

CHAPTER I

INTRODUCTION

This chapter consists of five major parts. They are the background of the study, the problem of the study, the objective of the study, the scope of the study, and the significance of the study.

A. The Background of the Study

Speaking is the ability to express or convey the thoughts and feelings in speech. By speaking, people can say everything they have in their mind. People put their ideas into words, talking about perception, and feelings they want other people to understand. Fulcher (2003:03) states that speaking is the verbal use of language to communicate to others. In communication, there must be the speaker and the listener. The speaker and the listener have to understand each other. The speaker has to formulate their ideas in grammatically acceptable sentences. So the listener will try to reconstruct the perceptions that they are meant to understand. When students produce their speaking ability, they usually have some errors in the process of learning. According to Dulay *et al.*, (1982), making errors is an inevitable part of the language learning process because students cannot learn language without first systematically committing errors. Norrish (1983) defined 'an error' as a systematic deviation that happens when a student has not learnt something and consistently 'get(s) it wrong'. Errors are categorized into three types: grammatical, lexical, and phonological (Tomczyk, 2013). An example of grammatical error is when the subject and the verb are not match, for example,

Dany eat a bowl of popcorn. *Dany* is singular; *eat* is plural; the sentence should be *Dany eats* a bowl of popcorn. An example of lexical error involves inappropriate direct translation from the student, for example, ‘This is the *home* that my uncle built’; the lexical should be ‘This is the *house* that my uncle built’. An example of a phonological error is the difficulty of distinction between the phoneme /t/ and /θ/ among the students when they pronounce the word *think* as /tɪŋg/ instead of /θɪŋk/. Afterwards the appearance of oral error while using English cannot be denied. At this time, the role of teacher is very important. The teacher has to give some correction to the learners about their error that they have made so they will not make the same errors. One of correction is by giving oral corrective feedback to the student that made an error is very important.

Based on the researcher’s observation at SMKN 4 Medan, the researcher found out how the English teacher give the oral feedback to the students on their speaking.

1. Student: The door is opened by *he*.

Teacher: He?

Student: Eehmm, him. The door is opened by him.

2. Student: The house was *builded* in 2017.

Teacher: Past participle of build is not builded, it’s built change the d into t, built. Because it is an irregular verb.

Student: The house was built in 2017.

3. Student: Asfarado *does* the homework last night.

Teacher: Does the homework last night? It’s a past tense, you should say

“Asfarado *did* the homework last night”.

Student: Asfarado did the homework last night.

Based on the preliminary data above, the students made errors by saying the wrong object pronoun, verb, and auxiliary and the teacher corrected the errors immediately. The teacher used the repetition feedback to correct the error of object pronoun by repeating the error with different intonation. The repetition feedback is the teacher repeated the student's error with different intonation to indicate that there is an error so the student will pay attention to it (Lyster and Ranta, 1997). For correcting the error of verb and the used of auxiliary, the teacher gave the explicit correction to the student, by providing the correct form. Lyster and Ranta (1997) mention that explicit correction refers to the explicit provision of the correct form. The oral corrective feedback that the teacher gave was implicit and explicit feedbacks. Ananda, *et al* (2017) mentions that corrective feedback can be implicit or explicit. Implicit feedback does not provide any additional information to students to correct their utterance and explicit feedback provide additional or clear information for students to correct their error. The teacher used the explicit feedback which is the teacher provided the correct form, he or she indicates that the student had said was incorrect.

Feedback, as a way to inform students about their performance (Ur, 1996) and to assess their progress (Harmer, 2001), is crucial for students so that they will be able to improve and develop their ability in the target language as well as other subject matter knowledge (Chaudron, 1988). Brown & Douglas (2000) also emphasized two importance of feedback: First, by giving appropriate portion on affective and cognitive feedback, positively or negatively, it will reinforce students to continue the communication in the target language and internalize

particular speech patterns. Second, basically, students expect to receive feedback and be corrected on their errors. Therefore, by giving feedback, teacher has fulfilled their expectation.

Hattie and Timperley (2007) explain feedback is conceptualized as information provided by an agent regarding aspects of one's performance or understanding. The teacher, who is the agent providing feedback must not only be evaluative when providing information on performance and understanding, but also provide paths to redirect thinking, encourage ongoing knowledge acquisition, and prompt students to become evaluative and critical of their own work in hopes that they will correct or improve themselves.

The students need feedback on what they are doing or saying to help them understand whether it is right or wrong conforms to the expected standard, is acceptable or exemplary (Veronika, 2018). The importance of feedback it will help students to learn rather than dictate how smart they are, it enables students to learn more (Black et al., 2004). In giving corrective feedback, teacher needs to consider the students' preference in learning process. When teacher knows what their students want in teaching and learning process, the teacher can prepare the appropriate types in giving corrective feedback in order to help students to produce English well.

In teaching English, the teacher should consider what kind of feedback that they should give to the students in the classroom in order to encourage them in acquiring English and avoiding them to make some errors. Correcting students' errors sometimes lead students to be demotivated. Inappropriate correction or negative feedback from teacher might influence student's anxiety, which means it

might cause fossilization (Vigil and Oiler 2000; Rahimi & Dastjerdi 2012) and it can cause student blanking on to say something in the target language (Ortega, 2009). Therefore, giving correction to students' errors should meet their expectation (Odalejo, 1993; Katayama, 2007), so that, they still can revise their errors and improve their English, in way of correction that they can accept. Since, students expect feedback from the teachers every time they try to speak English. For them, feedback is one way to make them closer to English and finally acquire it as their second language.

Students' preferences toward oral correction from their teacher are very important. Not only about kind of corrective feedback which is used by the teacher, but also how and when corrective feedback should be given by the teacher being important things to be considered by teacher. By knowing students' preferences, it will help teachers to achieve their objectives in teaching language in classroom. Nunan (1995) proposes, "Lecturers should find out what their students think and feel about what and how they want to learn". Since, students' beliefs will give impacts in students' attitude while teaching and learning process, it is important for a teacher to know how they want to be taught and what they want to learn. When teachers know what their students want in teaching and learning process, the teachers can prepare the appropriate method in teaching and it will help students in understanding the subject which they learn in the classroom.

As the facts above, the researcher found a problem. The problem is that many students have difficulties when they speak English. Thus, the researcher is interested to find out what kind of teachers' oral corrective feedback that the

students prefer in the learning process when they speak English and the reasons of the student to choose particular kinds of teachers' oral corrective feedback to help them in mastering speaking skill.

B. The Problems of the Study

Based on the background of the study above, the researcher makes the problem of the study as follows:

1. What are students' preferences toward teacher's oral corrective feedbacks on their speaking?
2. Why do the students prefer to have particular kinds of teachers' oral corrective feedback?

C. The Objectives of the Study

The objectives of the study are:

1. To investigate the students' preferences toward teachers' oral corrective feedback.
2. To investigate the reasons the students prefer the particular kinds of teachers' oral corrective feedback.

D. The Scope of the Study

This study will analyze the spoken corrective feedback that is given by English Teachers on students' speaking for Grade X based on six kinds of oral corrective feedback by Lyster and Ranta (1997): Repetition, Elicitation, Metalinguistic Clue, Clarification request, Recast, and Explicit correction that the students prefer, and the reasons why the students prefer particular kinds of teachers' oral corrective feedback.

E. The Significance of the Study

The findings of this study are expected to provide information, which may have theoretical as well as practical value for students, teachers, and readers.

i. Theoretical Perspectives

The researcher expected that this research will be able to give information for the reader about teachers' oral corrective feedback has various types and it can help students repair their errors and improve their English.

ii. Practical Perspectives

a. For the Students

The researcher expected that the research will be able to improve the students' speaking through the right teachers' oral corrective feedback.

b. For the Teachers

The researcher expected that the research will be useful for the teachers in teaching-learning process, which types of oral corrective feedback can affect and improve the students to produce English well.

c. For the Readers

The researcher expected that the research will be useful as one of the relevant studies and guide the readers to know more about the students' preference on teachers' oral corrective feedback.