CHAPTER I

INTRODUCTION

A. Background of the Study

Terms such as error correction, error treatment, corrective feedback, negative evidence, and negative feedback have been used in teaching learning English in the past. In this study, corrective feedback is one of the procedures that used by the researcher. It is a type of negative evidence which can be defined as "any indication to the learners that their use of the target language is incorrect" (Lightbown and Spada 1999, as quoted in El Tatawy 2002:1), and since it does not always provide the correct form, it will force learners to make use of their own language knowledge. Usually, different teacher will have a different feedback among the learners. Corrective feedback will give information about the correctness of a learner utterance, whereas correction would suggest that students actually learn and improve their knowledge of the language with the help of the correction (Long 1977, as quoted in Ellis 1994:71).

Corrective feedback can be done in all of school levels, such as Play group, Kinder Garden, Elementary School, Junior High School, Senior High School, and University. In this study the researcher wants to analyze the corrective feedback in University, where the teacher is a native speaker of English. The native speaker usually does not focus on all the feedback; recast translation, clarification request, metaliguistic feedback, elicitation, explicit correction, and repetition. She will choose one type of corrective feedback in what

kinds of situation and condition the material is being respected by the students, or it can be said that it depends on how many mistakes create by the students.

The researcher focuses corrective feedback conducted by lectures on the speaking class at the English Department of UMS. It is assumed that, speaking needs feedback such as the one of pronunciation, grammar, and fluency.

The following is the example of clarification request corrective feedback used by the teacher of speaking IV:

S   : Thanks to the audience
T   : You can use
a. I'm grateful to….
b. Beyond my expectations
c. Thank you for the honor

Of the four skills, speaking is one of lessons which must take by students of English Department at the School of Teacher Training and Education UMS (Muhammadiyah University of Surakarta). Teaching speaking skills will assist them to communicate in English fluently. Nevertheless the activity of teaching speaking classroom is not easy for them. Speaking subject in English Department is taught in four levels that in speaking I, II, III, IV, where each level has its own basic competence.

Some speaking classes at UMS are taught by native speakers of English. One of them creates her own teaching agenda such as:

1. *Lessons:* Each week will feature a small lecture about elements important to public speaking and academic presentations. Skills learned during these lessons will then be used during class activities.

2. *Units:* This course is divided into 5 different units: informative speech, narrative speech, persuasive speech, interviewing, and simulations. Any graded assignments will always fall on the second or third week of a unit. These units are meant to be opportunities to practice different kinds of speech.

3. *Midterm Examination:* The midterm examination will be a small group presentation where each group creates a fake news broadcast. On the day of the exam, I will give each group 2 news headlines on which they must present. Groups will then have 20 minutes to prepare their news program. While brief notes will be allowed, reading from a script will *not* be allowed. Students will be graded on both the group's performance and individual speaking ability.

4. *Final Examination:* The final examination will be in the form of a final research project. This project will be a partner project. These presentations must include outlines, class handouts, visuals/posters/PowerPoint, as well as a Question and Answer (Q & A) section. There is no *Bahasa Indonesia*, because they are now 4th semester students, where students will only be allowed to speak in English during Speaking Class. If students raise their hand and ask permission to speak *Bahasa Indonesia*, teacher will allow it. Otherwise, speaking Indonesian will result in a 0 for that day's participation grade. Students should be respectful of their classmates, when they have presentation or act out dramas. If the other students talk whiles their friend was present, it makes it very difficult to hear. They are not allowed to laugh at their classmates. If the students continue to talk while other students are presenting, the teacher will ask them to leave the class. If the students confused, the

teacher always helps them to understand. If the teacher catch them doing work for another class, the teacher will take it and may or may not return it at the end of class. Plagiarism or cheating will result in a failing grade. The students must never copy and paste from the internet.

The purpose of analyzing the corrective feedback in teaching speaking is to get the correct TL (target language) on every student speaking activity. The native speaker would help a lot in the correction. The students hopefully can get a better target language automatically. Corrective feedback used by the native speaker and how many mistake done by the students are very interesting to the studied. Based on the background above the writer carries out research entitled "CORRECTIVE FEEDBACK FOUND IN SPEAKING CLASS AT THE ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA".

B. Limitation of the Study

The writer limits his research on corrective feedback used by the lectures in teaching speaking class in UMS. The writer takes speaking class at English department of UMS, because speaking lesson is material in the faculty.

C. Problem Statement

Based on the background study, the writer formulates the following problems:

1. What are the types of corrective feedback used by the lectures in speaking class at the English Department of UMS?

2. What is the frequency of each type of corrective feedback used by the lectures in speaking class at the English Department of UMS?

3. What is the dominant type of corrective feedback used by the lectures in speaking class at the English Department of UMS?

D. Objective of the Study

Based on the research problem, the writer has the following objectives:

1. To describe the types of corrective feedback used by the lectures in speaking class at the English Department of UMS.

2. To describe the frequency of corrective feedback used by the lectures in speaking class at the English Department of UMS. And

3. To know the dominant type of corrective feedback used by the lectures in speaking class at the English Department of UMS.

E. Benefit of the Study

There are two benefits of this study:

1. Theoretical Benefit

Related to this research, the writer hopes that research can be used as the reference for the other researchers who want to conduct research about corrective feedback in teaching speaking classroom.

2. Practical Benefit

a. For English lectures, the result of the study can be a reference to improve their ability and competence in teaching English.

b. For the students, teaching speaking using corrective feedback method will expect to able to motivate the students to be interested in learning English speaking.

c. For the researcher, the result of the research can be the reference for implementation of teaching speaking using corrective feedback.