

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most used language in the world, and even becomes an additional language in several countries such as Malaysia, Singapore, Philippines, and others (EF EPI, 2016). English has become a primary language of communication. It is spoken by millions of people. By using English, people can communicate with foreign language speaker. English also has become one of the key competencies for international communication as globalization has accelerated, and to compete it people must learn English.

As an international language, English such a precious things that every human need to masters, it's spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking computing, culinary, tourism, etc.

According to the curriculum, students have to master four language skills namely: listening, reading, writing and speaking which are classified into receptive and productive skills. In teaching and learning process, these main goals should be achieved. It is not good if students only master the receptive skills. After mastering one skill, they should master others. As one four major skills, speaking is an essential skill for students as a means of direct communication. It is the most important skill to master in order

to succeed in expressing ideas, thoughts, and opinions orally; communication takes place, without speaking we cannot communicate with one another.

According to Underwood (1997:11), in learning Speaking, the students need to recognize that speaking involves three areas of knowledge, those are: 1) the mechanical elements of language there are pronunciation, grammar and vocabulary which is should be developed by the students in order to speak English fluently, 2) speaking functions (transaction and interaction), which enables the speaker to know when the clarity of the message is needed, 3) the socio cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which enable an individual to realize the conversational situation, to whom the students are talking, and what the purpose of speaking is.

In teaching learning process of English, teachers who contribute more in students' success should lead their students to be good speaker. The students usually make mistakes and errors in speaking. Those are not only important for the students but also for teachers and can be supportive feedback because through mistakes and errors, teachers and students can understand the quantity and quality in their speaking.

Infact, based on the preliminary observation which done by researcherin SMAS 2 Muhammadiyah Medan. The English teacher stated that many students are still hard in speaking. Sometimes, when the teacher asked the students to response the teacher question, they just speak one-

three words. Then, when the students wanted to response the teacher's question, they didn't understand because they are lack of vocabulary, they were afraid to speak up because of their wrong pronunciation and grammar. After that, the students have low confidence in English speaking and lazy to create speaking in the class.

Based on the fact, researcher concludes that the students have low ability in speaking. The expectation is the students of the school can speak English well based on grammar, pronunciation, vocabulary, fluency and comprehension. To solve this problem, the students actually need feedback such as Teacher's Feedback especially Oral Feedback because teacher's oral feedback has an influence on the students speaking ability. By getting feedback from the teacher, the students will know and understand about their mistakes in speaking when they get teacher's feedback. The students will know how to speak well and correctly based on the components. So, teacher's oral feedback is expected to able to help the students to overcome the problem that is faced in speaking and the teachers can know what types and how the teachers give feedback well.

Feedback itself can be defined as a response that is given by another person such as by a teacher or peer to someone's performance in oral or written form. Additionally, Purnawarman (2011) affirms that the primary feedback has the greatest effect on students' learning and achievement. This is due to the fact that a teacher is a major in school influence on the students learning and achievement (Hattie and Timperley, 2007).

According to Lewis (2002), there are five purposes of feedback provides information for teachers and students, students with advice learning, students with language input, feedback is a form of information, and feedback can lead students towards autonomy.

Despite the purpose of teacher's feedback, there are still questions of what types of teacher's feedback and the most dominant types of feedback from the teacher to improve student's speaking skill. There are wide on providing feedback as they are influenced by their practices and perspectives of providing feedback. In this point, based on theory Ellis (2009), there are two types of teacher's feedback. They are oral corrective feedback and written corrective feedback. But here, the researcher will focus on the types of oral corrective feedback because the problem of the students in speaking skill.

When the students received teacher's feedback, students will know their mistakes and errors in speaking skill. So the researcher will find out the types of teacher's feedback and the most dominant types of teacher's feedback. Then, by seeing the types of teacher's feedback the researcher will interview the teacher so that knowing how the teacher giving feedback to the students.

Regarding the importance of teacher's feedback towards students' response in speaking skill, this study is intended to analyze Teacher's Oral Feedback towards Students' Response in Speaking Skill for Grade Eleventh in SMAS 2 Muhammadiyah Medan. This study will fill in the gap by investigating the types of teacher's feedback, finding out the most

dominant of teacher's oral feedback and explaining the processes of giving feedback in speaking that can be useful in increasing and developing students' ability in speaking.

B. Identification of the Study

In identifying the problems, the observation was conducted. Based on the observation, there were some problems that could be identified as follows:

- a. The first problem is related to the students.

Some students were reluctant to participate in the classroom activities especially in speaking. Many students lack of vocabulary and felt shy to express their ideas. They tended to make errors when speaking such as mispronouncing words, producing ungrammatical sentences, and choosing inappropriate words.

- b. The second problem is related to the teacher.

The teaching and learning process was still teacher-centered in nature. The teacher explained all the time and the students had few chances to be active in the classroom. The students' talking time was far less than teacher's talking time. The teacher used English mostly in the classroom but she did not encourage her students to do the same. When the students had a speaking task, she asked them to perform in front of the class and gave them marks. However, there were some students who refused to perform and she just let it happened without reinforcing them.

She was fluent in English though not too accurate.

- c. The fourth problem is related to the teaching-learning process.

Some students who were considered smart and be able to speak up in the classroom and the others were like the audiences who watched and listened to their friends and teacher. The first language, in this case Bahasa Indonesia, also dominated the classroom interaction. The teacher said that it was fine to use Bahasa Indonesia as long as the students understood the materials given.

C. Problems of the Study

In line with the background of the study above, the researcher formulates the problems of the study as:

1. What are the types and dominant type of teacher's oral feedback towards students' response?
2. Why do the teachers use the dominant type of oral feedback towards students' response?

D. Objectives of the Study

1. To investigate the types and dominant type of teacher's oral feedback towards students' response for Grade Eleventh in SMAS 2 Muhammadiyah Medan.
2. To find out the reason of the teachers use dominant type of teacher's oral feedback towards students' response for Grade Eleventh in SMAS 2 Muhammadiyah Medan.

E. Scopes of the Study

There are two kinds of teacher's feedback in teaching learning process namely: oral feedback and written feedback; however in this study the researcher only focuses in analyzing the kinds of oral feedback and also state the dominant type of teacher's oral feedback towards students' response in speaking skill for Grade Eleventh in SMAS 2 Muhammadiyah Medan.

F. Significances of the Study

The findings of this study are expected to be useful for teachers and students on their attempts to improve the language teaching and learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, it will be useful to provide beneficial information about the analysis of teacher's feedback includes the types of feedback and the process of giving feedback towards students.
2. Practically, the findings will be useful for:
 - a. The teachers, this research are expected to help the teachers to overcome the obstacles that occur in speaking class and develop students' speaking skill.
 - b. Students at school, to improve their abilities and facilitates the students in learning English so that they will be enthusiastic, interactivity, meaningful and be motivated in the speaking class.
 - c. Other researchers, as a reference for those who want to conduct a research about the teacher's oral feedback.