

**AN ANALYSIS OF CORRECTIVE FEEDBACK USED BY THE
TEACHER ON STUDENTS LEVEL OF ANXIETY**

ARTICLE



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**INSTITUT AGAMA ISLAM NEGERI JEMBER
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This article is submitted to be presented at the periodic academic
forum organized by Lembaga Penjaminan Mutu IAIN Jember



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CHAPTER I

INTRODUCTION

A. Background of the Study

Corrective feedback gives many impacts in English teaching and learning process. Though, corrective feedback provided by ESL teacher to the learners with low English proficiency can be a reason of language anxiety because the lack of English ability to speak in public. The previous study conducted by Rahimi and Dastjerdi (2012) observed that immediate corrective feedback given by the teacher did not show any expected result to improve the fluency and the accuracy in speaking performance. Therefore, it will make the students face difficulties in participating English lecture.

Language anxiety is able to hinder the students' language accomplishment in their speaking performance and grow a negative behavior about foreign language such as being worry, anxious, tremor, passive students, and they prefer to sit in the back row or have a great desire to withdraw the class. Thus, the students need their own strategies to overcome language anxiety.

The present study is considered to examine the effect of corrective feedback on learners from various level of language anxiety during EFL classroom activity. Considering, language anxiety is the main factors in affecting the success of language learning (Horwitz, 2001). It occurs when the students are exposed to several negative experiences in foreign language context (Hewitt & Stephenson, 2012). In addition, Ortega (2009) also defines language anxiety as a tension feeling, apprehension and fear when learners think of L2 learning. Through the perspective above, language anxiety is unique since its way to involve learners' self-belief to communicate competently. Thus, knowing the differences between anxious learners and non-anxious learners in learning foreign language can help the teacher to understand the experience of those learner's types.

B. Research Questions

Based on background of the study above, this study attempts to answer the following research questions:

1. How is the impact of CF on the learners in very anxious group?
2. How is the impact of CF on the learners in anxious group?
3. How is the impact of CF on the learners in mildly anxious group?
4. How is the impact of CF on the learners in relaxed group?

C. Objectives of the Study

From the research questions above, this research is designed to fulfill the purpose of this study. The following aims are addressed to explore:

1. The response of the learners in very anxious group to teacher's CF.
2. The response of the learners in anxious group to teacher's CF.
3. The response of the learners in mildly anxious group to teacher's CF.
4. The response of the learners in relaxed group to teacher's CF.

CHAPTER II

DISCUSSION

1.1 The Effect of CF on Various the level of LA

The result of this study indicates that corrective feedback provided by ESL teacher gives different effect on students' level of language anxiety. Language anxiety in fact connected by learners with poor English skill, precisely it had experienced by students from all level. This finding was supported by Horwitz (2010: 100) and Liu (2006) arguments that even though language anxiety naturally occurred in learners with low English proficiency, the fact showed that all level students experience the same belief. The students in this study are from low English proficiency learners but have different level of language anxiety. This study investigates the effect of corrective feedback provided by ESL teacher on students' level of language anxiety.

1.1.1 The Effect of Corrective Feedback on Very Anxious Group

The effect of corrective feedback on very anxious group learner shows several impacts. Based on the students' response and psychological situation during classroom interaction, the impact of corrective feedback can be positive and negative. The negative impact such as avoidance classroom activity, poor speaking performance and self-deprecating thought, on the other hand, the positive impact is being propelled to work and study harder.

One of the major impacts of corrective feedback on very anxious student is avoidance. Avoidance indicates that students in this group refuse to engage in particular group discussion or to be a volunteer in asking and answering the question. They also refuse to have social interaction with others during English class. There were students in this group who prevented themselves to interact or communicate using English.

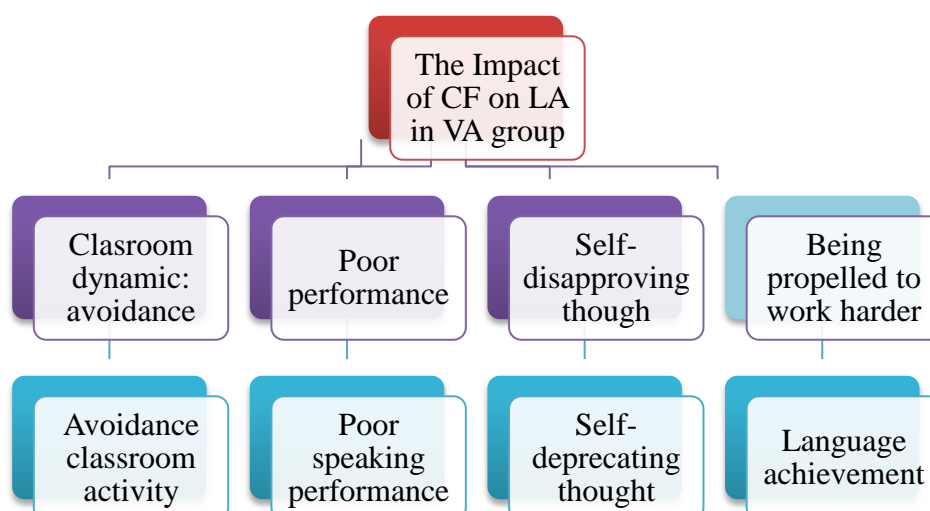


Table 1.1.1: Sub-theme the effect of CF on VA Group

Most of very anxious students aware of their own avoidance habit while confronting classroom situation from which their anxiety occurred. The students (STVAF03), (STVAF01), and (STVAM01) from both low English proficiency and very anxious group revealed that the impact of corrective feedback given by the teacher during their speaking performance make them unable to understand, more confused and uninterested in what the teacher said. Furthermore, when they feel confused even uninterested during English class also create negative self-perception on the efficacy of corrective feedback.

On the other hand, show the best performance is the dream of each students either form very anxious or relaxed group. Unfortunately, the lack of their English knowledge and skill do not support the desire to be success in language achievement. Furthermore, the language anxiety occurs as well as it prevents the students to acquire English knowledge easily. Language anxiety experienced by students in very anxious group, precisely increased their feeling anxious. It can be proven by their speaking performance, when the language teacher corrected their mistake, they looked so confused, more tremor and had a great desire to withdraw English in speaking performance. Furthermore, all of the students in this group said that the teacher should not correct their own mistake in front of class by cutting their utterance directly, without waiting until their

utterance finished. This way can avoid the students to speak English fluently, so they just repeated the teacher's utterance and nodded their head very frequently.

Students' feeling, thought and emotion can determine their attitude during participate English class. Therefore, they must have a positive thought about learning English, because it will make them acquire language easier. Moreover, most of the students who have low English proficiency and high language anxiety have a great desire to be passive participants in English class. They tended to avoid when the teacher asked them to be a volunteer. In other words, they have low desire to participate and produce output.

The fact is quite different with the students' opinion toward corrective feedback. Related to the effective time when corrective feedback must be given by the teacher, the result is significantly different with the fact when the students speak in front of class. Although corrective feedback prevents the fluency, another fact shows that the students need corrective feedback. Concerned with the exact time when the teacher must provide corrective feedback on students' utterance, whether as soon as the made a mistake or after they finished speaking performance.

1.1.2 The Effect of Corrective Feedback on Anxious Group

The psychological situation indicated by the sign of language anxiety during speaking performance in this group actually quite similar with the sign of language anxiety in very anxious group. Nevertheless, the students' reaction on the efficacy of corrective feedback in this group is really different. It can be seen based on the deep investigation in speaking performance. The psychological situation in anxious group will composed into learning English in a formal classroom, exposure in class and unpredictability.

The effect of corrective feedback in this group can be classified as dynamic in term of avoidance of classmate, self-deprecating thought, poor speaking performance and being propelled to work harder.

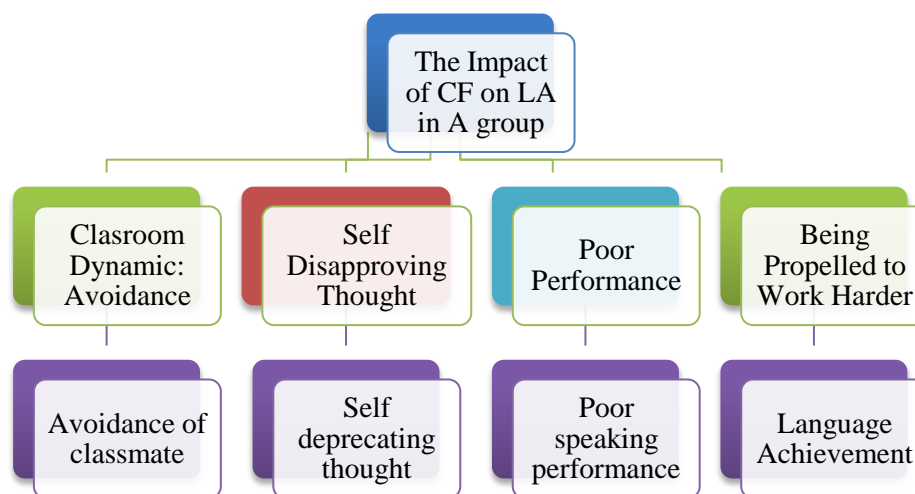


Table 1.1.2.: Sub-theme the Effect of CF on A Group

The avoidance in classroom interaction is often experienced by learners with low English proficiency especially anxious group learner. The students in anxious group tended to avoid the classmate who is more expert than anxious learners are. Their negative self-perception would increase if they met with friends who are not the same level with them.

The impact of corrective feedback seemed give negative impact both in her fluency in speaking English and her self-efficacy to develop her own in mastering English. Even though, in her own opinion she said she does not offended when the teacher corrected her mistake, but exactly because corrective feedback causes her friend laugh to her. Another friend will know her weakness and try to underestimate her ability when she made many mistakes during speaking performance. She said so, in accordance to her ability, she realized that she was very weak in English class than others, so she needed correction from the teacher. However, another side, she would feel she should not make a mistake and did not want to participate actively.

From avoidance classmate to self-deprecating in English class has become the issue in learning process. The students who have low English proficiency, especially who have most anxiety in learning process often tried to deprecating themselves. Their belief of others friends that have better ability and can compete

with others really influence self-perception student in anxious group. There is not valuable effort from the student in anxious group to compete with others to get language achievement.

According to the responses from both female student (STAF01) and male student (STAM02) in anxious group, completely show that corrective feedback increased their negative feeling and attitude on their own ability in absorbing English knowledge effectively. Female student (STAF01) stated that she did not want to continue her utterance when she realized she always made a mistake while her teacher often corrected her mistake. She claimed that she felt so nervous, thus corrective feedback cannot be accepted well, she would confused then forgot the result of correction easily.

Another impact of corrective feedback on anxious group is poor speaking performance when the students in this group speak English in front of class. Corrective feedback makes the students just follow what the teacher said and just repeated again. They also tried to be passive and uninterested in learning English. The negative emotion about learning English also brings the undesirable speaking performance, such as incorrect pronunciation and grammar, and also low verbal output and stammer voice. Moreover, the impact of corrective feedback seemed so clear when the students speak in front of class. They tended to short their speaking performance when the teacher always corrected their mistake very often. They cannot continue and found for new sentence even though they have prepared it.

Even though the learners in anxious group said that corrective feedback make them much more anxious in speaking English, all of them prefer the teacher to give corrective feedback. Same like the students from very anxious group, they need corrective feedback to improve their English knowledge.

1.1.3 The Effect of Corrective Feedback on Mildly Anxious Group

The learners in this group are able to participate well during English classroom activity. They were enthusiast to be a volunteer in asking and giving question, they also seemed confident to take a part in English lesson. However,

the symptoms of language anxiety still occur when the ESL teacher give corrective feedback to their speaking performance.

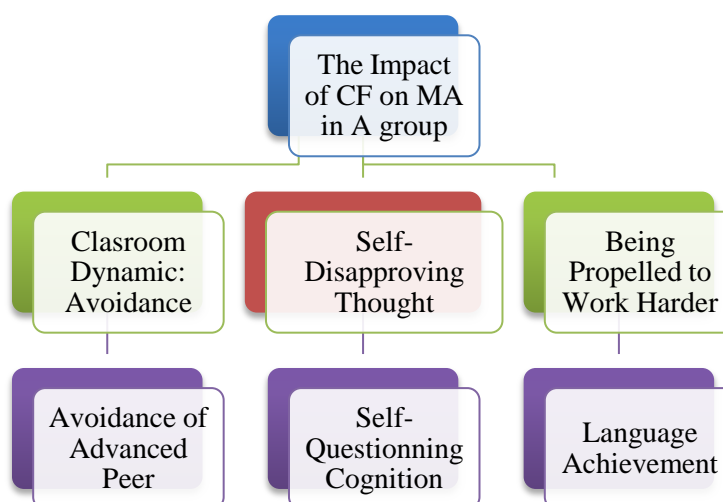


Table 1.1.3: Sub-theme the Effect of CF on MA Group

One male student (STMAM02) felt anxious when he had to discuss with others group who have better ability than he does. Working with other advanced learners makes the effectiveness of corrective feedback become powerless. The negative impact of corrective feedback can be felt by this student when he often did many mistakes in his utterance, while the teacher always corrected the simple thing about his pronunciation. This condition made him increase his self-negative perception about the lack of his language ability. Then, he also compared his competent with other students from relaxed group. On other hand, how the teacher interrupted his utterance made him anxious immediately.

The self-negative thought on English classroom activity also make the students criticized the lack of their ability in mastering English. The students tried to force their ability to participate and show the best in both speaking performance and other English classroom activities. Even though they realized that they have limited ability to perform or to speak English fluently. As the result, students in this group tended to deprecate their own ability of language achievement.

Precisely, the more the teacher gives correction, the more they deprecate their ability, and as the consequence, they get anxious easily.

The impact of corrective feedback to construct their emotion and self-perception about learning English obviously worked during they interact each other friends who have better ability. The result showed that corrective feedback provided by the teacher during their speaking performance in front of other groups prevents them to develop their own ability in speaking performance.

However, the students in mildly anxious group also need corrective feedback to improve their language achievement. They expressed their feeling that they were happy in joining English class. They also have a great enthusiast to learn and participate in English activity. Corrective feedback given by the teacher directly makes the students realize and think too much about their mistake. This fact also makes them a great desire to achieve the goal of study and improve their foreign language especially speaking skill. Therefore, some of the students in mildly anxious group also have positive attitude toward the efficacy of corrective feedback.

1.1.4 The Effect of Corrective Feedback on Relaxed Group

The impact of corrective feedback experienced by most students in relaxed group can be known after identified the sign of language anxiety and other possible factors, which support the impact of corrective feedback. Therefore, as the result, the impact can be elaborated into three cases: avoidance of inferior peer, self-questioning cognition and language achievement.

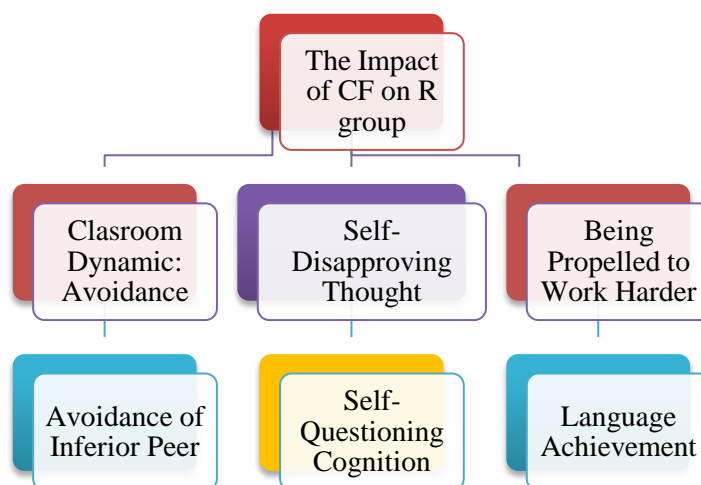


Table 1.1.4: Sub-theme the Effect of CF on R Group

The students in relaxed group tended to avoid inferior peers in a group discussion. When the teacher grouped and asked them to work with the students who have low English proficiency than them, they looked quite anxious and showed unpleasant behavior. Corrective feedback given by the teacher to relaxed students, in fact increased their negative perception to work together with inferior peers.

In a group discussion, the relaxed learners seemed attempt to do the task alone and be the dominant one during English activity. Precisely, they sometimes did so because they felt shy if they could not participate well in a group discussion. It can be said, they enthusiast to be volunteer in English class because they wanted to show their own ability even in front of inferior peers. Thus, corrective feedback in a particular case makes relaxed students anxious to get negative judgment from inferior students. The unbalance between the ability and demand in English class forced them to present the best performance both in speaking test and another classroom activity.

The students in relaxed group actually have a strong motivation to participate well during classroom interaction. They tended to be active and showed their best to get best score too. They thought that they could do what other students from other group could not do. It means that in the beginning before the

teacher gave corrective feedback, they looked so enthusiast in speaking English, but after the teacher gave corrective feedback, they act really different, even though their attitude on corrective feedback showed positive perspective.

After the teacher gave corrective feedback, the students in relaxed group expressed doubts and suspicions about themselves such as they were self-questioning about their English ability. The student became thinking about their own mistake too much and asked the teacher's explanation about their mistakes. As the result, they knew their mistake and it can enrich their English knowledge. On the other side, corrective feedback also made the student questioning their own capability to perform well.

Being competed with other students in term of to get achievement is a must. Students have to show her best performance to achieve the goal of study. Even though corrective feedback made the student low to participate more in English class activity because the students more concerned about their own mistake and be afraid to do it again, but corrective feedback also increased students self-motivation to do better.

The positive impact of corrective feedback in relaxed group students also propelled them to study hard and be disciplined students. In other words, by conveying and confronting their difficulties and negative self-emotions, it can make them aware that they need language improvement and self-development through making mistake both in speaking performance and in other English classroom activity.

CHAPTER III

CONCLUSION

Based on the discussion above, it can be concluded that corrective feedback has different impact to the level of language anxiety. Corrective feedback provided by the teacher to the students from very anxious and anxious group is more debilitated rather than facilitated. It depends on the students' attitude about the efficacy of corrective feedback on their language achievements.

The students in very anxious and anxious group have negative reaction to corrective feedback since the practice prevents students' creativity to produce more output in speaking performance. It also makes the students from those groups much more anxious, tremor, easy to forget every word they have prepared and confused when the teacher interrupted their utterance. They also have a great desire to withdraw English classroom activity. Nevertheless, other students agreed that it has many advantages to help students recognize their mistakes during in speaking performance. The same feeling is also experienced by students in relaxed group who have a great positive response about the efficacy of oral corrective feedback. They felt so happy and satisfied when the teacher corrected their utterance contained linguistic error, so they could learn through their mistakes.

The values of oral corrective feedback do not emerge in very anxious and anxious group because it will increase the level of their language anxiety. The students in very anxious and anxious group felt annoyed when the teacher provided oral correction to their utterance, while the students in mildly anxious and relaxed group felt shy but keep speaking with embarrassed face. However, even though they felt shy and anxious of oral correction, but they need it to improve their English language knowledge and being propelled to study harder in joining English classroom activity.

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