

CHAPTER I

INTRODUCTION

This chapter presents an introduction of research paper which describes background, statement of problems, aims of the research, significance of the research, the scope of the research, research method which consists of research design, research site and participants, data collection technique, and data analysis. Moreover, clarification of terms and organization of the paper are presented in the end of the chapter.

1.1 Background

Classroom is considered as the most important place for foreign language learners to apply and practice the target language. Chavez, (1986 as cited in Sakinah, 2011) states that classroom is the primary forum for them to use and experience the target language. In addition, a much greater role has been attributed to interactive features of classroom behaviors, such as turn-taking, questioning and answering, negotiation of meaning, and feedback (Chaudron, 1988 as cited in Yamazaki, 1998). The background of this lies in the fact that second language learning is a highly interactive process (Richard & Lockhart, 1994 as cited in Yamazaki, 1998) and the quality of this interaction is thought to have a considerable influence on learning (Ellis, 1985 as cited in Yamazaki, 1998).

Unfortunately, student's classroom participation in Indonesia is very low (Grassick, 2007 as cited in Aditya, 2009). This indicates that the students tend to be shy in participating or be passive participants in contribution during teaching and learning process. Students are fearful of making mistakes, feeling embarrassed about their pronunciation, inability to recall words needed quickly, and low confidence due to lack of "success" (Nunan 1999, as cited in Juhana, 2012).

One of the ways teachers can do to facilitate students' learning participation is giving them feedback (Ayushveda, 2011). Feedback is an

important aspect in any classroom (Siewert, 2011). By giving feedback, whether it is given by teachers or peers, students will be geared to the areas of improvement. Moreover, Linse (2005) states that correcting behavior and providing feedback is an important part of a job for a teacher of young learners. In addition, teacher's feedback is an important aspect of any classroom and it is fundamental to students' academic achievement. When teachers provide positive feedback, they create an environment that can motivate students to be successful in the classroom (Semans, 2010).

In the language learning classroom, teacher usually provides either positive feedback or negative feedback in response to the learners' erroneous sentence (Kim, 2004). Positive evidence consists of samples of what is grammatical or acceptable in L2. Negative evidence is information about what is ungrammatical or unacceptable and it is often known as corrective feedback. A piece of corrective feedback is a response from an addressee to a speaker with an intention to correct the speaker's erroneous utterance.

The role of corrective feedback and error correction in the classroom is a complex issue and has been the subject of much interest among researchers. One important question that researchers have attempted to address is whether learner errors should indeed be corrected at all. Swain (1998, as cited in Nicholas, 2013) suggests that learners, by "noticing the gap" in their second language (L2) knowledge, will focus on linguistic forms, and thus attempt to produce more accurate target language. One such method of raising learner awareness of their knowledge "gap", as suggested by Nobuyoshi & Ellis (1993, as cited in Nicholas, 2013), would be to correct inaccuracies in their L2 production. They propose that "pushing" learners to improve the accuracy of their production results not only in immediate improved performance, but also in gains in accuracy over time."

The preliminary observation conducted by the researcher found that elementary school teachers did not use corrective feedback in giving feedback. The teachers tended to give feedback to students' performance by praising them using "good", "excellent", "great". Over praise may create "praise junkies" (Kohn, 2001, as stated in Harmer (2007), that is students who are so addicted to

praise that they become attention seekers and their needs for praise blinds them to what progress they are actually making. When the students made some mistakes, the teachers just correct it directly without trying to use corrective feedback. This opposed to what Lyster&Ranta (1997) state that the use of corrective feedback is significant to L2 development because it provides the learners with an opportunity to reflect on the utterance and consider the other possibilities.

Considering the importance of giving corrective feedback in the classroom, the researcher conducts the research that is aimed to give description of what corrective feedback types give by the teacher toward students' error and the students' responses toward the teacher's feedback. In short, this study is expected to give a brief description about the use of corrective feedback by the teacher, especially in EFL young learners' classroom.

1.2 Statement of Problems

There are two research questions addressed in this research:

1. What types of corrective feedback does the teacher use in EFL young learners' classroom?
2. What are students' responses toward the teacher's feedback?

1.3 Aims of the Research

The main purpose of this research is to investigate how feedback are delivered in young learners' classroom and specifically, this research aims at:

1. Finds out the teacher's corrective feedback in EFL young learners' classroom.
2. Finds out the students' responses toward teacher's corrective feedback used in EFL young learners' classroom.

1.4 Scope of the Research

The research focused on discovering how corrective feedbacks are given by the teacher in EFL young learner's classroom, based on feedback framework developed by Lyster&Ranta (1997). In addition, the researcher attempts to find out students' responses toward teacher's feedback. This research is conducted in

one public elementary school in Cimahi. The sixth grade which consists of fifty students is the subject of this research.

1.5 Significance of the Research

The result of this study is expected to contribute and give some informative inputs in teaching and learning English as foreign language. The findings from this study are hopefully able to give information in practical method relates to the use of corrective feedback in EFL young learners' classroom. The study also hopefully enriches the literature on teacher's feedback.

1.6 Clarification of Terms

There are some significant terms in the research that need to clarify in order to avoid misinterpretation, they are:

a. Teacher's feedback

In this study, teacher's feedback refers to a response from the teacher to the learner with an intention to correct the student's erroneous utterance (Kim, 2004:1).

b. Young learners

Young learners are defined as children between the ages of 5-12 (Linse, 2005:2). In this paper, the term young learners here refer to children between 11- 12 years old.

c. Young learners' classroom

In this study, young learners' classroom refers to a room where a class of children is taught in sixth grade.

1.7 Organization of the Paper

This paper titled "Teacher's Feedback in EFL Young Learners' Classroom" is presented into five chapters. Each chapter is divided into subtopics that will elaborate the investigated issues.

Chapter I: Introduction.

This chapter covers background, statements of problems, aims of the research, the scope of the research, significance of the research, clarification of terms, and organization of the paper of the research titled teacher's feedback in EFL young learners' classroom.

Chapter II: Theoretical Foundation.

This chapter provides the review of theories and concepts which are related to the basis of teacher's feedback as the research problem. It consists of the nature of feedback, learners errors, students' responses and related previous studies. All of them will serve as the fundamental references in conducting and analyzing the research about teacher's feedback in EFL young learners' classroom.

Chapter III: Research Methodology.

This chapter discusses purpose of the study, research site and participants, research design, data collection technique, and data analysis.

Chapter IV: Findings and Discussions.

It explores the findings of the research titled teacher's feedback in EFL young learners' classroom and those findings will be analyzed in discussion clearly.

Chapter V: Conclusions and Suggestions

This chapter contains the interpretation of the research in form of the conclusion and delivers some suggestions regarding teacher's feedback for further research.

1.8 Concluding Remark

This chapter has discussed introduction of research titled 'teacher's feedback in EFL young learners' classroom'. The importance of corrective feedback in the classroom was basis of the research. Thus, descriptive study was conducted to find out corrective feedback types that can enhance students' L2 development and the students' response toward the teacher's feedback. In giving brief explanation of the whole paper, organization of the paper is explained at the closing part.