

# CHAPTER I

## INTRODUCTION

### 1.1 Background

According to KTSP 2006, one of the competence standards of teaching English of speaking skill to six grader students of elementary school is to make students able to express the simple instruction and information in their daily life context. In this case, students should be able to know how to use the language. Therefore, to be successful in learning English, the students need to get opportunity to practice and use the language actively.

This phenomenon demands a responsibility of teacher. As Harmer (2005) states that a teacher has to be a good controller to maintain the quality of language use in the classroom. The teacher should pay attention to his/her way when talking to the students and his/her manner when interacting with them.

Relating to teacher as a controller in the classroom, the teacher may use some strategies to control the students' language use. Hunt and Touzel (2009) suggest that one of the ways to control the students' language use in the classroom is by giving feedback. In this case, the teacher monitors and controls the students' performance on tasks and providing feedback on how well tasks have been completed.

However, the lack of teacher's understanding about the term of feedback makes the feedback ineffective in improving students' learning progress. Most teachers often think that feedback are given to students who make mistake to correct their mistakes. In fact, feedback can also be given to motivate students to do better and to praise students for doing something good. Based on study by Elawar and Corno (1985) as cited in Hunt and Touzel, 2009:25), they state that teachers, who regularly give feedback to the students regarding the accuracy and the appropriateness of their work, have higher-achievement students. The feedback not only result in increasing students' achievement but also in increasing students' motivation.

Several researchers conducted the research of teacher's feedback using the Tunstall and Gipps' typology (1996:395-401). One of them is Knight (2003) who conducted a study toward teacher's feedback in primary schools. He found that the teachers' feedback were mostly general and tended to reflect students' effort and attitude rather than the actual learning that had occurred.

Even though, feedback are important in enhancing students' achievement, the study in the feedback field has not been well conducted. Thus, this study is important to explore how the feedback are given by teacher to the students in teaching speaking and the students' responses toward the teacher's feedback. In short, this study is expected to give a brief description about the use of feedback by the teacher, especially in an elementary school.

## **1.2 Research Questions**

This study has formulated the problems in the form of the following research questions:

1. How are the feedback given by the teacher in teaching speaking?
2. What are the students' responses toward the teacher's feedback used in teaching speaking?

## **1.3 Aims of the Study**

Based on the problems mentioned, the present study investigated this study in order to meet the following aims:

1. To find out how the feedback are given by the teacher in teaching speaking.
2. To find out the students' responses toward the teacher's feedback used in teaching speaking.

## **1.4 Scope of the Study**

This study focuses on finding out how the verbal feedback are given by the teacher to the students in teaching speaking in an elementary school based on Tunstall and Gipps' typology. The feedback are focused on three speaking aspects: pronunciation, comprehension, and vocabulary. It also explores the students' responses toward the teacher's feedback.

## **1.5 Significance of the Study**

The result of this study is expected to contribute and give some informative inputs in teaching and learning English as a foreign language. Dealing with practical, the findings are hopefully able to give information in practical method relate to the use of feedback in teaching speaking process. Dealing with the theory, the findings are hopefully able to enrich literature on teacher's feedback in teaching speaking. Dealing with the policy, the present study is hopefully able to release a policy which relate to the teaching quality improvement.

## **1.6 Research Methodology**

The present study will describe the methodology that underpins the study. This includes research design, research site and respondents, data collection, and data analysis.

### **1.6.1 Research Design**

The researcher attempted to describe and analyze the data of particular group and didn't want to make a comparison with the others. Therefore, the design of the study employed case study. By using this method, the researcher was expected to be able to find out, to define, to analyze, and to explain the topic of the study.

### **1.6.2 Research Site and Respondents**

This present study involved one group respondent. This study was conducted in an Elementary School in North Bandung region. The respondents of the study were a teacher and the sixth grader students.

### **1.6.3 Data Collection**

In collecting the data, the present study employed three instruments. They were observation, teacher interview, and students interview.

- **Observation**

Observation was used to capture the interaction between teacher and students in the classroom. The observations were based on videotaping. The researcher transcribed the video to help in describing and analyzing the case.

- **Teacher interview**

Interview was conducted as the second instrument to confirm the data and information that were collected from observation. The data were also as teacher's understanding of his/her way in giving feedback in teaching speaking.

- **Students' interview**

It was administered to the students in the end of the research to confirm the data that were collected from observation. The interview was conducted to know the students' responses about the teacher's feedback.

#### **1.6.4 Data Analysis**

In analyzing the data, the present study used some steps. The steps are:

- Transcribing and analyzing the data

The data were transcribed and categorized based on the feedback typology by Tunstall and Gipps' (1996:395-401). Afterwards, the data were analyzed based on how the feedback were given to the students which focused on the three aspects of speaking skill that are pronunciation, comprehension, and vocabulary. The next step was analyzing both the teacher and students' interviews in the form of transcription.

The data then were interpreted in narrative analysis. In this study, the data were displayed in narrative sentences, selective transcripts, and tables.

- Drawing conclusion

The last step was drawing conclusion. The data were drawn into three results from the observation and the interviews.

#### **1.7 Clarification of Key Terms**

To avoid misinterpretation in understanding this study, it is important to clarify the following definitions of key terms.

1. Teacher's feedback refers to the teacher's verbal and nonverbal response or actions in which she/he provides information to his or her students regarding their ideas or actions (Taylor & Nolen, 2008 as cited in Bhamrah & Verma, 2004).

2. Teaching speaking refers to the teaching students to be able to express and how to use the language (Nunan, 2003, as cited in Kayi, 2006). In this study, the teaching speaking focuses on pronunciation, comprehension, and vocabulary aspects.

### **1.8 Organization of the Paper**

The paper is presented into five chapters. Each chapter is divided into subtopics that will elaborate the investigated issues.

#### **Chapter I : Introduction**

It consists of background of the study, research question, aims of the study, the scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper of the study entitled exploring teacher's feedback in teaching speaking.

#### **Chapter II : Theoretical Foundation**

It explains the theoretical foundation of giving feedback. It covers the explanation about the guidance for the use of feedback in the study entitled exploring teacher's feedback in teaching speaking.

#### **Chapter III: Methodology**

It discusses about how the study entitled exploring teacher's feedback in teaching speaking will be conducted and analyzed. It clarifies why the study needs to use classroom observation and interviews. The data analysis will also be explained briefly.

#### **Chapter IV: Findings and Discussion**

It explores the findings of the study entitled exploring teacher's feedback in teaching speaking and those findings will be analyzed in discussion clearly.

#### Chapter V : Conclusions and Suggestions

It will present the conclusion and several suggestions of the study entitled exploring teacher's feedback in teaching speaking, based on the analysis in chapter four.

