

CHAPTER I

INTRODUCTION

This chapter presents the background of the study and explains what phenomena which inspire the researcher to conduct the research. After that, the researcher explains the limitation of the study. The next part is to identify the problem that the researcher wants to discuss throughout this research and to classify the objectives and the significances of the study. The last is research paper organization that tells about materials of each chapter which are included in the study.

A. Background of the Study

English is an international language which is often used by almost all countries in the world including Indonesia. It is a foreign language which is very important to be mastered. English is one of subject matters which is learned by the students as foreign language. Bloomfield (1994: 21) stated that language is primarily spoken. Language is identical with the skill in communicating with others using spoken form. It is one of the skills which has big role in conversation, because by mastering the speaking skill people can carry out conversation with others, give the ideas and exchange the information. Thus, speaking is one of language skills which is important to be mastered to communicate with other people. According to Fauziati (2005: 126), “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”. That is the reason why the speaking skill must be mastered by foreign language learner to be learned. According to Bailey and Savage (1994) in Fauziati (2010:15), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. So, speaking cannot be seen as an easy task to be learned, but it is a formidable one.

The students usually have some difficulties to build an idea and to speak, such as the grammar, pronunciation, fluency or the limitation of their vocabulary. So, the students still make some errors when they speak in English. According to

Fauziati (2005: 78), “error is typically produced by learners who do not yet fully command some institutionalized language system”. Shortly, error is usually made by the students who has been learning the target language. At this time, the role of teacher is very important. According to Harmer (2007: 347-348), teachers need to play a number of different roles during the speaking activities as the prompter, participant or the feedback provider. Corrective feedback can be an effective way to minimize the students’ errors. Velic (2009: 22) claimed that corrective feedback by the teachers are very important, because it can minimize the students’ errors that they have made. So, it is important for the teachers to give a corrective feedback to the students, because it can minimize the students’ errors.

Chaudron (1998) in Fauziati (2009:114) stated that corrective feedback is only to emphasize the teacher's habit to remind students' errors and the teacher tries to notify about the students' errors. According to Sheen (2007) in Rassaei (2014: 417), one of important aspects of L2 classroom interaction is corrective feedback which is provided in response to the learners’ erroneous utterances. So, the teachers’ corrective feedback is an important technique to correct the students’ works in teaching and learning process. In this study, corrective feedback is one of the teaching techniques which is investigated by the researcher.

Muhammadiyah University of Surakarta (UMS) is one of the Indonesian universities in which there is Department of English Education. Speaking subject is taught in the first semester until the fourth semester. When the learners learn the second language especially the speaking skill, the learners still have some difficulties, such as the grammar, pronunciation, fluency or the limitation of their vocabulary. The learners make some errors when they do a conversation in the speaking classroom. In the process of speaking, the students need to get feedback from lecturer. The role of the lecturer is very important in which the lecturer should provide corrections to the learners about the errors they have made. The types of corrective feedback which are used by one lecturer and the others are

exactly different. So, the researcher wanted to conduct a research to know more about the implementation of corrective feedback which is used by the lecturers in speaking class at English Department of UMS.

Based on the phenomenon above, the researcher wanted to conduct a research which aimed to analyze the corrective feedback used by the lecturers in speaking classroom. The researcher took the second semester in speaking classroom of English Department of UMS as the subject of the observation. In this research, the researcher wanted to observe the corrective feedbacks which were provided by the lecturers in the speaking class. Meanwhile, the data were analyzed by using qualitative descriptive method. Based on the background of the study above, the researcher conducted a study entitled “**LECTURER CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**”

B. Limitation of the Study

In this study, it was necessary to limit the scope of study only on the corrective feedback which was used by the lecturers in speaking class of second semester at English Department of UMS. The object of the study focused on the implementation of corrective feedback which was used by the lecturers in speaking class of second semester at English Department of UMS. In this study, the researcher wanted to describe about the type of corrective feedback, the dominant type of corrective feedback, and the purpose of corrective feedback used by the lecturers.

The subjects of this research were limited for the lecturers and the students in speaking class of second semester at English Department of UMS. The researcher chose five lecturers who taught speaking in five different speaking classes of second semester in which each class had about 15-20 students in 2017/2018 academic year.

C. Problem Statement

Based on the background of the study, the researcher formulated the problem statement as follow: “How is the implementation of corrective feedback used by the lecturers in speaking class at English Department of UMS?”

Based on the problem statement above, the researcher formulated the research questions to find out the result of the study as follows:

1. What are the types of corrective feedback used by the lecturers in speaking class at English Department of UMS?
2. What is the dominant type of corrective feedback used by the lecturers in speaking class at English Department of UMS?
3. What are the purposes of corrective feedback used by the lecturers in speaking class at English Department of UMS?

D. Objective of the Study

Based on the problem statement above, the study aimed to describe the implementation of corrective feedback used by the lecturers in speaking class at English Department of UMS. This objective of the study is specified into several subsidiary objectives. They are to describe:

1. the types of corrective feedback used by the lecturers in speaking class at English Department of UMS,
2. the dominant type of corrective feedback used by the lecturers in speaking class at English Department of UMS, and
3. the purposes of corrective feedback used by the lecturers in speaking class at English Department of UMS.

E. Significance of the Study

This study is expected to give some theoretical and practical study benefits.

1. Theoretical Benefit

The researcher hopes that the research can be used as the reference for the other researchers who had a research that related to corrective feedback in speaking class for the next research.

2. Practical Benefit

- a. This research could be used to improve the quality in English teaching learning, especially in teaching speaking.
- b. This research could develop the corrective feedback technique which was used by the lecturers to create an effective learning for the students.
- c. The result of this research could help to increase students' speaking ability.

F. Research Paper Organization

The researcher organizes this research paper in order to make it easier to be understood. This research paper is divided into five chapters. The following shows the content of this research paper.

Chapter I is Introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is Review of Related Literature which consists of previous study and underlying theory which deals with the notion of speaking, the notion of corrective feedback, the type of corrective feedback and the purpose of corrective feedback.

Chapter III is Research Method. It consists of type of the research, setting of the study, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data, and credibility of the data.

Chapter IV is Research Finding and Discussion which consists of the types of corrective feedback, the dominant type of corrective feedback and the purpose of corrective feedback.

Chapter V consists of conclusion, pedagogical implication, and suggestions.