CHAPTER I

INTRODUCTION

In this chapter, the researcher will present six topics related to this research. Those include background of the study, Formulation of the research problem, the purpose of the research, the significance of the study, scope and limitation of the research and definition of key term.

A. Background of Study

Speaking, among the other English skill; listening, writing, and reading; is regarded as the most valuable and important skill. Learning English can't be separated from learning speaking. Speaking is an essential skill in learning English. For some reason, it should be mastered by learners of language. Ability in speaking indicates that student's success in learning foreign language. People often think that the ability to speak a language is the product of language learning, then speaking is also a crucial part of the language learning process. Nevertheless, one of the most difficult problems faced by the students is to be able to speaking English well. Speaking provides opportunities for the learners to express their idea, message and mind.

In communicative output activities, the criterion of success is when the each communicator gets the message across. Speaking means a lot in

communication as one of way to transfer message. Speaking has a role as interactional function and transactional function. Interaction function means serves to establish and maintain social relation. Speaking is activity that people can communicate what they want directly so, the others understand and give response and also maintain social relationship by communicating with others people. Transaction function which is by speaking, we can convey or exchange information and ideas.

In learning second language we know that speaking is one of the important skills that people or students must practice. The students are expected to produce fluently English speech. To achieve their expectation, many lecturers attempt to provide a classroom performance activity for the students. In speaking class, the students have to deliver the subject material. Beside that the lecturers should check several criteria of speaking performance. However, it is not easy for students to master all of the criteria of speaking performance.

Students will likely face problems in mastering speaking , such as; lack of vocabulary, grammatically error, pronunciation, unconfident, anxiety of making mistake, lack of motivation and other internal problems. Foreign language learner mostly experienced of making mistakes and fearful to speak in target language. There will be some errors made by the learners when they do a conversation in the speaking classroom. More over In order to be able to speak English well, students have to feel comfortable and confident in practicing their English. With feeling

comfortable and confident, students will not fear of making mistakes when speaking English. There are some factors why learners make mistakes. For example because language interference. Students who learn English as a second language already have a deep knowledge of at least one other language. Where that L1 and the variety of English they are learning come into contact with each other, there are often confusions which provoke errors in learner's use of English.

In SLA, one of the most valuable contributions to make student learning is feedback. Feedback is important to make students realize their error or mistake. Feedback is any response made in relation to students' work such as an assessment task, a performance or product. It can be given by a teacher, an external assessor oral student peer. It is usually spoken or written. Beside that feedback is given to comment and expanse student's performance.

Moreno (2004) regarded feedback as crucial to improving knowledge and skill acquisition Feedback is information students and teachers share during learning so that students can close the gap between their current level of performance and the learning goals. Feedback engages teachers and students collaboratively in learning, where students and teachers are continuously giving and receiving meaningful feedback about learning. Feedback from teacher can motivate for revising their work. Teacher feedback does not only indicate the strengths and weakness

of students' speaking ability but it may support students' monitoring progress and what should students need to develop further.

Making error in learning is something natural acquisition process. When second language learners shake errors, they are demonstrating part of the natural process of language learning. So far, the debates about feedback at speaking class have focused on teachers correcting students' pronunciation errors in their speaking. Actually, Feedback can be in the form corrective or giving comment. Giving comment is used to expanse and gave advises to students' performance. It's different with corrective feedback. The function of corrective feedback is to correct student in speaking if they make error in word, pronunciation, structure of sentence etc.

If audience didn't give feedback to students, it can be they assumed that their performance is good and there are no areas for improvement. Learner value feedback, especially when it is given by someone credible who they respect as a role model or for their knowledge.

Hattie and Kimberley (2007:21) assert in their review that "feedback is one of the most powerful influences on learning and achievement. The role of teachers' feedback can be shown in the fact that teachers' feedback reflects to students what and how they perform, showing them their strong points to strengthen as well as the weak points to improve. Studies of the impact of feedback on student learning

achievement indicate that feedback has the potential to have a significant effect on student learning achievement.

Furthermore, the feedback provided by the teacher is one of the most important factors in enhancing students' speaking. Teachers' feedback covers some activities such as; giving explanation either directly or indirectly about students' mistakes in order to make students realize the error which have been made, and moreover can build motivation, encourage and confidence in speaking use target language. Feedback from the teacher can create a motive for revising; without these comments, students will revise their work in a consistently. Teacher feedback does not only indicate the strengths and weaknesses of the students' speaking but it may also assist students in monitoring their own progress.

Feedback indicates that people care enough with students' performance. Because before people gave feedback they should observe, conservers and take notice to students' performance so, they can give suggestion and share information. They allow to spend their time considering and criticize. By people give feedback that's mean students' performance worthy and need to be gave attention. It allows students and teacher in the class more interaction.

The final goal of teaching and learning English as stated in School is the students can use the language in real communication. It means the purpose of teaching English is the students are able to speak English. Furthermore, to improve students' speaking ability, role of teacher or other

students is very important. They should give feedback to the students. By giving feedback, the teachers can share more information, give correction to the learners about their error that they have made.

In learning speaking, it is something normal that students are expected to speak, to be able to produce speaking with minimal errors and maximum clarity, and feedback can suggest ways for students to improve their future speaking. So, feedback should be given as one of the important methods in helping the students improve their speaking proficiency. If the teacher ignores to give feedback, students never know what their mistakes are. Consequently, they feel there isn't weakneness and something should they improve. Learning from their teacher's feedback or from peers is potential help the students avoid not to make the same mistakes in the future. This is one of the positive effects of the feedback.

Feedback will provide a good effect on the students' speaking who has individual problem in speaking. Giving feedback in speaking can be used to become fundamental learning, because the scope of it is very large involves English language knowledge and performance building. Eventually, it can influence Teaching speking catch pronunciation, grammar, accuracy, fluently and speaking menner. Researcher wants to describe that's phenomena happend in speaking class.

So, based on the explanation above, the writer is interested in conducting research dealing with feedback produced by teacher and

students in speaking class. Under the title "A Study on the Practice Feedback in Speaking Class".

B. Research Question

Referring to the background above, the research questions are formulated as follows:

1. What types of feedback are both the teacher and the students employed?

2. To what extend are the given feedbacks contributive to improve students' speaking learning?

C. Purpose of the Study

Referring to the research questions above, the objectives of this study are:

1. To find out the types of the teacher and the students' feedback on students' speaking performance.

2. To be able to know the given feedbacks contributive to improve students' speaking learning.

D. Significance of Study

The study is expected to have both academic and practical contribution.

1. Academically,

   a. Teacher

      The findings of this study are expected to give guidance and input to the teacher and students of the English Department to comprehend about feedback,

especially giving and receiving feedback. The purposes of this study can improve teaching and learning in general and Learning English particularly in speaking class. It can improve the method of teacher and students in giving feedback.

b. Student

This result of this study can motivate students to speak English and participate to give feedback in speaking class. Therefore, it will create interactive class. Hopefully, this research gives positive effect to teaching and learning.

c. For the students' teacher

The result of this research will be background of knowledge for student's teacher in teaching English especially who take PPL course. This study provides explanation about teaching and learning especially speaking in the real situation context. In addition, this research will help them how to improve or as alternative way develop their students speaking proficiency.

d. For the researcher

This research can develop the writer in analyzing type of feedback in speaking class. Also, the writers' knowledge about students' perception toward kind of teachers' and peers' feedback and which is type of feedback preferred by

teacher. Then again the result of this research may become as reference or as step stone idea to make other research especially in education.

2. Practically,

The study is presumed as one of references and expected to give contribution to the other researcher who interest in investigating and analyzing feedback in teaching and learning process. The result of this research will give good input, information, and experience to the reader about giving feedback and the impact of feedback toward student's perception in teaching and learning process especially in speaking class.

E. Scope and Limitation

In this research, the focus on teachers' and students' feedback employed in speaking class.This research is conducted in IAIN TULUNGAGUNG on 2015-2016 academic years.

F. Definition of Key Term

1. Feedback

Feedback is any information about provide essential part of students' learning that students should understand the areas in which they are doing well and what they should to improve. It can be given because learner making error, to improve students' ability or teacher wants to motivate in matter to makes their students confident to speak. Feedback may in the form of criticism, suggestion, comment and

correction. In this research, oral feedback made by both of the teacher and students will be major issue and will be analyzed.

2. Speaking Class

    Speaking is one of language skills that used for medium of communication, especially indirect communication. Then, speaking class is the process of lectures to guide his/ her students has ability in speak foreign language. This activity involves teacher and learner interaction and also gives students chance to practice or provide opportunities for students to talk by using group, pair work or individually. In this research, speaking is one of subject in English Education Department (TBI) of State Islamic Institute of Tulungagung.

3. Speaking Proficiency

    Speaking proficiency is capability of students in speaking always improve over the time and can avoid speaking mistakes that have their done before.

4. Interaction

    Interaction is involving students and also teacher in speaking class react to each other in the form sharing idea, give comment etc.