CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English starts to be taught in Elementary Schools. Nevertheless, many students are still low in mastering English, and grammar is considered as the main problem faced by the students.

Most students cannot comprehend grammar well, especially in using simple present tense and simple past tense. They usually find difficulty in arranging the sentence in simple present tense and simple past tense. They are still confused to use the pattern of both tenses, such as in changing the "verb", "to be" and the use of it. They are also seldom in practicing the use of simple present tense and simple past tense in their daily activities. Those conditions are going to be worse with the students' encouragement and motivation in teaching learning process of grammar which are still low.

Based on the writer's pre-observation and interview with the teacher and some students on the second year students of SMP N 1 Sumbang, there were at least four problems in learning grammar. First, most students had low grammar mastery especially in learning simple present tense and simple past tense. Second, the students were still confused in differentiating the use of "to be" and "verb". Third, they were also difficult in understanding the changing of the verb. Fourth, they were inclined to be passive. It was showed by the condition of the teaching learning process of grammar in the class which was

not alive. They didn't answer the teacher's oral questions immediately. Although some students knew the answer, they just kept silent or maybe just whispered the answer to their friends. It also happened when the teacher asked them to repeat what the teacher said. They were not enthusiastic in following her. They also kept silent when the teacher asked them to ask questions about the material. Based on the pre-interview with some students, they were nervous and afraid to be wrong in answering the question.

These facts make the teacher have to think what he or she has to do to solve the problems in his foreign language teaching. Teacher should be able to make learning activity more interesting, interactive, and the important one is improving his ability to encourage students' motivation especially in learning grammar. Motivation is the main factor in learning process. Pintrich and Shunk (in Jacobsen *et al*. 2009: 13) stated motivation is the superior variable in learning process, even it is more important than capability. Motivation can be given by teacher when he gives correction on students' errors. Any correctness, in this term corrective feedback will help them become more accurate in their own use of the language.

In giving corrective feedback to his students, the teacher should choose the kind of corrective feedbacks which is appropriate. It means that the corrective feedback should pay attention to students' feeling. As Jacobsen *et al*. (2009: 13) states that an over pushing on the error, can broke a students' positive self-concept and finally prevent the desire to pursue their task.

One kind of corrective feedbacks that is appropriate with those reasons is recast. Lyster and Ranta in Perdomo (2008) stated that recast involves the reformulation of all parts of student's utterance, minus the errors. It means recast is repetition with change on the certain part of the students' utterance that is wrong. For examples if a student says, 'They go to the market yesterday', the corrective feedback can be given implicitly (recast), for example 'yes they went to the market yesterday' or when the student says '...they saw and they follow follow follow follow him', the corrective feedback is 'they saw and followed him'.

Recast is given orally in the form of question answer, in this term about grammar. Teacher may use the pictures to elicit conversation with the students. By using recast as corrective feedback, the interaction between teacher and students will be more attractive. Besides that, recast does not judge directly that the student's utterance was incorrect. The teacher reformulates the student's errors implicitly. So, it can minimize the students pessimistic. Moreover, it can improve students' motivation in learning the grammar. Nicholass *et al.* in Tsybina *et al.* (2006) stated that recast acknowledge the content of the child's motivation and attention to participate in the conversational exchange.

Based on the facts above, the writer wants to conduct a research to know the benefit of recast in teaching grammar entitled "The Effectiveness of Recast in the Teaching of Grammar in EFL Class (An Experimental Study on

the second Year Students of SMP N 1 Sumbang in Academic Year 2011/2012).

B. The Reasons of Choosing the Topic

The reasons of choosing the topic are as follows:

1. Grammar is an important aspect in learning language because almost sentence exist in the world use grammar. The errors in using grammar will cause many problems in communication with other people. However, most students consider that mastering grammar is difficult. It deals with the ability to master the form, the use of grammar, and also the words meaning.
2. The use of appropriate technique in giving corrective feedback can motivate students to follow the learning process. By using recast feedback, students are given correction on their error utterance implicitly. So, it can help students to be aware on their error without any down feeling.

C. Problem of the Study

Based on the description above, the problem proposed in this study is "Is recast effective in teaching grammar on the second year students of SMP N 1 Sumbang?"

D. The Aim of the Study

The aim of the study is to know the effectiveness of recast in the teaching of grammar on the second year students of SMP N 1 Sumbang.

E. Limitation of the Problem

There are many sub topics of grammar and it is hard for the writer to discuss all of them here. So, in this study the writer just focuses on simple present tense and simple past tense. These choices are based on teacher's consideration and the syllabus of the second year students of SMP N 1 Sumbang which represent the teaching of grammar. These kinds of grammar are used in recount and narrative text that should be mastered by second year students of SMP.

F. Clarification of the Terms

In order to understand the title, below are the clarifications of terms used in this study:

1. Recast

   According to Nicholas, Lightbown, and Spada in Sakai (2011), recasts are utterances that repeat a learner's incorrect utterance, making only the changes necessary to produce a correct utterance, without changing the meaning.

2. Grammar

Based on Swan (1980: xix), grammar is the rules that say how words' change to show different meanings, and how they are combined into sentences.

G. Contribution of the Study

The contributions which are expected from this study:

1. For the Students:
   a. Students can be more motivated and conscious in learning English, especially grammar.
   b. Students will be more confident to speak English in good grammar.
   c. Students will be able to identify or analyze the errors in their oral utterance.

2. For the Teacher:
   a. The result of this study can help them in finding out an appropriate way in giving corrective feedback.
   b. Teacher knows the importance of correction feedback in students' oral utterance.