

CHAPTER I

INTRODUCTION

A. Background of The Study

Many students face difficulties in learning English, both oral and written. Most of them find the difficulties in speaking class. Two factors can affect students' speaking ability in class. The first factor is linguistics problems; those problems are weak in grammar, vocabulary, and pronunciation. Other factors are psychological problems; those problems are lack of self-confidence and anxiety (Fitriani, Apriliaswati, & Wardah, 2015).

There are two ways to solve those problems. The first is from the side of the teacher. The teacher has to be able to convince their students to have confidence speaking English, whether or not they have poor grammar. Besides, the teacher must convince their students that making errors is a normal thing in learning. This will raise students' confidence to try to speak English. The second solution is from the students. Students can do some activities to support their speaking skill, such as have an English conversation club that consists of their classmates. In this club, they can learn together, and they can correct each other without feeling embarrassed.

Besides the statement before, the teacher can also give motivation, give feedback, and explanation to their students' performance. Feedback is an important thing to do in speaking class. It can be feedback from the teacher or their friends. Feedback is any information that learners receive about their performance. Some learners benefit more from hearing this kind of feedback than feedback, which concerns them more directly (Havranek, 2002:259). Feedback will help students to improve their speaking ability.

Feedback can serve several purposes and take many forms. Feedback can be provided as a single entity or a combination of multiple objects. Each has its place in enhancing and maximizing student learning, thus where possible, courses should provide opportunities for a range of feedback types. Feedback can take many types such as oral, written, informal, formal, descriptive, evaluative, corrective, peer and self-assessed feedback. It is the quality of feedback that counts.

In class, the teacher also should be a good role model; the teacher should be an excellent facilitator for the students. The teacher should give feedback to the students while learning the process. Feedback can help the students to know their mistakes, then they will not make the same mistake; feedback can help students to improve their speaking ability. Based on the above circumstances, the researcher wants to know the students' perception in the English Language Education Department of Universitas Muhammadiyah Purwokerto towards feedback in speaking class.

B. Reasons for Choosing the Topic

There were two reasons why the researcher was interested in doing research and choosing this topic. The reasons were because the researcher thought that feedback is the most important part in a learning process and it has a function to tell students their mistakes so they can correct them.

C. Statements of the Problem

Based on the study, the researcher focused her attention on the following problem was “What is students’ perception about feedback in speaking class?”

D. The Aim of the Study

The aim of the study is finding out the perceptions of the students about feedback in speaking class

E. The Significance of The Study

This study looks for students’ perception towards feedback in speaking class of the English Language Department at the University of Muhammadiyah Purwokerto. This study expected to contribute to the English teacher in the future while they are facing such kind of problem.

The researcher hopes this study will give a contribution to the improvement of the teaching-learning process:

1. For the teachers, the researcher hopes it can provide English teachers with a clear description about feedback in speaking class. The researcher hopes that after knowing the result of this research, the English teachers will improve their technique when they want to give feedback to their students, in order the feedback can effectively to improve students' speaking skill.
2. For the researcher, the result of the study may give some useful information related to their research.
3. For the reader, the researcher hopes will give new information and give a contribution to the reader about students' perception of feedback in speaking class. It means this study expects that it becomes additional references for the reader in the future.

F. Clarification of the Key Term

1. Feedback

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.

2. Perception

Perception is the process that takes place within the individual that begins with the receipt of excitatory until it is realized and understood by the individual so that the individual can recognize himself and his surroundings.

3. Speaking

Speaking is one of the four fundamental aspects of learning the language. There are four speaking skills, namely fluency, vocabulary, grammar, and pronunciation. The students should practice in the order they can master the four skills in speaking, so the students can speak English fluently.

