

CHAPTER I

INTRODUCTION

A. Background of Study

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 they having difficulties to speak English or they assume that mastering speaking is more important than mastering the other skills. In line with this, Kayi (2006) stated 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 success without facing obstacles, the students will also find difficulties in speaking by producing mistakes 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 are not only important for the students but also for

teachers. Mistakes and errors can be supportive feedback because through them both teachers and 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. For the teachers, mistakes and errors enable them to see the students' weakness and find remedy to help them acquire the language.

The teachers can help the students to correct their mistakes 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.

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

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﴾

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

respond about student's mistake and error, the teacher give feedback and know in terms of what students still have difficulties in understanding.

Terms such as error correction, error treatment, corrective feedback, negative evidence, and negative feedback have been used in teaching learning English in the past. In this study, corrective feedback is one of the procedures that used by the researcher. It is a type of negative evidence which can be defined as "any indication to the learners that their use of the target language is incorrect" (Lightbown and Spada 1999 in El Tatawy 2002:1), and since it does not always provide the correct form, it will force learners to make use of their own language knowledge. Usually, different teacher will have a different feedback among the learners. Corrective feedback will give information about the correctness of a learner utterance, whereas correction would suggest that students actually learn and improve their knowledge of the language with the help of the correction (Long 1977 in Ellis 1994:71).

Corrective feedback can be done in all of school levels, such as Play group, Kinder Garden, Elementary School, Junior High School, Senior High School, and University. In this study the researcher wants to analyze the corrective feedback in junior high School, where the teacher is a native speaker of English. The native speaker usually does not focus on all the feedback; recast translation, clarification request, metalinguistic feedback, elicitation, explicit correction, and repetition. She will choose one type of corrective feedback in what kinds of situation and condition

the material is being respected by the students, or it can be said that it depends on how many mistakes create by the students.

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

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.

The other problem is teaching-learning process, some students who were considered smart and confident dominated the classroom and the others were like the audiences who watched and listened to their friends and teacher. The first language, in this case Indonesian, also dominated the classroom interaction. The teacher said that it was fine to use Indonesian as long as the students understood the materials given.

Because of the limited time and knowledge, this research did not discuss all the problems mentioned above but it was focused on the teacher's role in a classroom especially in speaking activities. It was focused on the feedback given to the students in speaking activities. The researcher focuses corrective feedback conducted by teacher on the speaking activities of ninth graders at Mts Sabiilul Muttaqin. It is assumed that, speaking needs feedback such as the one of pronunciation, grammar, and fluency.

Related to this title, the researcher got some previous research. This is thesis with similar idea; the title is The Students' Perception Toward EFL Teachers' Feedback On Oral Performance Of The Seventh Graders Of Mts Pondok Modern An-Najah Puteri Cindai Alus Martapura Banjar Regency Academic Years 2013/2014 written by Adawiyah (2014). In Rabiatal Adawiyah's research intended now the types of oral feedback the teacher gives to respond to the students' performance, how the feedback affects to the students, how the students perceive teacher's feedback on their oral performance.

Comparing with this thesis, the writer finds similarity and difference with the topic that will be research. The similarity in this research examines about type of feedback. Besides, in this type of feedback has difference, she take it theory by Richards and Lockhart

(1996), whereas, I take the theory by Lyster and Ranta in Lightbown and Spada (1999)

Based on the discussion above, the researcher proposes to conduct a study with the title: **“Corrective Feedback in Speaking Activities of the Ninth Graders at Mts Sabiilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan”**.

B. Statement of Problems

Based on the background above, the researcher constructs the research questions, as mentioned below:

1. What are the types of corrective feedback used by the teacher in the speaking activities of the ninth grades at MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan?
2. What are the types of corrective feedback most frequently used by the teacher in speaking activities of the ninth grades at MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan?

C. Objectives of Study

From the research questions, the purposes of this research are:

1. To know the types of feedback used by teacher in the speaking activities of the ninth grades at MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan

2. To know the types of corrective feedback most frequently used by the teacher in speaking activities of the ninth grades at MTs Sabiilul Muttaqin kelumpang hilir kotabaru south kalimantan

D. Significances of Study

The result of this research is expected to give contribution to:

1. Theoretically

The result of this study could give contribution to support of the theories about giving corrective feedback, especially for EFL teachers. The students would enjoy and comfortable in teaching learning process if the teacher know the good corrective feedback, especially in speaking activities.

2. Practically

The result of this study could give insight about giving corrective feedback to respond students' answer or performance.

E. Definition of Key Terms

1. Corrective Feedback

Corrective feedback that the researcher wants to research is corrective feedback by Lyster and Ranta (1997) which consist of six types: explicit correction, recast, elicitation, metalinguistic feedback, and repetition.

The corrective feedbacks is a frequent practice in the field of education and in learning general. In the present study feedback is

good respond which come from teacher to respond the students answer or performance.

2. Speaking Activities

Speaking activities of the ninth graders here is activities MTs Sabiilul Muttaqin students do while English lesson in the class, where they preferred doing this activities such as practicing dialogues in front of the class or oral test. The example of speaking activities here such as acting from a script, communication games and role play.

3. MTs Sabiilul Muttaqin.

MTs Sabiilul Muttaqin is a junior high school which is located at Ds.Tegalrejo Blok A, Kecamatan Kelumpang Hilir, Kabupaten Kota Baru. This school consists of three grades. Every grade has two classes (A and B). In each class there are approximately 25-30 students. Therefore, the total number of the students is about 180 students.