CHAPTER 1

INTRODUCTION

This chapter presents: (1) background of the study, (2) problems of the study, (3) objectives of the study, (4) significance of the study.

1.1 Background

Nowadays, mastering English skill is so important. It is caused by any reasons. Firstly, it has a crucial role as the global language which is able to connect society to the world in various aspects including education. Harmer states that English is a global language used throughout all fields of life such as in field of art, science, humanities, travel, and social science (as cited in Astrid, 2011, p. 176). Secondly, it is used by many people even though speakers who use English as a lingua franca. Harmer (2001) states that the reality of global or world English has caused some people becoming very interested in what actually happens when it is used as a lingual franca . He also presents that between two people do not communicate by using English as their mother tongue. Therefore, having good English skill is necessary considering English as a global and lingua franca.

In Indonesia, the most popular foreign language is English. It is influenced by some aspects. According to Abrar et al., (2018), English is the most popular foreign language as an incredibly diverse and multicultural country in Indonesia. Moreover, Komaria presents that Indonesian educational system in the 1989 law gives English a place as first foreign language among others such

as German, Arabic, or Japanese (as cited in Abrar et al., 2018, p. 129). The government regulation also shows that English as a compulsory subject started from elementary to senior high school, even higher education, English is given to students at first and second semester. Consequently, English is the most famous foreign language in Indonesia and government provides English as obligatory language which is learned in education institutions.

The aim of teaching and learning process is to enable learners of using English to communicate in both oral and written forms. It is to develop oral and written communicative competence through four developed English skills. The English skills are listening, reading, writing, and speaking. One of the four skills which plays significant role of mastering English is speaking.

Speaking skill is one of important skill taught to students. It is one of the productive skills beside writing. In fact, many students still consider that speaking skill is the most difficult skill. The learners were unwilling to speak English. There were only few of them taking part in the speaking activities. Most of them felt embarrassed and had no courage to take a risk if they would make errors of speaking. It seems that they were worried of making error. Harmer (2007) claims that when learners produce error, they cannot correct themselves and which need explanation, and attempts that is when a learner tries to say something but does category of errors that most concern teachers. Therefore, because EFL learners thought that mastering speaking skill was so difficult so the teacher's role will be crucial.

For this reason, teachers, as the ones who contribute more in learners' successes, should guide their learners to master of speaking skill. However, the students will face obstacles. Because English is as a foreign language in Indonesia; Indonesian learners usually make errors in speaking. In fact, errors are needed by the teacher and the students. Errors enable the learners to test their hyphothesis and contribution actively in their own linguistic development. Regarding it, Harmer (2007) argues error is a part of a natural acquisition process. He also claims that category of 'error' that most concerns teacher. Therefore, teacher can help the learners to correct their errors by giving feedback on their speaking performance.

In university, the teacher's role is held by lecturer. Likewise, according to Taylor (2008), the students need lecturer's active guideline, via a steady stream of feedback from beginning of their course. She also notes without significant interaction with lecturer, the learners may not realize what is required of them, or go down a false path. This case will limit the amount learners study and could even cause them to fail. As a matter of fact, a lecturer has important position of giving feedback.

In teaching and learning language, feedback is a form of consequence of performance. Ende claims that it is defined as information describing the performance of the students in an activity that guides future performance in a similar activity (as cited in, Labrusse et al, 2016, p. 2) According to Brookhart (2008), feedback matches particular descriptions and suggestions with a certain students' work. Taylor (2008) presents that feedback is the information which

given by the teacher to the learners concerning their progress in a course, what they can do to improve their performance, how they can keep the primary learning's goals of the course clearly in focus, and why the mark or grade is appropriate that applies whether it is high or low. It can make students recognize how well they are doing as they learn and establish the aspect that the learner should improve. In other words, students need feedback to know what learner is doing wrong to improve their speaking skill. In addition, feedback has many types. Corrective feedback is one of types of powerful feedback.

Corrective feedback is the kind of negative feedback. Ellis (2009) claims that corrective feedback is a form of a response to the learner utterance regarding linguistic error. The other expert, Panova and Lyster (2002) defined corrective feedback is as any reaction of the teacher which clearly transforms, demands improvement of the students utterance. Other expert, Hattie and Timperley (2007) present that having corrective feedback focuses on which the processing and self-regulation is effectively built. Thus, corrective feedback is called negative feedback to correct students' linguistic errors.

Researchers have found the advantages of providing corrective feedback for the students. According to Winnie and Butler, the benefits of corrective feedback depend on encouragement on learners' (a) being attentive to varying importance of the feedback information during learning task, (b) giving accurate memories of those features when outcome feedback is provided at the task's conclusion, and (c) being sufficiently strategic to generate effective

internal feedback about predictive validity (e.g. which factor heavily students' performance) (as cited in Hattie & Timperley, 2007, p. 91). Therefore, corrective feedback will have advantages related to students' motivation of learning language.

Besides giving corrective feedback to learners has positive effect, it also may provide negative effect. Speaking lecturer has to give good attention about time and way of giving corrective feedback to correct students' errors. Agudo (2013) presents when corrective feedback is given too frequently, it can be negative in term of motivation and attitude because overcorrection could damage the student's self-confidence. Regarding to give corrective feedback, he also claims that it should know appropriate time and way to correct error and consider learners' sensitiveness and personality. In brief, giving corrective feedback can be given negative effect when a corrector avoids appropriate time, way, and students' personality.

In order to improve students' speaking skill, preliminary study which was done in English education study program of State Islamic University of Raden Fatah Palembang on Thursday, September 27th 2018 I interviewed ten third semester students and used open ended questions in other to identify my research problems. The result showed that they got corrective feedback when they did errors in their speaking performance in speaking class. In fact, students needed correction which is given by their speaking lecturer to know their errors and understand them. They thought without lecturer's correction, they did not notice when they spoke using wrong pronounce and grammar

continuously. It showed students perception on how important corrective feedback to understand their errors.

In university, as EFL students will often produce errors of using the target language. However, the errors should be corrected wisely by their lecturer. Based on Arnold and Brown (1999), when those errors are over-corrected by their teacher, it will seriously affect the students' confidence that could lead to anxiety. Agudo (2013) found that when the teacher fails to do it sagely, it can result situation where some students will choose to stay in a 'defensive mode. It can be inferred that students will have perception toward lecturer's corrective feedback. Students' perception is an important element in the learning process. Perception and learning is the key to survival. According to Palmer, perception is consistent with the actual situation in the environment (as cited in Hoffman, Singh, & Prakash, 2015, p. 1). For this purpose, the learners who have positive perception of teaching and learning process will have good interest in joining and being concerned with teaching and learning of English. Consequently, a positive perception will make lecturer's feedback effective in improving student teachers' perception, but if perception is negative, the process of acceptance of message from lecturer's feedback will be disturbed.

Previous related studies have provided information on students' perception on corrective feedback in EFL classroom. Asnawi, et al. (2017) showed most learners' perceived lecturer's oral corrective feedback as important part of language learning. Meanwhile, Tomczyk (2013) found based on teacher, errors have been corrected because students needed receiving information of their

error to do not commit repeatedly in the future. The fact was corrective feedback control students' erroneous forms. Katayama (2007) showed students gave positive attitude toward error correction among EFL students. The result also showed that the most type corrective of which employed by their teacher was metalinguistic feedback and the other was recast. Meanwhile, the most type of error which students liked to be corrected were grammatical error and the second one was phonological error. In brief, students had positive perception on corrective feedback which given to them in their language classroom. Therefore, I am interested in conducting my study, entitle **"Voice from Within: Lecturer's Corrective Feedback in Speaking Class"** because it is important for the lecturer to know about the best time, method and student teachers' perception when giving corrective feedback.

1.2 Problems of the Study

Based on the background above, the research problems are formulated in the following questions:

1. What are the types of corrective feedback employed by lecturer in speaking class of third semester of English education study program students of State Islamic University of Raden Fatah Palembang?

2. What are the errors of speaking probably produced by student teachers which frequently corrected by lecturer in speaking class of third semester of English education study program students of State Islamic University of Raden Fatah Palembang?

3. What are the student teachers' perceptions on lecturer's corrective feedback in speaking class of third semester of English education study program students of State Islamic University of Raden Fatah Palembang?

1.2 Objectives of the Study

Corresponding to the formulation of the problem, the objectives of this research are: to find out the types of corrective feedback employed by lecturer in speaking class, to describe the errors of speaking probably produced by student teachers frequently corrected by lecturer and to describe student teachers' perceptions on lecturers' corrective feedback in speaking class third semester English Education study program students of State Islamic University of Raden Fatah Palembang.

1.3 Significance of the Study

Hopefully this study will be useful for many people. First, for the speaking lecturers will be able to add clear description of feedback on speaking, especially how students perceive and interpret the corrective feedback given. So they will improve their techniques in giving corrective feedback. Meanwhile, the student teachers who learn speaking English will improve their speaking ability by having clearer perception about lecturer's corrective feedback. Then, for me, this study is expected to be to enrich the information about corrective feedback in teaching and learning process. I

hope that through this research I am able to use appropriate corrective feedback to help students to improve their speaking. Finally, I hope that this study can inspire them to conduct further researches about lecturer's corrective feedback or other topics related to feedback to enrich the existing study.