

## CHAPTER I

### INTRODUCTION

Introduction is the first chapter of the thesis that introduce the readers to the study, the objective of study and why it is important to be investigated. This chapter consist of (1) The background of the study (2) Statement of Problem; (3) Objective of Study; (4) Significance of Study; and (6) Definition of Key Terms.

#### **A. Background of Study**

Now days, English has an important role because it is used as an international language and often used by almost all countries in the world including indonesia. Its means that English is used for communication among human being is required for interaction and getting human each other. In Al Hujurat verse 13, Allah says:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ

لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

In this context, it is said that God created humans like women and a men of various nationalities and tribes so humans need to know each other, everyone must use language for daily communication. Communication is used in education, science, culture, fashion, society, health, economics and technology.

In education for some students, English is only a general course in learning process, but for others it is important to know, of course, with certain reasons. Without realizing, English becomes increasingly important along with the development of technology in all fields. The information presented in the development of this technology mostly use English; therefore, to access, it requires at least some vocabularies to understand the intent of the information.

English as the most popular language in the world becomes the most intention by many people to learn. This makes English looks as the essential subject in any educational unit, even becomes the priority in some countries like Indonesia. For university level, English is taught in all departments. Antasari State Islamic University is one of the Indonesian universities in which there is Department of English Education.

The English proficiencies of students include four aspects that cover speaking, listening, reading, and writing. In the scope of English as International Language, speaking skill takes an essential position since it is used mostly as a communication mean. Speaking is one of compulsory subject at university especially in English Education Department. Speaking becomes easier if it allows students to speak every time in many opportunities. The more students participate, activate and use English as a spoken language in the class; the various elements of the language they have stored in their brains. As a result, students gradually become autonomous language users (Harmer, 2007, p.123). Indeed, spoken English is one of the most important things which help students because it will be useful to them in order to communicate.

Regarding the importance of speaking, lecturers, 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 mistakes and errors before they are proficient in speaking English.

Mistakes and errors are not only important for the students but also for lecturers. Mistakes and errors can be supportive feedback because through them both lecturers 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 lecturers, mistakes and errors enable them to see the students' weakness and find remedy to help them acquire the language.

The lecturers 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.

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, as quoted in El Tatawy 2002, p.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, as quoted in Ellis 1994, p.71).

Corrective feedback can be done in all of school levels, such as Playgroup, Kinder Garden, Elementary School, Junior High School, Senior High School, and University. In this study the researcher wants to analyze the corrective feedback in University, where the teacher is a native speaker of English. The native speaker usually does not focus on all the feedback; recast , 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.

The researcher focuses corrective feedback conducted by lectures on the speaking class at the English Department of Antasari State Islamic University . It is assumed that, speaking needs feedback such as the one of pronunciation, grammar, and fluency.

Based on the phenomenon above, the researcher wanted to conduct research which aimed to analyze feedback used by the lecturers in speaking classroom. The researcher took the third semester in speaking classroom of English Department of Antasari State Islamic University as the subject of the observation. In this research, the researcher wanted to observe feedbacks which were provided by the lecturers in the speaking class. Meanwhile, the data were analyzed by using qualitative descriptive method. Based on the background of the study above, the researcher conducted a study entitled “LECTURER FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF ANTASARI STATE ISLAMIC UNIVERSITY”

## **B. Statement of Problem**

Some questions that want to be answered by this research are :

1. What are the type of lecturer feedback on speaking II class of the third semester at English department of Antasari State Islamic University ?
2. What are the students' perception on lecturer feedback in speaking II class of the third semester at English department of Antasari State Islamic University ?

## **A. Objective of Study**

Related to the formulation of the problem, the objectives of the research are:

1. to reveal and describe the types of lecturer feedback on speaking II class of the third semester at English department of Antasari State Islamic University

2. to reveal and describe the students' perception on lecturer feedback in speaking II class of the third semester at English department of Antasari State Islamic University

## **B. Significances of the Research**

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

1. English lecturer

The result expected provide English teachers with a clear description of feedback in speaking, especially how the feedback is given in classroom speaking class. 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

The students who learn speaking expected improve their speaking by having a clearer responses 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 researcher hopes 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.

## **C. Definition of Terms**

There are some terms used in this study. The writer will give the explanation of each term, in order to avoid misinterpretation. Those terms are feedback,

affective feedback, informational feedback, and experience. The explanations of those terms are stated in the following part.

### 1. Feedback

According to Kauchak (1989, p.53), feedback is any information about the current behavior that can be used to improve the future performance of the students. Furthermore, Gagne (1961, p.168) defines feedback as a closing loop in the learning process which serves to fix the learning result and makes it permanently available. In addition, Ellis (1988, p. 274) presents the definition of feedback as the identification and the correction of learners' error and positive reinforcement of correct utterances.

From those definitions mentioned above, the researcher may conclude that feedback is any information from the students' effort that is fed back to the students as it functions as the identification and the correction of student' error also positive reinforcement of the correct utterances. Feedback as any information from on the result of the students' effort which is feedback to the students and it functions as the correction and identification of the students' errors and also as the source of positive reinforcement of the correct utterances which make the learning result permanently available.

### 2. Speaking Class

According to Irawati (2014, p. 26) defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with other. In this case, Speaking II is one of speaking courses which is provided for

students at the third semester by English Department of Antasari State Islamic university Banjarmasin.

The course focuses on improving self-confidence, pronunciation and vocabulary building through doing language games, role-playing, and discussion of various issues. Grammar and semantics will be discussed in semantics. Various language functions and activities will also be used in this course. Original materials from different sources such as magazines, newspapers, Internet, songs, and film will be used. Students are expected to do the assigned reading, listening, and observing on relevant topics to prepare the class discussion

The researcher wanted to conduct research which aimed to analyze feedback used by the lecturers and students' perception on lecturer feedback in speaking classroom. The researcher took the third semester in speaking classroom of English Department of Antasari State Islamic University as the subject of the observation. In this research, the researcher wanted to observe feedbacks which were provided by the lecturers in the speaking class. Meanwhile, the data were analyzed by using qualitative descriptive method







