective feedback in the form of elicitation had better effect on the students' presentation skill. The students believe that every error has to always be corrected even by the lecturer or the other students. Through elicitation, the students will get a prompt to do self-repair on their presentation skill. Furthermore, elicitation makes the classroom interaction more active because the students who knew the error will fix it by giving comment. Then, elicitation makes the students more focus in classroom because they will listen carefully to other students' presentation. The attention they pay will make them aware of what vocabulary to use in the presentation and how to present it.

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