

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is not only the principal medium that human beings use to communicate with each other but also the bond that links people together and binds them to their culture. To understand our humanity, therefore, we must understand the language that makes us human (Virginia, 1998:1). As an international language, English is used by many communities in many countries in this world. It plays an important role of in every aspect of human life, such as communication, economics, education, science, and technology.

In Indonesia, English is taught from Elementary School to university Level. English is one of the foreign languages that is learned in the first grade of Elementary School, or even is started in kindergarten. The teachers try hard to develop creative English teaching and learning in order to motivate their students to study English. They use available aids as effectively as possible and think the alternative ways of teaching English. Besides, they try to be a good model for their students so that they are able to learn English easily.

Teaching and learning English is a process which students learn new knowledge and teacher transfer the knowledge to the students. Making mistakes is a part of learning and correction is a part of teaching. Correction helps students to clarify their understanding of the meaning and construction of language. Correction is a vital part of the teacher's role, and something which the teacher is uniquely able to provide, but precisely because it involves

pointing out people's mistakes, the teacher has to be careful when correcting since, if the teachers do it in an insensitive way, they can upset their students and students' confidence (Jeremy, 1998:64).

In the process of learning, it is very reasonable if the students make mistakes. The teachers cannot expect students to learn something with a perfect understanding for the first time. Students' mistakes are part of the learning process that must be addressed wisely (Edge,1989: 1) . It is precisely with these errors, the teachers get feedback that the teachers know in terms of what students still have difficulties in understanding the material being taught. In the process of learning English in particular, there are two terms to distinguish the mistakes made by students they are mistake and error (Brown, 2000: 147).

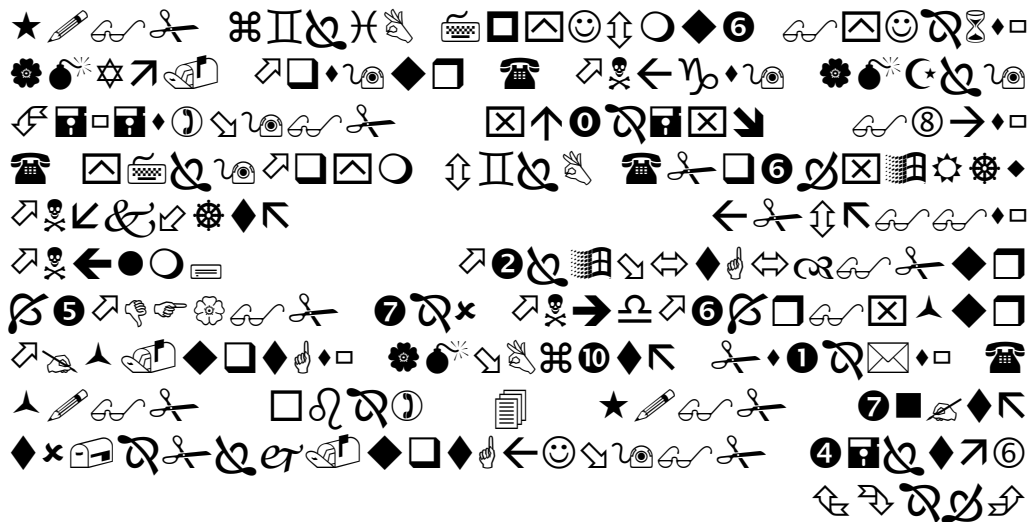
Mistake and error are different, mistake reflects occasional lapses in performance, it means the learners is unable to perform what he or she knows, and error reflects gaps in a learners knowledge, the learner does not know what is correct. (Brown, 2000: 15). Examples, when students consistently replace the word of contain for contained this would call by an error. However, if students sometimes say contain and sometimes contained, it would be call by a mistake.

Correcting students' mistake can come from the teacher or from the students themselves. There are three correction strategies to correct students' mistake especially in studying of English as a foreign language (Edge, 1989: 1). Those three correction strategies are self-correction, peer-correction and teachers-correction. The correction will be called by self-correction if the learners correct their own mistake. Peer correction is when a student's mistake

is corrected by their peers or the other students. The last is teacher-correction, it means the teachers correct the students' mistake by their own ways (Hadfield and Hadfield, 2008: 152). So, if self-correction and peer-correction fail at first, the teacher can sometimes help by focusing attention on the place where the mistake occurs.

The teacher plays important role in classroom situation. Therefore, they have to teach and motivate the students well, since motivation is the key of learning and development for the future (Irons, 2008: 65). Teacher must participate in motivating the students through encouraging the students by providing feedback in a "good way".

Allah said in the holy Qur'an, (Q. S. Ali Imran: 159):



From this verse, Allah gives the example for us to briefly solve a problem, teachers should communicate to the students gently, to make them comfortable in the teaching and learning process, give a good response about students' mistake and error to improve their understanding, it is precisely with these errors, the

teacher give feedback and know in terms of what students still have difficulties in understanding.

The teacher plays important role for her/his students, especially in providing feedback. In providing a good oral feedback, teacher needs to consider the clarity of feedback, especially how to indicate the ways in which students can improve and develop their skill for the future (feed forward) so that the students get the point what actually the teacher says and get the positive impact of feedback (Amarles, 2011: 1). Feedback entails the existence of gaps between what has been learned and the target competence of the learners, and the effort undertaken to bridge these gaps.

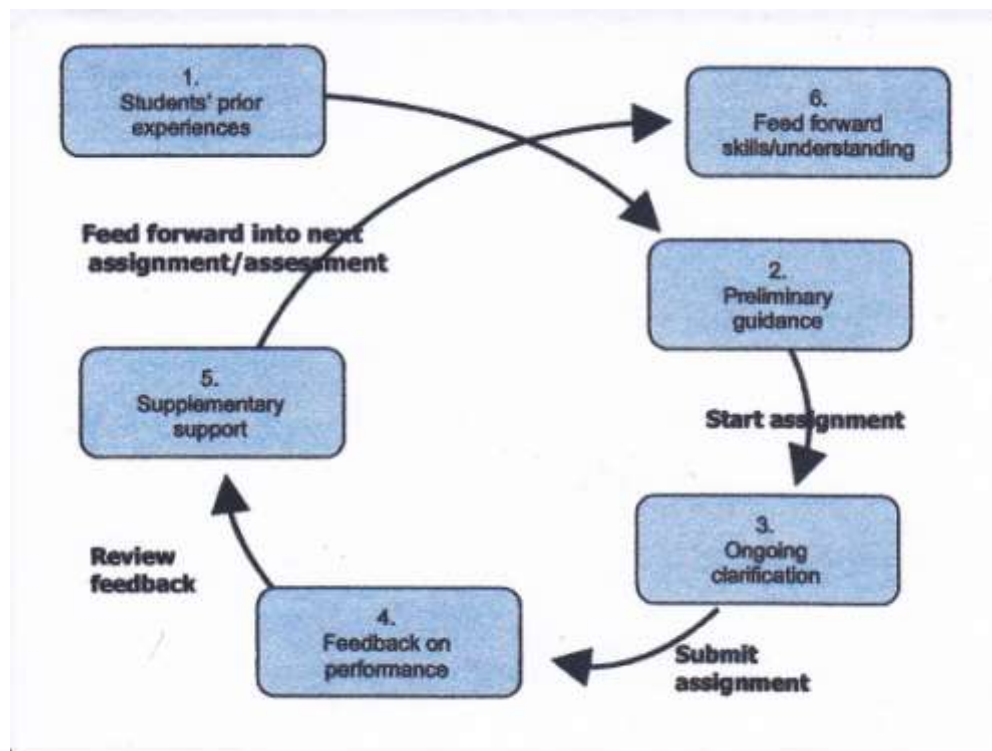
Teacher's feedback is usually associated with evaluating and providing information related to the students' responses, but these are not the only functions. Teachers' feedback can also acknowledge the information that teacher offers or provides personal comments on students' performance. In feedback, teacher makes evaluations and gives comments or praise on students' performance. Teachers praise contain positive affect and is a more intense, detailed response to students' behavior than feedback, the term feedback has been defined as a means to direct students in ways to improve by providing information concerning students' ability or inability to understand (Burnett, 2002:1).

Through feedback, students know that there is something wrong or unsatisfactory about their performance. Because of that Hattie said that the most powerful single modification that enhances achievement is feedback

(Clarke, 2010: 4). Feedback is identified as of crucial important to both learning and teaching since and action without feedback is completely unproductive for the learners. Therefore, feedback is a fundamental characteristic of responsible and responsive learning systems (Beaumont and O'Doherty, 2008: 17).

The quality of feedback is a key important factor in improving learners' achievement in studying English (Anthony, 2009: 1). Two main types of feedback have been reported in recent literature such as effort feedback (have been working hard) and ability feedback (students really smart). However, other studies have focused on both effort and ability feedback. Some research has suggested that ability feedback is more important and valued by students (Burnett, 2002: 2).

Figure 1.1
Guidance and feedback cycle



Addapted: (Burnett, 2002: 28).

The above model shows position of feedback on assignment within a cycle of guidance. The students might already have experienced such a process of formative guidance prior to their transition to higher education, their dissatisfaction with feedback, therefore, could potentially be rooted in the expectation that such a feedback or guidance loop is already in place (Burnett, 2002: 28).

The interactional feedback is an importance source of information for learners. Generally, it provides students with information about the success of their utterances and gives additional opportunities to focus on production or comprehension. There are numerous ways of providing feedback to students during the course of an interaction (Gass and Slinker, 2008: 330).

Based on some realities above, the writer is interested in carrying out the study entitle: **The Students' Perception Toward EFL Teacher's Feedback on Oral Performance of the Seventh Graders of MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency Academic Year 2013/2014.**

Seventh grade is the transition from primary to junior high students, which students will face difficulties in learning English. In this case the teacher has an important role in introducing English in the first stage. If the teacher does not use the right way in introducing the students will lose their enthusiasm in learning English. Therefore, this is important for a teacher to give the good feedback to the students, for making them enthusiasm in learning English, so they easy to understand and learn English, it will make them have a particularly good achievement in the English subjects.

According to writer pre-observation on Thursday, 1st of February 2014, the study was conducted in MTs Pondok Modern An-Najah Puteri Cindai Alus, because the English teachers in this school, especially the teacher of the seventh graders has a good competence in teaching English. His name is H. Ahmad Sarkawi, S.Pd.I. He graduated from English Department of Antasari State Institute for Islamic Studies Banjarmasin. Besides that, this school is one of the modern Islamic Boarding schools at secondary level in South Borneo. This boarding has good dicipliners to the students for all day in their activities when they in the boarding or in the school. So, the writer interested in conducting this study in this school, and the superior of this school could be an

example for the other schools, especially for English teachers, it would be shown how to provide good feedback to their students.

B. Statement of Problems

1. What types of oral feedback does the teacher give to respond to the students' performance of seventh graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency academic year 2013-2014?
2. How does the feedback affect to the students of seventh graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency academic year 2013-2014?
3. How do the students perceive teacher's feedback on their oral performance of seventh graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency academic year 2013-2014?

C. Objectives of Study

1. To know the types of oral feedback used by the teacher of the seventh graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency academic year 2013-2014.
2. To describe the effect of feedback to the students graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency academic year 2013-2014.
3. To describe the teacher's feedback as perceive by the learners of the seventh graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency academic year 2013-2014.

D. Significance of Study

This study is expected to give contributions, to as follows:

1. Theoretically, the result of this study could give contribution to support of the theories about giving feedback, especially for EFL teachers. The students would enjoy and comfortable in teaching learning process if the teachers know the good feedback, especially on oral performance.
2. Practically, the result of this study could give insight about giving feedback to respond students' answer or performance.
3. The result could give the ways to improve the teachers' competence in language, especially in giving feedback on oral performance. In addition, this study could be useful to other researcher who would like to study the similar topic.

E. Definition of Key Terms.

1. Students' Perception is something that happened based on their understanding and interpreting about their teacher performance in the teaching and learning. In this present of the study perception is the process of student organized and interpreted the teacher feedback on oral performance. It is meant that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin (Lindsay & Donald,1977:48).
2. Teacher's Feedback is everything which comes from teacher to respond students' action as an initiator which consists of information for error

revision or praises to encourage or enhance students learning (Irons, 2008:40). In the present study feedback is good respond which come from teacher to respond the students answer or performance.

3. Oral performance occur when someone perform or talk something by the mouth or spoken without written (Hornby, 1995:815).
4. Seventh Graders are the subject in this study, the writer chose the subject based on purposive sampling criteria which students who obtained high and low achievement in the English subject. The object of the study is students' perception about teachers' feedback on oral performance of seventh graders at MTs Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency.