CHAPTER 1
INTRODUCTION

A. Background of The Research

Learning a foreign language is a gradual process, during which mistake are to be expected on all stages of learning Hamouda (2011). Mistake are difficult to be separated from learners. Brown, (2000) stated human learning is fundamentally a process that involves the making of mistake. It can be conclude that learners always make some mistakes on the learning process. Making mistake is an important and useful part in language learning because it allows learners to experiment with language and measure their success in communicating Chkotua(2012).

Another thing that almost same with mistake is an error. Chkotua(2012) Errors are mistake which students cannot correct without help - and which, therefore, need explanation. Wang, (2010) said Error are evidence of the learning process and therefore should be viewed with proper attitude. Hamouda, (2012) Therefore, error are often a sign of learning in language acquisition process. Helping students repair their error, teacher have to give explanation to them. From their error and teacher’s explanation, learners can reconstruct their language well because learner are stillin processing or don’t know the parts of the language. Learners cannot correct their error themselves because they don’t understand what is wrong. To support learners get their errors, teacher have to correct
learners with appropriate technique that learners need and like. If the teacher can apply appropriate and preferred error correcting technique, learners will feel comfortable with the correction or feedback and also reconstruct their language intensively and perfectly. Botha(1987) said that it was believed that long hours of marking (correcting all the errors) was part of the tremendously tedious work of getting perfection in oral and written communication.

Error occur when learner try to say something that is beyond their current level of knowledge or language processing Chkotua(2012). Teacher always have to focus to the learners’ production of foreign language both oral and written. Most of teacher consider that class error correcting is very useful and productive and learners consider it as a sort humiliation in front of the class and friends which is a serious problem. Learners will feel happy and not humiliation if they get correction and feedback with technique they like. However, learner will ignore the correction and feedback, if the teacher give them correction and feedback with unclear and annoying error correcting technique.

Wang, (2010) found that 96 % of teacher preferred to correct error with write correct answer. Wang also concluded that there are three common views: first, as item 5 in Wang’s questionnaire suggest 89 % of students and 91 % of teachers and 100 % of deputy presidents surveyed thought that there should be as few errors as possible in composition, second view, in question number 2, which is the type of written errors that
should be corrected most (all students and 87 teachers thought that errors in grammar and vocabulary need most, then the last common view is questionnaire number 4 which surveys the effectiveness of current written correction (the finding showed that 83% of students and 75% of teachers held negative attitudes towards the effectiveness of the overall correction. In oral error correction, Lyster and Ranta, (1997) on Al-Faki (2013) add that using elicitation, metalinguistic feedback, clarification request, and repetition encourage students more actively to draw on what they already know. From the result of previous research of error correction is very important to be applied in learning EFL and the students’ preferences of the technique, even how to correct also should be concerned.

In this case, teacher have to design the learning using appropriate and interesting method and error correcting technique. Interesting method can make teaching and learning become intensive and make learners feel happy. Then appropriate and interesting error correcting technique will make learners aware and resolve their errors or mistake based on correction and feedback. As Chkotua,(2012) said that in order to overcome learners’ fear, it is essential to create a friendly and relaxed atmosphere in language classroom, to create special correction technique, to help our students improve their skill. To know the techniques used by English teachers in junior high school of kalibagor, writer will investigate what the
techniques used by Junior high School English teacher of error correcting techniques in Kalibagor, Banyumas.

B. Problem Statement

Based on the research statement, this present study aims at investigating the following research question:

1. What is the technique of error correction used by the English teachers both in writing and speaking classes?
2. What are the students’ preference of the type of error correction techniques both in writing and speaking classes?
3. What are the difficulties faced by English teachers in correcting error and giving feedback to students both oral and written?

C. Objective of The Research

This research aim for finding out:

1. the techniques of error correction used by the English teachers both oral and written
2. students’ preference of the type of error correction techniques both oral and written
3. the difficulties faced by English teachers in correcting error and giving feedback to students both oral and written?
D. Significance of the Research

The result of the research is expected to be used theoretically and practically:

1. Theoretically
   a. The research give fact information to the teacher that the result will show some techniques used by the teachers’ and students’ favored techniques. It make the teachers easy to use the error correcting techniques in teaching English.
   b. As a reference to other researchers who want to learn or doing research related error correcting techniques.

2. Practically
   a. The result of this study is suggested to apply appropriate error correcting techniques in developing students’ foreign language skill.
   b. Appropriate error correcting techniques can make the students are more intensive in learning foreign language skill.

E. Scope and Limitation of the Research

The scopes of the study are limited to the subject and object investigated.

1. Subject
   The subject of this study are students and English teachers of State Junior High School in Kalibagor, Banyumas, academic year 2014/2015
2. Object

The object of this study is:

a. Error correcting techniques used by English teachers;

b. Students’ preferences of the type of error correction both oral and written;

c. The difficulties faced by the English teachers in error correcting.

F. Clarification of the term

The following descriptions are some short explanations of terms used in this research:

1. Error

   Error are part of the students’ interlanguage, that is the version of the language which a learner has at any one stage of development, and which is continuously reshape as he or she aims towards full mastery Harmer (p.100) and Chkotua (2012) error are mistake which students cannot correct without help therefore need explanation.

2. Correcting

   Teddick (1998) correcting is a way in reforming error. Risty and Ranta (1995) correcting in EFL was processing in reforming the students error in learning English as a foreign language.