

**TEACHERS' ORAL CORRECTIVE FEEDBACK IN SPEAKING CLASS AT ENGLISH
DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of
English Education**

By

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UNIVERSITY OF SURAKARTA**

2018

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Herewith, I testify that in this proposal of research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which writing are referred in the manuscript and mentioned in the literary review and bibliography.

If later, the results of this study are proven as plagiarism, I will be fully responsible and willing to accept sanction in accordance with applicable regulations.

Surakarta, October 10th2018

The Researcher



Yurika Nendri Novianingsih

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MOTTO

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

-Hellen Keller-

Don't gain the world and lose your soul, wisdom is better than silver and gold.

- Bob Marley –

Nothing is impossible; the word itself says "I'm possible".

-Audrey Hepburn-

Life isn't about finding yourself. Life is about creating yourself.

-George Bernard Shaw-

DEDICATION

This research paper is dedicated to :

1. Allah Subhanahu Wata' ala
2. Prophet Muhammad sallahu alaihi wassalam
3. My beloved Parents (Mr. Saron and Mrs. Wahyudiningsih)
4. My beloved Sisters (Dika Stefigraf and Decha Syarapova)
5. My Teacher and Teacher
6. My friends
7. My Almamater

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Surakarta, 15 March 2018

The Researcher

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ABSTRAK

Dalam penelitian ini, peneliti hanya focus di kelas berbicara di Universitas Muhammadiyah Surakarta. Penelitian ini bertujuan untuk mendeskripsikan jenis, frekuensi, dan dominan dari umpan balik dari guru kepada muridnya. Metode yang dilakukan oleh peneliti adalah deskriptif kualitatif. Metode ini menggunakan murid dan guru sebagai subjek observasi dan menggunakan rekaman dari aktifitas mereka saat kegiatan belajar di kelas. Rekaman berisi informasi umpan balik dari guru kepada murid. Penelitian di kelas dilakukan tujuh kali dalam jangka waktu 25 April 2018 sampai dengan 30 Mei 2018. Peneliti melakukan observasi empat kelas oleh dua guru. Hasil dari penelitian, banyak kesalahan yang dilakukan oleh murid saat praktek berbicara di depan kelas. Kesalahan yang paling banyak dilakukan adalah pengucapan dan tata bahasa. Banyak jenis kesalahan yang dilakukan oleh murid, tetapi umpan balik yang paling dominan dilakukan oleh guru adalah metalinguistik dan pengulangan. Persentase dari setiap jenis umpan balik adalah, 30.26% dalam bentuk metalinguistik dengan 23 data, 30.26% dalam bentuk pengulangan dengan 23 data, 18.42% dalam bentuk koreksi eksplisit dengan 14 data, 10.26% dalam pendataan dengan 8 data, 7.90% dalam perombakan dengan 6 data, and 2.64% dalam permintaan klarifikasi dengan 2 data. Implikasi dari penggunaan umpan balik dalam strategi pembelajaran adalah murid dapat lebih baik dalam berbicara bahasa asing dengan tidak terus melakukan kesalahan yang sama. Murid dapat mengembangkan kemampuan dalam berbicara bahasa asing.

Kata kunci: umpan balik, berbicara, tipe umpan balik, frekuensi dan dominan umpan balik

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ABSTRACT

In this study, the researcher only focused in speaking class of Muhammadiyah University of Surakarta. This study aimed to describe the type, frequency, and dominant of corrective feedback by teachers to students. The method which was used by the researcher was qualitative descriptive. This method used the students and teachers as the subject of the study and used the recording of their activities when they learned in the class. The record contained information about the corrective feedback from the teachers to the students. Class observation was carried out seven times in two months. The researcher observed in four classes of two teachers. The result of this study, many errors were done by the students when they practiced speaking in front of the class. The most common errors were pronunciation and grammar. Many types of errors were made by the students, but the most dominant corrective feedbacks which were made by teachers were metalinguistic and repetition. The percentages of each type of corrective feedback is 30.26% in metalinguistic feedback with 23 data, 30.26% in repetition with 23 data, 18.42% in explicit correction with 14 data, 10.26% in elicitation with 8 data, 7.90% in recast with 6 data, and 2.64% in clarification requests with 2 data. The implication of using feedback in learning strategies was that students could be better to speak foreign language. Students also could develop their skill to speak foreign languages.

Keywords: corrective feedback, speaking, types of corrective feedback, frequency and dominant types of corrective feedback

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