

TUTORS' FEEDBACKS IN TEACHING SPEAKING
AT ENGLISH TUTORIAL PROGRAM
IN UNIVERSITAS MUHAMMADIYAH SURAKARTA



RESEARCH PAPER

Submitted as a Partial Fulfillment
of the Requirement for Getting Bachelor Degree
in Department of English Education

By:

VIRTU FEMMA VIRGINA

A320160080

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA

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APPROVAL

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By

VIRTU FEMMA VIRGINA
A320160080

Approved to be Examined by Consultant



Nur Hidayat, M.Pd.
NIDN. 0613086903

ACCEPTANCE

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VIRTU FEMMA VIRGINA
A320160080

Accepted and Approved by the Board Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On *May 18th* 2020

The Board Examiners

1. Nur Hidayat, M.Pd.
Head of Examiner
2. Koesoemo Ratih, Ph.D.
Member 1 of Examiner
3. Aryati Prasetyarini, M.Pd.
Member 2 of Examiner

(*Nur Hidayat*)
(*Koesoemo Ratih*)
(*Aryati Prasetyarini*)

Dean,



Prof. Dr. Haryo Loko Pravitno, M. Hum.
SNIP: 19050428 199303 1 001

TESTIMONY

Herewith, I testify that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this paper and mentioned in the bibliography.

If any incorrectness is proven in the future dealing with my statement above, I will be fully responsible.

Surakarta, May 18th 2020

The Researcher



Virtu Femma Virginia

A320160080

MOTTO

*Help others as long as you can.
-Virtu Femma Virginia*

*Beri hati pada setiap kerja kerasmu.
Karya-karyamu
- Tulus*

*Have faith in your dreams and someday, your rainbow will come smiling through.
No matter how your heart is grieving. If you keep on believing
The dream that you wish will come true
-Lily James*

DEDICATION

This research paper is dedicated to:

1. Allah SWT. For all of the blessings.
2. My Beloved Parents
3. My Beloved Brother and Sister
4. My Beloved Family
5. Mr. Nur Hidayat, who gives me guidance and advice,
6. All of My Supportive Friends

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Mercy to be upon to our prophet Muhammad SAW, the last prophet of Allah SWT who guides us from the darkness era until the lightness.

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The researcher realizes that this research paper is far from perfect, so the researcher is welcoming all the constructive comments and suggestions. The researcher hopes that this research paper will be useful for anyone who need it, especially the researcher who will observe the feedback used by the teacher or tutor in any learning process.

Wassalamu'alaikum Wr. Wb.

Surakarta, May 18th 2020

Virtu Femma Virgina

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ABSTRAK

Umpan balik adalah sebuah informasi yang sering diberikan di dalam proses belajar mengajar, meliputi belajar berbicara. Umpan balik digunakan untuk meningkatkan pemahaman siswa karena siswa sering membuat kesalahan dalam berbicara, baik dalam pengucapan, ejaan, pemilihan kata, tata bahasa, dll. Penelitian ini bertujuan untuk menganalisis tipe umpan balik, langkah-langkah pemberian umpan balik, alasan umpan balik tutor, dan persepsi siswa terhadap umpan balik tutor di dalam *English Tutorial Program (ETP)* di Universitas Muhammadiyah Surakarta. Subjek dari penelitian ini adalah 5 orang tutor dan 5 grup siswa *English Tutorial Program (ETP)*. Metode penelitian yang digunakan dalam penelitian ini adalah observasi dan wawancara. Observasi dilakukan di 5 grup *ETP* dengan menggunakan rekaman video dan catatan lapangan. Hasil dari penelitian ini adalah tutor menggunakan umpan balik positif dan negatif. Dalam umpan balik positif; *paralinguistic, linguistic, metalinguistic* digunakan oleh tutor, dimana *paralinguistic* adalah tipe yang paling dominan karena muncul 86 kali. Sedangkan, umpan balik negatif; *explicit correction, recast, metalinguistic feedback, clarification request, elicitation, and repetition* digunakan oleh tutor dimana *recast* adalah tipe yang paling dominan karena muncul 99 kali. Tutor menerapkan 10 langkah-langkah memberikan umpan balik di dalam grup mereka. Alasan tutor dalam memberikan umpan balik adalah untuk meningkatkan kesadaran siswa atas kesalahan mereka di dalam pembelajaran. Berdasarkan persepsi siswa, umpan balik memengaruhi kondisi psikologis dan kemampuan berbicara siswa. Umpan balik positif membuat siswa merasa antusias dalam belajar dan kurang peduli akan kesalahan. Sedangkan, umpan balik negatif membuat siswa senang karena mendapatkan koreksi, siswa merasa lebih percaya diri, keterampilan berbicara siswa meningkat dan kesadaran siswa atas kesalahan mereka meningkat namun juga memberikan tekanan. Jadi, umpan balik dari tutor bermaksud untuk meningkatkan penguasaan Bahasa Inggris siswa, terutama dalam keterampilan berbicara.

Kata Kunci: Berbicara, Langkah, Persepsi, Tipe, Umpan Balik

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ABSTRACT

Feedback is an information that common given in teaching learning process, including in learning speaking. Feedback is used to enhance students' understanding since the students often make mistakes in speaking, either on pronunciation, spelling, vocabulary choice, grammar, or etc. This research is aimed to analyze the types of feedback, steps of giving feedback, reasons of tutor's feedback, and the students' perceptions toward tutors' feedback at English Tutorial Program (ETP) in Universitas Muhammadiyah Surakarta. The subjects of this research are 5 tutors and 5 groups of students of English Tutorial Program (ETP). The research methods used in this research are observation and interview. The observations are done in 5 ETP groups by using video recording and field note. The result of this research is that the tutors of ETP used both positive and negative feedback. In the positive feedback; paralinguistic, linguistic, and metalinguistic are used by them in which paralinguistic is the dominant type that appears 86 times. While, in negative feedback; explicit correction, recast, metalinguistic feedback, clarification request, elicitation, and repetition in which recast is the dominant type that appears 99 times. The tutors applied 10 steps of giving feedback in their groups. The tutors' reason of giving feedback is to improve the students' awareness towards their mistakes in learning. Based on the students' perceptions, feedback influenced the students' psychological condition and speaking ability. Positive feedback made students were more enthusiastic in learning and also being ignorance to their mistake. Meanwhile, negative feedback made students happy to get correction, students feel more confident, students' speaking skill increase, and students' awareness towards their error increases but also gave the pressure. Thus, the tutors' feedbacks are useful for enhancing students self-spirit and English mastery, especially in speaking skill.

Keyword: Speaking, Step, Perception, Type, Feedback

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