CHAPTER I

INTRODUCTION

1.1 Background of the Study

The crucial aspect in teaching English as a second language was the nature of the teacher talked. Mostly, the teacher was the dominant person in the classroom (because the teacher has a power to control over the students) and also had more information to ensure the correct explanation (Kessler, 1992).The capacity of the teachers and the students speaking in front of the class always different, sometimes the teachers talked more than the students so did the students. Harmer (2005) classified talking time in the classroom into two: TTT (the teacher talk time) and STT (the students talk time). He argued that a vital part of the teacher's job was to make students speak or use the language they learnt. When TTT was higher than STT, it made the students unable to explore their idea and also used their language well. In learning language especially English need more practices because through it the students could advance their English skill (vocabulary, grammar and also their speaking)

The students often made errors while they learnt. As Hendrickson (1983) argued, that it is natural when a learner produces or makes some errors. Lantolf (cited in Hendrickson, 1983) argued that when a learner produces an error, it is an indicator of a progress and a success. Because when the learners or the students produce an error, the teacher will give correction or the teacher will encourage the

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students to correct them selves. The correction given by the teacher can be various. The teacher can correct the learners' error directly or after the learners finished their utterances.

While the teacher responds to the student's error due to correct it for the students or class benefit was known as corrective feedback. Lyster (1998b) stated that "corrective feedback is the provision of negative and positive evidence upon erroneous utterances, which encourage learner to correct involving accuracy and precision and not merely comprehensibility". In his study, Lyster (1998b) categorized the six corrective feedback types used in Lyster and Ranta (1998) into the following three categories: explicit correction, recast, and the negotiation of form or prompts. For example:

1. **Explicit correction:**   S1   : the gray fox, the wolf, the coyote, thebison, and the cr.....cran

                                T1   : and the crane. We say "crane"

2. **Recast:**   S2   : the sea and, the sea and……..

                                T2   : the lake and…….

3. **Prompts:**

       3.1 Metalingustic clues: S3   : Uhm, the, the elephant. The elephant growls

                                              T3   : Do we say *the* elephant?

       3.2 Clarification request: S4   : can, can I made a card on the…. For my little brother on the computer?

                                              T4   : pardon?

       3.3 Elicitation: S5   : well there's a stream of perfume that doesn't smell very nice.

                                    T5   : so a stream of perfume, we'll call

that a....?

3.4 Repetition: S6   : The.... The giraffe?

                                      T6   : *The* giraffe?

The teacher, in the example, gave correction to the learners' errors. For the first student, who pronounce incorrectly, the teacher gave corrective feedback using *explicit correction* by providing the correct form for example "and crane". The second student cannot mention correctly and the teacher gave corrective feedback using *recast* by implicitly reformulate all or part of the student utterance. For the third student to the sixth, the teacher used prompts to correct the student's errors. And there were four kinds of prompts: metalinguistic clues, repetition, clarification request, and elicitation. The teacher encouraged the students to do self repair. When the students did self correction, actually they also many thing for example they learnt what the errors they had made and how to correct it. However, the students studied language with the hope of gaining perfection on the whole of their English. In gaining a perfect language, the students had known their errors (written or spoken) and this was the teacher's job. The ways the teacher gave or showed the correction to the students were so various. Thus, the writer was interested in observed the strategies of giving corrective feedback used by the teacher on the students, by using Lyster's theory

There have been many studies about corrective feedback such as Lyster and Ranta (1997), Oliver and Mackey (2003), and then Han (2002). Lyster and Ranta (1997) focused their observation on the children at the age of 9-12 years old; they also developed the categories of corrective feedback. They found that

recast became the most type given by the English teacher in learning activities. Oliver and Mackey (2003) also did the observation to the elementary students at the age of 6-12 years old. They had the same result with Lyster and Ranta (1997) that recast was the most type given by English teacher. And the last is Han (2002) who argued that corrective feedback was the consequence of the low status (the students unable to write and speak well) in classroom processes. In communicative language teaching, corrective feedback remains an important vehicle for facilitating L2 knowledge construction and enhancing knowledge use Han (2002).

Being inspired by that phenomenon, the writer was interested in doing the same research about corrective feedback for elementary students. Because as Han (2002) stated that corrective feedback was the consequence of the low status (the students who unable to write and speak well) in classroom and children in elementary level have a big deal with this statement. Moreover, this study focuses on the fifth grade students and uses Lyster's (1998b) theories. It identified corrective feedback used by English teacher on students. The writer was interested in observing corrective feedback in elementary school especially in SDN 1 Mancar Jombang because in this school, the students still began in learning English so corrective feedback was given by the teacher. Besides that actually in the other elementary school, English was given from the first grade but here English given to the fifth grade.

1.1   Statement of the Problem

Based on the background of the study above, I had two questions to be asked. They were:

- What types of Corrective Feedback are used by the English teacher in teaching English in fifth grade students at SD Negeri 1 Mancar Jombang?

- What is the most frequently used type of Corrective Feedback given by the English teacher in fifth grade students at SD Negeri 1 MancarJombang?

1.3   Objectives of the Study

Regarding the statements of the problem, the objectives of the study were:

- To know the types of Corrective Feedback used by the English teacher in teaching English language at SD Negeri 1 MancarJombang.

- To know the most frequently used type of Corrective Feedback given by the English teacher at SD Negeri 1 MancarJombang.

1.4   Significance of the Study

The result of this study was expected to give a meaningful contribution to the teachers of English major in elementary school. I hope the teacher could give the right feedback so the learners could improve their English. The findings expected to give an overview about how the teachers usually interact with the students in giving corrective feedback which might contribute a lot to the students learning.

Furthermore, I hope this study could help students in English department who want to do research about corrective feedback in elementary school and other levels of language proficiency.

1.5   Scope and Limitation

This study was limited to observe the corrective feedback given by English teacher in English language classroom at SD Negeri 1 Mancar Jombang. This corrective feedback was given to provide the correct form in learning language. This study examines the interaction between English teacher and students in fifth grade at SD Negeri 1 Mancar Jombang. This study focused on the data of corrective feedback given by English teacher to the students' error.

Another limitation of this study was this study only identified or classified Corrective Feedback given by English teacher to the students in SD Negeri 1 Mancar Jombang according to Lyster classification of Corrective Feedback.

1.6   Definition of Key Terms

- Corrective Feedback: The provision of negative and positive evidence upon erroneous utterances, which encourage learner repair involving accuracy and precision and not merely comprehensibility (Lyster,1998b).

- Recast   : the correction or rectification of all or part of students' utterance or errors. Thus correction is minus or without the error (Lyster and Mori, 2006).

- Explicit correction   : The teachers give the correct form and clearly indicate that what students or learners said is incorrect(Lyster and Mori, 2006).

- Prompts   : the signal that pushed learner to self repair without providing any reformulation (Lyster, 1998b).

- Elicitation   : when the teacher does not give correction explicitly but giving correction implicitly (Lyster, 1998b).

- Metalinguistics clues : The teacher provides comments or questions related to the accuracy of the student's utterance, without explicitly providing the correct form (Lyster, 1998b).

- Repetition   : Repetition is teacher repeat the student's error and adjusts intonation to draw student's attention to it (Lyster, 1998b).

- Clarification request   : teacher show that learners' utterance was incorrect show it need a correction. So teacher push learner to repeat or find out the other answer? Or, sometimes teacher will use 'I don't understand', or 'What do you mean?'(Lyster, 1998b).

CHAPTER II

LITERATURE REVIEW