CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teachers in every educational institution are responsible for not only teaching but also assessing or evaluating their students. Concerning evaluation, teachers are expected to be able to correct minor to major errors made by their students (Hendrickson 1978), because teachers will think they have a huge responsibility to correct every error made by their students. With such expectations, in the end, the student will assume that the teacher has a big responsibility to correct their errors. On the other hand, Hendrickson (1978) also argues that correcting students' errors might become controversial and might kill their motivation to study. Yet, Diab argues that correction technique aims to make students more productive if the teachers and students understand well the purpose of giving feedback (Diab 2006). Therefore, it is important to know what feedback is and the preference for feedback to support students' language learning skills.

According to Zhao (2015), corrective feedback is an approach to provide an evaluation to students that there are errors in pronunciation or choice of words and to help them improve their English language skills from the feedback obtained. Lyster and Ranta (1997), on their work, also said that corrective feedback is a strategy used by teachers to correct errors experienced by students when they learn languages. Corrective feedback is an especially important form of learning evaluation and can help students to be aware of the forms of errors made

when they learn languages (Lyster and Ranta 1997). It could also be a treatment that is formed to correct if something goes wrong. However, when it comes to correcting student error there are some controversies on correcting students' errors (Hendrickson 1978) because students often feel down right after their teacher correct their errors. Therefore, some teachers try to ignore minor utterance errors made by their students and will focus on errors that might become serious if they are not corrected properly.

In English teaching and learning, corrective feedback is an interesting phenomenon since it can assist students in improving their language skills. Based on the writer's experience, there are times when students (especially beginners) are confused about learning English, and they feel like to have made a big mistake while being corrected directly. As a result, they become passive later on in class, especially in reading English texts and guessing the meaning of the words when they are appointed by their teacher. Due to that phenomenon in teaching and learning English, this study attempted to analyze corrective feedback and students' preferences towards the corrective feedback. The focus, however, is on the latter.

The perspective of the student is crucial because the writer believes that corrective feedback also gives an impact on how and when the learners want their errors to be corrected. When we can understand about their preference for certain feedback, this may make them increase their motivation to learn more without feeling like being judged by their teacher or their peer when they make an error. According to the Merriam-Webster Dictionary, preference is "the act, fact, or principle of giving advantages to some over others" (Merriam-webster n.d.).

This can be linked to Hendrickson's (1978) work where he proposed five basic questions that can be asked to students to find out about their preferences for corrective feedback. First, should an error be corrected? Second, when should it be corrected? Third, what kind of error they prefer to be corrected? Fourth, how they prefer their error to be corrected? Fifth, who should correct their error when they made an error during the class? Therefore, the writer is interested in examining corrective feedback given by teachers during the class, especially the types of corrective feedback that are preferred by the students in class when they are learning English grammar.

Many studies on corrective feedback have been conducted. Nasution (2018) and Rachmania (2018), for instance, found that English teachers in the class often used corrective feedback to remedy their student's errors. However, there are some differences in teachers' preferences while using corrective feedback during the class. Nasution's study (2018) conducted at *MBI Amanatul Ummah* on English grammar classes in 10th grade found three English grammar teachers preferred to use explicit correction in correcting the students directly. Meanwhile, Rachmania's study (2018) held at *Rumah Bahasa Surabaya* at speaking classes discovered that recast, one of corrective feedback types, was often used during teaching and learning processes. Amalia, Fauziati, and Marmanto (2019) conducted a study on learner preferences in an EFL speaking class. The study found that there were differences in the preferences between male and female students. The female students preferred to be corrected using recast

and metalinguistic type, whereas the male students preferred to be corrected using explicit correction.

A study conducted by Fadilah, Anugerahwati, and Prayogo (2017) investigated Indonesian EFL learners' preferences at an English department and found that two types of students (high and low proficiency) preferred to be corrected using explicit correction because based on their interview explicit correction provided the correct answer and also the explanation. They also preferred to be corrected using a metalinguistic clue because it can activate their understanding of their error and finally, they can find the correct form. Another research study conducted by Yang (2016) examined learners' preferences of adult learners on Chinese as a second language and its relation to their cultural background. Around 159 university students collected to fill a Likert scale questionnaire. The result showed that they preferred to be corrected using metalinguistic, recast and explicit correction.

From the studies above, two of them focused on teacher's preferences for corrective feedback. The other studies discussed learners' preferences between male and female students in speaking class. Other related studies above focus on learners' preferences as well. In other words, there is still little research about corrective feedback preference by students at grammar class. Therefore, to fill the gap in this field of research, this study discusses not only corrective feedback given in grammar classes but also learners' preferences because the writer believes that in grammar classes teachers will actively give feedback when their students make errors and students are also seeking for feedback when they learn about

grammar. The writer hopes that this research can add more information about types of corrective feedback preferred by students through the students' point of view especially when they want to upgrade their skill on grammar.

To conduct this study, the writer chose MBI Amanatul Ummah, an International Muslim boarding school located at Kembang Kelor, Pacet regency in Mojokerto. The reason why the writer chose MBI *Amanatul Ummah* is that it is an Islamic School that already follows international standards. MBI *Amanatul Ummah* has a language assistance program in which students are accustomed to communicating in class using both English and Arabic. Even though they are outside the class, when they meet their English teacher, they must speak in English. In there, for English lessons, they separate the teachers into four skill categories, so one teacher is not responsible for teaching all the English skills (grammar, speaking, listening and reading). One teacher is a specialist in or responsible for one skill.

In the 10th grade, they have a new program. They separate the students into the Olympic group and Regular group. The Olympic group is divided into four classes, which are 10^{th}FISIKA, 10^{th}KIMIA, 10^{th}BIOLOGY, and 10^{th}MATEMATIKA. Meanwhile, in the Regular group, there are 11 classes. The difference between the Olympic classes and Regular classes is only in the subjects given by the school to them. In the Olympic classes, they obtain many subjects based on their interest. Thus, 10-physics class, for example, receives more physic subjects than the regular class. For English subject, however, they still have the same portion. Besides, the proficiency of the students is different between the

Olympic and Regular classes. In the Olympic classes, the students are more competent and can easily accept lessons. Meanwhile, in the Regular classes, not all students have the same competence in accepting or understanding the course. Furthermore, MBI *Amanatul Ummah* is one of the schools that actively participate in outside activities of the school, such as pursuing Olympics and delegating to other international activities (Profile).

According to writer's pre-observation data, taken on 24 February 2020 on a grammar class of Grade 10 MIA 8, the teacher made corrective feedback during the grammar. The most frequent corrective feedback used by the teacher during the class was explicit correction like the following example:

The student said, "He notes (without end –d)." and then the teacher corrected it as "the noted' (give the correct answer directly)" (based on pre-observation data on 24 February 2020).

The data showed above shows that there was an existence of corrective feedback during the class in MBI *Amanatul Ummah*. Thus, the MBI *Amanatul Ummah* was deemed suitable to be the object of this study because pre-observation data supported the fact that corrective feedback existed there specially to find corrective feedback preferences from grade 10th students in the English lesson.

This study can provide a different perspective about learners' preferences for corrective feedback, and the writer hopes that it can also add more knowledge for future researchers about the importance of the relationship between student

preferences and the type of corrective feedback, so that the goal to improve students' English skills can be achieved.

1.2 Statement of the Problems

Based on the explanation in the previous section, this study seeks the answers to the following questions.

1. What types of corrective feedback are made by the teachers during the English Grammar class in female classes in the 10th grade of MBI *Amanatul Ummah*?

2. What types of corrective feedback are preferred by the female students in the10^{th} grade of MBI *Amanatul Ummah*?

1.3 Objectives of the Study

Based on the research questions, the objectives are as follows.

1. To find out the types of corrective feedback frequently used by the teachers during the English grammar class in the10th grade.

2. To discover learners' preferences on corrective feedback made by their teachers during the English grammar class of the 10th grade.

1.4 Significance of the Study

As stated previously, this study aims to explain types of corrective feedback preferred by the female students of the 10th at MBI *Amanatul Ummah*. Thus, this research can be beneficial to enrich research on teaching English as a foreign language, especially corrective feedback given by English teachers at a

senior high school. In particular, the results may provide some insights on students' preferences for corrective feedback. Practically, this study can be used by academics at Airlangga University who want to discuss corrective feedback or learner's preferences as well as a reference further research. It is hoped that the results found in this study will be able to lead the way for other future research with similar topics.

1.5 Definition of Key Terms

Corrective Feedback: It is a treatment used by teachers to correct errors that occur in students in second language classes. (Lyster and Ranta 1997)

Elicitation: Technique of corrective feedback where there are three mixed techniques used by the teacher to directly elicit the error, those are repeating the sentence into the incorrect part; simply ask the student to reformulate their utterances; and asking closed question to the student (Lyster and Ranta 1997).

Error: caused due to a lack of ignorance about language rules or features. (Botley 2015)

Grammar class: Structure of language that should be used in the correct context to prevent misunderstanding (Saaristo 2015)

Learner Preference: the act, fact, or principle of giving advantages to some over others ((Merriam-webster n.d.)