

**LECTURERS' FEEDBACK AND ITS CORRELATION TO THE
SPEAKING MASTERY OF THE SECOND SEMESTER STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA
UNIVERSITY**

A Thesis By

SRI RAHMA

Std. Number 06011181520024

**English Education Study Program
Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2019**

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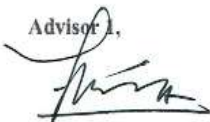
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SRI RAHMA

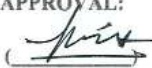


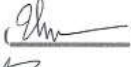

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Conducted independently and prepare without unjustifiable assistance. All quotes written and/ or thoughts of others used in the thesis , either from published sources or not (including from books, journal articles, lecture notes, assignments other students, and others), have been cited properly in accordance to the rules of academic standard and regulations.

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The undersigned,

A handwritten signature in black ink is written over a green and yellow stamp. The stamp is a 'METERAI TEMPEL' (Postage Stamp) for 3000 Rupiah, with the text 'METERAI TEMPEL', '3000', and 'LEMBANGSIKAPAH' visible.

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THESIS DEDICATIONS

The writer would like to express her big gratitude and appreciation to:

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2. My dear parents, Ayahand Ibu. Thank you for your endless love and prayers.
3. My advisors, Bapak Drs. MuslihHambali, M.L.IS, and IbuFiftinova, S.S., M.Pd for their great time and patience in guiding me to finish my thesis.
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MOTTO:

“AllahummaSholli ‘AlaaSayyidina Muhammad, Wa’alaa Ali
SayyidinaWaMaulanaa Muhammad”

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Palembang, September 2019

The Writer

Sri Rahma

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ABSTRACT

The objectives of this study were to find out: 1) the significant correlation between lecturers' feedback and speaking mastery of the second semester students of English Education study program of Sriwijaya University, 2) the aspect of speaking (comprehension, fluency, vocabulary, pronunciation, or grammar) was mostly given feedback by the lecturers of speaking to EFL students of the setting. The participants of this study were 30 students of the second semester students of English Education study program of Sriwijaya University at Palembang class which were chosen by using purposive sampling technique. In collecting the data, the writer used a questionnaire of lecturers' feedback, a speaking mastery test, and an interview with the lecturer of speaking in Palembang class. In analyzing the data, a Pearson Product Moment Correlation Coefficient in SPSS version 23 was used. The result of the analysis showed that there was a fair significant correlation between lecturers' feedback and speaking mastery with the r -obtained value higher than r -table value ($0.388 > 0.361$), and the p -value was lower than 0.05 ($0.034 < 0.05$) in the significant level 5% two-tailed. As for the contribution of the variables, the result of the analysis showed that lecturers' feedback contribution to the speaking mastery was 12%. Then, the result of the interview explained that the aspect of speaking given feedback most by the lecturer was comprehension.

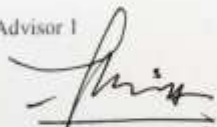
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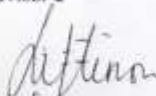
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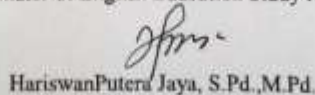


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CHAPTER I

INTRODUCTION

This chapter introduces: (1) the background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

In this digital era, learning English is one of the essential things because it will be the key to communicate with people around the world. Nowadays, English is known as global lingua franca which means that English is a universal language that can be used to communicate with people from different countries (Reddy, 2016). Since English is a universal language, many aspects of human life are involved in English. For example, English is used not only to communicate in society, but English is also used in educational field, technology field, and business field. In addition, Pandey and Pandey (2014) state that learning English for those whose native language is not English will open a number of opportunities for getting a job because in this current era, specific skill like communication skill is important to be complemented in a job requirement.

Indonesian college students have to reach the standard competency that has been conducted which purpose is to make them become competent graduate students. “Graduate standard competency is the minimum criteria about the qualifications of graduates' abilities that include attitudes, knowledge, and the skills that are stated in the formulation of learning outcomes of graduates' student” (Peraturan Menteri Pendidikan Republik Indonesia No. 49/2014). One of the skills that they have to reach is the skill to speak in English because as Cahyono and Widiawati (2006) state that students' success or lack of success in English second language learning is viewed by the proficiency of the language they produced when speaking.

Speaking is one of the language skills that seem difficult for English Foreign language students because it involves the mastery of the components of

language, such as vocabulary, pronunciation, grammar, fluency, and first language influence (Abrar, Mukmin, Habibi, Asyrafi, Makmur, and Marzulina, 2018). In speaking class activity, the students are trained to be able to speak in English well and fluently. The language skill that students of English want to improve most is speaking (Koran, 2015). It is important for college students to master speaking skill because they may be requested to speak or deliver a speech with purposes. Furthermore, speaking skill is not an easy skill. When someone is speaking, it does not mean he or she only transfers his or her feelings or thoughts in English, but there are other important aspects that should be considered. Kurum (2016) insists that in speaking activity, the focus is not only grammatically correct sentences, but also involves the mechanics, functions, pragmatics, and social interaction of the language.

In speaking, students cannot avoid making mistakes. Furthermore, Heriansyah (2012) found the difficulties that are faced by the English foreign language learners. They are the limited of vocabulary, the less confidence to speak English, the lack of exposure to speak English in classroom, and the difficulty to express the utterance in English. In regard to that fact, teachers, as the tutor of English language learning, have the important role to direct the pupils to overcome their difficulties when speaking speaking. Archana and Rani (2016) insist that the role of teacher in the classroom is as the individual who has proficiency, tool, and information that are needed to edify the pupils. Moreover, Liu (2012) states that achieving the ideal performance of English in practice is not easy unless the participation of teacher is involved. To summarize, it is a must for teachers to have strategies to support students' progress in speaking.

Students' progress in speaking is influenced by feedback. Feedback is any input given by the teacher regarding to the student performance in learning. "Feedback is all post response information that is provided to a learner to inform the learner on his or her actual state of learning or performance" (Narciss, 2008, p.172). Feedback is defined as information that is given by the intermediary, such as teacher, peer, book, parent, self, and experience, in relation to the individual's performance or understanding (Hattie and Timperley, 2007). They also define that

feedback is aimed to minimize the dissonances between the current understanding or performance and the objective. In addition, feedback must be given individually, but it does not direct at the individual's personality. Besides, it should focus on the individual's performance in a certain circumstance (Alqahtani and Al-enzi, 2011). Moreover, Bijami, Kashef, and Nejad (2013) argue that feedback is formed to provide an understanding of the students' performance through delivering guidance on the competence that is possessed by the students. It can be concluded that feedback can be a tool for teachers to encourage their students to perform well than what they have done before. Making mistakes and failure is common in learning speaking skill, because the students are still learning. In English foreign language learning, errors made by students are important to be handled by the teachers because if it is not corrected, it will become fossilized (Amara, 2015).

A good feedback can be very helpful if it is provided in appropriate way. It could be said as powerful feedback when it gives students the information in relation to their performance in learning, so they can understand how far their progress in their learning and what to do further (Brookhart, 2008). She also defines the strategies and contents that the teachers should consider when giving feedback. The teachers can vary the strategies in timing; when to give feedback and how often it is given, amount; how many points that should be corrected, mode; whether to give it orally or written, and visual or demonstrate, audience; give it in personal or groups. For contents, teachers feedback can vary in focus; on students' work or students in personally, comparison; whether to be based on good criteria or students' own past performance, function; it can be as description or judgment of students' performance, valence: in positive or negative form, clarity; whether it is clearly perceived by the students or not, specificity; overly give feedback in general, and tone; how to use the word properly in giving feedback.

Furthermore, students' responses about the role of feedback in improving speaking are needed to be discussed. There are some findings that show the

students responses about the role of teachers' feedback in learning. First, a study conducted by Gulo (2017) was involving twelve English Education students in Jambi University as the sample. The study revealed that feedback was affecting students learning as their self reflection, helped them to seek confidence, and also increased their knowledge. The students also expected that in giving feedback, the teachers can consider their characters and preferences in learning. Second, a study involving 36 intermediate Saudi adults as the participants was conducted by Faqeih (2015). In his study, the experimental groups were compared to a task only group with no corrective feedback. The result of the study showed that 89 % of the participants preferred to have their errors in speaking class corrected by the teacher. The last, a study done by Samarindo, Yufrizal, and Kadaryanto (2013) was involving the teacher and students at International Islamic Junior High School ArRaihan in Bandar Lampung. The result of the study showed that providing feedback can motivate students learning and speaking, it also insisted that it is important for teacher to adjust students' characters when delivering feedback to them. It can be concluded that giving feedback is effective in improving the students speaking mastery. Students tend to give positive response to the feedback given by the teacher, and it also affects the students' progress in speaking. In addition, students feel more motivated if the teacher gives the feedback in proper way by taking their characters as the reflection.

English speaking mastery is measured by how the students can speak in English well and fluently. Richards (2009) insists that the mastery of speaking skills in English is a main goal for English foreign language learners because they mostly measure their success in learning a language as well as their proficiency in speaking. Furthermore, mastering speaking skill is not an easy thing because it involves the language components that should also be mastered. Bashir, Azeem, and Dogar (2011) insist that there are several areas of knowledge in speaking. First is mechanics which include how to pronounce a word correctly, how to use appropriate words when speaking, and how to speak in good grammatical form. Second is functions of the language which include the meaning of the language

produced, whether it is to interact or transact. The last is social and cultural interaction which include how speakers take into account to whom they speak, and in what circumstance they speak. When someone can consider those aspects while he or she is speaking, it indicates that he or she has a good level proficiency in speaking and can be said as a good speaker.

Based on the data taken from the curriculum of English Education Study Program of Sriwijaya University, the second semester students had already taken the speaking for informal interaction course. The data showed that in average, the second semester students got good scores in that course. In Indralaya campus class, out of 48 students, there were 29% students who got A, 69% students who got B, and only 2% students who got C. In Palembang campus class, out of 30 students, there were 80% students who got A and 20% students who got B. By considering the good result of speaking for informal interaction course, the writer was interested to conduct a study to find out whether or not feedback from lecturers have contribution to the students' speaking that made them good in mastering speaking skill.

There were some previous studies related to this study. First, a study conducted by Fitriana (2009) from Sriwijaya University. Her study was involving the 11th grade of students in Senior High School 10 Palembang, and the purpose was to find out the effectiveness of teachers' feedback on students' writing achievement. The result showed that feedback given by the teacher to the experimental group in writing class was very helpful in improving students writing in English. Another study is done by Meilina (2018) from Sriwijaya University. It was an experimental study that was involving 68 eighth grade students at Junior High School 42 Palembang. The purpose of the study was to find out the significant effects on the students' writing in grammar and spelling. The result showed that direct written corrective feedback had significant effects on students writing since the result of the post test showed that both experimental group and control group errors in writing in terms of accuracy in grammar is decreased. Therefore, the writer was interested in conducting a study entitled

“Lecturers’ Feedback and Its Correlation to the Speaking Mastery of the Second Semester Students of English Education Study Program of Sriwijaya University”. in other words, to know whether or not there was any significant correlation between lecturers’ feedback and students’ speaking mastery, and to know what speaking aspect was given feedback most by the lecturers of speaking to the second semester students of English Education study program of Sriwijaya University.

1.2 The Problems of the Study

The problems of the study are formulated into the following questions:

- a. Was there any significant correlation between lecturers’ feedback and speaking mastery of the second semester students of English Education study program of Sriwijaya University?
- b. What aspect of speaking was mostly given feedback by the lecturers of speaking to the second semester students of English Education study program of Sriwijaya University?

1.3 The Objectives of the Study

The objectives of the study are:

- a. To find out whether or not there is any significant correlation between lecturers’ feedback and speaking mastery of the second semester students of English Education study program of Sriwijaya University.
- b. To find out what aspect of speaking is mostly given feedback by the lecturers of speaking to the second semester students of English Education study program of Sriwijaya University.

1.4 The Significance of the Study

This study hopefully will give good contribution to the teaching and learning English as a foreign language, especially understanding the use of feedback related to the students’ speaking mastery. First, the students are expected to have good skill in speaking since speaking may reflect whether or not someone

is success or not in learning English. They are also expected to take feedback from the teachers or lecturers as one of the beneficial information to make them perform a good speaking. Second, for teachers or lecturers, they are expected to have good strategy to encourage the students to perform better in speaking, which is by giving feedback. The teachers or lecturers might realize that students need to be evaluated in learning a language. This study can give information to the teachers or lecturers that feedback can be a tool to motivate and evaluate the students' in learning a language. Third, for future researchers, they are expected to conduct other studies related to the lecturers' feedback as there is limited previous study in English Education Study Program which concerns with it. The last, it is hoped that this study will be beneficial for the writer as the future teacher to know the importance of feedback on students' speaking mastery.