ABSTRACT

Shella, Laurensia. (2016). *Lecturers' Lived Experience in Public Speaking Feedback in the ELESP of Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Department of Language and Arts, Faculty of Teachers Training and Education, Sanata Dharma University.

Public Speaking skill holds an important role in everyone's career, especially in ELESP students' careers. When ELESP students choose to become teachers, speaking and teaching in front of the class will be their daily tasks. In the process of acquiring good Public Speaking skills, the students need to practice their speaking skills in public. Lecturers are required to provide beneficial and meaningful feedback for students' learning progress. Their feedback will be the guidance for the students in improving their public speaking skills. Their feedback can be informative and motivational. Then, the feedback could be given immediately after the performance or delayed for later.

This study aims at acknowledging lecturers' beliefs and experience in providing feedback in Public Speaking classes. Therefore the research problem is "what does giving feedback in Public Speaking mean to the lecturers in the ELESP of Sanata Dharma University?"

This study is a qualitative research. As for the method, phenomenology focusing on lived experience was used in this research. The participants for this study were three Public Speaking lecturers in the ELESP. The data were gathered through some in-depth interviews with the participants.

Based on the interview, it was found that for the lecturers, Public Speaking feedback meant self-improvement, constraints and freedom. First, while giving feedback, they yielded the self-improvement for both the lecturers and the students. However, they also found some obstacles or constraint in the process. Therefore, they had their own preferences in feedback style to encourage self-improvement and diminish constraint.

Keywords: lecturer's feedback, Public speaking, phenomenology

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Public Speaking *memegang peranan penting dalam pekerjaan seseorang, khususnya mahasiswa PBI ketika mereka lulus dan bekerja. Ketika mahasiswa PBI memutuskan untuk menjadi guru, berbicara dan mengajar di depan kelas merupakan tugas sehari-hari. Dalam proses mendapatkan kemampuan berbicara di depan umum yang baik, para mahasiswa perlu melatih kemampuan berbicara mereka. Dalam proses latihan ini, para dosen diharapkan untuk memberikan umpan balik yang bermakna dan bermanfaat. Umpan balik tersebut berperan sebagai panduan bagi para mahasiswa dalam meningkatkan kemampuan berbicara mereka di depan umum. Umpan balik dari dosen dapat berupa informasi dan motivasi, dan dapat diberikan langsung setelah mahasiswa menunjukkan kemampuannya maupun beberapa waktu setelahnya.*

Penelitian ini bertujuan untuk memberi pengakuan terhadap pandangan dan pengalaman dosen dalam memberikan umpan balik di PBI. Maka itu, rumusan masalah dalam penelitian ini adalah, "bagaimana dosen memaknai pemerian umpan balik dalam mata kuliah Public Speaking *di PBI di Universitas Sanata Dharma?"*

Penelitian ini bersifat kualitatif. Peneliti menggunakan metode fenomenologi yang dikhususkan pada pengalaman yang dimaknai oleh partisipan. Partisipan dalam penelitian ini merupakan tiga dosen pengampu Public Speaking *di PBI. Data penelitian didapat melalui wawancara mendalam dengan para partisipan.*

Berdasarkan wawancara tersebut, peneliti mendeskripsikan bahwa Public Speaking *memiliki makna bagi para partisipan sebagai peningkatan, halangan dan kebebasan. Dalam memberikan umpan balik, mereka menghasilkan peningkatan baik bagi para mahasiswa maupun para partisipan. Namun, mereka juga menemukan beberapa masalah yang menghalangi mereka dalam proses peningkatan tersebut. Oleh sebab itu, para partisipan memiliki beberapa teknik umpan balik yang digunakan untuk mendukung peningkatan dan menangani halangan yang mereka hadapi.*

Kata kunci: lecturer's feedback, Public speaking, phenomenology