TEACHER'S AWARENESS IN GIVING CORRECTIVE FEEDBACK ON STUDENT'S ENGLISH PRONUNCIATION ERRORS AT SMA NEGERI 21 PALEMBANG

A THESIS

By

Nursabrina Brilian

06011282025030

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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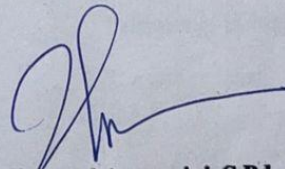
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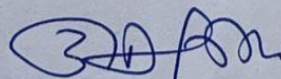
SRIWIJAYA UNIVERSITY

2024

Approved by :

Advisor

Hesti Wahyuni Anggraini, S.Pd., M.Pd.
NIP. 198609282014042001

Certified by :

Coordinator of English Study Program

Eryansyah, S.Pd., M.A., Ph.D.
NIP 196907181995121001

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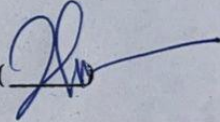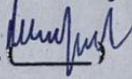
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06011282025030

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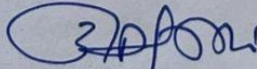
EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Hesti Wahyuni Anggraini, S.Pd., M.Pd. (   )

2. Member   : Dr. Rita Inderawati, M.Pd. (   )

Palembang,   Mei 2024

Certified by

Head of English Education Study Program

Eryansyah, M.A., Ph.D
NIP. 196907181995121001

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DECLARATION

I, the undersigned,

Name : Nursabrina Brilian

Student's Number : 06011282025030

Study Program : English Education

Certify that thesis entitled "Teacher's Awareness in Giving Corrective Feedback on Student's English Pronunciation Error at SMA Negeri 21 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, 18 Mei 2024

The undersigned,

Nursabrina Brilian

NIM. 06011282025030

DEDICATION

I dedicate this thesis to my parents, my brothers and my sister. To myself who continue and finish this thesis, to stay believe and overcome up and down situations.

MOTTO:

"Bukan bahagia yang membuat kita bersyukur tapi dengan bersyukur justru membuat kita lebih bahagia"

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The Researcher

Nursabrina Brilian

NIM. 06011282025030

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TEACHER'S AWARENESS IN GIVING CORRECTIVE FEEDBACK ON STUDENT'S ENGLISH PRONUNCIATION ERRORS

ABSTRACT

Corrective feedback is essential for a betterment of language learning process. This study aims to find out teachers' awareness of corrective feedback for students' pronunciation errors, identified common errors and the most frequently used type of corrective feedback that teachers used. Samples were two teachers and 66 participants of grade 11 students of SMA Negeri 21 Palembang. To answer the problems of this study, a case study was applied through a two-meeting observation in order to gain the data. The results of this study indicated that teachers were quite aware of students' English pronunciation errors. Vowel substitution was the most common pronunciation error with the explicit feedback as the most frequently corrective feedback.

Keywords : Teacher Awareness, English Pronunciation Error, Corrective Feedback
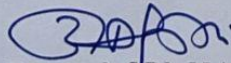
A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Nursabrina Brilian

NIM : 06011282025030

Certified by,   Approved by,

Coordinator of English Study Program   Advisor

Eryansyah, S.Pd., M.A., Ph.D.   Hesti Wahyuni Anggraini, M.Pd.

NIP 196907181995121001   NIP. 198609282014042001

CHAPTER 1

INTRODUCTION

This chapter introduces (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

A teacher is required to have the ability and good performance in teaching. Besides that, a teacher must also be aware of students, especially students' errors in the learning process. Good qualifications, efficiency, active participation in professional development, knowledge of current issues, ethical obligations and commitment or responsibility are things that a teacher must master. According to Kusumaningrum et al.,(2019), a teacher's performance is shown through the way a teacher carries out his duties, roles and responsibilities based on skills, experience and sincerity. In this case, teacher performance is related to their performance teaching duties. Good teachers are expected to have the ability to carry out their functions and roles optimally.

In the process of learning English in class, it is natural that students will make errors, especially pronunciation errors. Maiza (2020) stated students must master one of the important aspects in learning English, namely pronunciation, especially in speaking. To communicate well, a person must have correct and precise pronunciation because this affects understa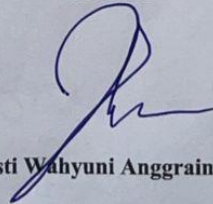nding the meaning. Almuslimi (2020) stated that the first thing people notice about a speaker or learner of any language is pronunciation. When messages are not conveyed with correct and precise articulation, communication will be hampered and cause misunderstandings. Therefore, to achieve success in oral discourse, a learner must pay a lot of attention to pronunciation.

English pronunciation is one of the skills that is difficult to learn when learning English. and it is also a basic requirement for students to master if they want to have good English language skills because good pronunciation causes learning while poor pronunciation causes difficulties. According to Maiza (2020), The

diversity of sounds from vowels and consonants makes English pronunciation more complicated and confusing for learners. This is also the reason why it is difficult for non-native speakers to understand the words of a native speaker who speaks quickly. Beside that, correct English pronunciation plays a very important role in supporting students to be able to speak English correctly. Ahmad (2019) states that students must be more aware of speaking and listening skills to be able to master the ability to pronounce sounds correctly because the mistakes students make are usually caused by the many differences in letters and sounds in English. Apart from that, a student must also learn about the international phonetic alphabet, vowels, consonants, clusters, phonemes, etc. in support of acquiring English speaking skills.

Pronunciation errors in learning a foreign language are normal and often occur during the process of learning a foreign language. This error is influenced by many things, one of which is the influence of the learner's regional language which can change a person's intonation and pronunciation. According to Pratiwi & Indrayani (2020), Indonesia has a variety of languages with different dialects and accents, making pronunciation errors in English made by Indonesian speakers normal and acceptable.

Errors in pronunciation are often made by students when teachers and students communicate and discuss in English. In that situation, the teacher's role is needed to correct student errors in improving student's speaking ability. According to Halenci & Zaenil (2020), providing feedback to students when students make mistakes in learning is an important task for a teacher. Furthermore, providing feedback on student mistakes is useful. In order to avoid fossilization, providing feedback on student mistakes is very useful for students to correct and learn from these mistakes. It is the teacher's responsibility to correct student mistakes. Teachers can provide feedback in various ways, one of which is corrective feedback.

In this era, learning English is very important. In learning English, students and teachers must realize that the correct pronunciation is one indicator of success in learning English. In the English subject, in addition to mastering English

speaking skill, students must be able to pronounce words correctly and the teacher also must be aware of the mistakes that students make and how the teachers face the challenges in giving corrective feedback to student makes the researcher think that this is a very important thing to study.

In this study, the researcher is interested in conducting research on teacher's awareness in giving corrective feedback on student's English pronunciation errors located at SMA Negeri 21 Palembang. The researcher thinks that this school has various type of student especially their ability in English subject that is different and the teachers at this school also have a good way in teaching English although it's not a school that is known by a lot of people. This study aims to investigate teachers' awareness in providing corrective feedback when students make pronunciation errors at SMAN 21 Palembang. A researcher also wants to find the most frequently used type of corrective feedback that teachers can use to correct students' pronunciation errors. In addition, a researcher wants to know students' pronunciation errors that often occur so that it can be a lesson for teachers to pay more attention to students in understanding sounds that are often pronounced incorrectly. Based on these objectives, this research is entitled "Teacher's Awareness in Giving Corrective Feedback on English Pronunciation Errors at SMA Neger 21 Palembang".

1.2 The Problems of Study

In relation to the background, the problems of the study are formulated into the following questions.

1) How does a teacher respond when realizing the students do pronunciation errors at SMA Negeri 21 Palembang?

2) What is the most frequently used type of corrective feedback to correct students' pronunciation errors at SMA Negeri 21 Palembang?

3) What common pronunciation errors do students make at SMA Negeri 21 Palembang?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study are to find out:

a. To know how teachers respond when realizing the students do pronunciation errors at SMA Negeri 21 Palembang.

b. To know what the most frequently used type of corrective feedback to correct students' pronunciation errors at SMA Negeri 21 Palembang.

c. To know what common pronunciation errors students make at SMA Negeri 21 Palembang.

1.4 The Significance of the Study

The researcher hopes that the results of this study can provide information to students, teachers, lecturers, and other researchers about the problem of teacher's awareness in giving corrective feedback. The researcher hopes that this research can help students know about the mechanisms and methods of the corrective feedback given by teachers in school. For teachers, the researcher hopes that teachers can get motivated to be better at giving corrective feedback to students in the future. Besides that, teachers are expected to be more aware of students' pronunciation errors, both in terms of knowledge, skills, and attitudes. For lecturers, the researcher hopes that this research can provide direction to lecturers in teaching their students later, especially in giving corrective feedback from teachers to students, so that lecturers can also be sensitive to student's pronunciation errors. Finally, for other researchers, the researcher hopes that this research can be a helpful reference for further research related to corrective feedback on student's pronunciation errors.

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