A STUDY ON TEACHERS' FEEDBACK TOWARDS THE STUDENTS' PRONUNCIATION AT SDN 3 PABELAN KARTASURA 2008/ 2009

RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, students are required to study English at elementary school even kindergarten in order to make them acquire the basic English skills. There is a belief that children learn languages faster than adolescents and adult do (Harmer: 2001, p 37).

Teaching and learning process in English class especially for elementary students requires some special attention. Considering that English is just a foreign language and the students themselves are still young learners, teacher should be more conscious on the student development and in the interaction between teacher and students during language learning.

As young learners who are still on the psychological and cognitive development, they are so conscious about everything. However, at their age they also have unstable emotion. That is why the teacher plays an important role in order to create an effective language class.

Pronunciation mastery in language learning is a basic need to reach a good achievement of the target language. Pronunciation is one of the language components. Besides, pronunciation is stressed more on the way sounds are perceived by the learner. Based on the definition, pronouncing

English word correctly is very important for those who want to be able to speak English accurately and correctly.

Based on the children characteristics, the teacher should try to introduce English language especially teaching pronunciation as an interesting subject for them. The teacher should create an interesting and joyful atmosphere in the learning activities. For children, they can better understand about thing when they experience it themselves.

Pronunciation is one of the three components of language, together with grammar and vocabulary. It plays an important part in listening and speaking skill, so developing students' pronunciation is one of the most important tasks for English teachers.

Actually, every foreign language teacher will find out the errors made by students both oral and written form and the students can be said to make errors when the production of their oral or written expression differs from the native speaker or target language's norms.

Mistakes in pronunciation are sometimes natural and tend to occur frequently. Therefore, the teachers must try their best to avoid the mistakes made by the students without discouraging them. The teachers also need to provide the effective correction to relate to their pronunciation in order to enable the students to construct the sentences with appropriate language form. As stated by Selingker (1992: 119), the self correction of errors is indeed necessary and the teacher can serve an important function here. The students need a teacher to make them aware of their mistakes. It means

that the teacher's duty is to evaluate or asses the student's work including giving correction or organizing feedback (Harmer, 1991: 237).

Even though feedback is vital for the learning process, teacher should be careful and wise in delivering feedback since feedback has positive and negative effects. McArthur (1983: 106) states that the students can be motivated to learn a language if they are given "appropriate feedback". On the other hand, the students can be very discouraged if they are given "inappropriate feedback". Hence, teachers have to know well what kind of mistakes or errors that should be given feedback, when and how they should give the feedback.

Based on the information from the English teacher in SDN 3 PABELAN, the students still have many mistakes during the process of learning language because the subject is new for them. The students are very enthusiastic when they are given feedback from their teacher, because commonly, the students are early ages, have big curiosity to know the correct answer.

Realizing the importance and the peril of feedback for the student especially elementary students as young learners, the writer is interested in analyzing feedback used by the teacher at SDN 3 PABELAN KARTASURA by observing his English classes.

B. Statement of the Problem

This study tries to describe feedback provided by the English teacher at SDN 3 Pabelan Kartasura by answering these questions:

1. How does the teacher treat the students' pronunciation?

2. What kinds of feedback does the teacher give?

3. How do the students react to the teachers' pronunciation treatment?

C. Objectives of the Study

This study is aimed at describing:

1. the teachers' effort in correcting language mistake made by the students

2. kinds of feedback the teacher given both in English and Indonesian

3. the students reaction to the teacher's feedback

D. Limitation of the Study

The analysis of this study was limited to the discussion of the feedback toward the students' pronunciation used by the teacher at SDN 3 Pabelan, Kartasura.

E. Significance of the Study

The results of this study were expected to evoke the teachers' awareness about the importance of teachers' feedback in correcting the student's pronunciation in order to improve their Basic English skill.

F. Research Paper Organization

The outline of the paper is arranged systematically. This research paper organization can be arranged as follows:

Chapter I is introduction which presents background of the study, problem statement, problem limitation, and objective of the study and benefit of the study.

Chapter II discusses review of related literature which contains previous study, the underlying theory that covers definition of pronunciation, feedback, and the kinds of feedback.

Chapter III is discusses the research method that covers type of research, object of the study, data and data sources, method of data collection, and technique for analyzing data.

Chapter IV is discusses the research finding and the result of the research finding.

Chapter V is discusses conclusion and suggestion.