

CHAPTER I

INTRODUCTION

1.1 Background of the Research

According to KTSP 2006, one of the standards competence of teaching English of speaking skill to first grader students of senior high school is to make students able to express the simple instruction and information in their daily life context. In this case, students should be able to know how to use the language. Therefore, to be successful in learning English, the students need to get opportunity to practice and use the language actively.

The facts stated above demands a responsibility of teacher. Harmer (2002) states that a teacher has to be a good controller to maintain the quality of language use in the classroom. The teacher should pay attention to his/her way when talking to the students and his/her manner when interacting with them.

Relating to the role of teacher as a controller in the classroom, the teacher may use several strategies to control the students' language use. Hunt and Touzel (2009) suggest that one of the ways to control the students' language use in the classroom is by giving feedback. In this case, the teacher monitors and

controls the students' performance on tasks and providing feedback on how well tasks have been completed.

In teaching speaking, the teacher's feedback is required by the students to make them know their speaking ability and to motivate them to learn better. There are several researchers who have conducted the studies related to feedback in teaching speaking. Kayi (2006) states that teacher is not recommended to correct students' pronunciation while they are speaking. While they are speaking, it is better for the teacher to observe and note some important information about students' performance. After students finish their speaking, teacher can give feedback immediately.

In addition, Saito and Lyster (2010) conducted a study on the effect of corrective feedback on L2 pronunciation. Based on his study, it is important that teacher can immediately give feedback about students' performance so the students can know and practice the correct form in response to their teachers' model. They also emphasize that after students finish speaking, teacher should immediately give feedback. They found that there was a significant result and a beneficial effect on students' pronunciation development after the students receive corrective feedback.

In relation to the feedback in teaching speaking to young learners, the teacher is not necessary to respond to all errors in correcting students' speaking. Instead of correcting, it's better for the teacher to handle the error by modeling and providing the students with correct grammar and pronunciation

(Cameron, 2001).

Moreover, Cameron (2001:212) adds that it is better for teacher to deliver feedback in foreign language. It helps young learners learn the phrases that they can use with their friends.

In short, the teachers need to give young learners constant and supportive feedback on their learning. The feedback helps young learners to understand how to control their own learning and progress.

However, the teacher's lack of understanding the nature of feedback makes the feedback ineffective to improve students' learning progress. Most teachers often think that feedback is given to students who make mistake to correct their mistakes. In fact, feedback can also be given to motivate students to do better and to praise students for doing something good. Based on study conducted by Hunt and Touzel, (2009:25), they state that teachers, who regularly give feedback to the students regarding the accuracy and the appropriateness of their work, have higher-achievement students. The feedback not only result in increasing students' achievement but also in increasing students' motivation.

There are several researchers who conduct the research of teacher's feedback using the Tunstall and Gipps' typology (1996:395-401). One of them is Knight (2003) who conducted a study toward teacher's feedback in vocational high schools. He found that the teachers' feedback were mostly general and tended to

reflect students' effort and attitude rather than the actual learning that had occurred.

Even though, feedback is important in enhancing students' achievement, the study in the feedback field has not well conducted. Thus, this study is important to explore how the feedback are given by teacher to the students in teaching speaking and the students' responses toward the teacher's feedback. In short, this study is expected to give a brief description about the use of feedback by the teacher.

1.2 Research Problems

This research has formulated the problems in the form of the following research questions:

1. How are the feedbacks given by the teacher in teaching speaking?
2. What are the students' responses toward the teacher's feedback used in teaching speaking?
3. What are teacher's and students' perception toward feedback used in teaching speaking?

1.3 Research Objectives

Based on the research problems, the objectives of the research were formulated as follows:

1. To find out how the feedback are given by the teacher in teaching speaking.
2. To find out the students' responses toward the teacher's feedback used in

teaching speaking.

3. To find out teacher's and students' perception toward feedback used in teaching speaking.

1.4 Limitation of the Research

This research focuses on finding out how the verbal feedback are given by the teacher to the students in teaching speaking in senior high school based on Tunstall and Gipps typology. The feedback are focused on three speaking aspects: pronunciation, comprehension, and vocabulary. It also explores the students' responses toward the teacher's feedback to see the effectiveness of teacher feedback is perceived by the students.

1.5 Uses of the Research

The writer expected that the research result can be used as:

1. Theoretical Use

- a. This result of the research is expected to used as one of the references for other researchers who will conduct the same object with different perspectives
- b. The result of this research is expected to enlarge the scope of knowledge about the teacher's feedback used.

2. Practical use

The result of this research can give contribution for the teacher of how to used feedback in speaking skill. Moreover, hopefully this finding will be useful to the readers who are interested in this study.

1.6 Clarification of Key Terms

To avoid misinterpretation in understanding this study, it is important to clarify the following definitions of key terms.

Teacher's Feedback

Teacher feedback refers to the teacher's verbal and nonverbal responses or action in which he/she provides information to his or her students regarding their ideas or actions (Tunstall & Gipps, 1996).

Teaching Speaking

Teaching speaking refers to the teaching students to be able to express and how to use the language (Nunan, 2003).

In this research, the teaching speaking focuses on pronunciation, comprehension, and vocabulary aspects.