Chapter One

Introduction

In the first chapter, the study presents the research introduction. This chapter consists of background, limitation of the problem, formulation of the problem, purpose of the study, advantages of the study, and outline of the research.

Background and Identification of the Problems

Speaking skills in English learning is one of the essential skills. Speaking is the delivery of words or language through the mouth (Brown, 1994).Nunan (1991) says that speaking skill is defined as the ability to express oneself's idea effectively. When we speak, we deliver message to each other. Therefore, speaking skill is the ability of communication that influences our social life.

In language learning, there are a number of factors related to speaking skills which should be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are important factors to be emphasized in building fluency for EFL speakers. Students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom (Zhang, 2009) and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

Confidence and competence usually lead to strengths of English speaking skills. Patil (2008) asserts that building up the learner's confidence to eliminate

fear of making errors is a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Bailey, 2005).

The researcher found many problems of speaking skills since she was in the first semester in English Education Department of Universitas Muhammadiyah Yogyakarta. When the researcher studied the basic speaking skill class, she can summarize from her experience that there are two factors which influence students' speaking skill. First, the problems of students' speaking skillscame from the internal factor, such as being hesitant to speak up in front of the class, having less vocabularies, and havingless interest to speak. The other problem came from the external factor, such as the influence of classmates.In addition, the influence of teachers might be the other problem from the external factor, for example there is no attention or feedback when students try to speak up in class.Both of the internal and the external factors become problems in speaking class that should be observed well.Based on the speaking problems identified above, the researcher is interested to investigate one of the ways to overcome speaking problems. One of the ways is called Teachers' Feedback.

Feedback is an important part of learning. It helps students tounderstand the lessons and gives them guidance on how to improve their learning. Feedback can improve students' confidence, students' motivation in English learning and make them more enthusiastic for learning(Sadler,1989). Moreover, Kluger and DeNisi (1996)explain that effective feedback can also support student memories,

because it can enhance learning and improve assessment performance. In conclusion, feedback is fundamental in effective learning.

Teachers' feedback is the responsibility of teachers to make their students aware about their mistakes and what should be improved in their English learning (Kulhavy, 1997). Sadler (1989, p.120)argues that, "feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood. The gap may be reduced through confirming to students that they are correct or incorrect, and indicating that more information from teacher is wasted or needed".

However, in the researcher's experiences, there are many problems on teachers' feedback provided in speaking class at English Education Department of Universitas Muhammadiyah Yogyakarta. Some students were not satisfied with the kind of feedback given by teachers, for example when teachers explained the students' mistakes not in detail, but in fact the students need the explanation in detail. Moreover, the negative comments given by teachers made students become demotivated, for example the students feel embarrassed when teachers give feedback in front of other students.

Limitation of the Problem

In line with the problems on the background, this research is limited to the types of feedback commonly used by teachers in speaking class at EED of UMY based on students' point of view. Then, this study is also limited to students' perceptions on teachers' feedback in speaking class at EED of UMY in terms of functions of feedback, significances of feedback in language learning, and the

most effective feedback in speaking class at EED of UMY. The study was conducted in EED of UMY and involved 3 students as participants of the research.

Formulation of the Problem

The research questions being investigated in this study are:

1. What are the types of feedback given by teachers in speaking class at EED of UMY based on students' point of view?

2. What are students' perceptions on the teachers' feedback in English speaking class at EED of UMY?

Purpose of the Study

This study aims to find out the types of feedback commonly used by teachers in speaking class at EED of UMY. Then, this study aims to find out students' perceptions on teachers' feedback in terms of functions of feedback, significances of feedback in language learning, and the most effective feedback in speaking class at EED of UMY.

Advantages of the Study

This research is expected to benefit the following people in language learning, such as the researcher, students, teachers, and other researchers.

First, thisstudy is hoped to benefit theresearcher. This studyis expected tohelp theresearcheras astudent-teacher to be able to vary the teaching strategies to give more information about the benefits of feedback in the learning activities. So that later, the researcher can apply appropriate feedback in her class.

Secondly,this research would be useful tostudents. Student might have a better awareness toward feedback they receive.By the use of feedback provided by a teacher in language teaching, the students know their mistakes and make better improvement in their learning. They will be more motivated when they get feedback in language learning.

Next, thisstudyis expected tobe usefulforteachers. This research isexpected to improveteachers qualityin teaching, becausebased on the resultsofthis study, teacherwillknowhow to provide efficient and appropiate feedback.

Last, this study is hoped to benefit the other researchers. The other researcher will know how important feedback is in language learning. Afterward, they are hoped to be interested in this study, so that they will conduct more in-depth research with different methodology related to the teachers' feedback.

Outline of the Research

This undergraduate thesis consists of five chapters, namely introduction, review of literature, methodology, findings and discussion, and conclusion and recommendation.

Chapter one is the research introduction. This chapter consists of background, limitation of the problem, formulation of the problem, purpose of the study, advantages of the study, and outline of the proposal. Chapter two presents a review of related literature. This chapter presents two sub-chapters; first, it consists of the discussions about speaking skill which are definition of speaking and problems in speaking class. Then, it discusses feedback which consists of definition of feedback, types of feedback in speaking class, functions of feedback,

the significances of feedback in language learning, and considerations on giving

feedback in speaking class. This chapter also consists of the review of related

studies of teachers' feedback in speaking class. Then, this chapter presents

conceptual framework.

Chapter three discusses the research methodology. It consists of design of

the research, setting of the research, participants of the research, data collection

method, and data analysis. Chapter four discusses the finding. This chapter

explains the findings of the research in detail. The findings of the research answer

the research questions proposed in this study, which are the types of feedback

given by teachers in speaking class at EED of UMY, and students' perceptions on

teachers' feedback in speaking class at EED of UMY in terms of functions of

feedback, significances of feedback in language learning, and the most effective

feedback in speaking class at EED of UMY. Chapter five presents the conclusion

and recommendation for several parties.