

CHAPTER I

INTRODUCTION

This chapter presents some general issues related to the present study. The first section starts with background of the study that mainly deals with issues for conducting this study. This section is followed by research questions, purposes of the study, scope of the study, significance of the study, definition of the key terms, the organization of the study and lastly concluding remark.

1.1 Background of the study

Globalization has demanded the use of English in communication, making it possible for everyone to have equal access to a global market and information exchange. The need for being able to communicate in global context has encouraged people to improve their foreign language proficiency. Being proficient in certain language to most people may mean having an adequate oral communication skill in the target language. Supporting this argument, Brown (2001) states that the benchmark of successful language acquisition is usually the demonstration of an ability to accomplish pragmatic goals through interactive discourse with other speakers of the language.

Learning a foreign language itself is complex. In the process of learning second or foreign language, learners often make some errors. Following Harmer (2007), error making is a sign that learners have made some progress in their learning. In addition, Dulay and Burt (1974, cited in Zhu, 2010) state that error making is inevitable and that it would appear necessary and crucial to language learning. In fact, it is a clear sign to show that language learners actually develop and internalize the rules of the language. Furthermore, by analyzing learners' errors, teachers are able to infer the nature of their knowledge and discover what learners still have to learn. Learners' errors, therefore, are significant to the teachers, in that the errors tell them if they undertake a systematic analysis, how far towards the goal the learners have progressed and, consequently, what remains for them to learn (Zhu, 2010).

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Teachers' assumptions about language and language learning play a significant role in learning process. That is, different assumptions stipulate different roles for the teacher (Richards & Rodgers, 2001). Related to the learning process where students frequently make some errors, teachers should play their roles as feedback providers (Brown, 2001). When students make some errors, teachers should give some corrections and provide feedback to avoid fossilization of the erroneous form. Nunan (1998) argues that one of the most commonly conceived classroom functions of teacher is providing feedback on students' performance.

When teachers provide feedback as well as correct students' errors, it means that they provide corrective feedback. In other word, corrective feedback refers to the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language (Sheen, 2006). Ellis (2009) also defined corrective feedback as one type of negative feedback that takes the form of response to a learner utterance containing linguistic error. However, different students may differently perceive the way they are corrected. Therefore, teachers need to be extremely sensitive about the way they give feedback and the way they correct an error. It is important to make sure that the teachers' feedback is appropriate to the students' concerns and to the activity they are involved in, so teachers recognize feedback as a crucial part of the learning process (Harmer, 2007).

Teachers also have to notice several aspects in correcting students' errors in order to keep them motivated in learning the language and for their attitude to stay positive. In the process of corrective feedback provision, it requires a range of quick decisions that teachers need to make after noticing an error in student's utterances. Teachers are faced with the choice of either correcting immediately following the learners' errors utterance or delaying the correction until later. Teachers also need to be concerned about which learners' errors should be corrected, when should learners' errors be corrected, who should correct learners' errors and how should learners' errors be corrected (Sheen & Ellis, 2011).

However, practically, teachers have different perceptions towards corrective feedback. Some believe that students' error is not necessary to be corrected in order to promote a positive self-image of the learner as a person and language learner. This belief is in line with what Truscott (1999) proposed that there is no proof that corrective feedback is helpful. He also claims that error correction is more of a hindrance rather than a useful tool. Nonetheless, some other teachers believe that correcting students' error is highly important based on the belief that learner needs feedback on how well he or she is doing (Ur, 1996). Then, it is up to the teachers to select their own correction procedure according to their interest and students' needs (Iseni, 2011). To this point, the researcher believes that error must be viewed as evidence of learners' development, not a sin to be avoided. Therefore, corrective feedback can be used as an effective way in eliminating possible non-target-like utterance in the students' interlanguage.

Previous research has been conducted in relation to the controversies of how corrective feedback has been viewed in language pedagogy (e.g. Ellis, 2009; Iseni, 2011), teachers and students attitudes towards corrective feedback (e.g. Lyster & Ranta, 1997; Zhu, 2010, Katayama, 2006, 2007; Azar & Molavi, 2012) and the effect of corrective feedback in language learning (e.g. Chu, 2011; Rezaei, Mozaffari, & Hatef, 2011). However, to the researcher's knowledge, research on oral corrective feedback in Indonesian context with an adult participant has been relatively few. In addition, these research have not explored the the use of oral corrective feedback from both teachers and students point of view. In fact, many language educators and researchers agree that a mismatch between teachers' pedagogical practice and student expectations can result an unsatisfactory learning outcome (e.g. Nunan, 1987; Schulz, 2001)

To this point, this study aimed at exploring strategies that teachers frequently use in giving oral corrective feedback as well students' oral errors that the teachers choose to correct. Moreover, it also explores teachers' preferences in employing oral corrective feedback and the reasons for such preferences. Students' attitudes are also

investigated in this study to see if teachers' practices and preferences are matched with students' expectations.

1.2 Research Questions

Based on the issue presented above, the research questions are then formulated into the following lists:

1. What are teachers' corrective feedback strategies used to correct students' oral errors in the teaching and learning process?
2. What are teachers' preferences in employing oral corrective feedback strategies in EFL speaking classroom?
3. What are students' attitudes to the use of oral corrective feedback in EFL speaking classroom?

1.3 Purposes of the Study

Based on the problems formulated above, this study is intended to find out:

1. Teachers' corrective feedback strategies used to correct students' oral errors in the teaching learning process
2. Teachers' preferences in employing oral corrective feedback strategies in EFL speaking classroom.
3. Students' attitudes to the use of oral corrective feedback in EFL speaking classroom.

1.4 Scope of the Study

The present study attempts to explore the use of oral corrective feedback in an adult speaking class. However, another aspect like error types were also discussed to a certain extent. Since corrective feedback can be used in both written and oral language, this study mainly focuses on the latter. The study examines oral corrective feedback types used by the teachers in correcting students' oral error as well as their

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preferences in employing oral corrective feedback and reasons for such preferences. Thus, the categorization of oral corrective feedback and error used in this present study is adapted from Lyster and Ranta (1997). There are six types of oral corrective feedback: explicit, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Meanwhile, errors are classified into five categories; lexical, phonological, grammatical, interpretative, and pragmatic error.

In addition, students' attitudes towards the use of oral corrective feedback were also investigated. Regarding the research setting, this study conducted in a speaking class where oral communication frequently occurs. Furthermore, related to the participant of the study, this research took a number of adult learners and two university teachers as the participants.

1.5 Significance of the Study

The findings of this study are expected to contribute to the language teaching and learning in three ways. Theoretically, the result of this study is expected to enrich and support the literature of English teaching practice, specifically in the theory of oral corrective feedback, as it offers a different insight on the use of oral corrective feedback in classroom activities. Practically, the result of this study can provide information regarding the actual conditions of the teachers' use of oral corrective feedback in an adult speaking class as well as the information about students' attitude towards the use of oral corrective feedback. Professionally, the result of this study can be made as guidance for teachers, so they can carefully select the type of oral corrective feedback to correct students' errors for more satisfactory learning outcome.

1.6 Clarification of terms

Some terms are used in this research and need to be clarified in the context of this study:

Corrective feedback : The feedback that learners receive on the linguistic errors they make in their oral or written production in a second language (Sheen, 2006). This study focuses on oral corrective feedback.

Error : A deviation from the norm of the target language which resulted from the lack of knowledge of a particular form and reflects a learner's current stage in the interlanguage development (Corder, 1967; Selinker, 1972; Ellis, 1994)

Practice: In this study, it refers to teacher's pedagogical practice that is done often and regularly.

Preference: Something that is liked or wanted more than another thing: something that is preferred.

Attitude: An attitude is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object (Fishbein & Ajzen, 1975)

Adult Speaking Classroom : In this study, it refers to undergraduate students of 2nd semester (2016) who enroll in speaking class (English for Academic Interaction and English for Social Interaction).

1.7 Organization of the Paper

This paper is organized into five chapters. The contents of each chapter are presented below:

Chapter I is an introduction of the thesis. It encompasses the background of the study, research questions, purposes of the study, scope of the study, significance of the study, definition of the key terms, the organization of the study and concluding remark. This chapter is the most decisive point of departure since it presents whether or not the research reported here is worth conducting.

Chapter II provides theoretical framework on the issue. It covers the theoretical accounts related to the issues addressed in Chapter I. It also functions as the basis analysis of the data to be referred in Chapter IV. This chapter informs the reader about the position of this research among all the studies or research already conducted.

Chapter III presents the method of the research. It covers the descriptions of the design, the setting, the ways the data are collected and analyzed and triangulation of the data. The soundness of the research execution is to be justified in this chapter.

Chapter IV presents the data presentation and analysis. The findings of the data analysis and the discussion of the finding are encompassed in this chapter. In this chapter, the issue is addressed and the data regarding the issue are analyzed. The data analysis itself constantly refers to the theories mentioned in Chapter II in order to explain and discuss the main themes found during the analysis.

Chapter V is about the conclusions and recommendations of the study. The chapter concludes the research finding and the most prominent issues regarding the research are presented in the conclusion section. Some relevant limitations and recommendations regarding the issue are proposed in the subsequent section.

1.8 Concluding Remark

This chapter has discussed the background of the study followed by research questions, purposes of the study, scope of the study, significance of the study, definition of the key terms, the organization of the study and lastly concluding remark.