INTRODUCTION

A. Background of Study

The aim of this study is to document the focus and way of feedback that are given by the lecturer in speaking class for second semester students of English Department in Bangun Nusantara University of Sukoharjo. In this study, the typology and the application of feedback are referred as basic on investigating the lecturer’s feedback in speaking class. Both terms are used to linked throughout this thesis. There is extensive frame of research on implementing lecturer’s feedback in both speaking activity and the application of feedback. In addition, there is an interaction between lecturer and students in learning process especially on students’ performance in speaking class. It can be shown by the role of feedback that involves lecturer and students.

The idea for this research came from my overview of teaching learning process in the classroom. I think that the largest determining factor in student success is having an effective teacher in the classroom. Giving feedback is one of the important steps in improving learners’ progress in learning process. Ur in Razavi (2014) defines feedback as “information that is given to the learner about his/her performance”. According to Lewis (2002) as cited in Razavi (2014), feedback is the information to show the learners’ progress and weaknesses.

The use of feedback and the importance in teaching learning process had been documented in certain published journals (see YK, 2005; Ferreira, 2007; Nagori, 2014; Mendez 2010; Nash, 2012; Hattie, 2007). Those previous section discussed the
issue of feedback in teaching learning process. More overviews on feedback use different research approaches to be explored in their discussion. Ferreira (2007) classified corrective feedback strategies identified in Second Language Acquisition literature into Giving Answer Strategies (GAS) and Prompting Answer Strategies (PAS). Her finding that GAS occur more frequently than PAS but PAS is more effective in terms of eliciting explicit repairs by the students. The other research was done by Nagori (2014). He focused feedback on peer assessment in academic writing. His finding highlight that there was no substantial increase in the average of score that receive peer feedback. In addition, Mendez (2010) also analyzed the actual role of feedback in EFL class which integrated documentary and qualitative research. Besides, feedback was also investigated by Nash (2012). He conducted the research of Final Draft Feedback for non native English Speaking Students on writing assignment.

The present study does not merely focus on specific types of feedback such as corrective feedback and peer feedback based on students’ error as the previous research. This research investigates the types of feedback that are implemented on speaking class for University students viewed from positive and negative feedback. Those discussion was explored on feedback focus and the ways of feedback given by the lecturer to the students. I took feedback perspective as my grand theory in my study by using the typology of Tunstall & Gipps (1996, pp. 395-401). Those typology distinguished between eight types of feedback (rewarding, approving, specifying attainment, construction achievement, punishing, disapproving, specifying
improvement, and constructing the way forward). Moreover, how the students’ respond after receiving feedback by their lecturer was also identified in this study. It is widely recognized that feedback is an important part of learning cycle. This recognition has also been reflected in speaking class in Veteran Bangun Nusantara University of Sukoharjo.