CHAPTER I

INTRODUCTION

A. Background of study

In EFL classroom, the most of students are lack of understanding or experience of English so that they naturally produce many errors in written or spoken language. They continuously produce many errors in each utterance without any good vocabulary, pronunciation and the sufficient comprehension about this language as well. Actually, those errors are not a problem if the students have great motivation and attention in learning English.

The error is an evidence of students’ carelessness in using language as communicative output for transferring their ideas in learning. Their carelessness reflects to their understanding of concept inappropriately. It influences their own confidence to produce some words or sentences correctly. Consequently, they find out many troubles when they are demanded to deliver some ideas about the materials of learning English.

Those conditions demand the teacher as one of subjects in language teaching to overcome or minimize errors which their students naturally committed in language learning. In the relevant previous study, corrective feedback is a case which becomes the important solution in facing many errors in the teaching and learning practice. Actually, it aims for all subjects and aspects such teacher, students, and language learning in EFL classroom.
it also has many important roles for those all subjects (teacher, student, and language learning).

Those roles are: firstly, the teacher being one of subjects is intentionally expected to improve students’ understanding, awareness and experience with the concepts of English through feedback for facing their errors the class. The teacher needs to naturally implement effective oral corrective feedback to minimize errors until it can confer many beneficial improvements of the students with the whole concept of English such as grammar, vocabulary, and pronunciation. Thus, the teacher also gains their expertise in applying oral corrective feedback as corrector in the class.

Secondly, it has many beneficial roles for the students as one of subjects in teaching and learning. Its roles set out their improvements of understanding, motivation, and awareness as basic points whether their feedback are appropriately implemented or not. Lastly, it is for improvements of language learning which becomes an important aspect in Teaching English as Foreign Language, especially for language accuracy and fluency.

Basically, errors and corrective feedback constitute a natural part of the teaching and learning process in a foreign language. Errors can be defined as deviations from the norms of the target language and corrective feedback is an indication to a learner that his or her use of the target language is incorrect (Ellis, 1997:15). They reveal the patterns of learners’ development of inter-language systems, showing where they have overgeneralized a foreign language rule or where they have inappropriately transferred a first language
rule to the foreign language (Lightbown & Spada, 1999:15). Based on those assumptions, corrective feedback is very necessary to develop quality of language learning between teacher and the students by detecting as deviations and errors and providing some clues besides direct correction from the teacher.

Specifically, if students receive oral feedback on how to pronounce a word, they will most likely improve the pronunciation because they learn the correct pronunciation and therefore choose to use the correct form and can see the benefits of using a standard pronunciation (Alqahtani, 2011:216). It describes how important corrective feedback in developing students’ understanding of concepts such pronunciation, grammar, and vocabulary.

Additionally, Sheen (2011, cited in Mendez & Cruz, 2012:65) assumed that not all corrective feedback occurs because of a communication breakdown; teachers can use it to draw the learners’ attention to form even in those situations where they comprehend each other. Students’ attentions to comprehend teacher’s feedback are the aim of oral corrective feedback.

Then, students’ utterance is one of significant aspects to measure whether they understand well with English or not. The communication commonly engages their utterances with the teacher or the others. Teachers explicitly or implicitly provide corrective feedback when errors occur in class communication. Thus, oral corrective feedback is one of many communication forms that students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they
say (Mahdi & Saadany, 2013:7). Furthermore, corrective feedback is needed as a key in developing language learning especially in EFL context.

Hsu, L (2012:2) added in EFL setting, corrective feedback is extremely important because of the high frequency of errors and mistakes. In EFL, a common feature of Teacher-Learner interaction is the high occurrence of the Initiated-Respond-Feedback and display questions (the answer to which teacher know) tend to outnumber referential questions (the answer to which teachers do not know).

Furthermore, the researcher believes some recommendations of corrective feedback should serve in EFL setting which corrective feedback should: enhance students’ awareness of the corrective function of the strategy used, provide students to compare their errors with the correct forms, and should not be provided by teacher alone, as students can take part in correction as well (Althobaiti, 2014:953). These aim for teacher and students to implement good work each other in creating interactive communication.

In conclusion, corrective feedback is asserted to be helpful way for teachers’ teaching practice to overcome the current problems and to improve their ability as a corrector which provides effective correction. Their perceptions and ways in presenting oral corrective feedback are being a main point of this research.

This situation points out researcher to investigate and identify teachers’ perceptions about oral corrective feedback and their actual practice in EFL classroom. Firstly, the specific points of investigating teachers’ perceptions
are about the important roles, effective strategy, and the best timing of oral corrective feedback. Secondly, the specific aspects of investigating the implementation are about types of error, strategies, specific types, timing, and providers of oral corrective feedback. Thus, the researcher conducts the research entitled “Teachers’ Perceptions of Oral Corrective Feedback and Their Actual Practice in EFL Classroom (A Descriptive study on English Teachers of State Junior High School in Banyumas).

B. Reasons of Choosing The Topic

There are several reasons of the researcher in emphasizing oral corrective feedback as a topic, such as oral corrective feedback is a strategy in correcting students’ erroneous utterance in spoken or written language, and many roles of oral corrective feedback for developing quality of teacher, students and language learning EFL classroom. Furthermore, the teachers’ perceptions are the important keys of succeeding appropriate oral corrective feedback in teaching and learning practice.

C. Research Problems

➢ What are teachers’ perceptions of oral corrective feedback?

1. What are the roles of oral corrective feedback responding students’ errors in teaching and learning process?

2. What appropriate strategies of corrective feedback do the teachers assume?

3. When the best timing of oral corrective feedback do teachers consider?
How are the implementations of oral corrective feedback in EFL classroom?

1. What are the types of error teachers usually correct in their teaching practice?
2. What are the strategies of oral corrective feedback that the teachers usually use?
3. What are the specific types of corrective feedback they use in their actual teaching practice?
4. What are the possible timing of oral corrective feedback that teachers use (Immediately or delayed)?
5. What are the possible providers of oral corrective feedback?

D. The Objectives of Research

Dealing with the research problems, the aims of this research are to describe the EFL teachers’ perceptions of oral corrective feedback depending on the roles, the strategies and the timing and to investigate the actual practices of oral corrective feedback in EFL classroom depending on the types of errors as a source, strategies, specific types, timing and possible providers of oral corrective feedback.

E. Clarifications of terms

1. Teacher’s Perception

Slameto (2010: 102) stated that perception is a process which starts from the sense of organ. That is a process related to acceptance of
message or information by human brain that is said that during the process a person continually interacts with his or her environment.

Teacher’s perception is the main point of this study where teacher provide their critical thinking and view of knowledge, especially corrective feedback, whether it can be a beneficial ways to learn English effectively.

2. Corrective Feedback

Generally, feedback is used to express an opinion or a reaction to another person’s performance (Mackey, Gass & McDonough, 2000, cited in Alqahtani, 2011:215). Also, corrective feedback is thought to be effective because it provides language learners with negative evidence (Bower & Kawaguchi, 2011:44).

The term of corrective feedback has been defined at different times in a very similar way. Recently, Ellis, Loewen, & Erlam (2006, cited in Ellis, 2009:4) stated that corrective feedback takes the form of responses to the learner utterance that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the error, or any combination of these.

F. Contributions of research

Hopefully, this research gives important contributions for some subjects. The following are some specific contributions:
1. For English teachers

   This research encourages their expertise such as experience, ability, and awareness as corrector, especially in applying oral corrective feedback.

2. For the students

   It improves their motivation to learn English, boosts their understanding with the concepts in order to minimize the errors and increases their language accuracy and fluency.

3. For other researchers

   This research can be a basic source or one of references for further research.