

CHAPTER I

INTRODUCTION

This chapter encompasses background, research question, objectives, significance and scope of the research.

A. Background

A synthesis of theory and practice implies that there are two main conditions that are conducive to language development in English as a Foreign Language (EFL) context. In secondary level, it is not only theory but practice also appears for the ultimate to teach the English skills as requirement of curriculum. Junior high school level concerns on four English skills (Listening, Reading, Writing and Speaking) through practice in the classroom. Those English skills are categorized into receptive skills including listening and reading skill; and productive skills including writing and speaking skill. Speaking as a productive skill strictly relates to elements of English namely vocabulary, grammar, situation, and pronunciation that work simultaneously to build up the intended meaning accurately, fluently and comprehensibly. In terms of accuracy, teacher is the model in the classroom demanded to utter the words or sentences into correct form. Therefore, as the initial phase of learning English, secondary students learn the correct form linguistically from the teacher as model and improve their speaking skill through practice.

In speaking practice, mispronunciations commonly occurs on students especially junior high school students. In other words, junior high school students require guidance from teacher to give correction for their mispronunciations. In

observation classroom, many words have been pronounced incorrectly by two students in SMP Negeri 18 Makassar mostly cover segmental and supra-segmental phonemes. As a result, the students were failed to convey the meaning of words or sentences into the intended meaning. The mispronouncing of the word makes the different interpretation meaning. Further, error becomes boomerang for students and it may fossilize as a correct form because of lack of corrective feedback in learning process.

The corrective feedback within teaching guides the student's repair of the error and it indicates that student notices his error through teacher's correction into incorrect or correct form. Incorrect form of students' utterance is need repair while the correct form of student's utterance is successful repair (Lyster and Ranta, 1997) Kinds of student's utterance to respond teacher's corrective feedback is called uptake. In addition, the process of repairing students' error takes substantive, i.e. students notice the error, contract the correct form, lead them to display the correct form, and reform their utterance.

The importance of this research

Dealing with statement above, error as a part of the learning process especially in language acquisition and learning permits everyone making errors in the process of learning no matter learning the foreign language. Nevertheless, mispronunciations generates ambiguous meaning even meaningless of the words which it comes to be harmful. Do not let error unimproved to be correct so that corrective feedback is an aching need in teaching as communicating way to remedy students' pronunciation.

The urgency of this research

English pronunciation in learning English for junior high school students as the initial phase is to avoid further problems of learning English in the future. The mispronunciations is harmful for students' interlanguage system. So, undeniable case happens on the fossilization of students' pronunciation which frequently appears in process of teaching and learning. Hence, unimproved error must be immediately diminished without waiting the repair in advanced education level. The previous statement brings this research into an urgency to be conducted which concerns on students' mispronunciations in term of segmental phonemes (consonants).

The feasibility of this research

This research is feasibly conducted because the present researcher has done a preliminary observation at SMP Negeri 18 Makassar in May 17th, 2015 which is found that the two (who was instructed to conversation text in front of class) of the students in VIII 4 class have less accuracy in pronouncing each word that is included into segmental and supra-segmental phonemes, however, this research is restricted in segmental phoneme (consonants). The teachers and students in that school highly welcome the idea of doing this kind of research.

The novelty of this research

A number of studies have examined whether corrective feedback in a communicative oral task-based language classroom is effective or not. Others investigated corrective feedback as ineffective for some situations in teaching and learning process. Similarly, the present researcher also conducted a research about

the use of corrective feedback. This research has different concern from the previous research studies identifying the types, characteristics, perception of teacher, and student's uptake on corrective feedback, meanwhile, this research focuses on the researcher's interpersonal communication as corrective feedback to remedy students' mispronunciations.

This research is intended to investigate the corrective feedback in view of interpersonal communication leading EFL student's pronunciation repair to remedy students' mispronunciations. Moreover, the researcher investigated the extension of students' L1 influencing their pronunciation accuracy. Therefore, the researcher conducted a study of **Corrective Feedback as a Device to Remedy Students' Mispronunciations: a Case Study with Interpersonal Communication Perspective.**

B. Research Question

Based on the preliminary observation, this research concerned on two students of SMP Negeri 18 Makassar producing mispronunciations in term of consonant phonemes. Referring to this problem, the present researcher attempted to conduct this study through corrective feedback in view of interpersonal communication to remedy students' pronunciation by formulating the research questions as follows:

1. What are the causes of students' mispronunciations?
2. How does the students' L1 interfere to their mispronunciations in English?

3. How does corrective feedback in view of interpersonal communication successfully lead students' Pronunciation repair?

C. Objectives of the Research

In line with the research questions purposed above, the objectives of the research are to give descriptive account of:

1. The causes of students' mispronunciations.
2. The students' L1 interference to their mispronunciations in English.
3. The corrective feedback in view of interpersonal communication successfully leading EFL student's pronunciation repair.

D. Significance of the Research

The findings of this research are expected to give theoretical and practical contribution. Theoretically, the findings are contributive to enrich the existing theory of corrective feedback in view of interpersonal communication in leading the students' mispronunciations. Practically, the findings of this research are expected to give contribution for teachers and students. For teachers, this research is expected to provide reference related to corrective feedback in interpersonal communication perspective in English teaching and learning interaction so they could remedy the students' mispronunciations in learning English. For students, they could realize that their mispronunciations influence their learning process, so they could remedy their mispronunciations in English.

E. Scope of the Research

The scope of this research is limited into three different aspects, as follows:

1. By discipline, this research is under applied interdisciplinary between sociolinguistics and psycholinguistics as majors of developing theory dealing with the interaction of giving correction of error which it is well known as corrective feedback in view of interpersonal communication.
2. By content, this research covered segmental phonemes especially English consonant phonemes namely /b/, /p/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /z/, /ʒ/, /ʒ/, /l/, /r/, and /w/. The consonant phonemes were analyzed via phonemic oppositions and phonetic features. Some of phonemes do not exist in Indonesian phonemes and others exist but phonemic positions or phonetics features are different.
3. By activity, the researcher interviewed the participants and the English teacher, and observed the English classroom. To remedy the mispronunciations, the researcher and participants conducted the remedial interaction scheduled based on the agreed time and place. The stages of remedial interaction to conduct the interpersonal communication were begun from pre-remedial, whilst-remedial, to post-remedial interaction. Thus, the researcher descriptively analyzed those stages of remedial interaction mentioned above.