

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is the act of communicating or conveying information or ideas using verbal language. This involves using the voice and mouth to produce sounds and words that others can understand. Speaking can occur in a variety of contexts, such as in conversation, public speaking, teaching or broadcasting. Effective speaking involves not only clear and articulate speech, but also the use of appropriate tone, pace and body language to convey the intended message. Speaking is considered the most important skill to effectively communicate in this global world (Hussain, 2019). As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Speaking for specialized communication typically takes place in various contexts where individuals perform speeches to different audiences. The art of speaking is closely linked to the development of specialized speaking skills. English speaking is more complex than everyday conversation as it involves several additional skills, such as topic selection, thought organization, message customization, and the ability to adapt to audience feedback (Al-Eiadeh, AlSobh, Al-Zoubi, & Al-Khasawneh, 2016).

Speaking skill is an important aspect in the teaching and learning process, especially in language learning. Effective communication is essential for students to express themselves, participate in class discussions, and understand the subject matter being taught. Speaking aids learners in enhancing their vocabulary and grammar abilities, consequently improving their writing proficiency. It enables students to articulate their emotions, ideas, narratives, requests, engage in discussions, and demonstrate various language functions. Beyond the classroom setting, speaking holds great significance. As a result, individuals who are adept at speaking a language have increased prospects of securing employment in various organizations and companies.

Speaking skills are an important aspect in students' language development. Good speaking skills are not only necessary for everyday communication, but also for participating in classroom speaking, public presentations, and success in the professional world. However, many students face difficulties in developing effective speaking skills.

Teachers play a role in making the current generation more advanced by using existing strategies in learning, especially learning English. According to Antić (2016: 214) teachers have a broad field of education, and teacher development is a continuous process of turning potential into performance. This becomes a challenge for teachers to find or create strategies that will be used to improve students' speaking skills. Teachers need to find or create easy and fun strategies to improve speaking skills. Teachers must prepare strategies that are easy for students to understand. This strategy is expected to help improve speaking skills because with the right strategy students can easily understand and master it. There are many strategies that can be used to improve speaking skills, but these strategies are not effective and efficient. Even so, students must improve their speaking skills effectively and efficiently in the classroom so that they can easily understand and master it.

One of the strategies found to improve students' speaking skills is the use of feedback strategies. Effective feedback can provide students with useful information about their speaking strengths and weaknesses, as well as provide constructive direction for improvement. In the context of language learning, the use of feedback strategies has proven to be effective in improving students' speaking abilities. Previous research shows that feedback provided consistently and specifically can help students understand which areas they need to improve, as well as provide clear direction on how to improve their speaking skills. Nevertheless, more research is still needed to explore the effectiveness of feedback strategies in improving students' speaking skills, especially using different approaches and in various learning contexts.

Corrective feedback assists students in recognizing and correcting errors in their speech production, thereby improving accuracy and fluency. Leonardo (2010) stated that timely and appropriate corrective feedback can have a positive impact on students' overall motivation, self-confidence and language proficiency. Correcting students has become a topic of interest not only for educators but also for researchers. Shao (2015) explains that corrective feedback is a term commonly used in the field of education, where feedback is given when a student makes a mistake in writing or speaking, thus requiring a response from the teacher or peer. Corrective feedback involves saying something to the learner that the output contains errors. This can be given orally or in writing, and can address various errors (Lyster, Saito, & Sato, 2013).

The first previous research titled “The Effectiveness of Positive Feedback In Teaching Speaking Skill” by (Muhsin, 2016), in this research conducted how students react to and

perceive the corrective feedback provided during speaking activities in teaching. Based on the students' feedback and perceptions of the teacher's corrective feedback, it was evident that the students believed that their speaking mistakes were being corrected. In this previous research explicit correction, elicitation, and repetition are the three most commonly used methods for providing corrective feedback when teaching speaking. These methods are highly effective at identifying students' mispronunciations at SMAN I Pengkadan, as well as their shortcomings in terms of accuracy and fluency.

The second previous research titled “The Teacher Feedback On Students' Speaking Performance and Their Uptake in Efl Classes” by (Phuong & Huan, 2018) in this previous research enhances comprehension of the characteristics of verbal Corrective Feedback regarding student engagement in the speaking learning process, and additionally offers instructors valuable perspectives on the influence of verbal Corrective Feedback on speaking instruction. Notably, the results increase recognition of the role teachers have in motivating or assisting students by employing new approaches to encourage improved speaking skills. In this case, the improvement is students of SMAN 1 Pengkadan. From the description there are two possibilities, is the corrective feedback strategies are suitable to improving students speaking skills or not suitable strategies for the students.

The last previous research titled “Corrective Feedback in Speaking Class” by (Dewi, 2015). In this research the lecturer was discovered to have employed five distinct methods of corrective feedback. The most frequently utilized form of feedback was recasting, trailed by repetition, metalinguistic feedback, elicitation, and explicit correction. Students' reactions to the feedback provided by the lecturer were predominantly unfavorable. Many students felt uneasy when receiving feedback from the lecturer. Nonetheless, a few students acknowledged that the feedback was beneficial for their own improvement.

Corrective feedback strategies should be used in tenth grade students at SMAN 1 Pengkadan in a positive and supportive manner, with a focus on helping the student improve their speaking skills. The goal is not to correct every single mistake, but to help the student develop greater accuracy and fluency in their spoken English. Speaking is a basic thing that needs to be learned in mastering English so that fun and interesting methods are needed to master it. As the previous research conducted the use of this strategy is also suitable to applied at SMAN 1 Pengkadan to deepen students' ways of

speaking and also this method is easy and practical to use. Usually for the mastery of learning to speak, students only use conventional methods.

In connection with the explanation above, it will be very important to conduct research on "Improving Student's Speaking Skills Through Corrective Feedback Strategies". With the aim of examine the effect of providing feedback on learning outcomes (understanding and application of concepts) to students who have different achievement motivation in learning English about how to speak at SMAN 1 Pengkadan.

B. Research Problem

Based on the above background, the writer can formulate the focus of the problem in this research is Improving Student's Speaking Skills Through Corrective Feedback Strategies. In order not to be too broad, the Sub-Focus in this study are as follows:

1. How can corrective feedback methods improve students' speaking skills at SMAN 1 Pengkadan for the 2023/2024 academic year?

C. Research Purpose

Based on the problem formulation above, the general objective of this research is to find out Improving Student's Speaking Skills Through Corrective Feedback Strategies. The specific objectives are as follows:

1. To find out how the corrective feedback method in English subjects can improve the speaking mastery of SMAN I Pengkadan students for the 2023/2024 academic year.

D. Significance of the Research

The result of this study predictable to be gifted to bounce the following advantages:

1. Theoretical Significance

This study will provide enrich data and theories regarding how to improving speaking skills through corrective feedback strategy had been implemented by schools involved in this research. Such data and how this research was carried out could be references for future researches who conduct research in this field.

2. Practical Significance

- a. To students

Students are expected to be able to master how to speak properly and correctly in an easy and fun way. Therefore, they can gain understanding and experience speaking. They can know the importance of speaking properly and correctly so they can speak fluently in front of the class. This can also be an anticipation for students in mastering how to speak where they can find out what difficulties they face when performing and speaking in class.

b. To teacher

For teachers, this can provide information related to teaching techniques in speaking mastery. In addition, it can find out what difficulties students have in important mastery of speaking. They can find out the nature of mastery of speaking English, and can also find out the factors that cause students to have difficulty mastering how to speak English properly and correctly. And can find the right steps to overcome these problems.

c. To school

After conducting this research, it is hoped that the school will be interested in this research method. This can also be a reflection to improve effective and efficient teaching in the classroom. And can make teaching innovative and creative.

d. To further research

This research is expected to be an opportunity in order to increase knowledge and experience regarding the improving speaking skills through corrective feedback strategies in speaking English and to practice what they get in the research so that they can make perfect speaking and correctively.

E. Scope of the Research

Having obvious a limitation in this study requires the formulation of the limitation of the study. The scope of this research is the object under study. In this scope, it aims to find out the Improving Student's Speaking Skills Through Corrective Feedback Strategies. The scope of the research here is research variable and terminology.

1. Research Variable

The variable is a crucial component of research as it is the focal point of the study and is even included in the research title. As Abiodun-Oyebanji (2017) stated, a variable refers to the variation that is being analyzed and described, and it plays a significant role in the research process, as the researcher's handling and utilization of it can shape the nature and trajectory of the research. For this

particular study, a single variable was employed. A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studies. In this research, the research variable is Corrective Feedback Strategies, in order to improve the students' speaking skills while learning at school carried out by students in the school

2. Research Terminology

In order to clarify the terms of the title to avoid the ambiguity in this study.

The definition is as below:

a. Speaking Skills

Speaking skills include being able to engage with one's audience and adapt one's communication style to fit the situation and audience. Speaking skills are crucial in both personal and professional settings, as they allow individuals to convey their ideas, persuade others, and establish strong relationships (M. Al-Tamimi & Attamimi, 2014).

b. Corrective Feedback Strategies

Corrective feedback techniques and approaches that educators and language instructors use to provide guidance and correction to learners during the process of language learning (Chen, 2018). These strategies aim to help learners recognize and correct errors in their language use, and to facilitate the development of more accurate and effective language production.

c. Eleven Grade Students of SMAN 1 Pengkadan

The Tenth Grade Students of SMAN I Pengkadan located in Jl. Lintas Selatan km 100 kecamatan pengkadan. Desa / kelurahan, Menendang, Kapuas Hulu in the academic year of 2023/2024.