

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Feedback is a technique to state an evaluated idea after a proceeding has been done; either negative or positive thought is gotten and given. It aims to refine previous action, so then it will be better next time. Truscott & Hsu (2008) pinpointed that feedback is valued and accepted by the two parties who give each other the evaluations. Feedback generated by peers is generally held to be of lower quality to feedback from experienced tutors (Hamer, et al., 2014). Notwithstanding, peer feedback is beneficial for teachers because students have the opportunity to take an active role in learning with peers (Ferris, 2003). Students acquire a well understanding as the peer feedback process enhances a high awareness to provide the feedback. Subsequently, peer feedback practices ease students in gaining confidence also reducing anxiety as in how it tends to be more flexible for peers to revise each other's work by seeing strengths and weaknesses (Rodríguez-González & Castañeda, 2016).

I purpose to link the peer direct feedback with my oral fluency of English on the daily basis communicating with a Singaporean, concerned to my speaking ability. To begin with, fluency itself refers to one's ability of accuracy or appropriateness, speed, and proper expression or intonation, also the flow of the speaking. Those are the key elements to evaluate one's ability

and proficiency in any kinds of English skills (Fuchs, 2005). As cited in Fuchs (2005, p. 37), “accuracy refers to the ability to recognize and decode words correctly, and to understand the relationship between letters and sounds (Hudson, et al., 2005). The speed is at how fast one can talk is an indicator of one’s ability to decode and recognize words, not only on the individual word level, but also from sentence to sentence, and throughout the text (Samuels, et al., 2005). Expression describes the rhythmic and tonal aspects of speech, including pitch, stress patterns, and duration (Hudson, et al., 2005). Flow is made possible by clarity of expression, the acceptable ordering of ideas, use of vocabulary and syntax appropriate to the context (Samuels, et al., 2005)”. Whaley & Golden (2000) stated that people who stutter must have their speaking practice by interacting with fluent speakers. Fluent in speaking also means speaking easily, reasonably, quickly, and without having stop and pauses (De Jong, 2018). I, sometimes judge myself, am not that good to fluently speak. Therefore, I use this strategy to revise the gap I am having.

Attached to the previous discussion, I perceive my strengths and weaknesses in speaking using the direct feedback. I have an interlocutor helped me a lot during these 2 years, he and I have been communicating through *WhatsApp*. He is from Singapore and basically his mother tongue is English. We do calls every day, both by voice and video. Back then, it was nearly a shame on me that I could not at all speak properly and had a lot of pauses in the call. I could not even express an excitement to talk to my interlocutor in result he came to speculation that I had no interest to talk to

him. I, indeed, felt extremely nervous that time like I have never been so. Time after time, my interlocutor and I agree that I am improving, in confidence and how to be accurate in pronunciation. Some of our conversations go random, not so infrequent, the talking goes enormously serious. I take chance to reflect on my speaking fluency. I occasionally ask him how I was, what mistakes I made, how well I could ask and answer him, my pronunciation, and so forth. There will be a direct feedback after, point by point, he states.

The proposed study will elucidate an impact for the future event after past and present event of my lived experience communicating with a native Singaporean. Related to the oral speaking fluency, the peer direct feedback is expected to encourage me to improve me being a fluent speaker by reflecting on the strengths and weaknesses from my peer's perspectives.

## **B. Formulation of the Problem**

A research question addressed in the present study is, how do I acquire oral fluency through peer direct feedback from native speaker?

## **C. Operational Definitions**

To avoid misunderstanding about the terms set out in this proposed study, here are the operational definitions of each keyword:

1. Direct Feedback : It is a strategy of providing feedback to students to help them correct their errors by providing the

correct linguistic form of linguistic structure of the target language.

2. Peer Feedback : It is a practice in language education where feedback is given by one student to another. Peer feedback is used in writing classes of both first language and second language to provide students more opportunities to learn from each other.
3. Oral Fluency : It is a measurement of how well and how easily people can communicate ideas clearly and accurately in speech with of course correct pronunciation of individual sounds and words, for the listeners to be able to hear and distinguish the words said.

#### **D. Aim of the Research**

This research aims to know how I acquire oral fluency through peer direct feedback from native speaker perceived by the strengths and weaknesses I bare during oral fluency acquisition.

## **E. Uses of the Research**

### **1. Theoretical Use**

Theoretically, this research develops theory of Barkhuizen, et al. (2014) that research methods involve the use of stories as data or as a means of presenting findings in a domain of second language acquisition.

### **2. Empirical Use**

This research will provide empirical insights into how the researcher uses to talk English in the daily basis and get more fluent in speaking with Asian English native speaker.

### **3. Practical Use**

This research will present the reflection of the writer's experience on how the writer perceives the strengths and weaknesses of English fluency reported by Asian English native speaker through direct feedback.