

## CHAPTER I INTRODUCTION

### A. Background of the Study

Language is an important component to human life in the world. Every country has their own language but it is not impossible to learn another language. One of languages which is learned by most people in the world is English. For most people English is easy, but English is claimed to be difficult to be learned by some people. Most people who learn English find the difficulty on vocabulary or pronunciation, because English is an unfamiliar language in their country. It means that people cannot speak English fluently. Lazarton (2002:103) in Fauziati (2015:102) stated that this is the reason why speaking in a foreign language is not an easy task for language learner. They are not prepared for spontaneous communication and cannot cope with all of its simultaneous demands. Speaking skill will be easy to be learned if they often use it in their daily life. More practice will make it easier to get good speaking ability. According to Ladouse (1991) speaking is described as the activity or the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

English Department is one of the departments in the Faculty of Teacher Training and Education of Muhammadiyah University of Surakarta. In English Department, students learn about all aspects which are used in teaching English. There are some English language skills namely, speaking, listening, writing, and reading. In the first semester, the students learn about basic materials. In the next semester, the students learn more complex and detailed materials. These english language skills are learned in the first semester to fourth semester, but writing skill is still learned in fifth semester. The researcher chooses one of those skills which is speaking skill to be researched in this research. In speaking class, the students have much practices. Each semester there is different aspect which must be learned and practiced by the students. The students learn and practice how to speak decent English. Speaking subject in English Department will help the students to understand easier and can develop their ability in speaking foreign language.

The students who learn foreign language, especially in English department claim that speaking subject is one of the most important subjects. In Fauziati (2015:101), (Hymes, 1972) explained that the practice of Communicative Language Teaching has

become the central exercise in foreign language classrooms. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in that language; as Balley and Savage (1994; vii) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. In English department at Muhammadiyah University of Surakarta, speaking is learned by the students in the first semester to fourth semester. The aspect is different from one semester and another. There are many corrective feedbacks which are given by the lectures when the students do speaking in the class. Each grade of students gets different corrective feedback. The lectures give correction for the students mistakes directly.

Corrective feedback is an information or critic which is given by the teachers or lectures who teach their students. Corrective feedback is done in all levels of speaking subject starting from play group to university. Corrective feedback will give information about the accuracy of learner’s utterance, whereas the correction would suggest that the 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 is an information or critic from teacher to the learners, corrective feedback can improve the learner’s speaking ability. According to Ellis (1994: 702) corrective feedback is an information given to the learners which they can use to revise their inter language.

In the class, the teachers give assignment for the students to practice. Before students practice, the teachers usually give explanation about what the students will do for practicing and it is a teacher’s role to help the students to understand the material. The materials are not always easy, sometimes the students find it difficult to understand materials and make them doing mistakes. Even if the students have already understood the materials, error can still happen in their practice. The errors often happen, because they do not totally understand the materials or because they do not have many vocabularies to remember so that makes difficult to speak appropriately. Thus, that error makes teacher’s corrective feedback is needed. Hopefully, corrective feedback can develop the speaking ability of the students.

The researcher chooses speaking class in English Department because there will be many practices for the students so that the lecture will give many corrective feedbacks too. Based on the background above the researcher carries out the research entitled **“TEACHERS’ ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT**

**ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA”.**

**B. Scope of the Study**

To clarify the problem, the writer limits those problems in corrective feedback which is given by the lectures in English department.

**C. Problem Statement**

In this case, the researcher formulated the problem statements as follows:

1. What are the types of corrective feedback used by the teachers?
2. What is the frequency each type and the dominant type used by the teachers?

**D. Objective of the Study**

Based on the problem statements above, the study aims to describe:

1. The types of corrective feedback which are used by the teachers to give feedback for their students.
2. The frequency of each type and the dominant type of corrective feedback which is used by the teachers.

**E. Significance of the Study**

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

1. Theoretical Benefit

This research can be used by the other researcher as a reference. Moreover, it also can be used as information about corrective feedback in speaking skill.

2. Practical Benefit

a. For the researcher, it can improve the knowledge about corrective feedback. The researcher have an alternative source when they intend to do another research about the same subject or skill. And the researcher can develop their ideas based on this research.

b. For teacher, it can be an alternative to give correction for their students and also provides teachers with a new understanding about corrective feedback in speaking skill. They will have an alternative technique to improve their students' speaking skill.

**F. Research Paper Organization**

The paper consists of five chapters. Each chapter will be discussed as follows:

Chapter I tells about introduction which consists of background of the study, scope of the study, problem statement, objective of the study, significant of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, underlying theory, theory of corrective feedback, notion of corrective feedback, types of corrective feedback, and function of corrective feedback.

Chapter III extends of research method. It discusses the type of the research, object of the research, research participant, data and data source, method of collecting data, technique of data analysis, and credibility of data.

Chapter IV is research findings and discussion. It includes description of data and discussion.

Chapter V is conclusion and suggestion. It offers conclusion of the result of research and suggestions for the other researchers.