

CHAPTER I

INTRODUCTION

This chapter basically reveals the introduction in this study. It includes the background of the study, research question, research objectives, significance of study and definition of key term.

A. Background of Study

English as an international language is spoken almost all over the world. In the global era, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use the language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

People need language to communicate in doing daily activites and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries. Indonesia as a developing country has realized that English as an International language is needed to be mastered by Indonesian people.

There are four skills which more important and have more pay attention in English language teaching. They are listening, speaking, reading and writing.

Supported by Borwn (2007, p. 284), for more that “six decades now, research and practice in English language teaching has identified the “four skill”- listening, speaking, reading and writing as paramount importance. Each for these skills, have their own difficulties to conduct, especially in teaching English as foreign language like in Indonesia”.

In learning English, junior high school students are to master the four skills; speaking, listening, writing and reading. Because they are the keys to communication. Among the four skills taught at junior high school, speaking is the most difficult skill to build in the classroom. Whereas, as what Thornbury (2005, p. 1) says that “speaking is so much a part of daily life that we take it for granted.”

Speaking used a second language of foreign language is far from simple, in fact, speaking, especially in a language other than our first language, is quite complex producing oral skill which involves using the different characteristic of language. Speaking is very important, since it is the most used skill when someone wants to convey messages and exchange information. Richards (2008, p. 19) concerns that “the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basic of how much they feel have improved in their speaking language proficiency”.

Feedback is a fundamental learning and teaching activity that has a significant impact on students learning and achievement, and as such is an important function of assessment. It has been found that whether or not teaching learning process provide students with helpful feedback has a bigger impact on students learning and satisfaction than anything else (Gibbs & Simpson, 2004, p.31). Ideally, opportunities for feedback on progress should be integrated within many of a unit's learning activities.

"Feedback has also been recognized as a tool too 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 gave showed that feedback is of great importance to the learning process in general" (Black & Willian, 1998).

In teaching speaking, the teachers' feedback is required by the students to make them know their speaking ability and to motivate them to learn better. There are several researchers who have conducted the studies related to feedback in teaching speaking. Kayi (2006, p. 54) state that "teacher is not recommended to correct students' pronunciation while they are speaking. While they are speaking, it is better for the teacher to observe and note some important information about students' performance." After finish their teaching speaking, teacher can give feedback immediately". Elawar and Corno (1085, p. 245) as cited in Hunt and Touzel, 2009, p. 25), they state that "teachers, who regularly give feedback to the students regarding the accuracy and the appropriateness of their work, have

higher-achievement students. The feedback not only result in increasing students' achievement but also in increasing students' motivation".

Feedback is a way of teacher communicates with the students so that the feedback should be stated clearly and provided a good way. In the Holy *Qur'an* Surah Ali-Imran verse 159, Allah says:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًا غَلِيظَ الْقَلْبِ لَانْفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ <١٥٩>

The above verse explains that even though in a precarious situation, such as a violation committed by some Muslims in the Uhud war, the Muslims suffered defeat, but the Messenger of Allah. stay gentle and not angry with the offenders, even forgive and beg forgiveness for them. If the Prophet had acted hard, of course they would have hated him. In everyday life, he also always forgives those who do wrong and asks forgiveness from Allah. against their mistakes.

In addition, the Messenger of Allah also always discussed with his friends about important matters, especially in matters of war. Therefore, the Muslims obeyed the decisions obtained, because it was their decision with the Prophet. They continue to struggle with determination in the way of Allah SWT. The nobility of the Messenger of Allah (saw) is what attracts the sympathy of others, not only friends and even opponents become interested so they want to convert to Islam.

In the above paragraph, three characteristics and attitudes are stated which are ordered and ordered to be carried out before deliberation, which is gentle, not rude, and not hard-hearted. Although the verse speaks in the context of the uhud war, but the essence of these traits must be owned and applied by every Muslim, especially when they want to consult.

Form the Holy *Qur'an* above, Allah gives an example for us to briefly solve problem. Teacher should communicate to the students gently, to make them comfortable in the teaching and learning process and give a good response about students' mistake and error to improve their understanding. It is precisely with these error, the teacher give feedback and how in terms of what students still have difficulties in understanding.

The quality of teacher's feedback is important for students to understand the information which given by teacher. It related to Burnett (2002, p. 2) that " the quality of feedback is more important and value by students". Therefore, students' responses can be a way to show and improve teacher feedback quality as stated by Lee (2010, p. 145) that " students' responses to the teacher feedback are feedback to teachers as a heuristic to help them develop reflective and effective feedback practices". Based on the fact that, the researcher thinks that knowing the students' responses on teacher's feedback, for a teacher, is very important to achieve a successful teaching.

According to researcher pre-observation, this study is conducted in SMPN 6 Banjarmasin, especially the teacher's Feedback. In SMPN 6 Banjarmasin, English is taught to students based on four basic English skill, writing, speaking, reading

and listening. Among the English skills speaking more needs correctness such as in pronunciation, grammar and vocabulary. They feel ashamed to speak English, because of the fear of being wrong in pronunciation, grammar, and vocabulary. That is why the students feel difficulties in learning speaking. So the feedback will be more intense done by the teacher. The writer formulated the problems the types of feedback used by the teacher in teaching speaking and students' response about teachers' feedback in teaching speaking.

As what has been discussed in the previous paragraphs, the teacher has many advantages. Thus, the researcher is interested in discovering the teacher's feedback in the teaching and 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 teaching speaking. The seventh grades of SMPN 6 Banjarmasin.

Based on finding above, the researcher is interested in doing a research in title: **"Teacher's Feedback in Teaching Speaking at SMPN 6 Banjarmasin"**.

B. Research Question

The problem will be formulated in the following questions:

1. What types of teacher's feedback used in teaching speaking at SMPN 6 Banjarmasin?
2. How is the students' response of teacher's feedback in teaching speaking at SMPN 6 Banjarmasin?

C. Research Objective

Based on the research question above, the purposes of this study are to know:

1. The types of teacher's feedback in teaching speaking at SMPN 6 Banjarmasin.
2. The students' responses about feedback used by the teacher in teaching speaking at SMPN 6 Banjarmasin.

D. Significance of Study

From the result of the research, the reseacher hopes some benefits such as:

1. To know students' perceptions toward teacher's feedback given on students' classroom activities. It is useful people who are concerned with the language teaching and learning.
2. It can be helpful for teacher to understand how teachers give their feedback effectively, appropriate with the students' and give beneficial effect on students' in learning English.
3. It can be motivate students in teaching speaking through giving feedback.

E. Definition of Key Term

1. Teachers' feedback

Ur (1996, p. 242) defined feedback as an information that is given to the learners about his or her performance of the learning task, usually with the objective of improving their performance. Irons (2008, p. 70) stated that "teacher's feedback are verything which comes from teacher to respond students' action as an initiator which consist of information for

error revision or praises to encourage or enhance students learning. Thus, teachers' feedbacks can be defined as input from a teacher to a student with the effect of providing information to the student for revision. In this case, teacher feedback is the feedback which is given by teacher on students' drafts of the seventh grades at SMPN 6 Banjarmasin.

2. Speaking Skill

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening.

3. Students' responses

In *Kamus Bahasa Indonesia*, response can be defined as reaction (Alwi; et al, 2005, p. 952). In Oxford Dictionary, reaction means " what you do , say, or think as a result of something that has happened" (Hornby, 2008, p. 365). Students' responses are reply or reaction of students on teachers' feedbacks which are given as a response for students' speaking class. In this case, student response is the response which given by the seventh grades that focus on their expectation to teachers' feedbacks will be given as a response for their speaking class in the future at SMPN 6 Banjarmasin.

4. Teaching

Sudjana (2000, p. 1) states that “teaching is an interaction between teacher and students in its interaction process. The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying”. In this case, in teaching of speaking. The teacher must create interesting teaching process so that the students are interested to follow the speaking class. The teacher should motivate the students to practice and speak-up. Give students the chance to do something with the language to actively use the language they produce themselves for the situation.