CHAPTER I
INTRODUCTION

This chapter presents an overview of the study. It covers background of the study, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

This research is intended to reveal the teacher's corrective feedback on students' English pronunciation. Morley (as quoted by Pardede, 2007) stated "intelligible pronunciation is an essential component of communication competence". Pronunciation is one of the components in speaking ability. This component plays a very important role in speaking ability because by pronouncing English words correctly, students are able to avoid misunderstanding when they are speaking.

Willing (as quoted by Chongning, 2009) stated "mastering the sounds and pronunciation of the target language is a high priority for the speaker of English". It means a good pronunciation will be the basis for students to master English well. According to Maniruzzaman (as cited by Tanzina, 2014), pronunciation is considered as an integrated and integral component of second/foreign language learning, as it influences learners' communicative competence and performance. In other words, Otlowsky (2004) stated that if someone is difficult to hear English well, she or he will be isolated from the language. Consequently, students should be guided early as good as possible in order to have perfect pronunciation capabilities. Otherwise, students will make fatal mistakes continuously. When

students have applied the pronunciation of a particular word, they will always remember it and use it. Hence, the error in pronunciation will cause a misunderstanding when the students communicate in English.

Long (as cited by Kim, 2004) stated that corrective feedback provides information and correction regarding aspects of one's performance or understanding that students highly benefit from teacher. Hence, implementing corrective feedback is useful for the students to find out their mistakes when they pronounce the words. It makes them motivated to minimize their pronunciation error so that they are able to develop their competence in English pronunciation. According to Harmer (2007), when teaching pronunciation is applied in the class, teacher will make students intelligible in pronunciation. Besides, Purnawarman (2011) stated that, teachers, as role model, are also responsible for helping students develop their capability to reach their learning goals through teacher's feedback.

In this research, based on the researcher's preliminary observation to the object of this research, it is found that the accuracy of students' English pronunciation in SMA Plus Al-Hasan Banjarsari Ciamis can also be indicated that they still have difficulties to pronounce the words correctly due to mostly still strongly influenced by their mother tongue pronunciation.

There are several studies regarding teacher's feedback in teaching pronunciation. One research is conducted by Mendez, Cruz, and Murrieta (2010). They investigated the role of corrective feedback on pronunciation in EFL classroom. They involved five English teachers from University of Quintana Roo in Mexico. To gain the data, an interview was used to find out the information from

five language instructors from the language bachelors' program at their university. They used a semi-structured interview with 20 questions. The data showed that from the techniques of corrective feedback, the English teacher mostly used recast type to correct students' pronunciation. They also concluded that corrective feedback was important to be implemented on pronunciation aspect due to the lack of accuracy of students' competence in English pronunciation.

The research is also conducted by Haryanto (2015) to five experienced teachers of The Daffodils English Course who were aware of giving corrective feedback on students' pronunciation. The results indicated that the five teachers as respondents gave corrective feedback at two different times that involved immediate and delayed correction and they influenced students' speaking performance.

This present research is different from the two researches above. The researcher focuses on discovering both a teacher and the students in senior high school level in order to explore the corrective feedback techniques used by teacher to correct students' pronunciation error and teacher's preference towards the implementation of teacher's corrective feedback. In addition, the researcher also investigates the students' responses toward the implementation of teacher's corrective feedback on students' pronunciation in teaching-learning process. Thus, the researcher conducts a research with the title **"EXPLORING THE IMPLEMENTATION OF TEACHER'S CORRECTIVE FEEDBACK ON STUDENTS' PRONUNCIATION".**

B. Research Questions

From the description above, this study is intended to answer three following research questions:

1. What are the techniques of giving corrective feedback on students' pronunciation implemented by the teacher?

2. What is the teacher's preference toward the use of corrective feedback on students' pronunciation?

3. What are the students' responses toward the use of teacher's corrective feedback on students' pronunciation?

C. Research Purposes

From the research questions above, this study is aimed at obtaining three following objectives:

1. To find out the techniques of giving corrective feedback by the teacher to students' pronunciation.

2. To find out the teacher's preferences toward the use of corrective feedback on students' pronunciation.

3. To find out the students' responses toward the use of teacher's corrective feedback on students' pronunciation.

D. Research Significances

This study has two significant perspectives. Theoretically, this study is hoped not only to enrich further research on corrective feedback in EFL classroom, but also it is designed to make a contribution to the understanding about the

importance of corrective feedback implemented by the teacher in correcting students' pronunciation error.

Practically, the results of this study are designed to extend some informative inputs in teaching and learning process, both for the teacher and the students in order to reach the successful learning. For the teachers, hopefully, it will provide information about types of corrective feedback used as appropriate strategies for correcting students' pronunciation error.

E. Rationale

Pronunciation refers to sound of the language, or phonology; stress, rhythm; intonation and includes the role of individual sounds both segmental and supra segmental sounds (Richard (2002). Kristina (2016) stated that pronunciation is able to entail the production and reception of sounds of speech and the achievement of the meaning. In other words, Otlowski (2004) also stated that pronunciation is accepted or generally understood way to speak English.

Pronunciation is a micro speaking skill. However, it is really important for foreign language learner to utter acceptable sound in communication. Lund (2003) explained that pronunciation is the aspect of language that calls for a close interaction between the cognitive and psychological process. In acquiring new speech sounds people are also dealing with a complex re-organizing of an articulatory process. Good English pronunciation makes students understand easily in communication, meanwhile poor English pronunciation may confuse people, and it makes them misunderstood when they are communicating.

Hattie (2007) stated that feedback is the most powerful moderator that enhanced achievement. He explained that for improving education, a teacher should provide information on how and why students understand and misunderstand about something, and what the students should do or say to improve. Corrective feedback is teacher's awareness to identify and to correct errors made by students. Ellis (1994) cited by Haryanto (2015) defined corrective feedback as information given to learners so that they can use to revise their interlanguage. From this definition, it is implied that corrective feedback is believed by teacher as an important thing which makes students achieve the target language. In the context of teaching oral skills or speaking to the students, teachers need to give corrective feedback to avoid systematic or continued errors made by the students in using target language they learn.

In correlation to the explanation of feedback, it is not enough if a teacher simply gives feedback without any correction. That is why corrective feedback is needed in pronunciation to prevent mispronounce and to give any information about how to pronounce a word properly. According to Lightbown & Spada (1999), corrective feedback is an indication of incorrectness of the learners' target language. On corrective feedback, students do not only know whether their pronunciation is correct or incorrect. Méndez, Arguelles, & Castro (2010) stated that corrective feedback can help to improve the students' learning strategies and give confidence to them. Hence, if students received corrective feedback from teachers, it would avoid them to produce the same mistakes. Hattie & Timperley (2007) stated that corrective feedback is critical influences on students' learning process.

Furthermore, according to Lee (2015) corrective feedback (CF) on errors facilitates pronunciation improvement of language learners.

There are several types of corrective feedback; recast, explicit correction, repetition, clarification request, elicitation, and metalinguistic feedback (Lyster and Ranta, 1997). In this present study, those types will become techniques for the teacher in the process of giving corrective feedback on students' pronunciation.

In the study by Yoshida (2008) stated that teacher's choice of corrective feedback in general were the same with students' preference of feedback. For instance, teachers chose explicit and recast most often for several reasons including limited class hours, whereas students in general also preferred to choose recast and explicit correction. He also found that teachers chose corrective feedback in accordance with learner characteristics such as students' proficiency levels and learning styles.

In the study by King, Schrodt and Weisel (2009) stated that students experienced the feeling of sensitive to corrective feedback provided by teacher. They can give their response either positive or negative attitude. They also argue that corrective feedback gives them advantageous for their English pronunciation improvement.

F. Previous Studies

There are several previous studies concerning teacher's corrective feedback on students' pronunciation. The result of the previous studies are useful references for consideration in this present study.

The first study was conducted by Haryanto (2015) who investigated corrective feedback strategies implemented by the teachers, the timing of corrective feedbacks and their influences on students' psychological performance during speaking activity at the Daffodils English course. This study is a case study and involved five experience teachers of The Daffodils English Course. The result of data analysis obtained that there were four types of corrective feedback strategies used by the teachers, namely; recast strategies was 58%, metalinguistic was 28.03%, clarification request was 11.21% and elicitation and elicitation was 1.86%. In addition, from total of data, it indicated that the teachers gave corrective feedback in two different times that involved immediate and delayed correction. It indicated that 28.03% of total data was immediate corrections, and 71.96% data indicated the use of delayed corrections. This research recommended that corrective feedback strategies which can improve their English pronunciation will be more effective if it is applied based on the models of speaking activity.

The second study was obtained from Baker (2016) who revealed corrective feedback on pronunciation in ESL learners. He focused on the teacher's belief and practice during implementing feedback to the learners. This study researched the case of five experienced ESL teachers, with at least six-year teaching experience (either based solely in the USA or oversees as well) for English Academic Purposes (EAP), who tended to apply feedback on specific features of pronunciation that negatively affect students' comprehensibility. The data were obtained from interviews, classroom observations and stimulated recall interviews reveal that the teachers use similar approaches to choose and apply feedback on problematic

features of pronunciation. The result of this study can be concluded that there were several practical solutions for providing corrective feedback and implications for the teacher education programs.

At the same time, the study also conducted by Huang (2016) that focused on similarities and differences between teacher and student perceptions of corrective feedback. She investigated the corrective feedback on pronunciation for students' presentations in advanced English class by using a group interview and a questionnaire survey. This research involved several participants, namely, there were 73 students (68 females and 5 males) of the School of Foreign Languages, Beijing Forestry University, among whom 40 were junior English-major students and 33 senior English-major students, aged from 20 to 24. Based on the data, the participants have completed basic training of English language skills, such as speaking, listening, writing and reading instead of English pronunciation. Besides, another group of participant involved 25 teachers who have been experienced in teaching English. By using a well-designed questionnaire and interview in the research, she obtained the results that corrective feedback is not only important but also necessary for the students since the students still have pronunciation error which need teacher's help to correct it. Moreover, both teachers and students agreed that giving corrective feedback would be better applied after making presentation in order not to interrupt when the students were speaking.

From the explanation above, it can be concluded that these previous studies have different study focuses but in the same methodology. Firstly, Haryanto (2015) investigated the using of teacher corrective feedback on EFL adult learners'

pronunciation in an English course by involving 5-well-experienced teachers during the research. Then, Baker (2016) revealed 5-professional teachers in EAP (English Academic Purposes) who gave corrective feedback to ESL learner' pronunciation. Lastly, Huang (2016) investigated 25-experienced teachers who implemented corrective feedback on pronunciation to EFL students.

In this present study, the researcher involves a teacher and EFL students in senior high school level in the research process. This research tries to explore the teacher's techniques in giving corrective feedback on students' pronunciation as well as investigating the teacher's preference towards of corrective feedback and the students' responses toward the implemention of corrective feedback on students' pronunciation.