

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Nowadays, English is known as an International language. Language study, according to Harmer (2001: 154), refers to any stage in a lesson where the students and teacher focus on the construction of a specific feature of the language to better understand it.

One of the most difficult problems students face when studying a target language is being able to speak English fluently. According to Harmer (2001: 87-89), it is important to be clear about the mistake made by the students that we want to talk about. There are three types of mistakes: slips, errors, and attempts. Students must set feedback from their teachers to become more aware of their mistakes.

In the real educational system, feedback is one of the most important factors that contribute to students' success in the learning process. Feedback can be in the form of a correction or a suggestion for the learners (Harmer 2000). It may include criticism or encouragement to improve performance. The teacher needs to correct any errors that occur after the fact. It is the teacher's job to provide encouragement and/or corrections to students to boost their confidence and solve problems in their learning process.

Most teachers and educational researchers agree that giving feedback to students is an important tool for improving learning. According to Harmer (2001: 99), the feedback includes not only correcting students but also providing them with an assessment of how they are done, whether during a drill or following a longer language production exercise.

The first previous study that has similarities to this research is “Descriptive Analysis of Teacher’s Feedback in the Classroom Discourse” by Asna Ristanti in 2019. The result of this research is that students expected their teacher to give them effective feedback even though when they made erroneous utterances. The similarity of this research is both researchers took teachers’ feedback as their main focus and the difference of this research is the researcher focused on classroom discourse but the other researcher focused on speaking activities. The second previous study is “An Analysis of Corrective Feedback Use in Speaking Activities at Eleventh Grade Students of MA Hikmatul Amanah Pacet” by Mahendra Abu Rizal in 2018. The result of the research is giving corrective feedback could give students information that can help them to correct their error utterances. The similarity of this research is both the researchers used teachers’ feedback in speaking activities as their subject. The difference between this research is it only focused on “teacher’s corrective feedback” while the other is on the “types of teacher’s feedback”. And the third previous study is “Analysis of Oral Corrective Feedback on Students’ Speaking Performance in EFL Classes by Chindi Ayu Kusuma Ningkrum in 2019. The result of this research is recast is the most frequent oral corrective feedback type used by English teachers. The similarities of this research are both researchers focused on teachers’ feedback in speaking and using qualitative research. The difference between these researchers is that one researcher uses interviews and observation to gain the data while the other is wanted to know the result naturally.

A teacher should try to provide feedback during the teaching-learning process to promote active learning in the classroom. This setting has the potential

to motivate students to participate in the learning process. As a result, class interaction will continue to exist. On the other hand, it can boost students' confidence in the classroom.

According to the researcher's observation at SMPN 27 MEDAN, especially in the eighth grade, the researcher found that some teachers in SMPN 27 MEDAN still lacked and underestimated feedback in speaking activities. So, many students were afraid to express themselves. They preferred to express themselves in Indonesian rather than English. They also had a tendency to make errors in their speaking, such as mispronouncing words, producing ungrammatical sentences, and using inappropriate words. And for the teaching and learning process was still teacher-centered. The teacher explained everything all the time, and the students had few opportunities to participate in class. The amount of time students spent talking was far less than the amount of time the teacher spent talking. The teacher spoke mostly in English in class, but she did not encourage her students to do the same. When the students had a speaking assignment, she had them perform in front of the class and scored them. However, some students refused to perform, and she simply let it happen without reinforcing them. She spoke English well but not very accurately.

Based on previous observations, the researcher knew that the English teachers at SMPN 27 Medan, particularly the eighth grade, lacked feedback when teaching in speaking activities. So, by utilizing various types of teacher feedback, it is hoped that students will be motivated and helped to improve their speaking skills.

**B. The Problem of the Study**

1. What types of teacher's feedback are used in speaking activities at the second grade students of SMPN 27 MEDAN?
2. How do the teachers give feedback the way they do?

**C. The Objectives of the Study**

Related to the formulation of the problem, the objectives of the research are:

1. To reveal and describe the types of teacher's feedback are used in the teaching speaking activities to the second grade students of SMPN 27 MEDAN.
2. To identify the teachers do the way they do

**D. The Scope of the Study**

Based on the identification of the problems above, It focused on the teacher's role in the classroom, particularly in speaking activities. It's also focused on the feedback given to students especially at eighth grade during speaking activities.

**E. The Significances of the Study**

The findings of this study were intended to be useful for:

1. English teachers

The result will guide English teachers, particularly in speaking activities, by providing a clear definition of feedback and how it is provided in classroom speaking activities. Hopefully, after knowing the results of this

study, teachers would improve their feedback techniques, particularly in terms of improving students' speaking skills.

## 2. Students

By having a clear perception of the teachers' feedback used in speaking activities, students who learn speaking are expected to improve their speaking.

## 3. Other Researchers

To enrich the existing study, the researcher hopes that this study will inspire them to conduct other research on teacher feedback or other feedback-related subjects.

