

ABSTRACT

Made Frida Yulia. (1998). Students' Opinions on Corrections and Strategies for Correcting Errors in Speaking Classes and their Impacts on the Course of Learning English of the First Semester Students of the English Language Education Study Program of Sanata Dharma University. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The study was intended to find out the students' opinions about the impacts of corrections on them, various strategies for correcting errors in Speaking classes, and the best strategy for correcting errors from their viewpoint.

The method employed in this study was survey, to be more specific a poll, and the subjects were the first semester students of the English Language Education Study Program of Sanata Dharma University Yogyakarta in the academic year of 1997/1998. The number of respondents was eighty one and it was taken by a non-random sampling, that was from classes a, b, and d. The data were obtained by making use of a questionnaire consisting of seventeen items in the form of semi-open-ended questions as the instrument. The questionnaire was distributed in the third and fourth weeks of November 1997 (12, 14, and 19 November 1997) and 1 December 1997.

The results of the study indicated that corrections had great and positive impact on students, that was for their skill development. The strategy for correcting errors which was mostly preferred was delayed corrections. This strategy was viewed as a means to avoid embarrassment on the part of the students and humiliation. Immediate corrections were regarded as having possibility to cause embarrassment and other negative feelings. Another strategy, that was written corrections, however, was regarded as an ineffective means because they were time-consuming as well as energy-consuming.

As to immediate corrections, they were also regarded as impressive corrections because they gave stronger impression in the students' mind. Along with delayed corrections, they were also considered effective for the teaching-learning process in Speaking classes. Nevertheless, teachers should be very careful in implementing this strategy because they were also able to decrease students' motivation and self-confidence if they were delivered inappropriately.

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Tujuan penelitian ini adalah untuk mengetahui pendapat mahasiswa tentang dampak koreksi dari guru pada mereka, tentang bermacam-macam strategi untuk mengoreksi kesalahan yang dipergunakan di kelas Speaking, dan tentang strategi yang terbaik dari sudut pandang mahasiswa.

Metode penelitian yang dipakai adalah survei, yaitu polling atau jajak pendapat. Subjek penelitian diambil dari mahasiswa semester satu Program Studi Pendidikan Bahasa Inggris Universitas Sanata Dharma Yogyakarta pada tahun akademik 1997/1998. Pengambilan sampel didasarkan pada pengambilan sampel tidak acak, yaitu dari kelas a, b, dan d, dan jumlah seluruh responden adalah 81 orang. Instrumen yang dipakai dalam penelitian ini adalah kuesioner yang terdiri dari 17 pertanyaan dalam bentuk pertanyaan semi terbuka. Pengumpulan data dilakukan pada minggu ketiga dan keempat bulan November 1997 (12, 14, dan 19 November 1997) dan 1 Desember 1997.

Hasil penelitian menunjukkan bahwa koreksi mempunyai dampak yang besar dan positif pada mahasiswa, yaitu untuk pengembangan kemampuan berbahasa mereka. Strategi untuk mengoreksi kesalahan yang paling diminati dalam populasi ini adalah koreksi yang ditunda karena strategi ini dipandang mampu menghindarkan munculnya rasa malu pada mereka dan menghindarkan kemungkinan guru mempermalukan mereka. Mengenai koreksi langsung, strategi ini dianggap mempunyai kecenderungan menyebabkan munculnya rasa malu dan perasaan negatif lainnya. Sedangkan strategi lain, koreksi tertulis, dianggap tidak efektif karena menghabiskan banyak waktu dan energi dalam penerapannya.

Di samping itu hasil penelitian menunjukkan bahwa koreksi langsung dianggap sebagai strategi yang impresif karena bisa meninggalkan kesan yang mendalam pada mahasiswa. Bahkan, bersama dengan koreksi yang ditunda, strategi tersebut juga dianggap efektif untuk proses belajar-mengajar dalam mata kuliah Speaking. Namun perlu diingat bahwa guru harus berhati-hati dalam menerapkan koreksi langsung ini karena strategi ini mampu menurunkan motivasi dan kepercayaan diri mahasiswa apabila cara penyampaiannya tidak tepat.