CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives, significance, scope and limitation of the study and definition of key terms.

A. Background of the Study

English as the international language is widely used to communicate throughout the world and it is as the second language. In Indonesia, English is the first foreign language that has function as an important means in developing science, technology, art, and culture. As the consequence in facing the global era, English also has an important role in establishing good relation with other nations.

Seeing the importance above, it is clearly seen that students are required to speak English as the means among others, moreover it is a global language. However students face many obstacle in mastering speaking skill yet students need to immerse themself into a place to providing them with fully English. In indonesia, students probably improve their English by joining English course such as in *Kampung Inggris* where students have intentions to improve their oral skill.

Speaking as one of the skills in language that becomes an output by producing sound on that language. Particularly, speaking is an interaction or two ways communication that involves speaker and the listener at real time. Harmer (2001) reveals that oral interaction occurs when the listener responses to what the

speaker say after the listener perceives the ideas given . Speaking is a process of transferring in the form of ideas or opinions, conveying a wish or willingness to do something or creating and keeping social intercourse and friendship. As McDonough & Shaw (2003) defines that speaking has to drive the purpose or desire.

Teaching speaking is a biggest challange for teachers since speaking becomes most skill that used as matter of communication which requires students to have a lot of practice or performance to gain its ability. However, speaking skill is the most difficult one for learning because the different lexical meaning and structure. nevertheless speaking as a foreign language will give more impediment to students that remains students cannot master even to communicate with others that indicates problem in learning has happened such as feeling shy to speak, and less confident and afraid to make mistakes during speaking. In addition, Students speak English in class or have conversation will produce a lot mistakes or errors in learning, hence teachers have play important role on their performance and learning English by giving feedback to students performance in order students perceive the mistake made.

Hargreaves, McCallum & Gipps (2000) say that feedback is a room of improvement method for students like shortcomings and strength. Students are being corrected by teachers when make mistakes or errors in oral communication, however mistakes or errors become better. Feedback from teachers can be positive or negative that will give encouragement and motivation to students to improve and make correction in speaking occasionally negative feedback will impact them

to be scared. Brown (2007) says that students will be more insecure to communicate when acquire most negative feedback yet they cannot correct their mistakes if obtaining a lot of good feedback. Expectedly, teachers should know the capacity of its feedback given to students that can have balance feedback on positive and negative.

Prelimanary studies have been conducted in Indonesia about teachers' oral feedback like Maolida (2017) discovering that positive and corrective feedback are used in ESL classroom by teachers and other study also was carried out oral feedback in EFL classroom at senior high school by Irawan & Salija (2017) find that there are 5 types of oral feedback used by teachers such as motivational feedback, evaluative feedback, corrective feedback, descriptive feedback and interactional feedback.

The recent studies have been occured in Indonesia about the types of teachers' oral feedback. Hence, the researcher is intended to conduct the same research at The *Daffodils* English Course at Speak First class since this course focuses on teaching speaking and there is no study about teachers' oral feedback in this course additionally it can improve teachers oral feedback given to students.

Based on the explanation above, the researcher will conduct a study entitled **"ORAL FEEDBACK ON STUDENTS' SPEAKING SKILL AT THE *DAFFODILS* ENGLISH COURSE, KAMPUNG INGGRIS, PARE, KEDIRI.**

B. Research Problems

Based on the explanation above, before this study is conducted, the writer proposed a question is "what kinds of oral feedback are used by English tutors to the students at the *Daffodils* English Course, *Kampung inggris*?"

C. Objective of the Study

Based on the research questions, the objective is to obtain and discover the specific feedback that most often used by teachers in speaking class then eliciting how English teachers give feedback to students at the *Daffodils* English Course, *Kampung Inggris*. In detail, the objective of the research is "to figure out the types of feedback that often used by English tutor at *Daffodils* English Course, *Kampung Inggris*-Pare."

D. Significance of the Study

This research is expected to give prominent contributions to the researcher, teachers, and students.

1. For students: this research shows new experiment for students that assisting them to improve and develop speaking ability. Additionally, students will encounter new experiences that elevate the enjoyable learning at speaking class.

2. For teachers: the result of this study can help teachers in teaching speaking ability and makes the learning process is much easier for students in developing their English speaking ability

3. For further researcher: this study is expected to enlarge the insight and concept to researcher which is able to have further research or observation related to English speaking or oral feedback at English classroom

E. Scope and Limitation of the Study

This study is only conducted in Speak First class as one of the speaking program at the *Daffodils* English Course, *Kampung Inggris*-Pare. This study concerns on what are the types of oral feedback often used by teachers in classroom and how do teachers do oral feedback for students.

F. Definition of The Key Terms

1. Speaking

Speaking is an output skill in language that use for communication to share and deliver our idea or thought to other. Speaking needs much practice to acrquire mastery or proficiency on it. Fulcher (2003) says that speaking is conveying languaget to other people through orally.

2. Oral Feedback

Oral Feedback is an instrument for teacher to give assessment to the students' performance or activity during in classroom. Hence, it also forces students to perceive the mistakes and improve errors made by itself. Gower, Philips and Walter (1995) says that Providing feedback to students is one the biggest duties by teachers.

3. The *Daffodils*

The *Daffodils* English Course provides students who want to enhance the English ability. This course concerns on speaking skill and The *Daffodils* English course was established in 2003 that exists in *Kampung Inggris,* Pare, Kediri.