Students' Perceptions on Teachers' Feedback in Speaking Class at English Education Department of Universitas Muhammadiyah Yogyakarta

A Skripsi

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Sincerely,

Fatihatun Cahyaning Tyas

Abstract

In speaking class, teachers' feedback is needed to provide information to students' performance in order to make students aware about their mistakes and what should be improved in their learning. This study aimed to find out the types of feedback commonly used by teachers in speaking class at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) based on students' point of view. Then, this study also aimed to find out students' perceptions on the teachers' feedback in speaking class at EED of UMY.

This research was conducted by using qualitative method. The researcher chose interviews as the instrument to gather the data. The researcher chose three participants from students of EED of UMY in batch 2011 who had joined speaking classes in the first year. In analyzing the data, the researcher used three kinds of coding including open coding, axial coding, and selective coding. The researcher also did member checking to get validity of the data before analyzing the data.

The first finding of this study showed that there were four types of feedback commonly used by teachers in speaking class at EED of UMY. They are evaluative feedback which is categorized as approval feedback, descriptive feedback which is categorized as improvement strategies feedback, descriptive feedback which is categorized as describing mistakes and weaknesses feedback, and corrective feedback which is categorized as recast feedback.

The second finding was about the students' perceptions on teachers' feedback in speaking class at EED of UMY in terms of functions of feedback,

significances of feedback in language learning, and the most effective feedback in speaking class at EED of UMY based on students' point of view. Firstly, feedback had four functions. It was to improve students' skills, to give motivation, to give comment, and to make students become aware of their mistakes and their level of performance. Feedback also gave some significance in language learning. It can enhance students' speaking skills, evaluate students' work, motivate students, make students more confident, encourage students, enrich students' vocabularies, and enrich students' fluency. Last, students gave their perceptions on the most effective feedback in speaking class at EED of UMY. Students preferred descriptive feedback which is categorized as describing mistakes and weaknesses feedback, descriptive feedback which is categorized as improvement strategies feedback, and corrective feedback which is categorized as recast feedback.

Keywords: Teachers' feedback, Types of feedback, Students' perception, speaking skills.

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