

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought aloud using the voice or talk. It means that when someone interacts with others by using a language as a means, certainly, they want to convey something important.

Harmer (2001) adds that speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store.

The discussion above concludes that the ability to express something in a spoken language that is commonly performed in face to face. Speaking is concerning to put the ideas into words to make other people grasp the message that is conveyed.

1. Aspect in Speaking

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. In speaking skill, the component is used to complete the skill. There

are five components of language that influence speaking ability, this is occurring on (Jill, 2008:15) there are;

a. Vocabulary

One cannot communicate effectively or express their ideas both orally and in written form if they do not have sufficient vocabulary. Mastering vocabulary will help us to be good speakers and listeners because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can speak fluently when he/she has a lot of vocabularies. In addition, the listener can comprehend what the speaker said when the speaker has much vocabulary to make the listener understand. The listener appreciates the speaker too if the speaker can develop the speaker's vocabulary.

b. Grammar

It's needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Pronunciation

deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine

how sounds vary and pattern in a language. Theoretically, developing speaking proficiency means developing vocabulary, grammar, and pronunciation. In short, developing speaking proficiency means developing all of three components. Speaking is making use words in an ordinary voice, uttering words, knowing and being to be use language, expressing oneself in words, making speech. While proficiency is the ability to do something well. Therefore, the researcher can infer that speaking is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking proficiency is the ability to perform the linguistics knowledge in actual communication.

d. Fluency and Accuracy

Fluently is aspect in speaking when the learners learn how precise articulation correctly. Accuracy is the aspect to which students' speech appropriate what people actually say when they use the speaking. In learning language the learners should be known and acquire the opportunity to develop both their fluency and their accuracy. They can't develop fluency when they still error in accuracy.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the nature of comprehension

and the process of comprehension. Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listeners.

2. Types of Speaking Performances

Brown (2004: 140) describes five categories of speaking skill area.

Those Five categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn etc.

c. Responsive

Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk,

simple requests and comments, giving instructions and directions.

Those replies are usually sufficient and meaningful.

d. Transactional (dialog)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Extensive Monolog

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

3. Type of Classroom Activities

There are many kinds of activities that can be applied when the teacher teaches speaking plans. These activities have been supporting in the plans realized in introduction to foreign language learners. Therefore, the teacher should provide the students with speaking tasks and give them opportunities to use the target language to communicate with others. According to Harmer (2007:129) here, some kind of speaking activities:

a. Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in a certain time. This activity needs much time to prepare.

b. Students presentation

Individual students give a talk on given topic or person, the students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview is for honing organizational and planning skill.

c. Describing pictures

Each group has a picture that each member can see the picture. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the pictures.

d. Telling story

We spend a lot of our time telling other people stories and anecdotes about what happen to us and other people. Students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet

e. Information gap activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is

appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures

B. Feedback

1. Definition of Feedback

Hattie (2007) defined feedback as an outlined idea of information necessary for understanding and performance of other people such as teachers, executives, friends, books, parents, oneself or experiences. Feedback on what is right or wrong is usually given by teachers and parents to learners, and by administrators and external experts to teachers. Other definitions of feedback is quoted by Berewot (2001:17) present that the feedback is the closing of a 'loop' in the learning process which serves to fix the leaning result and make it permanently available. It means that as students already accomplish their learning, they need correction, criticism, or even appreciation from any other sources to assess their learning result.

Feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Feedback is very important for improvement of necessary knowledge and skill of learners. Good feedback is also constructive, and point's students to ways in which they can improve their learning, achievement can create learning inspiration.

2. Purpose of Feedback

Hattie and Timperley (2007: 86) state that, “The main purpose of feedback is to reduce discrepancies between current understandings and performance and a goal”. Effective feedback should offer information about these discrepancies. Shute (2008 :157) referred to several cognitive mechanisms through which feedback may be used by a learner, and stated that, “First it can signal a gap between a current level of performance and some desired level of performance or goal”. Based on these descriptions, we define feedback as, information provided by the teacher or other students concerning the performance of the student, with reference to a goal and aimed at improving learner performance. It provides constructive advice and guidance to learners in their effort to raise their performance level. According to

The timing of providing feedback has gathered good discussion in the literature on enhancing student learning. The main aim of feedback is to increase students’ understanding of their knowledge or skill in a specific or general area of content that is part of the learning objectives and outcomes. One important consideration is when to give students their feedback and what is a good timeframe for it. One view strongly advocates that feedback is only useful to students if it is given in a timely fashion. This is to avoid students making further incorrect assumptions, confusions or errors as feedback is conceptualized as reinforcement.

3. Source of Feedback

Learners receive feedback from several sources: themselves, the learning task, fellow students and teacher. Lewis (2002) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

a. Teacher Feedback

Teacher gives comment or responses on students' activity. Teacher also gives suggestion in order to improve their speaking competency. Teacher feedback can be written or spoken. Teacher feedback can be written or spoken. Hyland states that in giving feedback, teacher considers not only the errors found in a piece of speaking but also responsibility to them. It means that teachers' feedback is the complete comment on learning process.

Feedback has two main distinguishable components:
Correction and assessment:

1) Teacher's Correction

Inevitably learners will make mistakes in the process of learning. "A learner's errors... are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language" (Brown, 2000: 217). It is a vital part of the teacher's role to point out

students' mistakes and provide correction. What kind of correction teachers think is best and learners find most useful? A good deal of teacher sensitivity is needed here. Generally, the teachers always adopt the following techniques to correct students' errors.

- a) Does not react at all.
- b) Indicates there is a mistake, but does not provide any further information about what is wrong.
- c) Says what was wrong and provides a model of the acceptable version. That is → explicit correction.
- d) Indicates something was wrong, elicits acceptable version from the learner who made the mistake (Self-repair).
- e) Indicates something was wrong, elicits acceptable version from another member of the class.
- f) Ask the learner who made the mistake to reproduce the corrected version.
- g) Provides or elicits an explanation of why the mistake was made and how to avoid it.

2) Teacher's Assessment

According Xiao-yan (2006: 22) cited in Adi (2013 :23) Assessment refers to the tools, techniques and procedures for collecting and interpreting information about what learners can and

cannot do. In assessment, the learner is simply informed how well or badly he or she has performed. Therefore, teachers' talk should be full of approval and encouragement besides confirmation. The following lists some words and phrases when teachers evaluate students' performance.

a) Confirmation

(1) Good

Right; yes; fine; you are right; that is correct; you have got it.

(2) Excellent

Very good; terrific; well done; good work; marvelous; you did a very good job.

(3) No, that is wrong

Not really; unfortunately not; I am afraid that is not quite right; you can't say that

b. Encouragement

(1) That is better

That is much better; that is more like it; you have improved a little; you have very good pronunciation; you read fluently; you have made a lot of progress; you are getting better.

(2) Try it again

(3) Don't worry

Errors are no longer looked at as a result of “no learning” rather it is viewed as the “outcome of natural development” in language learning. So, in this process the teacher does not always correct errors, they just acts as a facilitator so that students themselves can be engaged in the process of correcting errors.

a. Peer Feedback

Caulk (1194) in Rollinson (2005) added that feedback from peer can give something which is not yet given by the teacher. They give comments on the other students' performance in order to give critics and suggestion. Moreover, feedback given by peer can contain lees bad advice. Peer Feedback can complement the teacher feedback. Students who receive feedback from peer can improve their speaking ability. Peer feedback technique allowed the students to be more involved in the learning process.

b. Self-Evaluation (self-directed feedback)

Self-evaluation means the students correct and evaluate their own mistake. It has some advantages, there are it may increase students' independence as they are supposed to find their own mistakes. Next, by finding their own mistakes, the students are expected to remember what mistakes they have done so they will not

make the same mistakes later on. Moreover, self-evaluation saves time in a large class.

Using self-assessment as feedback can give advantage. These are the advantages for using-self assessment as feedback:

1. It makes the students aware of the goal and familiar with the characteristic of good performance.
 2. it makes the students realize that success or failure depends not talent, luck or ability, but on practice, effort and using right strategies.
 3. It encourage students to take responsibility for their own learning.
 4. It helps them work out how to improve.
4. The Importance of Feedback in teaching and Learning

People need feedback because most people do not seem to see themselves as other see them. For this reason, they often do not understand the impact of their actions have on others. For example, people do not always know when their work is appreciated, and they are not always sure when they are causing problems. Because they are not always conscious of what comes naturally, they may be the only ones who do not know that they are affecting the performance in the classroom.

Students who take a serious concern toward their work want feedback to motivate them. They want to know what is correct and

what us not. They want to contribute to the class, not be the cause of problems. They want to know how to improve. They are willing to invest in themselves to achive better results, because they know this will increase their value in the career marketplace.

sFeedback can improve a student confidence, self-awareness and enthusiasim for learning. Effective feedback during the first year in university can aid the transition to higher education and may support student.

The researcher concludes that feedback has important roles in teaching and learning process. Whether the students can solve their problems or not in certain lesson, it depands on the teachers' and also peers' feedback. To motivate, to encourage, to correct and to build good relationship with the studnets is very essential, and those matter is covered by giving feedback.

5. Type of Feedback

According to Hyland, there are three types of feedback; praise, criticism, suggestion.

a. Praise

This type of feedback is probably most common kind that students receive from their teacher or friends, and it runs the range from simple "You did a great job!" statements to much more elaborate and personalized positive reference to students' performance.

Generally, praise is believed to have beneficial effect on students' self-esteem, motivation and performance.

b. Criticism

Criticism is a negative comment used by reviewers in expressing their dissatisfaction with the students' performance. Reviewers include teachers, students and other people. When they see the other work and feel dissatisfaction about the work, they usually give criticism to their work. Therefore, criticism can be included as negative feedback but is helpful for new learners.

c. Suggestion

Advice is the third category of feedback which is related to criticism but has a positive orientation. Suggestion differs from criticism in containing commentary for improvement.

d. Corrective Feedback

According to Lyster, Saito, Sato (2003) Corrective feedback is defined as "responses to learner utterance containing an error. In second language teaching, Corrective Feedback is an indication to a learner that his or her use of the target language is incorrect. In our studies, we classified corrective feedback strategies identified in the SLA literature into two groups:

1) Giving-Answer Strategies (GAS)

Types of feedback moves in which the teacher directly gives the target form corresponding to the error in a student's answer, or shows the location of the student's error. These include :

a) Recast

Without directly indicating that the student's utterance was incorrect, the teacher implicitly reformulates the student's error, or provides the correction. The teacher reformulates all or part of the student's answer, providing the target form.

S : On the second floor, there are four bedrooms and two bathrooms.

T : What a big house you have. It has four bedrooms and two bathrooms

b) Repetition

The teacher repeats the student's error and adjusts intonation to draw student's attention to it. The teacher repeats the error or the portion of the learner's phrase containing the error, using stress or rising intonation to

focus the student's attention on the problematic part of the utterance.

S : "Future" (Incorrect tense)

T : Future ?

c) Explicit correction

Clearly indicating that the student's utterance was incorrect, the teacher provides the correct form. The teacher provides the correct target form. This differs from recast because the teacher directly corrects the error without rephrasing or reformulating the student's answer.

2. Prompting-Answer Strategies (PAS).

Types of feedback moves in which the teacher pushes students to notice a language error in their response and to repair the error for themselves. This group includes three types of strategies:

a) Clarification Request

Feedback that carries questions indicating that the utterance has been ill-formed or misunderstood and that a reformulation or a repetition is required are identified as clarification requests. By using phrases like "Excuse me?" or "I don't understand, "the teacher indicates that the message has not been understood or that the student's

utterance contained some kind of mistake and that a repetition or a reformulation is required. Questions intended to indicate to the student that his/her answer has been misunderstood due to a student error, or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. Clarification requests often include phrases such as “Pardon me.”, “What?”, it may also include a repetition of the error as “What do you mean by...?”.

S: I want practice today. (grammatical error)

T: I'm sorry? (clarification request)

Clarification requests, unlike explicit error correction, recasts, and translations, can be more consistently relied upon to generate modified output from learners since it might not supply the learners with any information concerning the type or location of the error.

b) Metalinguistic clues

Metalinguistic feedback is where the teacher points to the nature of the error by commenting on or providing information about, the well formedness a student's utterance. Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance. The

teacher provides information or asks questions regarding the correctness of the student's utterance, without explicitly providing the target form.

S: "Uhm, the, the elephant. The elephant growls."

T: "Do we say "the elephant"?"

c) Elicitation

According to Panova and Lyster (2002) elicitation is a correction technique that prompts the learner to self-correct and may be accomplished in one of three following ways during face-to-face interaction, each of which vary in their degree of implicitness or explicitness. The teacher directly elicits the correct form from the student by asking questions.

T: How do we say that in French?

S: It's a.....

S: Say that again.

The significance of corrective feedback can be found through the observation of the speech events in the form of move taking place during communicative based foreign language lessons and in how these moves play significant roles in learners "developing language". It is now accepted that errors play a crucial role in language learning but the

way through which they are handled in order to lead to the maximum benefit is also significant.

An increasing number of SLA studies on the provision and use of oral feedback has consistently shown that feedback can enhance noticing, acquisition and retention of language forms. The contribution of corrective feedback can be witnessed in assigning the chances to the learners in order to adjust their output, push them to notice the gaps in their inter-language (McDonough, 2005).

C. Previous Study

This research is inspired by some previous researchers in the past, but there are some differences in the research focus. Here are some different researches which have similar topic but were approached with different point of views.

1. Corrective Feedback Found in Speaking Class at the English Department of MUHAMMADIYAH UNIVERSITY OF SURAKARTA.

The reserch was conducted by Ipung Aggoro in 2013. The objectives of the study are, to describe the types of corrective feedback used by the teacher in UMS, to describe the frequency of corrective feedback used by the teacher in teaching speaking in UMS, to know the dominant type of corrective feedback used by the teacher in

teaching speaking in UMS, and to know the implication of corrective feedback used by the teacher in UMS.

The present study was different from the previous one in term of : (1) focus on the study. The previous study focused on the study about the dominant type of corrective feedback done by teacher. While in this study focus not only in corrective feedback, but also content feedback such as Praise, Suggestion and Criticism employed by both students and teacher. (2)Research design. The previous study, the researcher used the qualitative research, in the form of descriptive study. While, the present study descriptive design with qualitative approach. (3) Tehnique of data collection. The previous study got data through observation and documentation. The present study were obtained data through direct observation and teachers – students' interview. Moreover, video recording and field notes also added significant value towards the findings of this study.

2. Teacher Talk on Giving Explanation and Feedback at the Second Semester of English Education Program of STAIN TULUNGAGUNG

This study was conducted by Adi Indra Fitriawan in 2012. He composed 3 research problems (1) How does an English teacher give explanation and feedback to her students? (2)What kinds of explanation and feedback does the teacher use in the classroom? (3) How do the students response toward the explanation and feedback given by the teacher? To gain information about the subject, he used

interview, observation and questioner. The subject of this study is English teacher in E class but, he didn't present what the subject lesson teachers' teach. The finding of this study are teacher used deductive and inductive approach in giving explanation and teacher used praise /encouragement words such as that's beautiful, that's good, etc. The teacher also gave correction toward the students' answer of questions.

The present study was different from the previous on the term of: (1) Focus on the study, the previous study focused on teacher talk on giving explanation and feedback. While in this study focused on feedback in speaking class produced by both teacher and students. (2) The level of students, the previous study the level students was 2nd semester of English Education Department in STAIN TULUNGAGUNG. While in this study, the level of students was 4th semester IAIN TULUNGAGUNG. (3) The finding, the previous study paid attention in the aspect of how teacher giving explanation feedback and students' respond toward the explanation and feedback given by the teacher.