CHAPTER I

INTRODUCTION

This chapter describes the general issues related to the problem investigated in this study. These include background of the study, research question, statement of problems, aims of the study, scope of the study, significance of the study, research method, clarification of terms, and paper organization.

1.1 Background of the Study

The importance of pronunciation cannot be overstated since pronouncing a language correctly is a key aspect in understanding and making ourselves understood (Rippel, 1983, p.1; Marzá, 2014). Affirmed by Moghaddam, Nasiri, Zarea, and Sepehrinia (2012) learners’ pronunciation is responsible for intelligibility and also play a significant role in supporting the learners’ overall communicative skill (Gilakjani, 2012), thus to language proficiency and comprehensibility (Marzá, 2014).

Learning pronunciation requires an enormous amount of practice (Fraser, 2001). The practices can be done in many places including at home, course, and school. At school, students can get a proper model from the teacher. As suggested by Harmer (2007), teacher, in teaching pronunciation, aims to make students intelligible in pronunciation. Besides being role model, teachers are also responsible for helping students develop their ability to reach their learning goals through teachers’ feedback (Purnawarman, 2011).

Corrective feedback is defined as ‘any indication of the teacher which clearly transform, disapprovingly refers to, or demands improvement of the learner’s utterance’ (Chaudron, 1977). It means that corrective feedback is needed when students make their error or mistake during learning pronunciation. Based on the error/mistake, teacher tries to apply some techniques to correct student’s pronunciation error. Techniques in correcting error implied by the teacher can vary, from implicit to explicit.

Teacher corrective feedback on students’ pronunciation is suggested ‘as late as possible’ meaning that teacher has to find implicit corrective feedback instead of explicit corrective feedback. In contrast, explicit correction feedback is also useful for in-time correction to make the students’ aware of their mistake or error (Harmer,
2007). Normally, most students expect teacher correction on their pronunciation error, yet, they may have differed view on the corrective feedback given by their teacher. As stated by Ok, S. and Ustacı, Y. (2013) the fact that not all students may tolerate their errors and that they do prefer to be corrected may stem from their different opinion on error correction and this may result in different reactions.

Based on the consideration above, this study tries to find out students’ responses toward teacher corrective feedback on pronunciation error. This study is expected to give a brief description about attitudes shown by students’ after they are given corrective feedback by their teacher and also students’ preferences toward the feedback given. In this case, the researcher focused on Junior High School students.

1.2 Statement of the Problems

The study is reared toward answering the following research questions;

1.2.1 What kinds of corrective feedback do the student receive from the teacher?
1.2.2 What are the attitudes and preferences toward teacher corrective feedback among students on their pronunciation error?

1.3 Aim of the Study

In accordance with the background and statement of the problems, the aims of this study are;

1.3.1 to investigate kinds of corrective feedback received by students
1.3.2 to find out student’s attitudes and preferences to the feedback given by teacher

1.4 Scope of the Study

The study focuses on finding out kinds of corrective feedback received by students. This study also identifies student’s attitudes to the feedback given by teacher. This study is based on the theory of corrective feedback and pronunciation.
1.5 Significance of the Study

This study is significant from two perfectives. Theoretically, this study is expected to enrich research about corrective feedback in English classroom. Further, it is expected to make contribution to the understanding of the importance of corrective feedback in correcting student’s pronunciation error.

Practically, the results of this study are expected to contribute and give some informative input in teaching and learning English as Foreign Language process, both for the teacher and students in order to reach the successful learning. For teachers, hopefully it will provide information about kind of corrective feedback that suitable for correcting students’ error on pronunciation. Meanwhile, for the students, it is expected that students can improve their pronunciation after given the corrective feedback by the teacher.

1.6 Research Method

This study is designed as a descriptive qualitative research design. It focuses on acquiring deep understanding on the issue (Mochsin, 2016). By employing qualitative method, this study will try to analyze student’s responses toward teacher’s corrective feedback on pronunciation error.

In collecting the data, there are two instruments used in this research, those are questionnaires and interview. Questionnaires are used to get information about types of corrective feedback received and preferred by the students. Meanwhile, interview will be used to dig information from the students and also from the teacher toward the techniques implied by the teachers and also the student’s attitudes.

1.7 Clarification of Related Terms

The following key terms are presented to assist in understanding several terms or concepts in this research;

1.7.1 Students’ responses

In this study, students’ responses refer to student’s attitudes on the corrective feedback given by the teacher on their pronunciation error.
1.7.2 Corrective feedback

Corrective feedback means corrections used in correcting student’s error on their pronunciation. This includes various types such as explicit correction, recast, metalinguistic feature, repetition, and clarification request (Lyster and Ranta, 1997).

1.7.3 Teachers’ corrective feedback

Teachers’ corrective feedback in this study means the feedback that is only focused on teachers’ feedback not peer-correction.

1.7.4 Pronunciation

In this study, pronunciation refers to the act, instance, or manner of pronouncing sounds and also the supposedly correct manner of pronouncing sounds in a given language (Collins English Dictionary, 2014). In pronunciation, there are two features that become consideration, segmental feature (phoneme; vocals and consonants) and supra-segmental feature (intonation and stress) (Marzá, 2014).

1.7.5 Error

Error here refers to learner’s lack of knowledge of the target language to produce fluent sentences and also learner’s slip-of-tongue during their utterance (Ryan, 2012) or so called mistake.

1.8 Paper Organization

This paper will be presented into five chapters, as below:

CHAPTER I : INTRODUCTION

In this chapter, the paper will elaborate the background of the study, statement of problems, aims of the study, scope of the study, significance of the study, research methodology, clarification of related terms and paper organization.

CHAPTER II : THEORETICAL BACKGROUND

This chapter provides theoretical foundation of the study which relevant to be used in conducting the research. The theoretical views include some theories about pronunciation, teachers’ corrective feedback, and student’s response.
CHAPTER III : RESEARCH METHODOLOGY

This chapter will give clear discussion about how the study will be conducted and analyzed. It clarifies how the researcher will collect the data. The data analysis also will be explained.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter will discuss the findings of the study and will analyze those findings in discussion clearly. It will show the findings of the research problems.

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter will present the conclusion and several suggestions of the study based on the analysis in chapter four. The conclusion states the answer to the research questions.

1.9 Concluding Remark

This chapter has discussed the background of the study, research question, statement of problems, aims of the study, scope of the study, significance of the study, research method, clarification of terms, and paper organization. The next chapter will elaborate the theoretical background as well as related research to be used as the foundation to develop a clear framework of the formulation of the problem to be investigated.