

CHAPTER I INTRODUCTION

A. Background of the problem

English is one of the international languages, the language most widely used in the world for it is needed to keep up with the world's development. Recognizing the great significance of English, Indonesia has English in the school programs. It is implemented as a local content in the Elementary School and as a compulsory subject in Junior and Senior High School. Based on the competence standard and basic competence of Senior High Schools, English is aimed to enable students to communicate both in the spoken and written English to solve daily problems (BSNP, 2006). In other words, the students of senior high schools should reach the functional level in English. Thus, the English teaching-learning process covers four language skills, for example, listening, speaking, reading and writing. However, most of the language learners in this world study English in order to develop their proficiency in speaking (Richard and Renandya: 2002). There are two possibilities in this case that are having difficulties to speak English or they assume that mastering speaking is more important than mastering the other skills. Kayi (2006) states that speaking is a crucial part in learning a foreign language because the ability of the learners to communicate in a foreign language will clearly and efficiently contribute to their success both at school and in the later phase of life.

Regarding the importance of speaking, teachers, as the ones who contribute more in students' success, should lead their students to be good

speakers. As it is impossible to be successful without facing obstacles, the students will also find difficulties in speaking by producing mistake and errors before they are proficient in speaking English. It is common that English as Foreign Language (EFL) learners usually make mistakes and errors in speaking. It is just the same as the process of second language acquisition (SLA) in a child. He tries to produce an utterance and make mistakes and errors that reflect his hypotheses to achieve proficiency. Mistakes and errors can be supportive feedback because students can understand the quantity and quality of mistakes and errors in their speaking. In addition, mistakes and errors enable the students to test their hypothesis and participate actively in their own linguistic development.

The teachers can help the students to correct their mistake and errors by giving feedback on their speaking performance. It can make students know how well they are doing as they learn and show the aspect that the students should improve. In other words, students need feedback to facilitate their speaking with minimum mistakes and errors as well as maximum accuracy and clarity. Thus, the feedback will provide guidance to the learners to produce better oral production.

Based on the researcher's information, many students still complain that English is a difficult subject, especially the speaking skill. The students were reluctant to speak English. There were only few of them taking part in the speaking activities. Most of them were not brave enough to take a risk in speaking English. It seems that they were find afraid of making mistakes.

The problems above may be caused by some factors such as inappropriate class mixture, unsuitable topic, and wrong task organization (Harmer, 2007). But,

from all of these possibilities the problems that usually occurs is the natural reluctance of some students to speak and to take part. One way to motivate them to speak English is by giving feedback to them. It is because feedback gives a good effect toward the students' learning. It is in line with Harmer's opinion (2007) that good learners are enthusiastic to be corrected if it helps them in the learning. It will make students know if they are doing well and it gives a sense of achievement that motivates them to learn more.

Feedback has also been recognized as a tool to enhance the teaching and learning process. Giving feedback is one of the most important responsibilities of a teacher (Gower, Philips, and Walter: 1995). However, some EFL teachers seemed unaware and did not appreciate the process of feedback and; thus, did not care about it although extensive researches have showed that feedback is of great importance to the learning process in general (Black & William, 1998).

The researcher is interested in discovering the teacher's feedback in the teaching learning process especially in the speaking activities. In this research, qualitative research was used to analyze the data. From the data, the analysis was done and then presented as a complete description of teacher's feedback in speaking activities. The tenth grade students of SMAN 20 Medan were taken as the subject of the research.

B. The Problems of the Study

1. What are the types of teacher's feedback in the speaking activities of the tenth grade students of SMA N 20 Medan?

2. What are the students' perceptions of the feedback given by the teacher in the speaking activities of the tenth grade students of SMA N 20 Medan?
3. How does the teacher give feedback in speaking activities of the tenth grade students of SMA N 20 Medan?

C. The Objectives of Study

1. To describe types of teacher's feedback in the speaking activities of the tenth grade students of SMA N 20 Medan.
2. To describe the students' perception of the feedback given by the teacher in the speaking activities of the tenth grade students of SMA N 20 Medan.
3. To analyses how does the teacher give feedback in speaking activities of the tenth grade students of SMA N 20 Medan.

D. The Scope of the Study

This study is focused on the feedback given to the students in speaking activities.

E. The Significance of the Study

The result of this research is expected to give contribution:

1. English teachers

The result will provide English teachers with a clear description of feedback in speaking, especially how the feedback is given in classroom speaking activities. Hopefully, after knowing the result of this research, the

teachers will improve their techniques in giving feedback. As a result their feedback can effectively improve the students' speaking skill.

2. Students

Students who learn speaking will improve their speaking by having a clearer perception of the teacher's feedback in speaking. It is also expected that students will have other meaningful perceptions toward teacher's feedback.

3. Other Researchers

The researchers hope that this study can inspire them to conduct further research about teacher's feedback or other topics related to feedback to enrich the existing study.

