CHAPTER I

INTRODUCTION

Chapter one provides background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification on related terms, and organization of the research.

1.1 Background of the Study

English as an international language is used for communication among people from different language backgrounds in all parts of the world. Besides as an official language in many nations, English has influence on many different cultures in a large number of countries; it is the central language of communication in the world-wide (Susanna, 2007). Therefore, mastering English has become increasingly important to many people for different reasons.

In Indonesia, English is a foreign language. The term 'foreign language' in the field of language *teaching* is different from the 'second language'.Teaching English as a Foreign Language (EFL) typically take place in a foreign country, usually with students from the same country. In contrast, English as a Second Language (ESL) classes takes place in an English-speaking country, with students from all different backgrounds (Lake, 2013). Moreover, EFL and ESL learners have different reason for learning English. For ESL students who live in English speaking country, they will need learning English for communication purposes. While for EFL students, they learn English for academic purposes. The status of foreign languages in the Indonesian educational context is implicitly and explicitly covered in several government regulations (Hamied, 2012).

At primary level, English is taught as optional local content and as a compulsory subject in junior high schools up to university.While at junior and seniorhigh school level, English is taught four hours per week similar as the ot her core subjects such as Bahasa Indonesia, Mathematics and Science. Again, students at grade 9 and 12 advised to take additional English class after school for preparing National Examination.Unfortunately, the fact that English has been taught in early stages as a subject could not make Indonesian student had a good proficiency in English. A recent study used TOEIC to measured the proficiency levels in high school student in Indonesia showed that more than 55% tested as novices, 37% tested as elementary, and only 5%

tested as intermediate proficiency in English (Hamied, as cited in Kirkpatrick, 2012).Therefore, in general the EFL students in Indonesia are limited to use English only in the classroom. In other words, students cannot use English to communicate with other people outside the classroom.

From four skills of learning English language, speaking seems to be the most important for language learner. Whilst, in countries that English used as a Foreign Language, students tend to have difficulties in acquiring speaking skill.The reasons are they need to produce their own ideas and find difficulties to translate the ideas from their first language to English when they tried to speak. Zhang (2009) also said that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Meanwhile, EFL students do not have much chance to try speaking in English. Especially in Indonesia, teachers usually focus only on reading and writing skills. It is understandable since at grade 9 and 12,students need to face English subject in National Examination for their graduation requirement which most of the questions are in a written form. So that, teachers did not give much chances to students to speak in English. Because the lack of chances and exposure, they have less confident in pronouncing the words. Fear of incorrect pronunciation, and grammar errors are the major problems in speaking English. The lack of attention and motivation from teacher also takes effect in their low confident.

This fact is supported by Ur who states several factors that cause difficulty in speaking. The factors are:

1. Inhibition: Students are worried about making mistakes, fearful of criticism, or they simply shy;
2. Nothing to say: Students have no motive to express themselves;
3. Low or uneven participation: Only one student who can talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not participate at all, and;
4. Mother-tongue use: Learners who share the same mother tongue tend to use it because it is easier and learners feel less exposed if they are speaking their mother tongue (1996).

Karundeng (2012) viewed that Indonesians usually feel inferior when it comes to speak in English. They think that foreigners or overseas people speak English better than they do. They will see themselves as incapable persons before the foreigners.It is in line with

the study conducted by Exley (2005) states that Indonesian EFL learner's characteristics tend to be shy, passive, and quiet. The hesitancy is more to do with losing face, being embarrassed in front of groups, and in front of the new teacher. It is also relates to their low levels of English linguistic proficiency.

Hence, teacher plays an important role in encouraging students to increase their confident in speaking English. According to Harmer (2001), one of the things that students expect from their teachers is an indication of whether or not they are getting their English right. Sometimes, when students involve in a role-play or in a conversation, they are unable to produce their ideas because of lack vocabularies. In these situations, teacher can offers feedback and corrects their pronunciation and also encourages or feeds some information to help students in speaking English. Teacher can give positive feedback by motivating or encouraging students to make them confident in speaking English. Teacher also needs to correct students' errors by giving negative feedback to avoid fossilization. The errors in speaking can be of various kinds, such as pronunciation, syntax, or word choice errors.

However, the lack of teacher's understanding about the term feedback makes the feedback ineffective in improving speaking skill. So that, if the teacher was too critical in giving feedback or correction, students may feel demotivated and ashamed. While, if the teacher constantly praising the students, they will turn into 'praise junkies'(Harmer, 2007).Most of teachers think feedback is only a way to correcting students. In fact, feedback can also motivate student to encourage themselves to speak English. Based on study by Elawar and Corno (as cited in Hunt and Touzel, 2009:25), they stated that teachers who regularly give feedback to the students regarding the accuracy and the appropriateness of their work, have higher achievement students. Therefore, Brown (2001) suggests that teachers need to provide a balance positive feedback to encourage communication and negative feedback to call attention to crucial errors.

Several researchers conducted the research of teacher's feedback using Tunstall and Gipps' typology (1996:392-401). One of them is Knight (2003) who conducted a study toward teacher's feedback in primary schools. The result of his research is the feedback given by teacher was mostly general and tended to reflect students' effort and attitude rather than the actual learning that had occurred.

From the explanation above, the researcher concludes that teachers' role in providing oral feedback, especially in teaching

speaking is very important. Furthermore, by using oral feedback in teaching speaking can encourage students and motivate them to speak English.

Even though feedback is important in improving students' achievement, the study in the feedback field has not been well conducted. Thus, this study is important to give description of what oral feedback types give by the teacher toward students' speaking English and the students' responses toward the teacher's feedback. In short, this study is expected to give a brief description about the use of oral feedback by teacher in teaching speaking, especially for EFL students in Junior High School.

1.2   Research Questions

The research questions are as follows:

1.   What types of oral feedback mostly used by teacher in teaching speaking to Junior High School students?
2.   What are students' responses toward teacher's oral feedback used in teaching speaking?

1.3   Purposes of The study

Based on the research questions provided, the purposes of this study are as follows:

1.   To find out teacher provided oral feedback in teaching speaking to Junior High School students.
2.   To discover the responses from the students toward teacher's oral feedback used in teaching speaking.

1.4   Scope of the Research

This study focuses on investigating how the oral feedback are given by the teacher in teaching speaking to 32 students based on Tunstall and Gipps' typology. The oral feedback is focused on three speaking aspects: pronunciation, comprehension, and vocabulary. In addition, the researcher attempts to find out students' responses toward teacher's oral feedback.

1.5   Significance of the Research

The result of this study is expected to give contribution to teachers, to students and to other researchers.

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1. To teachers, this hopefully can be a reflection to give various and meaningful feedback for their improvement in the future in teaching learning process.
2. To students, this hopefully can give them motivation to express their needs to be given appropriate feedback by the teacher to help them in improving their speaking skill.
3. To other researchers, this study hopefully is expected to be use as one of the references especially for those who conduct the research on teacher's strategy or student improvement in speaking skill

1.6 Clarification of Key Terms
1. Teacher's feedback
   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).
2. Teaching speaking
   Teaching speaking refers to the process of giving lessons to students, in which the objective is making and helping students speak English. (Brown, 2007).

1.7 Organization of the Paper
This research is organized into five chapters as follow:
1. Chapter I. Introduction
   This chapter provides the information on background of the research, research question, aims of the research, scope of the research, significance of the research, clarification of key terms and organizations of the paper.
2. Chapter II. Literature Review
   This chapter presents the literature review of giving feedback from the experts that are relevant to present study. It includes the theories about: oral feedback, consisting of definition of oral feedback, strengths and weaknesses feedback, effective feedback, teaching speaking and the role of the teacher.
3. Chapter III. Research Methodology
   This chapter discusses the methodology of research that will be conducted. It includes the research site and participants and research methodology. The research methodology is consist of three parts; research design, data collection and data analysis.
4. Chapter IV. Findings and Discussion

This chapter explains findings and discussion. It describes the result of the instruments analyses, such as video tapped observation, the data from students and teacher interview and the interpretation of the findings from the study. It provides the answer of research problems.

5. Chapter V. Conclusion and Suggestion
   This chapter presents conclusion which describes the result of the study and suggestions were given for further research.

1.8   Concluding Remark

This chapter has discussed introduction of research titled 'Exploring teacher's oral feedback in teaching speaking'. The importance of oral feedback in the speaking classroom was basis of the research. Thus, descriptive study was conducted to find out oral feedback types that can improve students' speaking English development and the students' response toward the teacher's feedback. The terms have been clarified to give introduction to the study and organization of this paper has been explained in order to give a brief description about the whole paper.