

**LECTURER FEEDBACK IN SPEAKING CLASS
AT ENGLISH DEPARTMENT OF ANTASARI STATE
UNIVERSITY**

**By
M. Ridha Ramadhani**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2020**



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**LECTURER FEEDBACK IN SPEAKING CLASS
AT ENGLISH DEPARTMENT OF ANTASARI STATE
UNIVERSITY**

AN UNDERGRADUATED THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan English Language Education**

**by
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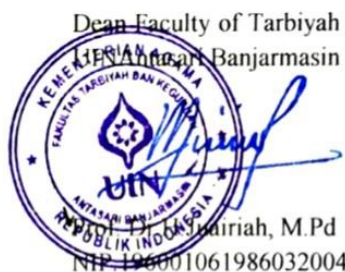
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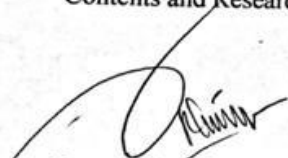
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ABSTRACT

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Keywords:Feedback, Perception, Speaking

Considering the importance of teacher's feedback in the students' speaking skill, this research was aimed at investigating the teacher's feedback in the speaking activities. Two research questions were formulated in this study. They are What types of feedback does the teacher give in the speaking activities? and What are the students' perceptions of teacher's feedback in the speaking activities?

This research used a descriptive qualitative design. It applied an observational method to collect the data. It means that the data of the research were obtained through careful observations in the natural setting where the research was conducted. The study involved the lecturer and the students on speaking II class of the third semester at English department of Antasari State Islamic University. Observations were done by attending the speaking classes and making field notes of all feedback happened in the classroom setting during the speaking learning and teaching process. To gain comprehensive and accurate data, the researcher crosschecked the data obtained by comparing these data with those which were obtained by interviewing some of the students involved in the research.

To check the trustworthiness of the data, triangulation was also used. The researcher compared the gathered data with other relevant researches and theories and consulted the lecturers involved in the study. The Result is The lecturer often used explicit correction in giving feedback in students' speaking class. There was only little feedback in the form of elicitation, clarification request, and recast feedback. None of her feedback was in the form of repetition and metalinguistic recast and The result shows that perceptions on feedback giving lecturer get more positive values than negatif one

ABSTRAK

M. Ridha Ramadhani . 2020 Lecturer Feedback In Speaking Class At English Department Of Antasari State Islamic University. Thesis.English Education Department, Tarbiyah and Teacher Training Faculty, Antasari State Islamic University. Advisors: (I) Dra. AndiIrlina, M.Hum (II) Nor IzzatilHasanah,S.Pd,M.Pd

Kata kunci: Umpan Balik, Persepsi, Berbicara

Mempertimbangkan pentingnya umpan balik guru dalam keterampilan berbicarasiswa, penelitian ini bertujuan untuk menyelidiki umpan balik guru dalam kegiatan berbicara. Dua pertanyaan penelitian dirumuskan dalam penelitian ini. Mereka adalah Apa jenis umpan balik yang diberikan guru dalam kegiatan berbicara? Dan Apa persepsi siswa tentang umpan balik guru dalam kegiatan berbicara?

Penelitian ini menggunakan desain deskriptif kualitatif. Ini menerapkan metode observasi untuk mengumpulkan data. Ini berarti bahwa data penelitian diperoleh melalui pengamatan yang cermat di lingkungan alami tempat penelitian dilakukan. Penelitian ini melibatkan dosen dan mahasiswa pada kelas II berbicara semester ketiga di departemen Bahasa Inggris Universitas Islam Negeri Antasari. Pengamatan dilakukan dengan menghadiri kelas berbicara dan membuat catatan lapangan dari semua umpan balik yang terjadi di pengaturan kelas selama pembelajaran berbicara dan proses pengajaran. Untuk mendapatkan data yang komprehensif dan akurat, peneliti memeriksa ulang data yang diperoleh dengan membandingkan data ini dengan yang diperoleh dengan mewawancarai beberapa siswa yang terlibat dalam penelitian.

Untuk memeriksa kepercayaan data, triangulasi juga digunakan. Peneliti membandingkan data yang dikumpulkan dengan penelitian dan teori lain yang relevan dan berkonsultasi dengan dosen yang terlibat dalam penelitian ini. Hasilnya adalah dosen sering menggunakan koreksi eksplisit dalam memberikan umpan balik di kelas berbicara siswa. Hanya ada sedikit umpan balik dalam bentuk elisitasi, permintaan klarifikasi, dan menyusun kembali umpan balik. Tak satu pun dari umpan baliknya dalam bentuk pengulangan dan metalinguistic menyusun kembali dan Hasilnya menunjukkan bahwa persepsi umpan balik memberikan dosen mendapatkan nilai lebih positif dari pada negatif.

MOTTO

“Fall down six times, get up seven”

(Unknown)

DEDICATION

I dedicate this thesis for:

1. My beloved parents, H. Juhani and Hj. St. Sarah who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
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6. Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, JumadilAkhir, 6th 1441 A.H

January, 31, 2020 A.D

Writer

M. RidhaRamadhani

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