

ABSTRACT

Nisa', Yulia Arifatun (2018). *Students' Perception on the Use of Oral Peer-Feedback in Critical Listening and Speaking 2 Course*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Oral peer-feedback is one of many methods to enhance students' reading, writing, listening skill, and speaking skill. In Critical Listening and Speaking 2 course, especially on the speaking category, the students must perform an impromptu speech in front of their classmates and lecturer. After the students delivered their impromptu speech, they would get oral feedback from their friends. In this study, the researcher plans to uncover about students' perceptions on the oral feedback given by their peers. The researcher came up with a research question: *What are students' perceptions toward the use of oral peer-feedback after the impromptu speech?*

To answer the question, the researcher conducted a survey by distributing a set of online questionnaires via Google Form. The questionnaire consists of eighteen (18) questions. The first fifteen (15) questions were close-ended questions and the last three (3) questions were open-ended questions.

The result based on the close-ended questions showed that (1) there was indeed a process of oral feedback delivery in the class; (2) the students genuinely perceived that the oral peer-feedback was beneficial for them; (3) the students believed they would gain certain benefits from the oral peer-feedback; (4) the students still have mixed preference upon the form of feedback; (5) the students have mixed view on the benefits they gain from the oral peer-feedback; and (6) a vast number of students still prefer written feedback, compared to oral feedback, although the number is still relatively low at 30%.

The result based on the open-ended questions showed that (1) students felt positive feeling such as happy and comfortable upon receiving oral peer-feedback from their friends; (2) the students believed oral peer-feedback help them become more confident in terms of public speaking; and (3) the students sincerely believe that oral peer-feedback help improve their fluency.

Keywords: perception, oral peer-feedback, impromptu speech, critical listening and speaking

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Umpan balik lisan adalah salah satu dari banyak metode untuk meningkatkan keterampilan membaca, menulis, mendengar, dan keterampilan berbicara siswa. Dalam kelas *Critical Listening and Speaking 2*, terutama pada kategori berbicara, para siswa harus melakukan pidato spontan di depan teman sekelas dan dosen mereka. Setelah siswa menyampaikan pidato dadakan mereka, mereka harus mendapatkan umpan balik lisan dari rekan mereka. Dalam penelitian ini, peneliti mencoba menemukan persepsi siswa tentang umpan balik lisan yang diberikan oleh rekan-rekan mereka. Peneliti mengajukan pertanyaan penelitian: *apa persepsi siswa terhadap pelaksanaan umpan balik lisan setelah pidato dadakan?*

Untuk menjawab pertanyaan tersebut, peneliti melakukan survei dengan mendistribusikan satu set kuesioner online melalui Google Form. Kuesioner terdiri dari delapan belas (18) pertanyaan. Lima belas (15) pertanyaan pertama adalah pertanyaan tertutup dan empat (3) pertanyaan terakhir adalah pertanyaan terbuka.

Berdasarkan hasil pertanyaan tertutup menunjukkan bahwa (1) memang ada proses pemberian umpan balik lisan di kelas; (2) para siswa benar-benar merasa bahwa umpan balik lisan bermanfaat bagi mereka; (3) para siswa percaya bahwa mereka akan mendapatkan manfaat tertentu dari umpan balik secara lisan; (4) siswa masih memiliki preferensi campuran pada bentuk umpan balik; (5) para siswa memiliki pandangan yang beragam tentang manfaat yang mereka peroleh dari umpan balik lisan; dan (6) sejumlah besar siswa masih lebih suka umpan balik tertulis, dibandingkan dengan umpan balik lisan, meskipun jumlahnya masih relatif rendah pada 30%.

Berdasarkan hasil pertanyaan terbuka menunjukkan bahwa (1) siswa merasakan perasaan yang positif, seperti senang dan nyaman setelah menerima umpan balik lisan dari teman-teman mereka; (2) siswa percaya umpan balik lisan membantu mereka menjadi lebih percaya diri dalam hal berbicara di depan umum; dan (3) para siswa benar-benar percaya bahwa umpan balik lisan membantu meningkatkan kefasihan mereka.

Kata kunci: perception, oral peer-feedback, impromptu speech, critical listening and speaking