

## ABSTRACT

Adityas, M Tolkhah. 2008. *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

In a teaching-learning process, a teacher interacts with his/her students. This interaction may be manifested among others by giving affective feedback to the students' correct utterances, as well as being focused on what needs improvement and by giving them informational feedback by making note of their errors. Receiving informational or affective feedback will become one of the experiences for students in learning a foreign language. To make the students motivated, it is essential that the teachers' feedback be delivered appropriately.

This study investigated the effect of teacher's feedback in speaking class on students' learning experience in local context. This study involves sixty eight participants from three classes in the eleventh grade of *MAN Tempel*, Yogyakarta. Observational study and survey are the methods utilized to gain the data. Supported by qualitative data, this study attempts to figure out the effect of teacher's feedback in speaking class on students' learning experience.

From the study, it was understood (1) that two types of teacher's feedback namely affective feedback and informational feedback occur in speaking class, and (2) that teacher's feedback contributes beneficial effects to students' learning experience. Teacher's feedback motivates the students and informs them about their speaking ability.

The result of the study also indicates that students expected their teacher to give them affective feedback even though when they made erroneous utterances. This expectation was viewed as a means to give the students the feeling of self worth. It was also seen as reinforcement for students to stimulate their motivation to learn. Giving informational feedback too much was regarded as having possibility to cause embarrassment and other negative learning experience.

It is suggested that teachers in speaking class give a balanced amount of feedback. In addition to that, distributing short and simple questionnaires to the students to find out their personalities and expectations from their teachers in terms of delivering feedback may be necessary.

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Dalam proses belajar mengajar, guru berinteraksi dengan siswa-siswanya. Interaksi ini bisa ditunjukkan dengan pemberian balikan afektif oleh guru terhadap ucapan siswa yang tepat dengan tetap fokus terhadap hal yang masih perlu ditingkatkan atau pemberian balikan informatif dengan memberikan koreksi atas kesalahan siswa. Menerima balikan afektif dan balikan informatif akan menjadi bagian dari pengalaman belajar siswa. Untuk dapat membuat siswa termotivasi, balikan guru harus diberikan dengan tepat.

Studi ini meneliti pengaruh balikan guru di kelas berbicara terhadap pengalaman belajar siswa dalam konteks lokal. Studi ini melibatkan enam puluh delapan peserta dari tiga kelas di kelas sebelas MAN Tempel, Yogyakarta. Dengan dukungan data kualitatif, serta dan observasi dan survei, studi ini mencoba mencari tahu dampak dari balikan guru di kelas berbicara terhadap pengalaman belajar siswa.

Dari studi ini didapati bahwa (1) terdapat dua jenis balikan dikelas berbicara yaitu balikan afektif dan balikan informatif, dan bahwa (2) balikan guru memberikan manfaat terhadap pengalaman belajar siswa. Balikan guru memberi motivasi kepada siswa dan memberi informasi tentang kemampuan berbicara mereka.

Hasil dari studi ini juga menunjukkan bahwa siswa mengharapkan agar guru juga memberikan balikan positif meskipun mereka membuat ucapan yang salah. Harapan ini dinilai sebagai cara untuk memberi mereka rasa penghargaan diri. Hal ini juga dilihat sebagai rangsangan bagi mereka untuk belajar. Memberi balikan negatif terlalu berlebihan dianggap mempunyai kecenderungan menyebabkan rasa malu dan pengalaman belajar yang negatif lainnya.

Disarankan untuk para guru di kelas berbicara untuk memberikan balikan yang seimbang kepada siswa. Sebagai tambahan, para guru sebaiknya membagikan kuesioner sederhana kepada siswa. Hal ini bertujuan untuk mengetahui kepribadian siswa dan harapan siswa dari guru mengenai pemberian balikan.