**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

In Indonesia, English is the first foreign language that function as an important means in developing science, technology, art, and culture. Seeing this importance, English is taught from elementary school to senior high school as one of school subjects. When the learners learn the foreign language, the learners must face some difficulties, so there will be some errors made by the learner when they learn it.

In learning a foreign language, making error is an indispensible part of learning process. Error is typically produced by learner who do not yet fully command some institutionalized language system. But Zhu views errors as evidence of the learner’s positive contribution to foreign language learning rather than as a sign of learner’s inability to master the new language as many teachers view it[[1]](#footnote-1). It is a common thing that errors occur regularly, especially among younger learners.

From researchers’ experience and observation, many students made mistake and error when they learn foreign language in the classroom or outside classroom. Thus, students need feedback to help them noticing their mistake and error. Most common name for this feedback is corrective feedback.

According to Ellis corrective feedback is a response to learner’s erroneous utterance[[2]](#footnote-2). Corective feedback will give information about the correctness of a learner utterance, whereas it can help the learners to improve their kowledge of the language.

Corrective feedback can be written and oral. But in general oral corrective feedback is the most common occurence in classroom. Oral corrective feedback plays a significant role that cannot be ignored in second and foreign language learning. In the school, teacher as an educator in classroom takes crucial role to help students by giving suitable and appropiate feedback. Mollestam and Hu in their study stated that corrective feedback helps students to improve their learning but if corrective feedback is inappropiate, it may cause low motivation and some students could lose motivation[[3]](#footnote-3). However, to most language teachers, giving feedback to students is one of the most difficult job for them to fulfill, especially there are a lot things one has to keep in mind while correcting. As a result teachers decide by themselves the way of feedback is provided.

Instead of relying on the teacher preferred, teachers should understand the needs of all students. Because in the world of teaching and learning, students perception are very crucial. Based on the result of school observation in MAN 2 Kota Serang, English teachers use the oral corrective feedback. but not all students have the same perception toward it. By having informal talk with students, there are some students like to be corrected every work by their teachers and there are some students find continuous corrective is very annoying, distracting and discouraging. But in general they need oral corrective feedback in English language teaching. For those reason, the writer doing this research to know how oral corrective feedback implemented by the teacher in English language teaching and students’ perception of oral corrective feedback in English language teaching. Perception plays an important part in learning process since it influences someone’s behavior or attitudes and motivation to learn. Mismatched objectives may lead students to perceive the teaching as deficient, and teachers to perceive their students as unmotivated or uninterested. Indeed, it is essential for teacher to pay attention to students’ perception[[4]](#footnote-4).

Related to the explanation above, the researcher is interested in analyze about “***Students’ Perception of Oral Corrective Feddback in English Language Teaching***”.

1. **Focus of the Study**

Limitation of problem is necessary. It used to make the general problem become specific problem. In this paper the writer focuses her research on oral corrective feedback based on studets’ perception.

1. **Statement of the Problems**

Based on the bacground study, the writer states the problem as follow:

1. How is the implementation of oral corrective feedback in English language teaching?
2. What are the students’ perception toward oral corrective feedback in English language teaching?
3. **The Aims of the Study**

Based on the statements of the research above, the writer makes the objectives of the research as follow:

1. To know the implementation of oral corrective feedback in English language teaching.
2. To describe the students’ perception of oral corrective feedback in English language teaching.
3. **The Significant of the Study**

The result of this research is expected to be useful :

1. For the Writer

This research will be use as a partial fulfillment of the requirement for the “Sarjana Degree” and increase information about oral corrective feedback.

1. For the Teacher

This research will provide English teacher with a clear description of feedback on English language teaching, especially how the students perceive and interpret the feedback given. Hopefully, after knowing the result of this research, the teacher will be improving their techniques in giving feedback. As a result, their feedback can more effectively improve the students’ skill in English Language.

1. For the Students

The students who learn English will improve their knowledge by having clearer perception about oral corrective feedback. It is also expected that students will have other meaningful perception toward teachers’ oral corrective feedback.

1. For the Other Researchers

The researcher hopes this research will help and give beneficial in giving information, and will be useful for those who want to conduct a further research on oral corrective feedback in the future.

1. **The previous Study of The Research**

The writer has found two relevant studies which related to this research. The first study is thesis written by Walid Amri with the title “Teachers’ Oral Corrective Feedback Strategy in English Language Classroom”. His research focus on the recast strategy used by teachers in classroom. Recast is one of oral corrective feedback types. the results of this research are recast strategy that the teachers use is concerned about its general points such as timing, frequency, audience and mode. For implementation itself, teacher showed positive effort in implementing the oral corrective feedback feedback strategy, especially recast in English classroom. Their were fairly perfect[[5]](#footnote-5).

The second study is conducted by Wahyu Dewi Pratiwi with the title “Students’ Perception towards Teachers’ Written Feedback among 11th Grade Students at SMA N 1 Wedi Klaten”. The result of this research show that students’ perception are 1) the students prefer written feedback than oral feedback, 2) teachers’ written feedback was objective, 3) teachers’ written feedback was clear, 4) teachers’ written feedback assisted the students, 5) teachers’ written feedback was encouraging, 6) the students never had negative effect of the teachers’ written feedback, 7) teachers’ written feedback did not disturb the process of writing, 8) the teacher often gives feedback to the students[[6]](#footnote-6).

While in this research, the writer take the title “ Students’ Perception of Oral Corrective Feedback In English Language Teaching” that focused on oral corrected feedback implemented by teacher in English language teaching and students’ perception toward oral corrective feedback in English language teaching. the writer used qualitative method in this research and to collect the data, the writer will do observation and interview.

1. **Organization of Paper**

This research comprises five chapters systemized as follows: chapter one shows the background of the study, focus of the study, statements of the problem, the aims of the study, significance of the study, the previous study of the research and organization of paper. Then, describing students’ perception, oral corrective feedback and ELT will be the main discussion in the second chapter. All of them will serve the fundamental references in conducting and analyzing the study. Chapter three concern with the research method and the data persentation. Next, chapter four discusses the main purpose of conducting this study. It provides the explanation about the implementation of oral corrective feedback and students’ perception of oral corrective feedback in english language teaching. As the last chapter in this paper, chapter five provides the overall discussion of the research as the conclusion and followed by the suggestions given by the writer at the end of the research for the sake of language teaching in pedagogy. Then, bibliography and appendices will close this graduating paper.

1. Honglin Zhu, “An Analysis of Colledge Students’ Attitudes towards Error Correction in EFL Cotext”. *English Language Teaching*, Vol. 3, No. 4 (December 2010), 127. [↑](#footnote-ref-1)
2. Rod Ellis, “Corrective Feedback and Teacher Development”, *L2 Journal,* Vol 1, ( 2009), 4. [↑](#footnote-ref-2)
3. Emma Mollestam and Lixia Hu, Corrective Feedback on L2 Students’ Writing, *Degree Project, English and learning* (2016), 34. [↑](#footnote-ref-3)
4. Gladys Jean and Daphnee Simard. Grammar teaching and learning in L2: Necessary, but boring?, *Foreign Language Annals*, Vol 44, No. 3, (2011), 468. [↑](#footnote-ref-4)
5. Walid Amri, “*Teachers’ Oral Corrective Feedback Strategy in English Language Classroom*” (Banda Aceh: Ar-rainy state Islamic Universty Darussalam, 2016), from http: //repository.ar-rainy.ac.id accessed on November, 4, 2017. [↑](#footnote-ref-5)
6. Wahyu Dewi Pratiwi, “*Students’ Perception towards Teachers’ Written Feedback among 11th Grade Students at SMA N 1 Wedi Klaten*” (Yogyakarta: Yogyakarta State University, 2013), from http://eprints.uny.ac.id accessed on November, 6, 2017. [↑](#footnote-ref-6)