CHAPTER I

INTRODUCTION

In this chapter, the researcher provides six topics to this study such as the context of the study, statement of research problem, the objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Context of the Study

Speaking is the ability to convey, express, and inform thoughts and feelings in speaking. Through speaking, humans can say all the things they think, people put their ideas into words, and communicate their perceptions, and feelings that they want others to understand. According to Fulcher (2003), speaking is the use of verbal language to communicate with others, learning speaking skills to communicate is very important because it will facilitate interaction with other people, as Safari (2013), also commit, speaking is one of the effective language skills that play a role in great at oral communication. Communication is the transmission and reception of information between a source and a receiver using a signaling system. In a conversation, there must be a speaker and a listener. Speaker and listener must understand each other.

In the learning process, the speaker and the hearer are teacher and student, student have to master the speaking skills to communicate with others and also the teacher. Communication among teacher and students produces success in teaching-learning language. Providing the ideal booster in the foreign language teaching and learning prosecco would be very crucial for triggering

the students to be able to use and practice the language actively. This form of condition is needed to create an environment where both teacher and students can communicate nicely during the class. Students' interaction is likewise important. Once they provide an appropriate response to the teacher, it means they recognize the teacher's explanation.

Good speaking activities can be very engaging for the students. If they are all participating fully, the teacher has set up the activity properly, then give sympathetic and useful feedback, they will get tremendous satisfaction from it (Harmer, 2010). Based on the curriculum in this country, Indonesian students learn English as a foreign language and the objective of the English teaching and learning process is to enable students to use English to communicate in oral and written forms. In reality, students get materials that do not include the four English skills. Sometimes they just improve reading and writing ability, with little improvement in speaking especially at junior high school. Usually, teachers correct the students' grammar and meaning only in writing. The students are lack in speaking ability because the limited opportunity to practice it in the classroom. In this circumstance, the English teachers have an important role to guide students learn English.

When the students learn the foreign language to speak, the learners still have some difficulties, such as pronunciation, grammar, limited vocabulary, or fluency. When the students do a conversation in the speaking classroom, there will be some errors made by the students. At this time, the role of a teacher is very important. The teacher has to give some correction to the learners about

the error that they have made. Error is usually happened when the students learn the target language. Brown and Rodgers (2002) argue that errors made by students in using the target language should be corrected. Rydahl (2005) also added that the majority of teachers found that error correction, usually called feedback, can help students to improve their language proficiency.

Regarding the importance of speaking skills, the teachers, as those who guide more in students' achievement, should lead their students to be great speaker. As it is impossible to be successful without facing obstacle, the students may also discover problems in speaking by generating errors before they are proficient in speaking English. Taiqin (1995) in his studies on non-language factors confirmed that ninety-five percent of students stated that they had problems in speaking due to the fact they were afraid of making some errors in class, they had no concept of what to say, they were no longer very confident, and comfortable if they made errors, and they were now not interested with the topics that are given by teachers. It's common that English as foreign Language (EFL) learners to make errors in speaking. Harmer (1988) stated that errors are part of interlanguage. Errors show that learners have advanced in studying the target language, it is part of the process which makes learners learn and mastered the target language.

Making mistakes in mastering a new language, is something unavoidable. Many researchers argue that generating some errors in language learning is an obligatory and natural process to acquire a second language (Elcin & Ozturk, 2016; Rastegar & Homayon, 2012). Dulay et al (1982) said that making errors

is inevitable part of the language, gaining knowledge process because students may not study a language without first systematically committing errors. Edge (1989) divides errors into three categories: slips (the errors that learners can correct themselves), attempts (it occurs while learners will say something however they do not recognize how to mention it effectively), mistakes (it is the mistakes that learners can't correct themselves and need explanation).

Errors is not only important for students but also for teachers. Errors can be supportive feedback because through them both teacher and student can understand the quantity and quality of errors in their speaking. As stated by Santos (2021), teachers are willing to assume that the less mistakes a students have in their lines, the higher their language acquisition. The quality and frequency of the learners' errors are to be dealt with as available input for teaching and learning intervention. In addition, errors enable the students to test their hypothesis and participate actively in their own linguistic development. For the teachers, errors enable them to see the students' weaknesses and find remedy to help them acquire the language. Corder (1984) established that learners' errors are helpful to the teachers and students who commit the. They are helpful to teachers because that shed valuable light on student progress and what else is to be learned and they are helpful to learners because from this errors, learners are able to tests various hypotheses about the new language they are learning or acquiring.

From researcher's experience, there are many students commit wrong utterance in speaking whether in the classroom or outside. Dealing with this,

especially in errors, teacher role is very urgent. Teacher is an assessor which means that teacher should give feedback and correction to the learners. Kaur (2019) stated that the role of assessor is to see how well students are performing or how well they performed, and can give teachers an opportunity to correct learners' errors. This kind of role is not easy, errors still becom such a bad thing in students' perception. Richard and Lockhart (1994) argue that feedback has two effects, it can be either negative or positive. It can serve learners to know how well they have performed and increases their motivation and creates supportive classroom climate.

Regarding to errors, teachers may help students to correct their errors by giving feedback on their speaking performance. It will make students know how well they are doing as the learn and show the aspect that students should improve. In other words, students need feedback to facilitate their speaking skills with minimum errors as well as maximum accuracy and clarity. The feedback will provide guidance to the learners to produce better oral production.

Yule (2010) defined that error is something cannot hinder in the students' progress. It could be a sign that the students are active in the learning process as they try to communicate in a new language. This becomes such a challenge for a language teacher to be able to turn those errors inti learning opportunities. In order to do this, feedback is extremely necessary. When students cannot find out errors, they need the teacher to correct them, it is important for teachers to understand deeply about corrective feedback

strategies. The strategies of corrective feedback can be provided through a written or spoken process. Lighbown and Spada (1999) defined corrective feedback as an indication to the students that their use of the target language contains incorrect word. According to Russel and Spada (2006), corrective feedback refers to any feedback strategies that provide the students from any source that contains evidence of the students' language form.

According to how important corrective feedback, it is necessary for the teacher to have good technique and strategy for their teaching practice in delivering it. Ellis (2012) has an argument that there are two strategies of corrective feedback. First, it can be implicit when teacher gives corrective feedback is hidden. Or can be explicit when the teacher gives corrective feedback is overt. Regarding about timing of corrective feedback, there are two differences. First, corrective feedback should be provided at the time errors are committed or it can be delayed. Scrivener (1994) mentioned that the differences in the timing of corrective feedback depend on the aim of the language teaching. If the aim is accuracy, immediate correction is appropriate, but if the aim is fluency, the delayed correction is more appropriate. Whereas, Ellis (2012) argues that giving corrective feedback immediately in fluency also need to make the learners aware of their own incorrect language.

Furthermore, Scrivener (1994) stated about the aims which includes in corrective feedback, they are: to build the learners confident, raising the learners' awareness, and acknowledging achievement and progress of the learners. Teachers have to consider what kinds of feedback that they should

give to the students in the classroom in order to encourage them in acquiring English and avoiding them to make some errors. Correcting students' errors sometimes lead students to be demotivated. Inappropriate correction or negative feedback from teachers might influence students' anxiety. Which means it might cause fossilization (Vigil and Oiler, 2000; Rahimi & Dastjerdi, 2012) and it can cause student blanking to say something in the target language (Ortega, 2009). Therefore, giving correction to students' error should meet their expectation (Odalejo, 1993; Katayama, 2007), so that the still can revise their errors and improve their English speaking, in way pf correction that they accept.

In speaking classroom, there are many ways to correct the students' errors orally. One of well-known research on oral corrective feedback is conducted by Lyster and Ratna (1997). They classify the framework of oral corrective feedback into six different strategies, such as explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. Those six strategies of correction should be known by the teachers in developing their ability to give correction to their students.

Students' preference toward oral correction from their teachers are necessary. Not only about types of corrective feedback which is used by the teacher, but also how and when corrective feedback should be given by the teacher being important things to be considered by teachers. By knowing students' preferences, it will help teachers to achieve their objectives in teaching language in the classroom. Nunan (1995) stated that lectures should

find out what their students think and feel about what and how they want to learn. Since, students' beliefs will give impacts in students' response while teaching and learning process, it is important for teachers to know how they want to be taught and what they want to learn. When teachers know what their students want in teaching and learning process, the teachers can prepare the appropriate strategies in teaching and it will help students in understanding the subject which they learn in the classroom.

Numerous studies regarding oral corrective feedback in second language have been conducted. Sholikah (2016) investigated the kinds of corrective feedbacks used by English lecturer in speaking class. The study revealed that teacher's corrective feedback is one of factor that influence the progress of students in learning English. Recast was dominated the type of corrective feedback used by teacher because it did not make the students confused. Another related study undertaken by Ramadhani (2019) aims at investigating students' preference in accepting corrective feedback during speaking practice, covering the preference of types, manner, time, and source. The result indicated that explicit correction emerged as the most preferred type. In addition, the students favored being corrected explicitly as soon as the made mistakes. Based on those studies, the main interest in the same as it is interested in oral corrective feedback types. Meanwhile, the result that investigating both teachers and students about oral corrective feedback in speaking skills is rarely been conducted before, whereas, the teachers also play an important role in correcting the students' errors and giving corrective

feedback to them. Then, it is hardly found a study investigating oral correction feedback of both teachers and students at Junior High School. Thus, the current research is intended to figure out not only the students but also the teachers about oral corrective feedback in speaking skills at Junior High School.

Because of this, the researcher is interested in making research about the students' preference and teachers' perceptions toward oral corrective feedback in speaking skills. It is more interesting because in reality, teacher sometimes gives inappropriate oral corrective feedback and it makes the learners afraid to use the target language. This research tries to explain about what types of oral corrective feedback that being preferred by students and whether it is in line with the teachers' perceptions or not. Finally, the researcher arranges a study entitled "STUDENTS' PREFERENCES AND TEACHERS' PERCEPTIONS FROM STUDENTS' RESPONSES TOWARD ORAL CORRECTIVE FEEDBACK IN SPEAKING SKILLS AT JUNIOR HIGH SCHOOL 1 SUMBERGEMPOL"

B. Statement of Research Problem

Based on the context of the study above, the researcher formulates the research problem as follow:

1. What are the students' preferences toward the types of teacher's oral corrective feedback in speaking skills at Junior High School 1 Sumbergempol?

2. What are the students' reasons for their preferences of teacher's oral corrective feedback in speaking skills at Junior High School 1 Sumbergempol?

3. How do teacher perceive their students' preference of oral corrective feedback in speaking skills at Junior High School 1 Sumbergempol?

C. Objective of the Research

Related to the statement of research problem above, the objectives of the research as follow:

1. To know the students' preference toward the types of teacher's oral corrective feedback in speaking skills at Junior High School 1 Sumbergempol.

2. To know the students' reasons for their preferences of teacher's oral corrective feedback in speaking skills at Junior High School 1 Sumbergempol.

3. To know how teachers perceive their students' preference of oral corrective feedback in speaking skills at Junior High School 1 Sumbergempol.

D. Significance of the Research Problem

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

1. English Teachers

The result will provide English teachers with clear description of feedback in speaking, especially how the feedback is given in the classroom speaking activities. Hopefully, after knowing the result of this

research, the teachers will improve their techniques in giving feedback orally. As a result, their feedback can effectively improve the students' speaking skills.

2. Students

   The students who learn speaking will improve their speaking ability by having a clearer perception of the teacher's feedback in speaking skills. 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 other researchers to conduct further research about teacher's oral corrective feedback or other topics related to oral corrective feedback to enrich existing study.

E. **Limitation of the Research**

This research has the limitation of the subject and place of research. Surely, the limitation is very important to make the study be more specific. The place that is taken in this research is Junior High School 1 Sumbergempol for the second grader of grade VIII. The subject of this research is limited to students in second grade and all English teachers in Junior High School 1 Sumbergempol. The researcher observes the students' preference of teacher's oral corrective feedback in speaking skills. Besides the learners, the teachers who teach English there also become the subject of the study.

F. Definition of Key Terms

The terms in this study is used to avoid the misunderstanding among the readers. The researcher would like to explain some key terms:

1. Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purpose of speaking (Burns & Joyce, 1997)

In this study, speaking skills are defined as learner ability in create, compose, and explore their utterance in conversation, speech, giving an argument and all the oral interaction.

2. Oral Corrective Feedback

Ellis (2012) explained that corrective feedback refers to the specific moves that corrects the learners' errors. In this study, the focus is on oral corrective feedback. It is dealing with the students' preference toward types of teacher's oral corrective feedback. In accordance with Lyster and Ratna (1997), there are many types of oral corrective feedback. This study will focus on this six types of oral corrective feedback:

a. Explicit Correction

b. Clarification Request

c. Repetition

d. Recast

e. Metalinguistic Feedback

    f.   Elicitation

3. Students' Preference

      The term "preference" refers to the stable likes and dislikes that individuals possess. These likes and dislikes may be either present-or future-oriented (Sullivan, 2016). It is concluded that students' preference is the things that the students like and dislike.

4. Teachers' Perception

      The term "perception" in this study is defined as the process by which people organize and interpret the pattern of stimuli in the environment. It indicates that perception forms a cognitive process in our mind of a human being. It does not accidentally happen, but it takes a long time to perceive certain events and experiences.