

**A STUDY ON TEACHER'S FEEDBACK IN TEACHING
PRONUNCIATION TO THE FOURTH YEAR STUDENTS
OF SD NEGERI 09 NGRINGO KARANGANYAR**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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2008

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is as means of communication between people. One of the important languages that should we know is English, because it is the international language. Because of this condition, the government tries to introduce English early. If the children study English early, it is hoped that they will be more familiar with it and make them easy studying English subject.

In English subject, there are four skills that should be studied namely writing, speaking, listening, and reading. In the beginning level such as elementary school, the teacher mostly teaches vocabulary and pronunciation to their students. Pronunciation is one of the components in speaking ability. This component plays very important role in speaking ability, because by pronouncing the English words correctly students are able to avoid misunderstanding when they are speaking. Therefore, it is necessary for the students to master the pronunciation.

In teaching pronunciation, the students try to imitate the teacher, and most of them make an error. It always happens when they are speaking. In this case the teacher should know the solution to solve this problem. The teacher actually becomes confused whether she or he has to continue the

material or to correct their errors. Most of people agree with the statement that error is a part of learning and correction is a part of teaching.

Basically, errors are significant parts that can not be ignored in learning the foreign language. The students usually make errors because of the different rules between their native language and the target language such as the difference of motivates level of understanding, knowledge, etc. Cross (1995:50) states that errors are evidences of positive progress and the mastery of regular grammatical features which occurs when students use their intelligence in constructing novel utterances.

Making correction by giving feedback is used by the teacher in order to reduce errors made by the students in pronunciation. If the teacher gives feedback more, it will help them more accurate in their own use of the language. When the teacher gives feedback, he or she should have different kinds of correction techniques or strategies. For example, the teacher gives feedback by using rising intonation, giving choice for the student which is true or false, and writes the correction in the blackboard.

Harmer (2005:63) states that teacher gives feedback by echoing what the students said with a questioning intonation, and the students immediately corrected themselves. By giving feedback to their students, they actually can reduce their error and they feel more confident when they pronounce the word. On the other hand, when the teacher gives feedback to their students in an insensitive way, it can upset the students and reduce their confidence.

Based on the explanation above, the teacher should know what suitable and appropriate strategies are in the teaching learning process actually in teaching pronunciation. And it is important for the teacher understand about their students whether physically or mentally.

Teacher in SD Negeri 09 Ngringo also do the same thing to help the students learn English. The teacher also uses various feedbacks to respond the student's errors in pronouncing the words during the learning process. These causes the students learn the subject. Thus, the writer agrees to take this Elementary school as the object of observation. The writer only conducts the feedback given by the teacher to their students especially in pronunciation. The writer tries to discuss it in "A Study on Teacher's Feedback in Teaching Pronunciation to the Fourth Year Students of SD Negeri 09 Ngringo Karanganyar".

B. Problem Statement

There are some problems which will be investigated by the writer, they are:

1. What are strategies implemented by the teacher in giving feedback to the students error in teaching pronunciation at SD N 09 Ngringo?
2. How is the student's response in teacher's feedback in teaching pronunciation at SD N 09 Ngringo?

C. Limitation of the Study

Actually, there are many kinds of problems in teaching learning process and it is impossible for the writer to solve those problems to make the research easier. In this research the writer has limited the problems to make the research easier:

1. The population is limited to the fourth year students of SD N 09 Ngringo.
2. The writer focuses on the strategies of teacher's feedback in teaching pronunciation at the fourth year of SD N 09 Ngringo in 2007/2008 academic years.

D. Objective of the Study

Based on the problem statement, the objectives of the research are:

1. to describe the strategies implemented by the teacher in teaching pronunciation in SD N 09 Ngringo.
2. to describe the students response in the teacher's feedback in teaching pronunciation.

E. Benefit of the Study

1. Theoretical Benefit

The result of this research could be used by the other researcher to conduct a study of the same topic but in the different perspectives.

2. Practical Benefit

The writer hopes that the result of this research can give some contributions to the process of teaching English and for the English teacher and students.

a. For the students

They can feel more comfortable and easier in studying English especially pronunciation.

b. For the English teacher

The result of this research can add the strategies of teacher's feedback especially in teaching pronunciation.

F. Research Paper Organization

To enable the writer arranging the research and to make it easy to understand, the writer divides it into five chapters; introduction, review of related literature, research method, research finding and discussion, and the last conclusion and suggestion.

Chapter I is introduction. It deals with the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature that consists of previous research, the differences between error and mistake, the notion of pronunciation, Elements of Teaching English, Teaching Pronunciation include notion of pronunciation and principles of teaching pronunciation, the

description of English speech sounds and the definition of teacher's feedback and teacher's strategies in giving feedback.

Chapter III is research method. This chapter consists of type of research, object of the study, subject of the study, source of the data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter deals with discussion and analysis data that consist of the teacher's feedback analysis and the teacher procedure in teaching pronunciation.

Chapter V is conclusion and suggestion. This chapter consists of the research conclusion and completed by the suggestion to make the research better. References and some appendixes are also enclosed at the end of this research paper.