

**AN ANALYSIS OF CORRECTIVE FEEDBACK IN SPEAKING
CLASSROOM AT ENGLISH DEPARTMENT OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as the international language is widely used to communicate throughout the world and it is as the second language. In Indonesia, English is the first foreign language that functions as an important means in developing science, technology, art, and culture. As the consequence in facing the global era, English also has an important role in establishing good relation with other nations.

Seeing the importance, English is taught from elementary school to senior high school as one of school subjects. At those schools, the students just learn basic English. It is different from the university students, in which they also learn the knowledge of English. Muhammadiyah University of Surakarta (UMS) is one of universities in Indonesia that has English Department and it is included in School of Teacher Training and Education Faculty. There are several course contents that are taught in English department: Applied Linguistics, Curriculum Development, Structure, Syntax, Psycholinguistics, etc. Besides that, there are also four skills that have to be mastered by the students when they learn English: listening, speaking, reading and writing. Those skills are the basic skills when we learn English.

Speaking is one of the skills that has big role in conversation, because by mastering the skill people can carry out conversation with other, give the ideas

and exchange the information. Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2005: 126). In speaking classroom, the lecturer usually uses some activities that may include discussion, role playing, game, problem solving, songs, or presentation. According to Fauziati (2005: 127), “the activities aim to stimulate discussion and information-trading transaction.”

When the learners learn the second language specially the speaking skill, the learners still have some difficulties, such as the pronunciation, grammar, limited of vocabulary, or their fluency. There will be some errors made by the learners when they do a conversation in the speaking classroom. At this time, the role of lecturer is very important. The lecturer has to give some correction to the learners about their error that they have made. “Error is typically produced by learners who do not yet fully command some institutionalized language system” (Fauziati, 2004: 78). Shortly, error is usually made by the student who has been learning the target language. According to Corder (in Fauziati, 2004: 78), “mistake are ill-formed utterances which are resulted from the failure to utilize a known system correctly. Mistakes are deviations due to performance factor such as memory limitation, fatigue, emotional strain, etc.”

The correction given by the teacher or lecturer can be various. The teacher or lecturer can correct the learners’ error directly or after the learners finish their utterance. According to Ellis and Erlam (2006) in Halizah (2008: 1), corrective feedback is a response to learner’s erroneous utterance. It is

often done by the lecturer providing corrections of error made by students. The correction given by teacher or lecturer can help the learners improve their capability especially on their speaking. They can know which part of their error that should be corrected. Hopefully, by giving corrective feedback, the learners can correct their error and they do not make error in the same part. It also can increase their capability and self-confidence in speaking English.

According to Lyster & Ranta (1997) in Tedick, (1998:1), the corrective feedback given by the lecturer or teacher can be six types: explicit correction, recast, clarification request, metalinguistic clue, and repetition. After the teacher or lecturer gives feedback to the learners, they also give some responses the teacher's feedback such as repeating the teacher's correction. The examples of corrective feedback are as follow:

Excerpt 1

Learner : He kiss her.
Lecturer : Kiss – You need present tense. [*metalinguistic*]
Learner : He kisses her.

Excerpt 2

Andy : What food does John like?
Annie : Umm John like pizza.
Lecturer : That's right. John likes pizza. [*Recast*]

From the examples above, it can be seen that corrective feedback given by lecturer is very important because it can reduce the learners' mistake when they are producing utterances. It can also motivate the learners to do the best thing when they make utterances.

In the speaking classroom, especially in the second grade students of speaking classroom, the writer has found some errors that have been made by

the students. The errors are usually on the pronoun and vocabulary. The lecturer gives some correction when the students make an error or after they finish their utterance. The examples of the error that the students make when they produce the utterances are as follows:

Excerpt 1

The teacher asked to the students about the one of restaurants in Solo.

- T1 : Do you know WS? What is the meaning of WS?
 S1 : “Warung Steak”
 T1 : Warung Steak... You can still say “Warung Steak Resto”.
 What did you get at that moment? What menu did you get in Warung Steak?
 S1 : Chicken Steak, Soft Drink, Potatoes /p tat s/
 T1 : Potatoes /p tat s/ or Potatoes /pə'teɪtə /
 Every one says... Potatoes /pə'teɪtə /
 Not Potatoes /p tat s/
 [*Explicit correction*]
 Ss : Potatoes /pə'teɪtə /

Excerpt 2

The teacher asks to the students to give the direction to cocktail bar...

- S2 : You are in the dining room. You go to the door then turn left, then turn right. It is in the breakfast room beside...
 T : At the...??
 S2 : Breakfast room
 T : How did you pronounce... “B R E A K F A S T”
 How would you pronounce that??
 S2 : Breakfast /bri:kfəs/
 T : Breakfast /bri:kfəs/ or Breakfast /'brekfəs/
 Ss : Breakfast /'brekfəs/
 [*Explicit correction*]

From the example above, it can be seen that there is an interaction between the teacher and students especially when the teacher gives a corrective feedback to the students' error. The students also give some responses to the teacher's correction by repairing their utterances that have produced.

Because of this reason; the writer is interested in observing the interaction between the teacher or lecturer's feedback and the learners' uptake in speaking classroom. The writer takes the students of English department of Muhammadiyah University of Surakarta as the subject of observation, specially the students of 2nd semester of English department. Through this study, the writer observes the corrective feedback given by lecturer in speaking classroom. Meanwhile, the data are analyzed by using descriptive qualitative method.

B. Research Problems

The problems of the study are as follows.

1. What are the types of corrective feedback given by the lecturer on the speaking classroom?
2. What is the frequency of each type of corrective feedback?
3. What is the students' perception about the corrective feedback given by lecturer in speaking classroom?

C. Limitation of the Studies

In this research, the writer needs to limit the study as follows.

1. The subjects of the study are limited to the students of Speaking 2 in 2009 academic year in English department of Muhammadiyah University of Surakarta.

2. The object of the study is limited on the corrective feedback given by the lecturer in speaking classroom at second grades of English Department of Muhammadiyah University of Surakarta.

D. Benefits of the Study

The writer hopes that this study will be beneficial theoretically and practically.

1. Theoretical Benefit
 - a. The purpose of the study is to improve the teaching learning process in general and learning the English as foreign language especially speaking skill in particular and improve the method used by English teacher in giving corrective feedback.
 - b. It gives some consideration to the teacher who teaches English especially in speaking skill.
2. Practical Benefit
 - a. This research gives a consideration to other researches who are interested in analyzing and investigating corrective feedback in teaching learning process.
 - b. The result will give information and give more experiences to the reader about corrective feedback in teaching learning process specially in speaking classroom.

E. Objective of the Study

Based on the formulation of the study mentioned above, the objectives of the study are to:

1. Describe the kinds of corrective feedback given by the lecturer in speaking classroom.
2. Show the frequency each type of corrective feedback.
3. Describe the students' perception about the corrective feedback given by lecturer in speaking classroom.

F. Research Paper Organization

The first chapter is introduction. In this chapter the writer expresses the background of the study, research problems, objectives of the study, limitation of the studies, benefits of the study, and research paper organization.

The second chapter is review of related literature. In this chapter, the writer discusses about previous studies, interaction in the speaking classroom, feedback, and corrective feedback.

The third chapter consists of research method. It discusses the type of research, subjects of the study, object of the study, data and data sources, technique of collecting data and technique of analyzing data.

The fourth chapter is the result of classroom observation, an analysis of corrective feedback in speaking classroom in English Department of Muhammadiyah University of Surakarta. It consists of description of

corrective feedback, the frequency of corrective feedback, and the students' perception.

The fifth chapter is conclusion and suggestion, which is followed by bibliography and appendix at the end of the research paper.