

CHAPTER 1

INTRODUCTION

A. Background of the Study

English, which has a significant role as the international language, becomes more and more important in the context of globalization. According to the curriculum in this country, Indonesian students learn English as a foreign language and the objective of the English teaching and learning process is to enable students to use English to communicate in both oral and written forms. Also according to *BSNP 2005 (Badan Standar Nasional Pendidikan)* the English subject for junior high school (SMP/MTS) aims at developing both spoken and written communicative competence through the four developed English skills namely speaking, listening, reading, and writing.

Thus, the speaking skill is one of the language skills taught to students. At junior high schools the teaching and learning process is targeted to enable students to gain the functional literacy that is the ability of communication both in simple oral and written English to deal with the daily life content, such as understanding manuals, asking/giving information, apologizing, etc. (*Depdiknas: 2006*). In reality, junior high school students only learn English for four until five hours per week. On that time they get the materials which do not include the four English skills. Sometimes they just improve reading and writing ability, with little improvement in speaking.

The limited opportunity of the students to practice their speaking ability in the classroom makes them lack in speaking. In this case, English teachers have an important role to guide students as the first source for students to learn English. After giving the

materials, examples and asking students to speak, teachers need to provide appropriate feedback and correction to students. Brown (2001) states that in most EFL (English as a Foreign Language) situations, students are totally dependent on the teacher for useful linguistics feedback. In ESL (English as a Second Language) situations, they may get such feedback “out there” beyond the classroom, but even then teachers are in position to be of great benefit.

There are many kinds of feedback in speaking lesson. Teachers’ feedback falls into written and oral type and it can be delivered with or without delay. Notably, oral feedback in general or immediate oral feedback in particular is the most common occurrence in classroom and often employed in speaking lessons. Hence, studying on immediate oral feedback, from the researcher’s viewpoint, is very practical. In addition, according to Hattie and Kimberley (2007), immediate oral feedback provision in tune with its effectiveness in teaching- learning act has still been a big challenge when teachers’ feedback management needs constant improvement.

Although teachers’ feedback has been the subject of many studies, most of them tackled the matter of corrective feedback and written feedback and mostly in writing lessons. Therefore, this study will analyze students’ perception towards teacher immediate oral feedback. It is great importance to investigate the matter intensively in the context of teaching and learning speaking skill. Hopefully, the research would make contribution to completing the insightful understanding about teachers’ oral feedback, enhancing teaching and learning English, accordingly.

B. Identification of the Problem

Feedback is an essential part in the speaking process. Hyland (2002: 201) states that feedback is central in learning a second language and its role cannot be underestimated.

Feedback offers additional framework to improve speaking skill, good pronunciation, fluently, accuracy and delivering clear ideas as the message. However, there are many problems that appear concerning teacher feedback. Thornbury (2005: 92) states that it is often a delicate as to how to provide learners with feedback on their errors when their attention is primarily focused on the content of what they are saying, rather than on the way they are saying it. Interrupting learners 'in full flight' to give them corrections seems to run counter to the need to let them experience autonomy. If the teacher is constantly intervening to assist errors, they can hardly be said to be self-regulating and it may have the counterproductive effect of inhibiting fluency by forcing students' attention on to accuracy. Nevertheless, many teachers feel uncomfortable about 'letting errors go', even in fluency activities, and there is support for the view that maintaining a focus on form is good for students in the long run. By seeing that problem it can be inferred that each student will have different perception towards teacher feedback.

Students' perception is an important element in the learning process. In Oxford Advance Learner Dictionary (Hornby, 1995: 859), perception is defined as a way of seeing, understanding and interpreting something. Further, Hinsie and Cambell (1960: 104) state that perception is a process related to acceptance of message and information by human brain. In line with this, Winkel (1983: 30) says that perception is the key to the formation of one's interest, and good interest will lead to good behavior. It means that the students who have positive perception of the teaching-learning process will have good interest in joining and being concerned with the teaching and learning of English. In this case, a positive perception will make teacher oral feedback effective in improving students' speaking but if the perception is negative; the process of acceptance of message from teacher oral feedback will be disturbed.

There are some factors that influence students' perception towards feedback. The first factor comes from the students themselves. Bootzin and Zajonc (1987: 120) state that perception is affected by expectation, previous experience, and motivation that create a perception. In line with this, Warga (1983: 207) states that perceptions are based on past experience. In this case, the past experience will be the teacher oral feedback, in which the stimulus will be brought to sensory receptor. The receptor will bring the stimulus to the brain to be processed in shaping perception.

The second factor is the way of giving feedback. Wingfield, as quoted by Byrne (1988), has pointed out that the teacher should choose the way of giving error feedback that is the most appropriate and most effective for individual students. Further, Harmer (2001: 100) proposes that feedback can be positive or negative and students are likely to receive it in terms of praise, such as "That's great", criticism and comments. In line with this, William and Burden (1997) in Harmer (2001) emphasize the need to combine praise and criticism with reason for every approval or disapproval. In addition, Lewis (2002) finds different students' responses after receiving teacher feedback. Further, he says that these reactions of the students depend partly on the attention the teacher gives to follow up the feedback. By seeing those facts, it can be inferred that the ways of teachers in giving feedback will have a big effect on students' perception.

The third factor is the source of feedback. Lewis (2002: 15-23) writes that there are three sources of feedback, namely, teacher feedback, peer feedback and self-directed feedback. The atmosphere of peer feedback is more relaxing since the students and their peers are equal. Hence, if student does not agree with the correction of their peer, they could reject it without feeling afraid. In contrast, the teacher sometimes gives authoritative corrections which make students unable to defend their opinion. It means the source of feedback will also create the students' perception toward it.

C. Limitation of the Problem

Based on the identification of the problem that is the students' lack in speaking ability and their perception towards the teacher's feedback, the researcher limits the problem of the study based on an analysis of students' perception towards teacher immediate oral feedback in speaking among the eighth grade students of SMP N 1 Kalasan in the academic year of 2011/2012. The researcher analysed the types of immediate oral feedback employed by teacher in speaking lessons for the eighth grade students. Next, the researcher analysed about the contents of immediate oral feedback delivered by teacher in speaking lessons for the eighth grade students and the last is about the students' perception towards teacher immediate oral feedback in speaking.

D. Formulation of the Problem

By virtue of the limitation of the problem, the researcher formulates the problems as follow:

1. What are the types of immediate oral feedback employed by teachers in speaking lessons for the eighth grade students of SMPN 1 Kalasan in the academic year of 2011/2012?
2. What are the contents of immediate oral feedback delivered by teachers in speaking lessons for the eighth grade students of SMPN 1 Kalasan in the academic year of 2011/2012?
3. What are the eighth grade students' perceptions of teacher immediate oral feedback in speaking lessons of SMPN 1 Kalasan in the academic year of 2011/2012?

E. Objectives of the Problem

Corresponding to the formulation of the problem, the objectives of this research are:

1. To describe the types of immediate oral feedback employed by teachers in speaking lessons for theeighth grade students of SMPN 1 Kalasan in the academic year of 2011/2012 .
2. To describe the contents of immediate oral feedback delivered by teachers in speaking lessons for the eighth grade students of SMPN 1 Kalasan in the academic year of 2011/2012 .
3. To describethe eighth grade students' perceptions of teacher immediate oral feedback in speaking lessons of SMPN 1 Kalasan in the academic year of 2011/20112.

F. Significance of the Research

This research is expectantly hoped to give a valuable contribution to the following parties:

1. English teachers

This research will provide English teachers with a clear description of feedback on speaking, espeacially how students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, they will improve their techniques in giving feedback. As a result, their feedback can effectively improve the students speaking ability.

2. Students

The students who learn speaking English will improve their speaking ability by having clearer perception about the teacher oral feedback. It is also expected that the students will have other meaningful perception towards teacher oral feedback.

3. Other researchers

The researcher hopes that this study can inspire them to conduct further researches about teacher immediate oral feedback or other topics related to feedback to enrich the existing study.