CHAPTER I

INTRODUCTION

A. Background of the study

Speaking skill as one of the productive language skill is a complex skill that needs combination of certain skills and different types of knowledge.[1] Willkins, as quoted in Freeman's book stated that it is important for the students to have communicative competence, rather than linguistic competence, in order to be able to communicate in the practice in language learning.[2] The researcher also believes that speaking skill as communicative competence has important part in English language learning. Thus, speaking skill indeed needs more attention in order to promote creative and communicative competence in students.

L2 speakers occasionally make mistakes along their speech. Of course, the production of mistakes in speech is a common and natural occurrence in EFL learning. In speech, slips and mistakes such as mispronounced words, mixed sounds, and wrong words can happen because lack of attention from the speaker.[3] However, they also can consciously or subconsciously correct their speaking mistakes the moment they realized it. At the moments when someone makes mistake and the inappropriate expression is detected, it can be corrected whether by the speaker itself or the listener[4]. When the speaker

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[1] Scott Thornburry. "How to Teach Speaking". New York: Longman. 2005. (page 1)

[2] Diane Larsen – Freeman, "Techniques and Principles in Language Teaching", New York: Oxford University press, 2010. (page 121)

[3] Sari Luoma. *Asssessing Speaking*. United Kingdom: Cambridge University Press, 2004. (page 18)

[4] Rintaro Sato, "Self-Initiated Self-Repair Attempts by Japanese High School Learners while Speaking English", BRAIN. Broad Research in

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makes mistake and they immediately noticed it, stopped the flow of the speech in a short time and make an attempt to revise the mistake, it would be called as self-repair[5]. In this research, the main concern is about the immediate mistake correction which is done independently by the English Teacher Education Department Students as English L2 speakers.

The ability to do self repair is really important for the English Education Department students, since in the future they will become English teachers. Teaching is to show or to help someone to do something, to instruct, to guide, to provide with knowledge, and to make other people know or understand.[6] At all cost, the teacher should avoid giving wrong example to the students, especially in English language teaching. When the teacher makes mistake and doesn't even realize moreover corrects it, the students will follow the mistake and make it into their habit. At all cost, this situation should be avoided by raising teacher's awareness in self-repair. It is harder to realize the mistake and to do self repair in speaking skill rather than writing skill, since people don't have much time to think when they speak. In writing skill, it is different matter since they can proofread the text after they finish writing.

Self-repairs strategy is common in language learning, particularly in speaking class. Sato and Geordiadou's studies shows that there are many cases of self-repairs within EFL and ESL classes. However, within the Indonesian classroom context, this strategy is still not familiar within the students.

Artificial Intelligence and Neuroscience Volume 3, Issue 2, May 2012, ISSN 2067-3957 (online), ISSN 2068 - 0473 (print)Japan: Nara University of Education. (page 17)

[5] Judit Kormos, "Speech Production and Second Language", London: CSSLA, 2006. (page 123)

[6] Brown, H. Douglas. *Principles of Language Learning and Teaching, Fifth Edition*. New York: Longman. 2007. (page 8)

Students do not have enough opportunity to reflect on their own mistakes, moreover in doing immediate correction on their mistakes. This condition of not having much opportunity makes it hard for the students to raise their awareness of doing self-repairs. Based on the interview with lecturer in English Teacher Education Department of UIN Sunan Ampel, it has been discovered that students in there actually did many cases of self-repairs. yet another interview conducted on some students of Spoken English Class shows that they still have low awareness in doing self-repairs. This phenomena raises the researcher's curiosity on conducting a research about self-repairs in English as foreign language within Indonesian students.

UIN Sunan Ampel Surabaya, as one of the Islamic university in Indonesia has English Teaching Education Department as one of the major. And particularly certain class in the department raises the researcher's interest. Spoken English class is one of the courses available for English Teaching Education Department students started from second semester. In Spoken English class, the students are trained within language skills especially in speaking field. However, some of them still occasionally making mistakes. And moreover, not all of them are aware of their mistakes, moreover doing self-repairs. Based on preliminary research in 2nd semester students, only 6 among 10 students stated that they easily realize their mistakes right after saying the utterance when speaking and only 3 students stated that they usually try to correct their mistakes immediately in the moment they make it during the speech amusingly, all of them stated that they often make mistakes when doing English Speaking, especially in extensive speaking activity like oral speech, story telling, or individual presentation. It becomes an interesting fact, given that they are in university level in which most of them has been studying English for at least 6 years during middle-high school or boarding school. Moreover when taking Spoken English course the students are expected to have better quality in speaking. The lecturer of the cases also stated that there are

many cases of self-repairs within the students, though the occurrence has not been yet measured.

There are some rising questions about the students' awareness of doing self-repairs. How many self-repairs occurred within their speaking? How much is the occurrence rate, especially among the students in Spoken English class as future English teacher who need to be more aware of their English language ability? What kind of self-repairs occurs within them? This thesis would mainly cover this topic. Also, there is another topic that is needed to be given an attention in this study. Corrective feedback in this class becomes additional topic that need to be considered for the future researches. The lecturer's corrective feedback in the class also catches the researcher's attention. Thus, this study would also cover that topic.

A number of study have investigated students' self-repairs. For example Effrosyni S. Geordiadou's study, which analyzes the differences between self-repairs done by elementary and lower-intermediate students in L2 learners, and the correlation between Proficiency, Speaking Habits and Mistake-tolerance ands Self-repair Behaviour of Emirati EFL Learners.[7] The data of this study is taken from conducting interview, giving questionnaire, and giving proficiency test to the students. This study shows that lower-intermediate students perform more discourse related repairs than elementary students. Also, the result indicates that students who valued fast-paced speech did self-repairs less frequently. This article created new interesting view in the researcher's perspective. This article focused much on correlation study. Yet the researcher would like to find out more about the self-repair in higher education students.

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[7] Effrosyni S. Geordiadou. *The Role of Proficiency, Speaking Habits and Mistake-tolerance in the Self-repair Behaviour of Emirati EFL Learners*. UAE: Asian EFL Journal Research Articles. Vol. 18 No. 4 December 2016.

There are also other studies in related field with this research. The most notable among them is Sato's journal article regarding of the students self-repair attempts. That study compares the amount of students' errors and self-repairs. By using interview, this research collects the data of students' self-repairs. The result shows that students have high success rate in doing self repairs (77%). Also, is notable note that students do more self-repairs in phonological and lexical fields.

In this study, the researcher would like to find out about the types of self-repairs done by the students in Indonesian classroom context. Also, unlike the other previous study, this research also include lecturer's corrective feedback as a factor that need may be correlated with students' self-repairs.

By doing this study, the researcher wants to confirm about in what extend the students in English Education department's self-repair within the class.

B. Research Question

Based on the facts and problems raised in the background, this study is intended to answer this following question:

"What are the kinds of self-repairs made by the students in Spoken English class at UIN Sunan Ampel Surabaya?"

C. Objective of the Research

The objectives of this research is to find out about the kinds of self-repairs made by the students in Spoken English class at UIN Sunan Ampel Surabaya.

D. Significance of the Research

This research is expected to contribute in English Language Teaching field to both lecturers and students.

1. For the lecturers, this study will bring an opportunity to look at the fact about the type of self-repairs mostly

occurred by the students. The data can be used as reference in order to improve students' speaking ability in the future since by looking on students' self-repairs pattern, the lecturer may know about the students' awareness of their mistake and how far they can correct it by themselves. Also, the research data regarding corrective feedback may be used as reference material for the lecturers to utilize the proportion needed in giving corrective feedback.

2. For the students, this study can also give two benefits. The first benefit is to be used as reflective material for the students to improve their awareness on self-repairs in speaking. Also, as the second benefit, this research could be used as the reference for the future researches concerning about similar field, especially about the possible correlation between students' self-repairs and lecturer's corrective feedback which has the possibility to be developed in future researches.

E. Scope and Limitation of the research

1. Scope of the research

   This study is conducted in Spoken English classes of English Teacher Education in State Islamic University of Sunan Ampel Surabaya in academic year 2016 / 2017. This research is focused on analyzing students' self-repair in their individual presentation activity and analyzing lecturer's corrective feedback within the feedback session in the Spoken Englishclass.

2. Limitation of the research

   This research is limited in observing the frequency of students' self-repair kinds among their presentation activity in Spoken English class. The researcher doesn't observe students in the cases of self-repair attempts outside of their own presentation

time in the Spoken English class. The researcher also limits the research data into three kinds of self-repairs: Appropriateness Repair, Different Information Repair, and Error Repair.. Also, the researcher has no control on students' background knowledge regarding English Language before entering UIN Sunan Ampel Surabaya. The researcher chooses the students of the same grade (2nd semester) with assumptions that they have similar English language aptitude.

F. Definition of Key Terms

   1. Self-repair

Judit Kormos explains self-repair as overt manifestations of the monitoring processes; a self-initiated self-completed correction comes about when the speaker detects that the output has been erroneous or inappropriate, halts the speech flow, and finally executes a correction[8].

Self-repair in the context of this research is students' ability to correct their spoken mistakes in the middle of their speaking activity. This action occurs subconsciously and happens right after the students make the mistake in their speaking activity.

   2. Students' Speaking Performance

Henry Guntur Tarigan defines speaking is a language skill that develops in children's life, preceded by listening skill, which in that time the speaking skill is learned.[9]

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[8] Judit Kormos, "Speech Production and Second Language", London: CSSLA, 2006. (page 123)

[9] Henry Guntur Tarigan, *Bebricara Sebagai Suatu Keterampilan Berbahasa,* Bandung, 1986. (page 4)

In this study, students' speaking performance identified as the moment when each students stand in front of the class and speak as presenter of their own proposal.

3. Spoken English

Spoken English is one among the courses available in English Education Department in UIN Sunan Ampel Surabaya. The course is available in seventh semester at the 2016-2017 academic years.

4. Teacher's Corrective Feedback

Hattie and Timperley defines feedback as information that is given by teacher, peer, book, parent, self, experience regarding of the learner's performance or understanding of certain material, as feedback is the consequence of performance.[10] Bari explains Corrective Feedback as kind of feedback in which done in order to correct any error in students' performance.[11]

Teacher's corrective feedback in this study is defined as the indication of any corrective feedback given toward students' self repair attempts in presentation activity (final term) by the lecturer of Spoken English class in 2016-2017 academic years. The response in this context is the availability of any corrective feedback types in accordance with students' speaking performance in the class.

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[10] John Hattie and Helen Timperley. *The Power of Feedback*. Review of Educational Research. March 2007, Vol. 77, No. 1, pp. 81-112. DOI: 10.3102/003465430298487 (page 81)

[11] Faradilah Bari, "Teacher's Oral Feedback on Speaking Class in SMPN 12 Bandar Lampung", Bandar Lampung: Universitas Lampung. 2016. (page 13)