

CHAPTER I

INTRODUCTION

A. Background of the study

English is the most common language in the world. It means that people in many countries use English as language to communicate in their daily life. In this globalization era, English is not only used when people talk with people from the others countries, but it is also used by many Indonesian people to teach their children as daily language communication. Unfortunately, many people do not like English language because it is not easy to learn. Many Indonesian people used English as a colloquial language to communicate.

There are many kinds of subject in teaching and learning English. One of the basic skills is speaking. Speaking is the most important thing that human needs to stay connected to other people in the world. Speaking is interactive process which consists of producing systemic verbal utterance to convey meaning.

When the learners learn the second language especially speaking skill, the learners still have some difficulties, such as pronunciation, grammar, and limited of vocabulary. There will be some errors made by the learners when they do a conversation in the speaking classroom. At this time, the role of the lecturer is very important. The lecturer has to give some corrections to the learners about the students' error which have been made by the students. "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), "mistakes 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."

Sometimes, in the learning process, the students make some mistakes. The teachers should correct the students' mistakes. In correcting the students' mistakes, the teacher may use corrective feedback. Based on Chaudron in Fauziati's (2009:114) corrective feedback refers to any teacher behaviors following the mistake that minimally attempts to inform the learners of that fact of mistakes.

Corrective feedback constitutes an ideal "dimension" of "practice" in that all lectures will need to make decisions about whether, how, and when to correct their students' errors and also because the decisions which they make depend on their overall theory of teaching and learning. Thus, reflecting on Corrective Feedback serves as a basis both for evaluating and perhaps changing existing Corrective Feedback practices and, more broadly, for developing the teachers' understanding of teaching and of themselves.

The researcher chooses speaking class at English Department of Muhammadiyah University of Surakarta in 2018, because the researcher is interested into the subject and there are many practices. The researcher thinks that when the students practice in front of class the students often make many mistakes that should be corrected by the lecturers. Corrective feedback from the lecturers is important to increase students' speaking skill.

Based on the background above, the researcher proposes to conduct a research entitled LECTURERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018." The reason why the researcher chooses this title, because corrective feedback in speaking class at English Department of Muhammadiyah University of Surakarta in 2018 is interesting and the role of lecturers' corrective feedback is important to increase the students' speaking skill. So, the students know their mistakes and not repeat after getting corrective feedback for the lecturers.

B. Limitation of the Study

From the identification above, the limitation of study is focused on the lecturers' oral corrective feedback in speaking class at English Department of Muhammadiyah University of Surakarta in 2018.

C. Research Questions

Based on the background of the study, the researcher formulates the following problems:

1. What are the types of oral corrective feedback used by the lecturers' in speaking class at English Department of Muhammadiyah University of Surakarta in 2018?
2. What is the frequency and dominant type of corrective feedback used by the lecturers' in speaking class at English Department of Muhammadiyah University of Surakarta in 2018?

D. Objective of the study

Based on the research problems, the researcher has the following objectives:

1. to describe the types of oral corrective feedback used by the lecturers' in speaking class at English Department of Muhammadiyah University of Surakarta in 2018, and
2. to describe the frequency and dominant type of corrective feedback used by the lecturers' corrective feedback in speaking class at English Department of Muhammadiyah University of Surakarta in 2018.

E. Research Paper Organization

This research paper consists of five chapters.

The first chapter is introduction. In this chapter the researcher expresses the background of the study, limitation of the study, problem statement, objectives of the study, research paper organization, and benefits of the study.

The second chapter is review of related literature. In this chapter, the researcher discusses about previous studies, underlying theories about speaking and corrective feedback.

The third chapter consists of research method. It discusses the types of method, research object, research participants, data and data sources, methods for collecting data and techniques for analyzing data.

The fourth chapter is the result of speaking class observation, an analysis of corrective feedback in speaking class at English Department of Muhammadiyah University of Surakarta 2018. It consists of description of corrective feedback, the frequency of corrective feedback, and the students' perception.

The fifth chapter covers conclusion, pedagogical implication, and suggestion, which are followed by at the end of the research paper.

F. Benefits of the Study

From this study the researcher hopes that this study will give some theoretical benefits and practical study benefits.

1. Theoretical Benefit

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

2. Practical Benefits

- a. For English lectures, the result of the study can be used as a reference for their teaching method to improve the students' abilities in learning process, comprehensive and competence in English class.
- b. For the students, teaching speaking using corrective feedback method is expected to be able to motivate the students to be better in learning English speaking.
- c. For the other researchers, the result of the research can be used as reference for the implementation of teaching speaking using corrective feedback.