# CHAPTER I

# INTRODUCTION

## A. Background of the Study

It is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global or international language. Decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as "local contents". As the result of this decentralized decision-making, since last decade, public interest in English for Young Learnes (EYL) has become enhanced. This is evidenced in increasing number of district, city governments and also private institutions all over the country which offer English classes at the elementary or even earlier level.

Unfortunately, with regard to English teachers, recent studies on the conditions of English Language Teaching (ELT) practices and English teachers in Indonesia conducted in Java show surprising if not worrying facts from English classrooms, which indicate that English teachers have not themselves mastered the language they are teaching (Dardjowidjojo, 2000 in Yuwono and Harbon, 2010). Since Java is the most important (hence, the most advanced) island of the country, one can only imagine what the situations in remote places outside Java would be like.

There is also a consensus that most Indonesian teachers are uni-disciplinary; they are not prepared with a knowledge of sociology, psychology and communication that would help them shape classroom practices (Buchori, 2001). While in pedagogy, psychological aspect is very important. Students have diversity in each aspect, such as motivation, attitudes, acquisition of interest, social values, social roles or personality (Stern, 1983), especially young learners who are different from adult learners. Teachers need to raise awareness about the special requirements of that age group. Young learners need different approach and hence different techniques from teachers.

## B. Reason for Choosing the Topic

One of the basic techniques for foreign language teaching is feedback. As a matter of fact, feedback is a key of teaching foreign language. It is a component of the intervention process. Teachers should give feedback to their students as a motivation for the students to learn from their mistakes. In order to make the most of the feedback, teachers must know the strategy how to give a positive feedback to the students. The problem is that sometimes, teachers do not know how to correct and to give feedback to the students, while the quality of teacher's feedback to students has a considerable impact on student achievement.

**C. Problems of the Research**

Here, the study tried to explore the types of feedback used by teachers with their pupils, in order to see the immediate effects on learners uptake and repair in EFL context.

   The problems of the research were:

1. What types of feedback are mostly used by teachers?

2. What are the effects of teachers' feedback on young EFL learner uptake and repair?

3. What types of feedback should teachers give when teaching children?


**D. Purposes of the Research**

From the above research problem, the writer formulated the purposes of the study as follows:

1. To find out the types of feedback mostly used by teachers.

2. To find out the effects of teachers' feedback on young EFL learner's uptake and repair.

3.  To find out the types of feedback teachers should give when teaching children.


**E. Significance of the Research**

**1. For teachers**

   The results of this research are expected to give teachers a new perspective of the good or positive feedback that teachers should give when teaching children.

**2. For the researcher**

This research could develop the writer's knowledge about the effects of teacher's feedback on young EFL learners' uptake and repair.

**3. For the further researchers**

The results can be used for the further researchers which focus on developing learning opportunities that teachers should create in a way that they benefit the enhancement of young learner's uptake and repair in EFL context.

**F. Scope of the Study**

The study looked into the types of feedback used by teachers with their pupils, in order to see the immediate effects of each feedback type on learner's repair and uptake in EFL context. The pupils were 2 elementary school children (Primary 1) and 1 kindergarten school child (Kindergarten B) who were learning English as a foreign language in i-tutor.net, Semarang. The data consisted of 4 sessions which comprised approximately 40 hours.

The research questions were answered by analyzing spontaneous conversation between teacher and students of English private class in i-tutor.net Semarang qualitatively. The analysis focused on the types of feedback used by the teacher and the response given by the students.

**G. The Organization of Writing**

This study consists of five chapters. In order to help the readers comprehend the study, this study is systemized as follows:

Chapter one shows the background of the study, reason for choosing the topic, problem of the research, purposes of the research, significance of the study, scope of the study, and the organization of writing. In general, this chapter provides the framework or the ground thinking of this study to bridge the following chapters.

Chapter two provides the review of the related literature. It describes the theories used in developing the study. All of them will serve the fundamental references as a basis of data analysis in this study.

Chapter three discusses the method of investigation conducted by the writer. It gives the description of the research design, the subject of the study, the research procedures, the instruments, and the data analysis.

Chapter four discusses the main purpose of conducting this study. It provides the explanation of different types of feedback used by teachers with their pupils, in order to see the immediate effects of eact feedback type on learner uptake and repair in EFL context.

Chapter five provides the overall discussion of the study as the conclusion and followed by the suggestions given by the writer at the end of the study for the sake of language teaching in pedagogy.