

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Djamarah (2014), teacher is a noble profession because in their hands the future of this nation is determined. Teachers are also regarded as heroes of development, because in their hands will be born heroes of development that will fill the public spaces in country. The ideal teacher, not just teachers who meet the requirements engineering: as smart, clever, or experts in the field of his knowledge; but the more important than it all, teachers will be able to put himself as an "agent of change".

Djamarah (2014) said that as social beings, humans need relationships with others. It happens when something that will be done can not be done alone. The diverse needs that make humans tend to serve other needs beyond their own needs. The interaction also takes place between the teacher and the student which is referred to as the educational interaction that is the interaction that has the purpose to change the behavior and actions of someone with the value of education. Each teachers and students have different tasks and responsibilities, but together achieve the goal (Djamarah, 2014). Teachers help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another (.The teacher is responsible for leading the pupils to a capable maturity by providing a

number of knowledge and guiding them. While students try to achieve the goal with the help and coaching from the teacher.

Darmadi (2009) contend, the role and function of teachers can not be separated from the function of teachers as part of social change in the community. Not everyone can be a true teacher if they do not make themselves part of a disciple who seeks to understand all of his students. Those who are loved by students are teachers who can understand students' difficulties in learning and difficulties that can hamper student learning activities. At school, teachers come to subjugate their knowledge to the students generally. Society and students parents give them a reliance which make consideration that teacher make children be a noble person through education (Darmadi, 2009). From a reliance in addition, will arise responsibility. The duty of teacher is to nurture curiosity and direct students in a way they are most interest. If students are given a sense of security, avoid reproach and derision, bold expression and explore freely, it will grow into a man whose full of confidence and optimism.

Sudarma (2013) said, teachers are not superman who have perfect ability, they are just a companion learners in learning something. The teacher's job is to maintain curiosity and direct students in the way they are most interested. If students are given a sense of security, avoid reproach and ridicule, dare to express and explore freely, it will grow into a man who is full of confidence and optimism. The teacher could be a hero development who has a fighting spirit, the spirit of sacrifice, and became a pioneer for the

advancement of society (Sudarma, 2013). Teachers can be the development of a hero who has a fighting spirit, a spirit of sacrifice, and a pioneer for the progress of society.

Allah said in Holy Qur'an in Surah An-Nahl verse 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

From the verse above, Munnawir (2012) suggested that the important thing from that verse is about an advice. Advice means all things that leading to kindness. The advice that we can find are from education and knowledge. It is why teachers call as an educator because they never separate from advise.

Djamarah (2014) said that, teachers are learning actors, so in this case the teacher is a very important factor. Successful learning lies in the teacher. Therefore, the teacher should pay attention to who is faced in learning. As with students as learners, the biggest problem they face today is that they can not yet connect what they learn with how they are used. This is because the way they get information and motivation has not been touched by methods that really can help their learning ability. Effective learning when teaching activities can achieve the goal of learning learners achieve goals in accordance with the target criteria in the initial planning (Djamarah, 2014). Learners can gain their abilities through effective learning. So effective teaching, one of its efforts is to apply effective strategies and learning methods. Because, learning is basically an effort to direct the students into the learning process so they can get the learning goals as expected.

Generally, teachers' function is really important and influential on students achievement especially in language learning process. Although teachers are not a professional teacher, each of them must have ways for develop their students capacity to be a good learners.

According to Sudarma (2013), teachers can make their own facilitate in learning process through many ways. For developing that facilitate, teacher have to develop and build a relation between the students with them. It makes many functions for teachers in teaching and learning process. Two important things are teachers function as an adviser and a corrector (Sudarma, 2013). Related to the low level of learning achievement or the problem of the process of realizing the skills in learning that focus on the active role of students in this case talk about "mastery learning" which is an important problem, because it concerns their future especially those who have learning difficulties.

Sholehuddin (2010) argued that a good type of learner is a student who is able to follow what is explained by the teacher and have good habits before and after the learning process because learning is basically a continuous process, previous learning outcomes underlie the learning process will come. Therefore, teachers need to pay attention to what has been mastered by the learner before being given new material.

Djamarah (2014) said that, the first function of the teacher as an advisor, should be able to help and critically assess the teaching process. Teaching techniques must be mastered by the teacher well in order to make

improvements to the teaching and learning situation for the better. The advantage that the teacher has is not because of his position or position as a teacher but because of his experience, his education, his skills, his skills and personality that makes him different from other teachers. Like wise in terms of learning difficulties experienced by students. Their request is able to identify learners' learning difficulties. They should analyze students' problems as well on the transfer of knowledge. Because of that function, teachers have more understanding of their students studying with them. In this function, teachers not only identify students' problems in learning but learners also have the opportunity to share problems in the learning process with their teachers (Djamarah, 2014). The next function is the teacher as a controller in their own teaching process. As a corrector, the teacher should be able to distinguish which values are good and which values are bad (Djamarah, 2014). These two values may have been owned by the students and will affect their learning process. Therefore, all good grades of pupils should be maintained and bad grades should be excluded by the teacher. Because if the teacher let it, it means the teacher has taken off responsibility and function as a corrector. Teachers as evaluators, they do not only assess the learning process but also the learning outcomes. Both of these activities will get feedback about the implementation of educational interaction that has been done. For example in the classroom situation, there are many students characteristics. Students who understand the material only with once description from their teacher and there are also students who can not

accept the material only once description. It means that from their many characteristics, students at any time maybe will do something wrong about their comprehension with the material or the lesson.

With their function as a corrector, teachers also have to build some interaction with more communication for evaluate the students' development. (Wrench, 2009).

Student : "I have two pen"

Teacher : "Yes, you have two pens"

The conversation above show by an example about how to build a good communication for evaluate the students input process in learning situation. Language learning is a gradual process involving creative language use by doing "trial and error". Although error is a normal product of learning, the ultimate goal of language learning is to be able to use the language both accurately and fluently. (Wrench, 2009).

According to Brown (2007), in order to achieve optimal results, language learning should be planned based on communicative learning principles such as making real communication a focus in language learning, giving students the opportunity to try out what they already know and tolerate when students find mistakes in the process of language acquisition. Let them find self-explanatory rules of language learned because through mistakes, students have shown that they build their communicative competence.

Dirman (2014) suggested that, one process that can be integrated in exercises to make learning more communicative is with feedback. The strategies involved in using language in this way are very important in communication. The process of obtaining feedback can be applied by encouraging students to be good and honest listeners (Dirman, 2014). That is, if there are less obvious students will ask the other person to reply and repeat it. In this case need a procedure through a strategy to teach the use of language. One way is to learn a language using the language. This principle can be applied by giving students a wide opportunity to practice the target language through various activities that should be created to encourage them to use English so they can communicate well. But there are some criticisms that often arise when the principle is used on the grounds of encouraging students to make mistakes, especially on grammar. Errors students make in the learning process may be related to two factors (Dirman, 2014). First, students may have been taught by teachers who believe that grammatical or pronunciation errors do not matter as long as the student succeeds in communicating the message and hence the errors are never corrected and become a habit (Dirman, 2014). Secondly, there are some students who are forced to engage in communicative activities so they are easy to make mistakes for not preparing themselves first. (Dirman, 2014).

Problems with language errors are not easy, often very difficult to handle. Below is Brumfit's comment about it: "The communicative approach certainly does not provide easy troubleshooting errors";

communicative methods return to the first principle in determining how to achieve goals to develop students' communicative abilities. It may be that it requires flexibility to treat different things as 'mistakes' at different stages of the learning process.

Mackey (2006) said that corrective feedback (defined as negative feedback) aims to make learners aware that their utterances contained errors or were somehow problematic. Especially in language classes, the students' mistakes can be applied to an activity in which the activity is focused on the fluency in which students are encouraged to express their opinions, thoughts and feelings or provide factual information (Mackey, 2006). During that time, the teacher does not reproach when students make mistakes but rather gives some corrections. Because, there are many students' set of problems that need teachers feedback. The correction that the writer means in this study is "Recast" as one of corrective feedback. Recast is one of feedback technique that teacher scare use, especially in Indonesia which is use English as a foreign language. It is the corrective strategy through the language learners errors when their English skill have to done a reformulation. Actually, recast focus skills are writing, reading and speaking but most of them is speaking. (Mackey, 2006).

This is one of many recast studies which will answer the teory from Long (2007). For Corrective Feedback to be effective showed focus on form (interactional communicative instructions) and recasts are the best strategy for the discussion for meaning. Some writers began their study with

identifying the strategy with compared the other types of corrective feedback. There are also many studies showing and trying to establish the effectiveness of recast as one of corrective strategies.

Based on the background above, the writer trying to show and establish the effectiveness from recast also because according to my teaching experiences and my observations in Indonesia especially in my study is located in (Banjarmasin, South Kalimantan) still many English teachers don not use this strategy as an opportunity for developing and correcting their students errors when the teching and learning process is going on. Especially on the writer's observations, many of them only looking at the errors of their language learners without correct that errors. It makes a part even entire the language learners have already in a correct form. For example, when the teacher asking her or his students to make some sentences, teacher usually ask them to read or mention the sentences that students have to make it but it is only as a formal activity. After language learners make an example, the teacher just ask them to submit their exercise without correct the errors directly.

Another different problem is errors be bad value for the language learners. Teachers maybe just correct the errors without repeat the right form. Even they just arraign the students sentence. After that, they leave their responsibillity as a teacher who have to be an adviser and corrector.

Those problem influential for the students as a language leraners. They only know the form of the sentence but they do not know where is

their incorrect part. Many of them consider that learning English is very easy because just stay on the chair in classroom, listen the material, make an example and submit it. Exactly, a part of them consider on the other way that learning English is very difficult because teacher is only explain the target language and give more example and exercise rarely with the result that they find more difficult ways to improve their language ability according to the target language.

After doing some observations, the writer found many errors on grammar structure's students. So, the goals of this study is to find out the effectiveness of recast on students's English.

Based on the statements above, observation at MTs Al-Mawahib Banjarmasin and previous studies, the writer is interested in conducting a research entitled **THE EFFECTIVENESS OF USING RECAST AS CORRECTIVE FEEDBACK IN SIMPLE PRESENT TENSE TEACHING TO THE EIGHT GRADERS OF MTs. AL-MAWAHIB BANJARMASIN.**

B. Statement of Problem

The present study investigates the effectiveness of using recast as a corrective feedback in teaching and learning English process the following questions:

1. How recast as corrective feedback is effective to use in Simple Present Tense teaching to the eight graders of MTs. Al-Mawahib Banjarmasin

C. The Objective

To know how recast as corrective feedback is effective to use in Simple Present Tense teaching to the eight graders of MTs. Al-Mawahib Banjarmasin.

D. Significances of Study

Through the result of this study, the writer expected some things for:

1. Teacher

- a. To know about the effectiveness of using recast as a corrective feedback strategy when teaching Simple Present Tense.
- b. To acquaint a partly of them who did not know about using recast as a corrective feedback strategy when teaching Simple Present Tense so that they can use and improve it with other strategy.
- c. To build good communication with their language learners.

2. Further Writer

To use as addition reference and source especially about recast as corrective feedback study.

E. Hypothesis

In this study, the alternative hypothesis is as the following:

(H1) *“Using recast as corrective feedback is effective in teaching Simple Present Tense”*.

Because it is actually tested in statistics calculation and depart from the assumption above, the writer present null hypothesis in this research as follow:

(H0) *“Using recast as corrective feedback is not effective in teaching Simple Present Tense”*.

F. Definition of Key Term

To avoid misunderstanding, the writer gives some definitions of key term as follow:

1. “Teaching is the process of helping what the people want to learn are, especially about certain things in each level itself” (Mark K Smith, 2016). Through teaching, teachers involve students in classroom to learning by doing many activities. Teaching process in this research will explain how recast is effective to correct the eight grader of MTs. Al-Mawahib Banjarmasin’s error.
2. “Simple Present Tense is one of tenses that used to talk about daily activities or events that usual actions in the present time” (Bismo,2016). In this research, writer use simple present tense as a material of tests and treatments to know how recast as corrective feedback is effective to use in Simple Present Tense teaching to the eight graders of MTs. Al-Mawahib Banjarmasin.
3. “Recast is teachers’ feedback by reforming the students’ utterance when the errors have to be corrected in a right form” (Lyster & Ranta, 1997, p.46). The writer means that trough recast in this research,

teacher will correct directly the eight grader of MTs. Al-Mawahib Banjarmasin's mistakes when teacher ask them to make some sentences or something like that.

4. "Corrective feedback is correct information to the learners about the linguistic utterance they do". (Loewen, 2012; Sheen, 2007). Only recast will be a corrective feedback in this research when the eight grader of MTs. Al-Mawahib Banjarmasin' students make an error form by learning English.