

CHAPTER I

INTRODUCTION

A. Background of Study

Good pronunciation is helpful for both hearer and speaker. When human beings speak any language, they produce the sound (Endang, 2015,p.12). Ur said that all of the skills, speaking is the most important thing. Speaking needs and involves integrated skills such as listening skill, vocabulary mastery and pronunciation. It means that we get difficulty to speak English without those related skills (Ur, 1996,p.120). Speakers who are good in pronouncing tend to be easily understood by the hearers. Lahijan defines that pronunciation is a way in which a language or particular word or sound is spoken (Lahijan,2016,p.3).

The teacher is viewed as expert in this discourse and feedback is one away communication, from teacher to student, to provide information to help the student learn. By giving the corrective feedback the student will not be confuse about their mistakes and they would try to change it to be better fot the next oppurnity. Besides, feedback is a way of teacher communication with the student so that the feedback should be stated clearly and provided on a good way. In the holy qur'an surah Ali-imran verse 159 Allah says:

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

From the holy qur'an above, Allah gives an example for us to briefly solve a 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 know in terms of what students still have difficulties in understanding.

Luoma states that the standard for learners to speak is in the pronunciation reflected in sounds, pith volume, speed pausing, stress, and intonation. Human being convey their messages through the sound or pronunciation (Luoma, 2003,p.34). Good pronunciation is helpful for both hearer and speaker. When human beings speak any language, they produce the sound. So, pronunciation is one of skill in speaking. It means that without those related skills, we get difficulty to pronunciation in English(Ur, 1996,p.120).

As a basis inoral communication, pronunciation is needed not only for speaking but also for listening. Both of these skills are the keys to be successful in communicating orally. Those skills affect each other. Imagine when we speak with anyone without intelligible articulation, the hearers get

difficulties to interpret our utterance. Ames insists that the skill of listening is integrated, and good pronunciation helps anyone in speaking (Ames, 2013, p.44).

In one hand, Jones stated pronunciation means to utter articulate a sound or a word or syllable with the reference to the production of sounds and placing of stressing and intonation (Jones, 1965, p.45). From this, pronunciation is part sounds production that includes words, intonation, and sounds language. Intonation refers to the way of the voice up and down in pitch when we are speaking and the rise and fall of our voice as we speak.

To speak well, learners must know well about some knowledge. In relation to the areas of knowledge that must be mustered by the learners, Burkart states that to speak well, language learners need to master three areas of knowledge: First, mechanics that consists of pronunciation, grammar and vocabulary. In this case, learners should use the right words in the right order with the correct pronunciation. Next, functions that consists of transaction and interaction. In this case, learners should know that the message clarity is very important for the sake of building understanding. Last, knowing the social, cultural and norms (turn-taking, rate of speech, length of pauses between speaker, and the roles of the participants) (Burkart, 1998, p.67).

In case of learners should use the right words in the right order with the correct pronunciation, teachers strategies are very important until there is feedback from learners to the teacher (Vee Harris,2001,p.12).

Corrective feedback can be done in all school levels, such as play groups, Kindergarten, Elementary Schools, Junior High Schools, Senior High Schools, senior High Schools, and University. In this study, the researcher wants to analyze the corrective feedback in University, In teaching learning process usually the teacher does not focus on all feedback, as mentioned by Gitsaki, providing feedback in class is not a simple or clear-cut process as there are many different types of feedback and each type can have a specific effect on learners' errors (2010,p.197). Teacher 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 pronunciation. Many students felt shy to express their ideas. They preferred using Indonesian in expressing their ideas. They also tended to make errors when mention the word such as mispronouncing words.

Corrective feedback is teacher awareness to identify and to correct errors made by students in EFL classroom activity. Ellis defined corrective feedback as an information given to the learners which they can use to revise their inter language (1999,p.702). From this definition, it is implied

that corrective feedback is believed as an important to be applied by the teachers to achieve target language they taught to the students.

The existing Language Development Unit UIN Antasari was originally named the Language Institute IAIN Antasari, which was founded in 1975. Then, in 1989 it was changed to Language Service Unit. In 2002 it changed again to Language Service Center IAIN Antasari. The vision of the Language Development Unit UIN Antasari is to become the center of the best learning and development models in field of language especially foreign languages (Arabic and English).

The mission of the Language Development Unit UIN Antasari are organizing foreign language learning and outside the academic community of UIN Antasari, conduct research and development of learning in the field of language, especially foreign language(Arabic and English) and establish and develop partnership with various parties to improve the quality of foreign language learning (Arabic and English).

As the regulation of the Minister of Religion of the Republic Indonesia number 20 of 2013 concerning the organization and work procedures of Islamic State University in Banjarmasin ,(1) Carry out training and language development for the academic community of the institute and (2) The Language Development Unit is led by a head who is appointed by the Chancellor, under and accountable to the vice-chancellor in academic and institutional development.

There are two language learning programs namely Intensive Arabic and English language learning programs for students of UIN Antasari level A dan B (basic level) and Arabic and English intensive learning programs for students, employees, and Teachers of UIN Antasari (advance level).

The objective of intensive Arabic and English learning for UIN Antasari students is to grow and develop the ability of students in basic Arabic and English which is then used as a support to conduct Islamic scientific studies and other sciences and through intensive Arabic and English language learning students are expected able to study Arabic literature and speak English independently to develop further scholarship.

The researcher focuses on corrective feedback is conducted by Teacher in pronunciation at 68th group of English UPB at UIN ANTASARI Banjarmasin. It is assumed that pronunciation needs correction such as mispronouncing words.

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 pronunciation activities. It was focused on the feedback given to the students in pronunciation activities. After doing some observations, the writer found many errors on pronunciation students. The goals of this study is to find out the corrective feedback strategies of teachers in pronunciation activities.

The researcher choose 68th group of English UPB Banjarmasin because in a level of study in English UPB, this group still learned the beginning form of English. It means that they just would learned many things of English although actually the have learned it in a senior high school. Back to the teaching experience of the teacher, she said that this class still had many errors when learned English.

Based on the statements above, observation at 68th group of English UPB Banjarmasin and previous studies, the writer is interested in conducting a research entitled **“THE TEACHER’S CORRECTIVE FEEDBACK IN PRONUNCIATION AT 68th GROUP OF ENGLISH UPB AT UIN ANTASARI BANJARMASIN”**.

The benefits of this study are that research can be used as the reference for the other researchers who want to conduct research about corrective feedback in teaching pronunciation activities.

B. Research Question

The primary purpose of this research is to answer the following questions:

1. What kinds of corrective feedback that are used by teacher in pronunciation activities to the 68th group of English UPB at UIN Antasari Banjarmasin?
2. How does the teacher apply corrective feedback in pronunciation activities to the 68th group of English UPB at UIN Antasari Banjarmasin?

C. Objective of Study

Based on the statement of problems above, the purposes of this research were:

1. To know the kind of corrective feedback that are used by teacher in pronunciation activities to the 68th group of English UPB at UIN Antasari Banjarmasin.
2. To know how does the teacher apply corrective feedback in pronunciation activities to the 68th group of English UPB at UIN Antasari Banjarmasin.

D. Significance of Study

Based on the statement of problems above, the purposes of this research were:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge for learner about the corrective feedback strategies in pronunciation class.
3. Giving a significant contribution to English teachers in 68 group of English UPB in the corrective feedback strategies in pronunciation class.
4. Providing information and consideration for future researchers.
5. Adding the library source of UIN Antasari library.

E. Definition of Key Terms

1. Corrective Feedback

Corrective feedback is correct information to the learners about the linguistic utterance they do". (Ellis, 2006,p.28). Corrective Feedback means the utterances of learners will corrected by teacher using the right form around the context of material. Corrective feedback is an action given by the teacher to eliminate errors or mistake by the learners in producing the target language. In this research, the writer focuses on direct, indirect, and metalinguistic corrective feedback (Ellis,2009,p. 99). Direct corrective feedback provided the student with the correct form. For indirect corrective feedback, the teacher only indicates the errors but does not provide the correct form. Metalinguistic, the teacher provides some clue as to the nature of the error they have made. Researcher will find out what is the corrective feedback that teacher find from students through the research.

2. Pronunciation Activities

Pronunciation is a micro skill of speaking. When foreign language user communicates with the target language, it is really important for them to uttered acceptable sound. Lund explains that pronunciation is the aspect of language that calls for a close interaction between the cognitive and psychological process (Lund, 2003,p.16). It means, how to say the word in English clearly. Good English pronunciation makes

people understand easily toward what we are saying meanwhile poor English pronunciation may confuse people, and it makes people misunderstanding when we are communicating.

Pronunciation in this research be the language component that writer will thorough. In this case, pronunciation activities is practice learning of 68th group at English UPB of UIN Antasari Banjarmasin.