

CHAPTER I

INTRODUCTION

This part discusses background of study, previous study, problems of study, objectives of study, significances of study, the hypotheses of the study, assumptions, limitation of study, operational definition, framework of the discussion.

A. Background of the Study

Language is the system of sounds and words used by humans to express their thoughts and feelings.¹ It is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system.² It is sure that one and others who are in different places can also have different languages, and English is the way how we communicate each other. There are *four* key skills when you learn a language: listening, speaking, reading and writing. One of these is different from the other three, it is speaking. The other three we can do alone, on your own, without anyone else. We can listen to the radio alone. We can read a book alone. We can write a letter alone. But we can not really speak alone. Speaking to ourselves can be "dangerous" because men in white coats may come and take you away.³ Speaking generally, there are two types of language learners: the first type gets really worried about making errors

¹ Hornby, *Oxford Advanced learner's Dictionary*, Oxford University Press, 1995, p. 662.

² Lim Soh Lan. 1994. *Fluency and Accuracy in Spoken English Implications For Classroom Practice in A Bilingual Context*. www.wikipedia.org/wiki/Language.html (accessed on Sunday, June 3rd 2013).

³ *The Importance of Speaking Practice*. on www.english.com/speaking/practice/.html (Accessed on Sunday, June, 3rd 2013).

or mistakes. They think about everything that they say carefully. Sometimes, if they start to say something, and then they have realized of making a mistake, they will stop and correct the mistake, maybe return to the beginning of the sentence. They might pause between each word, contemplate what the right word or phrase is before they say it. The other type of language learners does not really care about making mistakes or errors. They have an idea in their head of what they want to communicate, and they say it with whatever words and language feel the most natural. They make frequent mistakes, sometimes in every sentence. Their grammar can be a mixture of English and their native language. They either do not know or do not care if they are making errors or mistakes. We can say that they are accuracy and fluency. If we are focus too much on fluency, we need to ask ourselves if we are achieving our goals in communication. Speaking really fast, with lots of errors, is very problematic for the people who are listening to us.⁴

By speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words mouth. This skills neglected in our class rooms.⁵ English teachers may have the same experiences in which the students are unwilling to speak.⁶ Based on the explanation, the writer wants to present this study under the title: **“the effect of teacher’s corrective feedback using self-repair and self-correct during oral interaction on speaking score of the eleventh grade students at SMA Negeri 1 Katingan Tengah”**.

⁴ Mark. 2013. *Fluency and Accuracy*. www.sansicarus.com/the_english_language/.html (Accessed June 3th, 2013).

⁵ Marriam Bashir, “*Factor Effecting Students’ English Speaking Skills*”, British Journal of Arts and Social Sciences: Vol.2 No.1, p. 35. 2011.

⁶ Taksuriya Madsa, “*Motivating Students’ Speaking Skills Through Simulation in English for Specific Purposes*” Journal Article: Vol.1 No.1, p. 1. 2012.

Feedback is an essential component of any English language writing course. Ur defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.⁷ Here, writer wants to implement the feedback on students' speaking score.

Corrective feedback is the way how to improve the students English score. By an experiment under the title above, writer wants to find out that whether this way is effective or not. Teachers can see how well their class is doing and what language problem they are having, students can also how easy they find a particular kind of speaking and what they need to do to improve.

There some reasons why the researcher wants to present the study above:. *First*, students are difficult to speak well, because they are afraid to make errors on their speaking. *Second*, students always make the same errors when they are speaking, although they already have learned English. *Third*, students want to know their strengths and their weaknesses. The *fourth*, teachers want to succeed, but typically lack the conditions for success in teaching speaking. *The last*, there is no experiment of teacher's corrective feedback at the school.

B. Previous Study

There are some previous studies which are related of this study below:

1. "The effectiveness of error correction during oral interaction: experimental studies with English 12 learners in the United Kingdom and Saudi Arabia", by Haifaa i. Faqeih, MA., the results suggested that both metalinguistic

⁷ Napaporn Srichanyachon, "Teacher Written Feedback for L2 Learners' Writing Development", Journal of Social Sciences, Humanities, and Arts, Vol.12 No.1, p. 8. 2012.

information and recasts can be beneficial for the development of English modals, though effectiveness was influenced by the outcome measures used, the length of time between intervention and test, and the context (UK and SA). Recast and metalinguistic information were generally found to be beneficial in most measures regardless of contexts. In most measures, task only group in the UK had no significant gains but in SA had significant gains. The study indicated that learners had an equal preference for recast and metalinguistic information CF in the EFL context but preference for recast was pronounced in the ESL context.⁸

2. Effects of Teacher's Corrective Feedback on Accuracy in the Oral English of English-Majors College Students, by Ruili Chu, the finding is the paired-samples T test analysis revealed that the learners in experimental classes receiving corrective feedback improve significantly in their post-test for their performance on the accuracy of oral English ($t=.000 < 0.05$). The results proved the hypothesis that error correction during oral communicative activities seemed to have a significant overall effect on students' oral achievement or proficiency.⁹
3. The Effectiveness of Explicit and Implicit Corrective Feedback on Interlingual and Intralingual Errors: A Case of Error Analysis of Students' Compositions, by Mohammad Falhasiri, This study intends to shed light on the most occurring grammatical and lexical (pragmatic) errors which students make in

⁸ Haifaa i. Faqeih, "*The Effectiveness of Error Correction during Oral Interaction*", Unpublished Thesis, Saudi Arabia: University of York, 2012, P. 2-3.

⁹ Ruili Chu, "*Effects of Teacher's Corrective Feedback on Accuracy in the Oral English of English-Majors College Students*", *Theory and Practice in Language Studies*, Vol. 1 No. 5, p. 457. 2011.

their compositions. For this purpose, 23 male and female undergraduate students from different majors were asked to take part in the present study. Each week, for four weeks, students were asked to write 4 compositions on predetermined topics. Students' writings were analyzed for errors based on a linguistic Category Taxonomy and the frequency of errors for each category was calculated. Two kinds of corrective feedback were devised based on the type of errors observed, deductive (explicit) explanation of interlingual errors and inductive (implicit) clarification of intralingual errors. After the treatment, students wrote four more compositions and the frequencies of errors for the two sets of writings were compared to see if any significant changes had occurred. It was found that the most errors were of interlingual category (71%). It was also concluded that in 22 out of 26 categories, the frequency of errors decreased. Deductive (explicit) teaching of interlingual and also inductive (implicit) teaching of intralingual erroneous points decreased the error for both corrective feedbacks are influential to help students be more accurate; nevertheless, some categories are influenced more than the others.¹⁰

The studies above discussed the topics in different area. However, the previous studies focus on the effect of teacher's corrective feedback self-repair and self- correct during oral interaction on speaking score.

C. The Problems of the Study

Based on the background of the study, the problem of the study:

¹⁰ Mohammad Falhasiri, "The Effectiveness of Explicit and Implicit Corrective Feedback on Interlingual and Intralingual Errors" ,English Language Teaching, Vol. 4, No.3, p. 251. 2001.

1. Is there significant effect of teacher's corrective feedback using **self- correct** during oral interaction on speaking score of the eleventh grade students at SMA Negeri 1 Katingan Tengah?
2. Is there significant effect of teacher's corrective feedback using **self-repair** during oral interaction on speaking score of the eleventh grade students at SMA Negeri 1 Katingan Tengah?
3. Which type of corrective feedback is more effective on students' speaking score?

D. Hypotheses of the Study

The hypotheses are divided into two categories, they alternative hypothesis and null hypothesis.

1. a. Null Hypothesis 1 (Ho 1)

There is no significant effect of teacher's corrective feedback using self-correct on students' speaking score.

b. Alternative Hypothesis 1 (Ha 1)

There is significance effect of teacher's corrective using feedback self-correct on students' speaking score.

2. a. Null Hypothesis 2 (Ho 2)

There is no significant repair of teacher's corrective feedback using self-correct on students' speaking score.

b. Alternative Hypothesis 2 (Ha 2)

There is significance effect of teacher's corrective feedback using self-repair on students' speaking score.

3. a. Null Hypothesis 3 (Ho 3)

There is no significant different effect between teacher's corrective feedback feedback self-repair and self- correct on students' speaking score.

b. Alternative Hypothesis 3 (Ha 2)

There is significant different effect between teacher's corrective feedback feedback self-repair and self-correct on students' speaking score.

E. Limitation of the Study

The participants of the study are the eleventh grade students at SMA Negeri 1 Katingan Tengah, and they are English as a Foreign Language (EFL) students. It means that the participants are still in the beginner level and as EFL students. So, the writer would like to limit the study related to the explanation above that the meaning of the accuracy in this study is to beginner level and as EFL students and according the six types of corrective feedback, the researcher comes up with two types of corrective feedback. The first one can be self-repair (elicitation; metalinguistic feedback; clarification request; repetition); the second one just rephrase of learner output without self- correct. (explicit correction; recast) only. The number of the students are 89.

F. Assumptions of the Study

There are two assumptions in the study. The assumptions as follow:

1. The score of the eleventh grade students at SMA Negeri 1 Katingan Tengah will increase when they are taught English using feedback self-correct.

2. The score of the eleventh grade students at SMA Negeri 1 Katingan Tengah will increase when they are taught English using self-repair.

G. The Objectives of the Study

Based on the formulation of the problems above, the objective of the study:

1. To measure whether teacher's corrective feedback using **self- correct** during oral interaction has significant effect on speaking score of the eleventh grade students at SMA Negeri 1 Katingan Tengah.
2. To measure whether teacher's corrective feedback using **self-repair** during oral interaction has significant effect on speaking score of the eleventh grade students at SMA Negeri 1 Katingan Tengah.
3. To determine the more effective of type corrective feedback on students' speaking score.

H. The Significances of the Study

The significances of this study are expected to be beneficial contribution to the students and the teachers.

1. Theoretically

By implementing of giving corrective feedback and knowing the result, the writer will expand the theory about teacher's corrective feedback to EFL students.

2. Practically

The study will give empirical data in speaking class and it will give progress report on the students speaking scores.

I. Operational Definition

a. Effect

Effect is a difference or among population means.¹¹ In the present study the corrective feedback is said to have effect on students' speaking score if the qualities of the students' speaking score using corrective feedback is different from the qualities of students' speaking score without using it.

b. Corrective feedback

Corrective feedback is any indication to the learners that their use of the target language is incorrect, then the learners receive various responses.¹²

c. Self-repair

They are elicitation, metalinguistic feedback, clarification request, repetition.¹³

d. Self- correct

They are explicit correction, and recast.¹⁴

e. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are

¹¹ Norhayati, "The Effectiveness of Using Moving Pictures to Vocabulary Mastery at the Sixth Grade Students of MIN Islamiyah Palangka Raya", Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2013, p. 12.

¹² Ruili Chu, "Effects of Teacher's Corrective Feedback...", p. 458.

¹³ *Ibid*, p. 459.

¹⁴ *Ibid*, p. 459.

dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.¹⁵

f. Experimental Design

Experiment is a scientific investigation in which researcher manipulates one or more independent variables, controls are any other relevant variables, and observes the effect of the manipulation on the independent variable.¹⁶

J. The Framework of the Discussion

The framework of the discussion of this study as follows:

Chapter I: Introduction (background of the study, Review of related literature, problems of the study, objectives of the study, significances of the study, limitation of the study, definition of key terms and the framework of the discussion).

Chapter II: The nature of speaking, The characteristics of speaking difficulty, Teaching speaking to EFL students, Speaking process, Accuracy, Corrective Feedback, types of corrective feedback, Roles of Teacher, Experimental design).

Chapter III: Research method (Type of the study, Design of the study, Variable of the study, Population and sample, instrumentation, Data collecting procedure, and Data analysis procedure).

¹⁵ *Ibid*, p. 457.

¹⁶ Donald Ary, et al., *Introduction to Research in Education*. (Eight Edition). (USA: Wadsworth Cengage Learning. 2010). p.265.

Chapter IV: Result of the Study (Description of the data, Testing Normality and Homogeneity of the data, and Testing the hypothesis).

Chapter V: Discussion

Chapter VI: Closing (Conclusion, and Suggestion)