

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, the significance of the study, hypothesis, the scope and limitation of the study, and the definition of the key terms.

A. Background of the Study

English has some skills that have to be mastered by students. They are reading, listening, speaking and writing. The most difficult skill in English is speaking skill. According to Brown (1994) and Burns, and Joyce (1997, as cited in Jehan, 2014) speaking is an interactive process of build up and develop the meaning that implicates producing, receiving and processing information. Speaking is very difficult for students. It is because speaking covers some factors. According to Brown (2004), speaking covers five skills; they are grammar, fluency, pronunciation, comprehension and vocabulary.

Speaking also becomes the most important skill that has to be mastered by students. Sofyan, Dian, and Hanifa (2015), stated that the main function of the language are communication, self-expression and thinking. It indicates that the most important in language is communication. Sofyan, Dian, and Hanifa (2015) also state that speaking is the most difficult skill in English because it needs preparation to speak. So, the student who is still learning the little of English will not think about what they will say because they still have not prepared the words or grammar in their speaking. In this case, some errors may appear in their speech

because they have not mastered the other factors. So, here corrective feedback is needed from the teacher for student to correct their errors.

According to the Sheen and Elis (2011) corrective feedback is feedback that students get from the teacher because of their linguistic error what they make in their oral or written error. Corrective feedback is very important for students because it will build students' English proficiency. Siaw (2018) also stated that giving enough oral corrective feedback to the L2 will develop their language. It also notices the gap between error and correct form and also it can integrate the correction into L2 knowledge. Bashir and Holi (2014) also said that oral corrective feedback is the way to share the data with their student. They also said that oral corrective feedback is an intermediary to increase their language.

The teacher should give corrective feedback to the students when they are wrong. If the teacher does not give corrective feedback to the students who get errors, students will think that they have used English correctly. So, if it happened, the students will not understand what is the correct and what is the incorrect. And it will influence to the students to speak with what they want to speak and make them always get wrong.

Littlewood (1984) stated that errors has important role in learning English. It shows that language learners still build their English skill. Therefore, English teacher has important to guide students' language in correcting students' oral errors while using English, and it must be in the good way. In consequence, teacher who gives oral corrective feedback in a good way will motivate students

to correct their mistakes. On the other hand, if the teacher gives corrective feedback without appropriate way it will make student lose their confident.

According to the Fidan (2015), there are two general types of corrective feedback. The first is oral corrective feedback, and the second is written corrective feedback. In this case, the researcher uses oral corrective feedback because it refers to students' speaking skill. Fateme Saeb (2017), in previous study said that oral corrective feedback is effective to use for student because student can improve their speaking ability by knowing their errors.

Based on the background above, the researcher is interested to conduct a research entitled **“The Effectiveness of Using Oral Corrective Feedback in Teaching Speaking to the Students of SMKN 1 Ngasem”**

B. Problem of the Study

Based on the background above, the problems of the research formulated as follow; is oral corrective feedback effective in teaching speaking to the students of SMKN 1 Ngasem?

C. The Objective of the Study

From the prior discussion in the background of the study, the objective of the study as follow; to investigate whether oral corrective feedback effective in teaching speaking to the students of SMKN 1 Ngasem.

D. Hypothesis

Based on the research, researcher wants to know that oral corrective feedback is effective in teaching speaking to the students of SMKN 1 Ngasem.

The researcher built the hypothesis to make the purpose of this study more detail.

The researcher's hypothesis are :

H_0 = there is no significance difference between students getting oral corrective feedback and students who not getting oral corrective feedback.

H_1 = there is significance difference between students getting oral corrective feedback and students who not getting oral corrective feedback.

E. The Scope and Limitation of the Study

The researcher only focused on investigating whether oral corrective feedback effective in teaching speaking to the students. And the researcher limited to investigate of the students of SMKN 1 Ngasem in 2018/2019 academic year.

F. The Significance of the Study

There are some debates about oral corrective feedback in English education. Some researchers are agreed and other researchers are disagreed with oral corrective feedback that is given to the students. So according to the researcher who is agree with oral corrective feedback, this research can be based information about how can oral corrective feedback is needed to correct students' oral errors in teaching speaking.

The researcher believed that this research is useful for several parties, especially for students and for teachers. They can get information about what is oral corrective feedback and how can oral corrective feedback is important for students.

1. For English Teacher

This research is very usefull for the teachers because it can give information to the teacher about oral corrective feedback whether it effective or not to use. Also it will make the teacher know and realize what are the benefits of the oral corrective feedback.

2. For Students

This research will give motivation to the student to improve their English skill if they will not get more corrective feedback from the teacher. And it will make the students reliaze how important is the corrective feedback for them.

3. For Other Researchers

It can be based information for the other researchers if they are conduct the research about oral corrective feedback..

G. The definition of the key terms

The term that used in this study might make the reader confusing. Therefore, the researcher will give explanation about the key term that is used in this study.

1. Speaking

According to Brown (1994) and Burns and Joyce (1997, as cited in Jehan, 2014) speaking is the interactive process of build up and develop the meaning that implicates producing, receiving and processing information.

2. Oral Corrective Feedback

According to the Sheen and Elis (2011) corrective feedback is feedback that students get from the teacher because of their linguistic error what they make in their oral or written error. While oral corrective feedback is more specific because it is given by the teacher when students get error in their oral or speaking.

3. Oral Error

Oral error is an error that made by students in their oral or when they are doing speaking.

CHAPTER II

LITERATURE REVIEW

This chapter reviews some relevant theories underlying this study. It consists some of items such as; speaking, problem in speaking, feedback, types of feedback, and oral corrective feedback.

A. Speaking

Speaking is one of the four skills that have to be mastered by the learners. Irfani, Meisuri, and Rohmatillah (2018) stated that speaking skills is capability to reveal what is in someone's mind in oral form using language. Speaking is the most difficult skill in English because it includes other factors. Brown (2004) stated that speaking covers five skills; they are grammar, fluency, pronunciation, comprehension and vocabulary. Irfani, et.al (2018) also argued that learning speaking has aimed to make the English learners able to communicate in English.

Irfani, et.al (2018) stated that speaking is the main skill of English in two ways of process that involved the speaker and the listener that has understanding (or listening with understanding) in productive and receptive skills, so, it can be concluded that to be able to speak, the learner or someone should master the productive skills and the receptive skills.

Sartika and Amin (2014) said that speaking is delivering the speaker message to the listener, that speaker has to know the competences like grammar, and vocabulary and sociolinguistic when, where or why the speaker speaks. Sartika and Amin (2014) also stated that to speak means that the speaker has to

produce more than one words but in one idea, because it is a sharing meaning process through use verbal and non verbal symbol in variant of context.

According to Harmer (2001, as cited in Kaminskienė and Kavaliauskienė, 2014) the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot.” Tuan and Mai (2015) argued that there are some factors that affect students’ speaking performance those are motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback during speaking activities.

B. Teaching Speaking in Senior High School

Speaking is one of the most difficult skills in English. So, in teaching speaking, especially in senior high school, teacher needs some interesting method. As Ana (2018) said that teacher should motivated student to use English and teacher should create the enjoyable situation in the class to make students interesting in speaking. She also argued that teacher should be creative in combining the technique, materials and the method to make students interested in speaking. However, teachers in Indonesia do not emphasize speaking to be the most skill that has to be mastered by their students.

Amrullah (2015) stated that speaking is the most important skill for EFL students in Indonesia because formal schools in Indonesia just emphasize writing and speaking. Most of students in senior high school get some difficulties in speaking English. Masrudin (2018) said that students in Indonesia have some

difficulties to express their idea orally in English because they do not know what they will talk about. So, some problems may appear in speaking.

Astuti, Djadmika, Santosa and Yuwartatik (2016) argued that there are seven problems that appear in speaking of EFL students in Indonesia, namely; the misuse of Tenses, Verb, Agreement, Word Order, Wrong Chosen Word, Redundancy-Reduction, and Phonological Difficulty. According to Evi and Renda (2018) there are some problems in speaking class, namely; difficult to transfer the idea about describing something, tense and grammar, the uninteresting technique from the teacher and the last is students' motivation.

The other of the problems is oral error. Luciana (2017) defined errors as linguistic production that is strayed from the right. Errors is something that not acceptable in context. Corder (1967, as cited in Luciana, 2017) explained the difference between errors and mistake. Errors is deviation that made by the learners or it can call lack of knowledge that they are systematic and reveal in particular stage. Mistake is something unsystematically that happened in processing failure (slipped in tongue, limitation of memory, physical or psychological condition).

According to Littlewood (1984, as cited in Siau, 2018), errors has important role in learning English. It is because; errors can build and increase learners' ability. Because of learners' errors, learners will get corrective feedback from the teacher in correcting their errors. So, that the reason why errors take the important role in speaking.

C. Feedback

According to Ali (2015), feedback is the information about progress and performance of the students. Gower (2005) also stated that feedback is one of the most important of teacher responsibilities. Feedback becomes one of the most important of teacher responsibilities because feedback helps the teacher to evaluate what is the students' progress in English. Rinda, Bibit, and Iwan (2016) argued that feedback for students is one of the ways to get closer to English because feedback make the student produce better English. Khatib and Naser (2017) said that feedback is utterance reaction of the learners.

Trough feedback, teacher is easier to check the students' progress of English. According to Rinda (2017), feedback is the way to report the students' performance and to evaluate students' improvement and it is so important to improve students' ability in the determined target of language as other target matter knowledge. Brown and Douglas (2000, as cited in Rinda, 2017) stated that there two importance of feedback. The first is with giving suitable proportion of affective and cognitive feedback, positively or negatively feedback, students will be able to communicate in the target language and internalize the particular speech pattern. The second, basically, the students need feedback in their learning to correct their errors.

D. Types of Feedback

According to Bashir and Holi (2014), there are two types of feedback. The first is positive feedback and the second is negative feedback depending of learner's responses.

1. Positive Feedback

Positive feedback is a good answer of teacher as a reward for students. Ellis (2015) defined that positive feedback is teacher response emphasize to the students' utterance correctness. Positive feedback is needed in learning, because it can help students to increase their self-confident. In the positive feedback there are two types; oral positive feedback and written positive feedback. Oral positive feedback is positive feedback that given by the teacher in oral. On the other hand, written positive feedback is positive feedback that given by the teacher in writing.

2. Negative Feedback (Corrective Feedback)

Ellis (2015) stated that negative feedback has the same meaning with corrective feedback. Corrective feedback is very important in learning. It is because, corrective feedback has important role to build English of the learners. Negative or corrective feedback is feedback that given to the students to help the students understanding what should to be changed in an utterance or in the sentence to correct their errors. It usually used in learning context that make students have to revise their words or their sentences. So, not only give the positive feedback to the students, teacher needs to give negative feedback to the students.

Luciana (2017) defined that corrective feedback is responses of learners' utterances their errors or perceive of their errors. It can make the learners revise their errors. As Sheen and Elis (2011) said, corrective feedback is feedback that students get from the teacher because of their

linguistic error what they make in their oral or written error. Sheen and Elis (2011, as cited in Elis, 2017) defined that corrective feedback is feedback that received by the learners because of they made errors of linguistic in oral or written production in second language.

There are two types of corrective feedback in general, oral corrective feedback and written corrective feedback. Oral corrective feedback means that the teacher gives correction to the learners in oral. While, written corrective feedback means the teacher gives the students in written errors. But, both oral and written corrective feedbacks are important.

E. Oral Corrective Feedback

Based on Yusuf and Kemal (2017), oral corrective feedback is responses to learners' oral errors that often resorted in the second language classroom. In speaking, giving oral corrective feedback to the learners is very important. Fateme Saeb (2017), in previous study said that oral corrective feedback is effective to use for students because students can improve their speaking ability by knowing their errors. Mackey et.al, (2016) stated that giving enough oral corrective feedback to the L2 will develop their language. It also notices the gap between error and correct form and also it can integrate the correction into L2 knowledge.

There are some classifications in oral corrective feedback. According to Lyster and Ranta (1997) there are six classifications of oral corrective feedback. They are:

- a. **Repetition** is when lecturer repeats the student's error and changes the intonation to draw student's attention to indicate that there is a problem.
- b. **Elicitation** is when lecturer elicits the correct form from the student by asking question. There are at least three techniques that Lecturer uses to directly elicit the correct form from the student. First, lecturer use questions to elicit correct forms "What do we say to someone who help us?" Second, "elicit completion", pausing to allow the students' complete lecturer's utterance, for example: He is a good ... The last is asking students to reformulate the utterance, for example: "Can you say that again?"
- c. **Metalinguistic** feedback contains comments, information, or question related to the correct form of student's utterance, without explicitly providing the correct form. Metalinguistic comments such as, "Can you find the correct form?"
- d. **Clarification request**, the instructor asks what the speaker meant by the error utterance by using phrases like "Pardon me? Excuse me? Again?." It is indicated if student's utterance has been misunderstood by lecturer or instructor.
- e. **Recast** is generally implicit, because in this case it does not show expressions like "Oh, you mean ...", "You should say ..." However, recast are more salient than others in that they may focus on one word only. Recast is when lecturer repeat of the utterance, replace the error with the correct form without directly pointing out that the student's utterance was incorrect.

f. Explicit correction refers to the explicit provision of the correct form. As the lecturer provides the correct form, he or she indicates that the student had said was incorrect. (e.g. “Oh, you mean ...”, “You should say ...”)

CHAPTER III

RESEARCH METHOD

This chapter discusses about the method that is used by the researcher. It covers the research design, population and sample of research, the instrument of the research, procedure of treatment, the data collection and data analysis.

A. Research Design

The research design is a strategy to arrange the setting of the research in order to get valid data on the research problem in order to be able to explain more comprehensively. The research design that is used in this study is quasi experimental research. According to David (1992) quasi experimental research is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested. The researcher used quasi experimental research because the researcher taken the population not randomly and the researcher conducted experiment by giving some treatments to all the subject of study to know the effectiveness of using oral corrective feedback in students' correcting oral errors in speaking by comparing two groups, they are experimental and control group.

The experimental group taught by using oral corrective feedback when they make oral error in their speaking and control group taught without oral corrective feedback when they make oral error in their speaking. Before and after doing treatment the researcher gave two kinds of test to the students in both

groups, namely pre-test and post-test. The design of treatment is presented in table 3.1

Table 3.1
Design of the Research

Design	Experimental Group	Control Group
Pre-test	Pre-test	Pre-test
Treatment	Oral Corrective Feedback	No Oral Corrective Feedback
Post-test	Post-test	Post-test

From the design above, it can be known that the experimental group got the pre-test and post-test, also they received the treatment by using oral corrective feedback in their speaking. In other side, control group still getting the treatment but without oral corrective feedback and they also got both pre-test and post-test.

B. Variable

Variable are the conditions or characteristics that the researcher manipulates, controls and observes. In this research there were two variables, namely, independent variable (X) and dependent variable (Y). Independent variable is the condition or characteristic that the researcher manipulates in the experiment. David (1992) stated that dependent variable is the condition or characteristic that appears, disappear or change as the researcher introduces, removes, or change independent variable. In this research the independent

variable is the use of oral corrective feedback as a teaching technique (X) and dependent variable is student speaking skill (Y).

C. Population and Sample of Research

To know about population and sample in the research is very important. So, in this part, the researcher will explain about the population and sample of the research. According to Jhon (1981) population is people or subject that discussed in the research. And every research has subject to observe. Therefore, the researcher chose the students of SMKN 1 Ngasem as the population. The populations were students of the tenth grade of 2018/2019 academic year that there were 64 students from two classes.

To conduct the research, researcher should be selected the sample of the research. Suharsimi (2002) said that a sample is a small group that is observed and population is defined as all members of any well-defined class of people, events or subject. In this research, the researcher observed the small group as the sample. The researcher took two classes of the tenth grade of 2018/2019 academic year. The researcher took X DPIB 1 with 32 students as experimental group and X TATA BOGA II with 32 students a control group.

D. Instrument of the Research

Instrument is a tool that used by researcher to get the data of the research. In this study the researcher used the test. The test that used by researcher is speaking test to find the oral errors of the students. The test divided in two tests, they are pre-test and post-test.

1. Pre-test

Pre-test is a test that given for students before students getting the treatment. The purpose of pre-test is to know the students' speaking skill before they get the treatment. In pre-test, the researcher doing some interviews with each students. This pre-test is used by researcher to get the first score. The questions can be seen in Appendix 58.

2. Post-test

Post-test is a test that given for students after getting the treatment. The purpose of post-test is to know the students' speaking skill after they get the treatment. The questions can be seen in Appendix 58.

3. Scoring Rubric

For conducting the pre-test and post-test the researcher used the scoring rubric as adopted from internet.

Table 3.2

Scoring for Speaking Test

Table rubric of speaking assessment

Aspect	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses.	Speaking too slowly.	Speaking generally at normal speed.	Speaking frequently.	
Pronunciation	Speaking words incomprehensibly.	Speaking with incorrect pronunciation, but still understandable.	Speaking with several incorrect pronunciations.	Speaking with correct pronunciation.	

Accuracy	The serious errors present in speech makes the message difficult to understand.	The errors present in speech would frequently create confusion.	The speech is still understood although it consists of many errors.	The errors present in speech are so minor, and the message would be easily comprehended.	
Clarity	Often mumbles or cannot be understood, more than one mispronounced words.	Speak clearly and distinctly most of the time, no more than one mispronounced words.	Speak clearly and distinctly nearly all the time, no more than one mispronounced words.	Speak clearly and distinctly nearly all the time, no mispronounced words.	
Performance Skill	Speaking in volume which is inaudible, no facial expression, and not communicative	Mumbling flat facial expression, and less communicative	Speaking in soft voice, but can be understood, good facial expression and communicative enough.	Speaking clearly and loudly, good facial expression and communicative	

In this research, the researcher measured their score by looking at the scoring system by Djwandono (1996) with formula:

Table 3.3**Table Criteria of the Test Result.**

Score	Criteria
80-100	Very Good
66-79	Good
56-65	Fair
46-55	Bad
0-45	Very Bad

E. Procedure of Treatment

The researcher used some procedures to conduct this research. Those are giving pre-test to experimental and control group. After that, giving treatment to experimental group while control group does not get treatment and the last is the evaluation by giving post-test to experimental group and control group.

In this part, the researcher explained the procedure of the treatment. The procedures are:

Table 3.4**Activities of the Treatment**

Experimental Group	Control Group
<p>1. Pre-teaching activity</p> <p>The researcher explained about what is speaking, corrective feedback, oral corrective feedback and why speaking and oral corrective</p>	<p>1. Pre-teaching activity</p> <p>The researcher explained about what is speaking, and why speaking is very important in English.</p>

feedback is very important.

2. Teaching Activity

a. Pre-test

The researcher gave pre-test to the experimental group. The researcher gave them pre-test by speaking in front of the researcher and all students. The pre-test is spoken about their Idol.

b. Treatment

- The researcher explained about recount text (what is recount text, how the structure, what is the purpose and how the example).
- The researcher gave example how to speak in front of class about her Idol. The students should speak in front of class about their idol. The researcher gave them oral corrective feedback to correct

2. Teaching Activity

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b. Treatment

- The researcher explained about recount text (what is recount text, how the structure, what is the purpose and how the example).
- The researcher gave example how to speak in front of class about her Idol. The students should speak in front of class about their idol. The researcher gave

<p>their oral errors.</p> <ul style="list-style-type: none"> ▪ The researcher asked the student to make a dialogue with their seatmate and they had to speak in front of class about their experiences in meeting their idol. The researcher gave them oral corrective feedback to correct their oral errors. ▪ The researcher gave them a biography text of Indonesian figures. After that, the students had to retell using their own language about the figure. The researcher gave them oral corrective feedback to correct their oral errors. ▪ The researcher gave them example about her unforgettable moment in her life. After that, the students had to speak in front of class 	<p>motivation after their performance.</p> <ul style="list-style-type: none"> ▪ The researcher asked the student to make a dialogue with their seatmate and they had to speak in front of class about their experiences in meeting their idol. The researcher gave motivation after their performances. ▪ The researcher gave them a biography text of Indonesian figures. After that, the students had to retell using their own language about the figure. The researcher gave positive feedback in their performance. ▪ The researcher gave them example about her unforgettable moment in her life. After that, the students had to speak in front of class
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<p>about their unforgettable moments in their life. The researcher gave them oral corrective feedback to correct their oral errors.</p> <p>c. Post-test</p> <p>The researcher gave them post-test by speaking about their vacation experience.</p> <p>3. Post-teaching Activity</p> <p>The researcher gave them evaluation about their speaking skills. The researcher also gave them motivation to improve their speaking.</p>	<p>about their unforgettable moments in their life. The researcher gave motivation after their performance.</p> <p>c. Post-test</p> <p>The researcher gave them post-test by speaking about their vacation experience.</p> <p>3. Post-teaching Activity</p> <p>The researcher gave them evaluation about their speaking skills. The researcher also gave them motivation to improve their speaking.</p>
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F. Data Collection

The researcher collected the data by some activities in the class both experimental or control groups, namely;

1. Pre-test

The researcher gave pre-test in both groups, experimental group and control group. Pre-test is used for getting the first score. In pre-test, the researcher doing some interviews with students to get the score.

2. Treatment

The researcher gave treatment in both groups, experimental and control group. The researcher doing the treatment for 3 weeks. From the treatment, the researcher got improving score of the students by speaking in front of the class, and every meeting, the researcher scoring them to get the data.

3. Post-test

The researcher gave post-test in both groups, experimental and control group. The post-test is used to get the final score of the students who got the treatment. Post-test is used to know is there any significance difference between both groups who treated by researcher.

G. Data Analysis

Data analysis is the effort to arrange systematically the data that is got from the pre-test and the post-test. The data obtained from the score is quantitative. The technique of analysis the data in this research by applying statistical method to get the generalization data or conclusion. The researcher used this method in this research because the researcher wants to investigate the effectiveness of using oral corrective teaching speaking of the students of SMKN 1 Ngasem.

The data are analyzed and compared using ANCOVA (Analysis of Covariance). The main purpose of ANCOVA is to adjust the post-test means different among group on the pre-test, because such differences are likely to occur with intact group. As Kamalakkanan, Kaukab and Arumugam (2011) said that analysis using ANCOVA is used to control the initial difference among groups.

H_0 : Control = Experimental. There is no significant different.

H_1 : Experimental > Control. There is significant different.

If significant value < 0.05 : H_0 rejected, H_1 accepted.

If significant value \geq 0.05 : H_1 rejected, H_0 accepted.