

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some aspects to explain the reason why this study is conducted. The aspects are: a) Background of Study, b) Research Questions, c) Purposes of Study, d) Significances of Study, e) Limitation of Study, f) Rationale, g) Research Methodology, h) Procedures of Data Analysis, and i) Clarification of the Terms.

#### **A. Research Background**

This study is intended to examine kinds of mistakes made by students, teacher's feedback during students' speaking activity and students' perception of it. Speaking skill is one of the four basic English language competencies (besides listening, reading, and writing). Speaking seems to be the most important skill to be taught because people's language mastery usually is referred to how well they speak (Ur, 1996). In addition, most of the language learners in this world study English in order to develop their proficiency in speaking (Richard and Renandya, 2002).

Based on the short interview with some students of SMA Negeri 1 Bojongsong, they feel that learning speaking is difficult. Although they have learned English for years, they are still not able to communicate fluently in English. It must be many factors that influence this situation. According to the result of the previous study entitled "Factors Affecting Student's Speaking Performance at Le Thanh Hien High School" by Tuan & Mai (2015), there are seven factors affecting students speaking performance as follows: 1) topical knowledge, 2) listening ability, 3)

motivation to speak, 4) teachers' feedback during speaking activities, 5) confidence, 6) pressure to perform well, and 7) time for preparation.

This study focuses on the fourth point, which is teachers' feedback during speaking activity. In the activities of learning speaking, students commonly make errors. The role of the teacher here is needed to correct their errors. Giving feedback should be done by a teacher in order to help the students speak better. Harmer (2001) argues that correcting student's mistakes during a speaking activity is important. It is one of the teachers' ways of giving feedback. However, giving a feedback while a student speaks has a risk. It could make them lost focus in the conversation or lost confidence in expressing their ideas. Therefore, every teacher has his/her own strategy in giving feedback so that it could take good effects on students' speaking skill.

The previous study of this topic has been conducted by Dewi (2015). The result shows that recast is the type of feedback mostly used by lecturers but students' perception was mostly negative. Another research of this topic has been conducted by Anggraeni (2012). The result shows that teacher mostly used explicit feedback type and the effect of feedback on students' speaking is positive. The similarity of previous studies is they only analyze the type of feedback given by the teachers on students' speaking and the effect to the students themselves. It is interesting to find out kinds of mistakes made by students in speaking before finding out the feedback given by teacher on their mistakes in speaking. Moreover, students' perception toward the way teacher gives feedback is also researched here. Hopefully, it could

suggest teacher choose the best strategy in giving oral feedback and improve students speaking skills.

## **B. Research Questions**

Based on the background of the study, the researcher formulates three research questions as follows:

1. What kinds of mistakes are made by students in speaking?
2. What kinds of feedback strategy are used by the teacher?
3. What is the students' perception toward the feedback strategy used by the teacher?

## **C. Research Purposes**

According to the research questions above, the purposes of this study are:

1. To describe kinds of mistakes made by students in speaking
2. To describe kinds of feedback strategy used by the teacher
3. To describe students perception toward the feedback strategy used by the teacher

## **D. Research Significances**

This study hopefully gives significances as categorized below:

1. Theoretical Significance

Theoretically, the result of this study is a reference and input for the development of teacher's feedback theory.

2. Practical Significances

The result of this study is expected to give a contribution to:

a. English Teachers

The result of this study gives a description of teacher's feedback strategy, especially in students' speaking activity. Hopefully, after knowing the result, teachers could use the best way in giving feedback based on kinds of student's mistake so that it could improve student's speaking ability.

b. Students

The result of this study is expected to help the students in improving their speaking ability through a good feedback given by the teacher.

c. Other researchers

Hopefully, the result of this study could inspire other researchers to conduct a further study about teacher's feedback and enrich the existing study.

**E. Research Limitation**

The discussion about feedback is too wide to be studied. Therefore, the study is limited because of the limited time and knowledge. According to Hattie and Timperley (2011), feedback can be done by agents such as teacher, peer, book, parent, and experience. This study focuses feedback done by the teacher. Teacher's feedback could be written and spoken, and the spoken feedback given by teacher on students' speaking is the one to be analyzed. Kinds of speaking activity that is analyzed only on monologue and dialogue showed by students in front of the class. This study is also limited only on teacher's feedback to students' mistakes in grammar, pronunciation, and vocabulary.

## **F. Rationale**

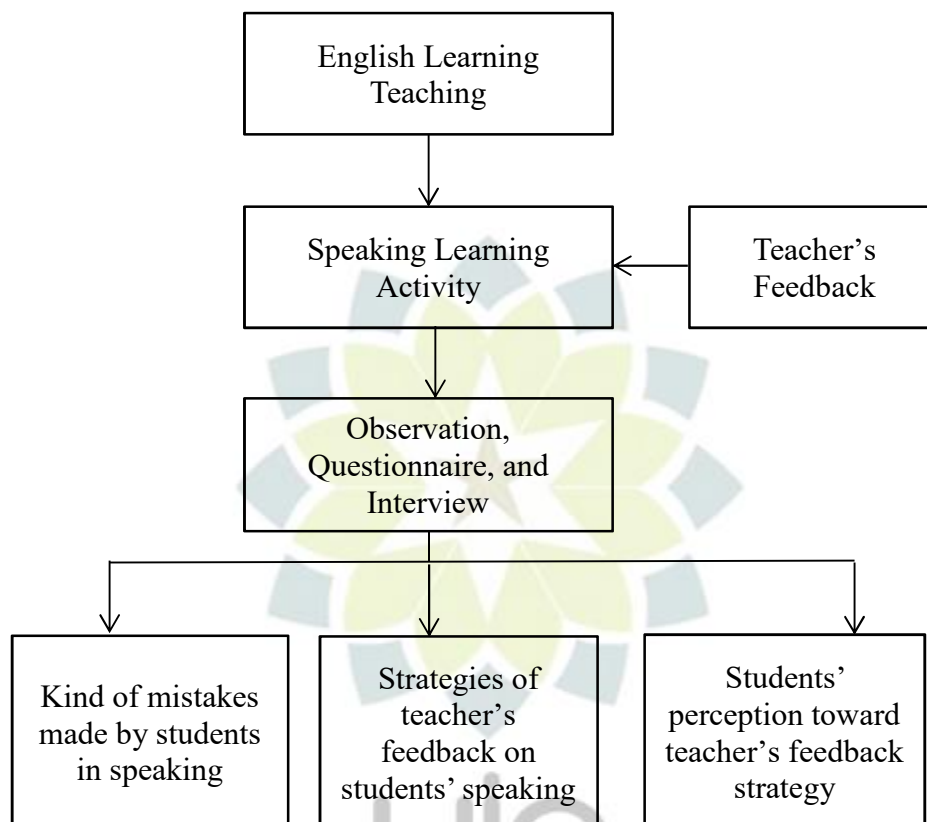
Speaking is one of the skills that needs to be learned by foreign language learners. Speaking is as important as other language skills; listening, reading, and writing. However, speaking seems to be a priority skill to be learned because learners usually evaluate their success in learning language by a fluent speaking (Richards, 2008). According to Brown there are eight characteristics of spoken language that make it difficult to be learned: 1) Clustering, 2) Redundancy, 3) Reduced forms, 4) Performance variables, 5) Colloquial Language, 6) Rate of Delivery, 7) Stresses, rhythm, and intonation, and 8) Interaction (Brown, 2000). To develop English speaking skill is not easy especially for the learners of English as Foreign Language. They may face difficulties in learning speaking. Even though they have learned English for years, but many of them still cannot speak English fluently and accurately. Speaking is a skill so that it needs to be practiced to develop it (Thornbury, 2005).

Practicing English speaking in the classroom is one of the best ways to develop learners' fluency and accuracy in speaking. Learners usually feel shy and lack of confidence in speaking, and it is teacher's role to encourage their confidence in speaking. Besides, learners also usually make mistakes when they speak English. Richards and Schmidt (2002) classified students' mistakes on speaking into pronunciation mistakes, grammar mistakes, and vocabulary mistakes. The teacher needs to correct and provide feedback to the learners' mistakes. Feedback is information provided by an agent (e.g. teacher, peer, book, parent, experience)

regarding aspects of one's performance of understanding (Hattie & Timperley, 2011). However, sometimes the learners lost focus on what they are saying when their teacher gives feedback during they speak. Let the learners speak until they have done become the best way to build their confident (Ur, 1996). On the other hand, the teacher seems to be uncomfortable to let the errors made by the learners when they speak (Thornbury, 2005). A good strategy is needed by the teacher in giving effective feedback. Every teacher has his/her own way in giving feedback.

To analyze teacher's feedback strategy, this study uses Ferreira et al (2007) feedback strategy categorization. There are two types of feedback strategy: 1) Giving Answer Strategy (GAS), and 2) Prompting Answer Strategy (PAS). GAS is a feedback which the teacher directly gives the desired target form or indicates the location of the error. Meanwhile, PAS is a feedback which the teacher pushes the student less directly to notice and repair their own error (Ferreira, Moore, & Mellish, 2007).

The schema of this study can be seen in the diagram below:



**Figure 1.1 Frame of Research**

According to the schema above, the scope of this study is English learning teaching process. This study focuses on the activity in the classroom especially during students speaking activity. When students are speaking, the teacher has an important role to give a feedback so that students can improve their speaking ability well. Based on these two aspects, students speaking and teacher feedback, there are three things which are studied: 1) Kind of mistakes made by students in speaking 2) The feedback strategy used by a teacher on students' speaking activity, and 3) The

students' perception towards it. The data are gained through classroom observation, questionnaire, and interview.

## **G. Research Methodology**

This section has a purpose to explain what the research design is used in this study. It also explains the research site where this study is done, how many the participants that are involved in this study, how the sampling technique is used and describing the techniques of collecting data.

### **1. Research Design**

Based on the research problem, this study uses the qualitative study. This study explores one phenomenon in the process of English learning and teaching, which is teacher's feedback, especially in speaking activity. Creswell (2012) stated that qualitative research is used to research a problem that the variables are unknown and needed to be explored. The variables in this study are unknown and the problem is needed to be explored so that this study uses qualitative study. The implementation of teacher's feedback strategy during students' speaking activity in EFL classroom is searched and described. Students' perception toward their teacher's feedback strategy is also analyzed.

This study also uses the case study as a research method. According to Creswell (2012), case study is an exploration of a bounded system (e.g., activity, events, processes, or individuals) based on extensive data collection. In addition, Stake cited in Creswell (2012) stated that in the case study researchers might focus on a program, event, or activity which involves individuals rather than a group. Therefore, this study



uses case study because this study explores in-depth speaking learning activity that involves students and the teacher as the subject of study.

## 2. Research Site

This research is conducted at SMAN 1 Bojongsoang, Kabupaten Bandung. This school is located at Jalan Sapan Gudang, Desa Tegalluar, Kecamatan Bojongsoang, Kabupaten Bandung. This site is chosen based on two considerations. The first consideration is the affordability of location so that it makes research more efficient in the term of time and effort. The second consideration is the study of teacher's role especially teacher's feedback is very minimum. Even, there is still no previous research related to this topic in this school. Therefore, this location is chosen to reveal new finding of the topic that can hopefully give significances that are mentioned before.

## 3. Participants

In a qualitative research, the researcher has to choose the participants who can help them in exploring their research (Creswell, 2012). Moreover, this study needs to be focused on one activity in one group of individuals. Based on the school consideration, class XI social 4 is the class which is more active especially in speaking English than the other class. Therefore, the researcher chooses class XI social 4 and English teacher who teaches them as participants.

## 4. Sampling Technique

Purposive sampling is used in this study because the research questions can be answered by certain participants who are appropriate and understand the topic. As

Creswell (2012) points out that purposive qualitative sampling is selecting peoples or sites that can best help us understand our phenomenon. The purpose is to develop a detail of understanding. In this research, the class that has students who are active in speak English is chosen. Therefore, the research problem could be answered well by the appropriate participants.

#### 5. Techniques of Collecting Data

This study uses three techniques to collect the data; they are observation, questionnaire, and interview.

##### a. Observation

The first technique of collecting data used in this research is observation. One of the techniques in qualitative research is observing people as they go about their daily activities and recording what they do (Fraenkel & Wallen, 2006). This technique is used to investigate how teacher gives feedback during students speaking activity in the classroom. The detail of teaching learning activity that is observed could be seen on the Appendix 1 page 88. On the observation, the camera is used to take all the teaching learning activity and also field notes is used to write the points that related with students' mistakes in speaking and feedback given by the teacher.

##### b. Questionnaire

The second technique of collecting data used in this research is a questionnaire. According to MacDonald & Headlam (1986) questionnaire is used to gather a variety of different information. The research uses a questionnaire to find out about the mistakes that made by the students in speaking, teacher's strategy in giving

feedback, and students perception on feedback given by the teacher. Closed questions and a sliding scale are types of a questionnaire that is used in this research. The example of questionnaire form could be seen on the appendix 1 page 88.

#### c. Interview

The third technique of collecting data used in this research is an interview. According to Kvale cited in Cohen, Manion & Morrison (2007) interview is done to know the centrality view of two or more people in a topic and it is used for research data or for knowledge. In this research, the interview is used to know students' opinion to the feedback given by the teacher in speaking activity in the classroom. The interview also reveals whether teacher's feedback gives many contributions to students speaking skill or not. An interviewing style that is used in this research is both structured and semi-structured interview. It means that not only specific and systematically questions that are used but also some spontaneous questions. The students' and teacher's interview result could be seen on the appendix 1 page 88.

### **H. Procedures of Data Analysis**

There are six steps in analyzing data: 1) preparing and organizing the data, 2) exploring and coding the database, 3) describing findings and forming themes, 4) representing and reporting findings, 5) interpreting the meaning of the findings, and 6) validating the accuracy of the findings (Creswell, 2012).

#### 1. Preparing and organizing the data

In the first step of analyzing data, teaching learning observation in the classroom is done using camera and field note. The next step is interviewing students.

2. Exploring and coding the database

In the second step is transcribing the teaching learning videos that have been taken into conversation text. The recording of the interview with some students is also transcribed to conversation text.

3. Describing findings and forming themes

The next step is describing the conversation text. The result of this step is a description text. There are only some parts of conversation which are described in the description text. These parts of conversation have to relate with teacher's feedback strategy on students' speaking.

4. Representing and reporting findings

This step represents and reports the finding of the research. The finding here is the answer of kinds of mistake made by students, kind of feedback strategy used by the teacher during the students' speaking activity and the students' perception toward the feedback strategy used by the teacher. The findings are illustrated in table and diagram, also chronology experience description is used to report the findings.

## 5. Interpreting the meaning of the findings

This step is interpreting the finding based on the personal view, making a comparison between the finding and literature, and suggesting limitations and future research.

## 6. Validating the accuracy of the finding

The last step is checking the validity of the finding using triangulation. According to Denzin (1970) cited in Thurmond (2001), triangulation is the combination of two or more data sources, investigators, methodologic approaches, theoretical perspectives.

### **I. Clarification of the Terms**

**Feedback** : Information provided by an agent (e.g. teacher, peer, book, parent, experience) regarding aspects of one's performance of understanding.

**GAS** : Giving Answer Strategy, a feedback where the teacher directly gives the desired target form or indicates the location of the error

**PAS** : Prompting Answer Strategy, a feedback where the teacher pushes the student less directly to notice and repair their own error