CHAPTER I

INTRODUCTION

This chapter consists of six points to be treated i.e. background of the study, statement of problems, objective of the study, significance of the study, scope and limitation, and the last definition of terms.

1.1 Background of the study

Nowadays English has important role in our life. No doubt many people around the world want to learn English in order that they can communicate through speaking or writing. Indonesia is one of the countries that uses English as foreign language since 1964 when the government decided to treat English as compulsory subject to be taught to the secondary level of education, and a required subject at the tertiary level of education.

In learning English there are 4 skills that should be mastered those are; writing, reading, listening and speaking. Listening and reading are receptive skills while writing and speaking are productive skill. But listening and speaking are most widely used for classroom interaction.

However in learning English as foreign language, there are many difficulties faced by the students. Speaking is the most difficult faced by foreign language learners to acquire. Many students feel that speaking is harder than writing, reading or listening for two reasons. First, unlike reading or writing, speaking happens in the real time: usually the person you are talking to is waiting

for you to speak right then. Second, when you speak you cannot edit and revise what you wish to say, as you can if you are writing.

Some problems in speaking are related to the uses of English grammar, the pronunciation of English sounds and limited stock of vocabulary. These problems can cause error in students' speaking. Besides it, Corder (1967) also pointed out that the mother tongue of the language learner has a particular effect on language learning (cited in Shanin, 2011, p.209).

Errors play a crucial role in the process of developing speaking skills. Students need to be encouraged to believe that errors are normal, natural and inevitable in learning foreign language. Corder (1967) focused attention on errors as a result of cognitive language processing (cited in Shanin, 2011, p.209). But when errors are ignoring frequently it can be an obstacle in students speaking skill development. Errors that occur frequently without correcting can cause communication breakdown. In this case, teachers have important role to resolve the problem faced by students.

Errors correction should be done appropriately. There are some question about the teachers' role and the timing of the reacting move following the students' erroneous response. In a recent review of the error treatment research, Chaudron (1987) adopted as a framework the following questions, which were originally posed by Hendrickson (1978 cited in Allwright, 1991) ; (1) Should learners' errors be corrected?, (2) When should learners' errors be corrected?, (3) Which learners' errors should be corrected?, (4) How should learners' errors be corrected?, and (5) Who should correct learners' errors?. These questions should be teachers' consideration before decide to correct students' errors.

If the teacher corrects students every time they make errors, they will always be thinking about error and that will slow down their speaking. Speaking very slowly and correcting their selves all the time will stop them reaching the next level and will make it hard for people to talk with them without getting bored and impatient. It will also slow down their reading and writing speeds, and it makes them hard to listen to people speaking at normal speed. Students also need to speak fluently and keep their motivation to be confidence. If the teacher is always interrupting and correcting students speaking, it can be easy for students to become nervous about speaking. Sometimes students know they need correction, but it is possible that when teacher does make a correction, students usually look disappointed or even angry. If so, teacher might be nervous about correcting and not believe that students really want more correction (http://www.usingenglish.com/articles/why-doesnt-my-teacher-correct-all-my-mistakes-when-am-speaking.html#gBS8VIdXGlXQtY1L.99).

However, teachers are often faced with difficult choice about how best to do this without discouraging the learners. Teachers also need to be confident that they correct errors in such a way that the learners will, in fact alter their output for the better. In this sense, using Vigil and Oller (1976), teachers must provide learners with appropriate cognitive feedback as well as affective support. Giving feedback in form of correction is one of the most influential aspects in learning a language because students are given the necessary tools to correct their output and improve their proficiency and ability to speak accurately.

In this case, teachers' strategy in correcting students' error will be an important thing. Teacher should apply strategies according to the type of error, the learners' personality and the situation. Teachers should "make a series of instant judgments about the learners' language ego fragility; anxiety level, confidence, and willingness to accept correction" (Brown, 2007, p. 350).

Teachers need strategy to make what they do more effective, more efficient and try to help students move a head in their English development. Based on such problem and in order to know the strategy to correct students' error in speaking, the writer interested to conduct a study under the title: "**A STUDY ON TEACHER'S STRATEGY IN CORRECTING ERRORS IN SPEAKING AT THE EIGHTH GRADE STUDENTS OF SMPN 1 AMARASI IN THE ACADEMIC YEAR 2013/2014**"

1.2   Statement of Problem

This study is conducted to answer the questions below as the problems statement of this study. They are as follow:

1. What are the strategies used by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi?

2. What is the most frequent strategy used by the teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi?

1.3   Objectives of the Study

The formulating of the objective or the purpose of the study is presented in the following:

1. To find out the strategies used by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi.

2. To find out the most frequent strategy used by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi

1.4 Significance of the Study

This study will be useful for those who have a great concern in language learning and teaching particularly the English teachers and the writer herself. The significance of the study are as follows:

1. This study is expected to be useful for the English teachers by giving information and also help the teachers to select the appropriate strategy to apply in his or her teaching.

2. For the writer herself, this study gives the writer valuable inputs to know more about speaking and treatment of students error.

1.5 Scope and Limitation

This study deals with the issue of errors in speaking. Here the writer concentrates on the teacher's strategy in correcting errors in speaking. The writer hopes that through this research the teaching and learning English in SMPN 1 Amarasi will be effective and success.

1.6 Definition of Terms

Here are some definitions of terms that are used by the writer in this research. They are stated to help the readers easily understand the thesis. They are stated as follow:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997 cited in Rutun, 2008). Dealing with this study speaking is an interactive process between teacher and students of SMPN 1 Amarasi.

2. Strategy

According to Gony and Kingsmey (1974: 12) strategy is a process of individual behavior which modified or changed through practice or learning on the other hand. Strategy in this study means the technique that is applied by teacher of SMPN 1 Amarasi in correcting students' error in speaking.

3. Errors

Any mistake in the arrangement of the words within one of the conventionally accepted sentence structures (Cart V. Good, p. 217 cited in Rutun, 2008). Dealing with this study, errors refers to the mistake in arrange the sentences that might be made by second year students of SMPN 1 Amarasi in speaking.

4. Error Correction

Error correction is defined as 'a response either to the content of what a student has produced or to the form of the utterance' (Richards and Lockharts, 1996: 188). Error correction in this study means the teacher's of SMPN 1 Amarasi response toward students' error in speaking.