

CHAPTER 1

INTRODUCTION

A. Background of the study

Corrective feedback is information that is given by teacher to students as a correction about how good or useful something is given to students. According to Sheen (2007 in Rassaei 2014: 417), one important aspects of L2 classroom interaction is corrective feedback, which is provided in response to learners' erroneous utterances. Corrective feedback is defined as a teacher's reactive move that invites learners to attend to the grammatical accuracy of their utterances.

Generally, techniques such as error correction, error treatment, negative evidence, negative feedback and corrective feedback have been used in teaching and learning English in the past. In this study, feedback is one of the procedures that used by the researcher. Usually, different teachers have a different feedback among the students.

Feedback will give information about the correctness of a learner's utterance, whereas correction would suggest that students actually learn and improve their knowledge of the language with the help of the correction with giving feedback. According to Gitsaki (2010: 198), feedback is defined as an immediate response to learners' errors and in order for feedback to be effective, it needs to inform the learners whether their answers are correct or not, as well as provide them with enough information and guidance to produce the correct target form.

Corrective feedback can be done in all school levels, such as play groups, Kindergarten, Elementary Schools, Junior High Schools, Senior High Schools, and Universities. 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 (2010: 197), 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. 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.

Therefore, teacher should pay more attention to the quality of feedback and students' expectation. As stated by Ahmad, Saeed and Salam (2013: 36), "Corrective feedback improves learning skills of learners through error correction. In addition, Askew (2004: 5) characterizes feedback in this model as a gift from the teacher to the learner. The teacher is viewed as expert in this discourse and feedback is one-way communication, from teacher to student, to provide information to help the student learn. By giving the corrective feedback the students will not be confused about their mistakes and they would try to change it to be better for the next opportunity. Besides, feedback is a way of teacher communication with the students 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:

فِيمَا رَحْمَةٍ مِّنَ اللَّهِ لَئِنْ لَّهْمُ 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.

There are five skills (speaking, grammar, listening, reading, writing) that the students have to learned in English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin. Speaking is one of lessons which must take by the students. Teaching speaking skills will assist the students to communicate in English fluently. Nevertheless the activity of teaching speaking classroom is not easy for them.

Speaking skill learned by the 3rd semester students and speaking skill in English Department of UIN Antasari Banjarmasin is taught in three levels (speaking I, II, III) where each level has its own basic competence. The students will only be allowed to speak English during Speaking Class. Students should be respectful of their classmates, when they have presentation or role play. If the other students talk whiles their friend was present, it makes it very difficult to hear. If the students continue to talk while other students are presenting, the

teacher will advice the students or ask them to leave the class. If the students confused, the teacher always helps them to understand.

The researcher focuses on corrective feedback is conducted by Teacher in speaking class at English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin. It is assumed that speaking needs correction such as the one of pronunciation, grammar, vocabulary and fluency. According to Bygate (1987: 56), the ability to speak the language derives from the systematic study of grammar, phonology and lexicon, language use can occur only after the learner has learnt the grammar and vocabulary of the language, and stated by Baseer and Azeem (2011: 38-39), that there are three areas of knowledge (mechanics) namely pronunciation, grammar, and vocabulary. Based on the theories, the students are expected to develop their ability to produce speaking accurateness. Conclusively, speaking needs feedback to corrections.

The previous study is written by Adityas (2008), student of University of Sanata Dharma Yogyakarta, in his research entitled "*The Effect Teachers feedback in Speaking Class on Students Learning Experiences*". Adityas (2008: 3) want to find out about the types of feedback occurs in speaking classroom and the students' perceptions on teacher's feedback in speaking class. Therefore, there are some similarities and differences with the researcher's. The similarities with the researcher's are the types of teacher feedback to students and to find out information about the teacher ways to give feedback in teaching learning process. The difference of the researcher's study from Aditya's study is on objective of study. In Aditya's (2008) research objective, it is said that the purpose of the study

is to find the effect of feedback that occur in speaking class and students' perception of teacher's feedback. In this research, the researcher wants to find out the kind of teacher's corrective feedback and the dominant types of teacher's corrective feedback. In Aditya's (2008) research, the result are (1) informal feedback occurred more. The teacher focused more on informal feedback which concerned about grammar, vocabulary, and pronunciation. (2) Students' opinion on teacher's feedback were different, the students' response to all of the type of feedback were positive. The students said teacher's feedback led them to move forward. Most of the students were happy when the teacher praised them after they performed well in speaking class, Adityas (2008: 58, 59).

Another research was conducted by Maslina (2012), Student of UIN Antasari Banjarmasin entitled "*Students' Responses on Teacher's Feedback on Academic Writing Class of English Department at UIN Antasari Banjarmasin*". According to Maslina (2012: 8), there are two problems that she wants to find out types of teacher's feedbacks and students' responses on academic writing of sixth semester. Based on this problems, she intended to find out the types of feedback which are used by teacher on students' writing and students' responses on teacher's feedback on academic writing class of the sixth semester, teacher and students will be subject of her research and teacher's feedback on students' responses will be object (Maslina, 2012: 45-46). In her research, mentioned four types of teacher's feedback on students like praise, criticism, suggestion and corrective feedback (Maslina, 2012: 4). It is similar with this research that is about feedback but this research focus on one of them; that is corrective feedback. In

Maslina's (2008) research, two problems she wants to find out that are students' responses and teacher's feedback on academic writing class: it is different from this research, the researcher just want to find out the kind of teacher's corrective and the dominant types of teacher's corrective feedback. In Maslina's (2008) research, the result of the study are (1) there are four types of teachers' feedbacks on students' writing they are praise, criticism, suggestion and corrective feedback. (2) the students prefer to have feedback from teacher, the students more interested in having feedback in written comment and error feedback which focus on content, organization language and mechanic and mostly interested in having feedback in types of suggestion and corrective, the corrective feedback is given by indicating categorizing of their error writing and providing correct answer (Maslina, 2012: 81).

Based on the phenomenon, the researcher is interested to do this research and tries to describe Corrective feedback used by the teachers in speaking class, because Corrective feedback is an important role for teacher in teaching learning process as stated by Hattie (2011: 2), that feedback is a critical component of an ideal instruction cycle. The researcher chooses speaking because speaking needs correction by the teacher in terms of pronunciation, grammar, and vocabulary. It is hoped that the result of this research can be used to find out the most effective way for correcting student's error in speaking and increase student's self-confidence.

The purpose of analyzing the corrective feedback in teaching speaking is to get the correct TL (target language) on every student speaking activity. The

speaking teacher would help a lot in the correction. The students hopefully can get a better target language automatically. Based on the background above the researcher carries out research entitled “**CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF 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 speaking classroom.

B. Statement of the problem

Based on the condition above, the researcher formulates the research problems as follow:

1. What kind of corrective feedbacks that are used by teacher in the speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin?
2. What is the dominant type of corrective feedback that is used by the teacher in teaching speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin?

C. Objective of the study

Based on rationale of the research and statement problem, the objectives of the research are:

1. To reveal and describe the kind of corrective feedback that are used by teacher in the speaking class at English Department of Tarbiyah and Teachers Training’ Faculty of UIN Antasari Banjarmasin.

2. To reveal and describe the dominant types of corrective feedback is used by the teacher in teaching speaking class at English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin.

D. Significance of the Study

The results of the study are expected to give significance as follows:

1. The students understand and know the alternative method in improving speaking ability at English Department.
2. The teacher pays more attention about the quality of feedback and students' expectation.
3. The researcher enrich his knowledge and experience in the specific research especially about the corrective feedback.

E. Limitation of the Study

Based on the statement of problem above, the researcher limits the problem only focus on teacher's corrective feedback given by teacher to speaking class students on third semester. There are five classes, class A,B,C,D and E, that will be taken a sample in this research at English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin.

F. Definition of key terms

There are some terms used in this research. In order to avoid misinterpretation of them: some terms are defined as follows:

1. Corrective feedback

In Oxford Dictionary, corrective is something that makes right, and feedback is advice, criticism, etc about how good or useful something work, (Bull, 2008: 98,163). Corrective feedback is a term that is given by teachers to students in form of advice, criticism or correction. In this case, corrective feedback is feedback which is given by speaking teacher to students in the third semester at English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin.

2. Speaking class

In Oxford Dictionary, speaking can be defined as a voice to say something (Bull, 2008: 74), and class can be defined as the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there, (Richards, 2002: 74). Speaking class is an activity in which the students learn in classroom speaking. In this case, speaking class is one of courses provided for students at third semester by English Department of Tarbiyah and Teachers Training' Faculty of UIN Antasari Banjarmasin.