

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is a foreign language in Indonesia. It has become an important subject in the school that must be learnt by students. In learning English, there are four skills such as reading, writing, speaking and listening which must be mastered by students. English is the most commonly spoken language by foreign speakers around the world. The main purpose of learning English is to enable the learners to communicate and interact to foreigners and other people. When people with different languages come together, they generally use it to communicate with each other. Hence, speaking is important skill that should be mastered.

Speaking is the result of learning a language especially in learning English. It functions to express opinions, to say, to converse. Through speaking activities, students can do interaction by using a foreign language. When students speak up, they will face the difficulties such as mistakes and errors.

In learning a foreign language especially English, making error is necessary of the learning process. When students make errors, it is a natural part of mastering a new language. Students need to be given guidance by the teacher. They can accept correction when it is given in a constructive and supportive way. Therefore teachers should have to give a feedback for students.

Corrective feedback is needed to prevent students' errors. It is important tool for teachers to correct students' errors. Corrective feedback for learner is given by teacher is necessary. In as much it will give positive effect for students are learnt. They would know the area that errors or mistakes that made, so they can improve by fixing and repairing the mistakes and errors.

In this study, writer concerned to eight types of corrective feedback adopted from Lyster; Rezaei; Lyster, Saito, and Sato; and Ellis, Loewen, and Elder; such as recast, explicit feedback, clarification request, metalinguistic feedback, elicitation, prompt, repetitions, and translations.

Writer took research in SMAN 19 Kabupaten Tangerang because any reasons. That school has two subjects of English.

They are English Subject and Local Content of English Conversation Subject. In English Conversation Subject, the teacher emphasise students to speak in English more. It is like English-speaking class. Practically, however learning speaking English is not easy for many students. In reality, they often found some difficulties in speaking English. The students of XII IPS 4 in SMAN 19 Kabupaten Tangerang academic year 2017/2018 have some problems as the other foreign language learners. They found some difficulties in learning speaking English and did some errors in it. The errors could make in various kinds such as pronunciation, syntax, lexical, grammar, tenses their use when spoke, and word choice errors, but the writer focused on pronunciation, lexical, and grammatical errors only.

Referring to the problem above, the writer would like to carry out a research in order to describe of the implementation of giving corrective feedback for third year students by teacher and to know the type of corrective feedback is well used by teacher in teaching speaking in English Conversation class for third year students in SMAN 19 Kabupaten Tangerang.

Based on the explanation above, writer discussed about  
**“Corrective Feedback in Teaching Speaking: A Case Study in  
SMAN 19 Kabupaten Tangerang”**

## **B. Identification of Problem**

Based on the background of the study that explained above, the writer identified some problems of third year student of XII IPS 4 in SMAN 19 Kabupaten Tangerang as follows:

1. Students got wrong pronunciation when they did speaking.
2. Students were lack of understanding of using tenses and grammar.
3. Students had words choice errors.
4. Students got difficulty to organize their idea orally.
5. Students had limited of vocabulary.

## **C. Focus of the Study**

The writer focused the problem on “The Implementation of giving corrective feedback for third year students by teacher in teaching speaking in English Conversation class in SMAN 19

Kabupaten Tangerang”. Writer intended to identify in teaching speaking activity in English Conversation class. The object of this study is the teacher and students of XII IPS 4 who got an interaction in English Conversation class in SMAN 19 Kabupaten Tangerang.

#### **D. Research Questions**

To identify a research question is one of step for formulating a study. Writer intended to formulate the problem based on the background of study, as follows:

1. How is the implementation of giving corrective feedback for third year students by teacher in teaching speaking in English Conversation class in SMAN 19 Kabupaten Tangerang?
2. What type of corrective feedback is well used by teacher in teaching speaking in English Conversation class for third year students in SMAN 19 Kabupaten Tangerang?

## **E. The Aims of the Study**

Based on the research questions above, this research attempts:

1. To describe the implementation of giving corrective feedback for third year students by teacher in teaching speaking in English Conversation class in SMAN 19 Kabupaten Tangerang.
2. To know the type of corrective feedback is well used by teacher in teaching speaking in English Conversation class for third year students in SMAN 19 Kabupaten Tangerang.

## **F. Significant of the Study**

There are some reasons why writer chose this topic. The significant of this research could be seen in three classification, as follows:

1. Theoretically, writer hopes this study will give the useful information and become a valuable contribution for the teachers and educators.

2. Practically, corrective feedback is needed to know by teachers. It absolute importantly to recognize and paid attention thus in practice it will motivate students in learning.
3. Personally, this study has benefit and significant, not only academically, but writer is the candidate of teacher and educator in the future who must to know and understand about corrective feedback well when teach in the real situation.

## **G. Organization of Writing**

The writer divides it into five chapters and several sections with the systematic of writing in detail as follows:

Chapter I is the introduction which consists of the explanation of the background of the study, identification of the problems, focus of the study, research questions, the aims of the study, significant of the study, and the organization of writing.

Chapter II describes theoretical framework or the research theorist. The part contains of literature review which proposed by

some experts to support the research and basic for investigating the problems.

Chapter III is a research methodology. This chapter deals with kind of research method, research site, research instruments, technique of data collection and technique of data analysis.

Chapter IV is a research finding and discussion. This chapter discusses the data that are found, which consists of the data of observation and interview.

Chapter V is which contains conclusion and suggestion which carry out the explanation about the conclusion and the suggestion from the writer.