

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important part of human's life. People use it as a medium to communicate with other people. Hall (cited in Syal, 2007 pg. 4) stated that language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols. Language cannot be separated from human's everyday life. With language, people can submit ideas, messages, purposes, feelings and opinions to the others; without it, they cannot interact with each other.

At the present time, English has become an international language. There are more than 53 countries and 10 worldwide organizations that use English as the official language. Furthermore, English has become the second language of almost every country in the world. That is why people who are fluent in English can get a bigger opportunity to communicate with everyone having different culture and language. Therefore, learning English is important and can provide many advantages.

In Indonesia, especially in urban lives, there is a phenomenon to use English as their second language. This can be seen from many schools that use English as the medium of interaction. There are also some schools that claim as bilingual schools that use two languages, Bahasa Indonesia and English. In the past, English in Indonesia was taught in Junior High School and Senior High School only. Nevertheless at this point in time, since the application of curriculum

1994 along with the development of globalization of the world, the rule has changed: English can be taught in kindergarten.

In learning English as a second language, a student has the ability to be fluent in English when mastering four skills namely speaking, reading, writing, and listening. The purpose of learning English is to make the students able to communicate in English both spoken and written. Ur (1996) stated that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important. Furthermore, Pinter (2006) stated that learning to speak fluently and accurately is one of the greatest challenges for all language learners. This is because of the fact that to be able to speak fluently, learners have to speak and think at the same time. A learner can be regarded as having the ability to communicate in English when they can fluently speak in English.

According to McDonough (2013), speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or maintaining social relationship. By speaking, human can express their needs, opinions and feeling. They also have the ability to understand and ask questions. Speaking is the basis of language learning, especially for children. Through conversation, children acquire the principles of syntax and knowledge of language meaning or semantics (Ventriglia, 1982).

Teaching second language for children is different from teaching second language for adult. Pinter (2006) defined the differences between adult learners and young learners,

While the adults learners can use their knowledge of the world and different contexts to make guesses about unknown words or phrases and the adult learners have a good understanding of the rules of communication. By contrast, young learners will pick up and learn the second foreign language if they are having fun and if they can work out messages from meaningful contexts.

Thus, the teacher of young learners should conduct a class in a comfortable way. The classroom should be bright and colorful and the period of each topic should not be so long. Not only the teacher, parents are also responsible for the development of children's language since young learners' interaction with adults can also improve their knowledge. Children develop their knowledge by actively interacting with their environment. Furthermore, Bruner (cited in Cameron, 2001 pg. 8) stated that children learn effectively through scaffolding by adults. In other words, one of the actors that are influential in building the students' understanding of second language is teacher. The teacher must know about the principles of teaching English for young learner. Here are some points proposed by Phillips (2001): the activities should be simple enough to understand; moreover, teacher should conduct the task according to their abilities; in addition, the activities should be largely oral based.

Brown (2007) stated that learning is fundamentally a process that involves making mistakes, misjudgments, miscalculations, and erroneous assumptions from an important aspect of learning virtually any skill or acquiring information. In learning English, students often make mistakes either in grammar or pronunciation. From the mistakes that have been made by student, the teacher must help the students to correct their mistakes by providing corrective feedback.

According to Brown (2007), a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. In language learning process, feedback is important. Feedback is a time in class when students and their teacher can look back at, and reflect on what they have been doing. Then, Brown also described types of feedback; they are recast, clarification request, elicitation, explicit correction, repetition, and metalinguistic feedback. By means of implementing corrective feedback in teacher's utterances, the teacher will help students improve their speaking skill and make them know in case they are making mistake and then correcting them.

After having some general knowledge of the subject of this study, the writer is interested in doing the same research about corrective feedback used by a teacher in teaching students in kindergarten. The writer chooses kindergarten students for the reason that when teaching students are who are unable to write and speak well, corrective feedback will automatically happen in a classroom (Han, 2002). This research will be conducted at Little Star Kindergarten. Moreover, this study observes the corrective feedback used by the teacher in the kindergarten by referring to Brown's (2007) theory.

There have been many studies about corrective feedback, such as Hawa's (2007) study of the application of teacher's feedback during English speaking class at the second grade of SMP Al Hikmah Surabaya: A case study. She investigated the use of feedback during classroom interaction. She found that the teacher provides both feedback on content and feedback on form. The second

study was conducted by Panova and Lyster (2002) to the patterns of corrective feedback and uptake in an adult ESL classroom. They found that among the seven types of feedback, recasting and translation of learner errors are used most frequently, and recast occurs in more than half of the feedback turns. The third study was conducted by Setya (2011). In her study of corrective feedback used by an English teacher at SDN 1 Mancar Jombang, she concluded that the teacher mostly uses prompts in giving correction to her students.

This study examines the interaction between a teacher and students in a kindergarten. This study focuses on the data of corrective feedback given by a teacher to students' mistake. Previous studies investigated the corrective feedback as well. However, the present study differs greatly from the previous studies since none of the previous studies conduct the study about young learners. The present study conducts a study among a teacher and the students at Little Star Kindergarten. The writer is interested in observing corrective feedback in kindergarten especially in Little Star Kindergarten School because this school is a bilingual school which uses Bahasa Indonesia and English as their language in classroom. Corrective feedback is given to provide the correct form of an expression when learning language.

In this study, the writer chooses the second grade students of Little Star Kindergarten as the object of this study because of the fact that they have an English day on the occasion of the teacher and the students make conversations only in English. The teacher of second grade students conducts English day class every Friday. Besides that, the writer chooses Little Star Kindergarten for the

reason that, this school is one of the oldest kindergartens that claim themselves as a bilingual school in the writer's neighborhood. In addition, the location is near the writer's home, so that it is easier to access. The writer expects that the result of this study will be useful, not only for the students, but also for the teachers in the school and other English. Especially, teachers for young learners.

1.2 Statement of the Problem

Based on the background of the study above, the research questions are formulated as follows.

1. What types of corrective feedback are used by a teacher in teaching the students at Little Star Kindergarten?
2. What is the most frequent type of corrective feedback used by a teacher in teaching the students at Little Star Kindergarten?

1.3 Objectives of the Study

The object of the study is to find out the corrective feedback used by a teacher in teaching students in the kindergarten based on Brown's type of feedback. It can be determined into two purposes: first, identifying the corrective feedbacks which occur in the teacher's utterances in teaching students in the kindergarten; second, identifying the most frequent type of corrective feedback are used by a teacher in teaching the students at Little Star Kindergarten.

1.4 Significance of the Study

Through the result of this study, the writer wants to show the corrective feedback are used by a teacher in teaching students in the kindergarten, so that the readers of this thesis will understand how to correct the student's mistake. The

writer also hopes that this study could give an additional reference for teachers to have better ways to correct mistakes that have been done by their students.

1.5 Scope and Limitation

The study only focuses on conversation of a teacher and students at Little Star Kindergarten. The writer limit the analysis based on the data of corrective feedbacks (Brown, 2007) given by teacher to students' mistake.

1.6 Definition of Key Terms

- a. Corrective Feedback: Any indication to the learners that their use of the target language is incorrect. (Lightbown and Spada, 1999)
- b. A case study: An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (K. Vin, 1994).