

**STUDENTS' PERCEPTION TOWARDS LECTURER'S
DIRECT FEEDBACK IN SPEAKING CLASS**

SKRIPSI

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**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES
LANGSA
2023 M / 1444 H**

STATEMENT OF APPROVAL

STUDENTS' PERCEPTION TOWARDS LECTURER'S DIRECT FEEDBACK IN SPEAKING CLASS

Submitted to the Tarbiyah and Teaching Training
State Institute for Islamic Studies (IAIN) Langsa as Fulfilment of the
Requirements For the degree of *Sarjana Pendidikan (S.Pd)* of English
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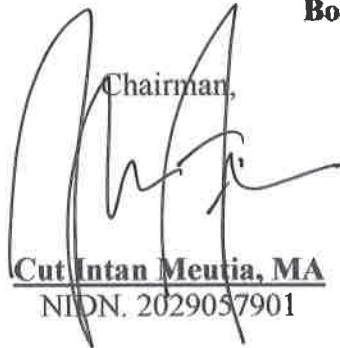
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Langsa, 17 Juli 2023

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ACKNOWLEDGEMENT

Alhamdulillah robil'alamin praise be to Allah SWT, the Almighty for the mercy and strength so that the researcher is able to accomplish this thesis entitled ***“Students Perception Towards Lecturer’s Direct Feedback In Speaking Class”*** Praise be upon Prophet Muhammad *sallallaahu 'alaihiwasallam* who had guided the people to the right path of life.

The researcher realized that in carrying out and writing this thesis, many people have given their valuable suggestion, guidance, advices, sacrifices, and assistance for the completion of writing this thesis. Therefore, the researcher would like to express her deepest sincere appreciation to:

1. The researcher’s parents, (Alm) Muhammad Idris Hasibuan and Radiah who always educate, encourage, pray, and provide material and non material support, so that the researcher could finish writing her thesis.
2. The researcher’s supervisors, Cut Intan Meutia, MA and Dr. Fakhurrazi, M. Hum for their assistance in guiding, encouraging, and advising her to complete writing this thesis.
3. The researcher’s sisters, Nova Hasibuan, Fitri Hasibuan, and Irene Yan who always support the researcher to complete writing this thesis.
4. The researcher’s friends, Dara, Dea, Luqis, Bulan, Risa, Hamada, Arip, Habib, Yanti, Indah, Arifin who always support the researcher to complete writing this thesis.

5. Exo, NCT, and Wanna One who always inspire the researcher in writing thesis.

6. For the names who have not been mentioned above, May Allah SWT be with us, *Aamiin*.

Finally, the researcher hopes this thesis could provide valuable and useful information for readers. The researcher sincerely appreciates all critics and suggestions.

Langsa, 17 Juli 2023
The Researcher,

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ABSTRACT

Rahmani Rezeki Br Hsb, 2023. “Students’ Perception Towards Lecturer’s Direct Feedback In Speaking Class”.

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The aim of this study was to find out the variety of feedback that is delivered in speaking class, and how direct feedback in improving speaking skill. This study also will answer how the students perceive the use of feedback in speaking class. The method of this study is qualitative method. The researcher decided to implement interview and observation to gain the data. Based on the finding, Based on the finding, there are several feedback which are delivered by the lecturer. They are explicit, elicit, recast, and metalinguistic feedback. The Students’ Perception of Lecturer’s Feedback in the Speaking Activities, students believe that feedback that is given by their lecturer is objective, clear, helpful, motivate, and have a well propotion. How direct feedback improve speaking skill is by providing advice in learning, motivating, and leding the students to autonomy learning.

Keywords : *speaking, feedback*

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is the primary language ability that is crucial when interacting with others. Speaking is one of the most crucial abilities to develop, according to Gulo, in order to achieve good communication.¹ It means that effectiveness in communication depends on speaking so there is no doubt why speaking is crucial to be improved. When people speak fluently and clearly, their ideas are delivered successfully and can be understood by others.

Communicating in a second or foreign language is really challenging. Variations in language features are to blame. It is a lot more intricate than our own tongue. Since a century ago, language acquisition research, according to Nunan, has altered how people think about how people learn to speak.² It means that learning a foreign language, many processes are very different from our first language which have to be mastered by people before speaking. People now believe that we do not acquire language skills and use them in regular communication. Instead, both adults learning a second language and children learning their native language learn the components through social interaction.

¹Jayanti Monica Gulo, “*Students’ Perception On Corrective Feedback Giving By Lecturer In Speaking For Professional Context Class*”, (Thesis, Universitas Jambi, 2012), 23

²Nunan, D, “*Practical English Language Teaching*”, (New York : McGraw Hill, 2003), 34

Moreover, in a language classroom, especially in English class some so many students make mistakes in speaking. They struggle in speaking. There are so many varieties of problems they do. Those are pronunciation, lack of vocabulary, intonation, word choice, etc. The lack of those elements give many impacts on students' speaking. Their speaking is not fluent, and also the failure in delivering their ideas. It looks like students struggle in improving their speaking. Of course, this obstacle cannot be underestimated.

Observing that instructor feedback used in teaching-learning is of "Excellent" quality.³The feedback itself has significance, that is to encourage the students and to obtain students the information. Feedback also has the benefit of being central in helping students to test hypotheses that have been formed about the target language rule system.⁴Through that feedback, the students' work is capable to be corrected from the teacher's point of view to get better performance on the next occasion to achieve better results of learning. The "Excellent" point strongly gives impacts the students' upgrade scores and encourages the students to study anymore.

According to a previous study which was concluded by Adityas, The research shows that students expected in their class, the teacher to deliver effective feedback when they made mistakes in their utterances. The feedback is

³Nunan, D, p.34

⁴F. Azmi, S. A. Gani, & B. Daud, *Lecturers' Feedback in Speaking Class (Descriptive Study at Ar-Raniry State Islamic University)*, English Education Journal (EEJ), 10(4), 447-472, 2019

also expected to let the students aware of their mistakes and motivate them to step by step.⁵

Considering the obstacles in improving speaking skills, there is no doubt that EFL lecturers could be the key to improving the speaking skill of their students. This understanding has fascinating ramifications. If professors believe that individuals learn languages through interaction, students should interact throughout class. Because kids learn via interaction, The class should include opportunities for students to communicate in the target language. Teachers usually emphasize how students communicate in the target language in this case.

It is claimed that professors have a crucial role in national growth, notably in the field of education.⁶ One of the biggest influences on learning and success is feedback, yet it can either have a positive or negative effect.⁷ It is described as knowledge or performance feedback given by a third party (such as a teacher, colleague, book, parent, self, or experience).⁸ It obviously shows that delivering feedback by the lecturer takes a great impact on stimulating and correcting the students in speaking. It may contain some comments or information concern to students' performance in the classroom. That is why it can be a strategy for improving students' skills in speaking.

⁵M.TolkahAdityas, *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*, (Thesis, Universitas Sanata Dharma Yogyakarta, 2008), 1

⁶SuwarsiH Madya. and others, *Reforming Teachers Towards Educational Equality and Quality*, Ministry of National Education, (Jakarta, 2007), 110.

⁷ John Hattie & Helen Timperley, *The Power of Feedback*, Review of Educational Research, vol. 77, No. 1.81-112, 2007

⁸ John Hattie & Helen Timperley, *The Power of Feedback*

In addition, Feedback can be medium for students' self-correction in the future.⁹ When the lecturer sends feedback about the student's work, the lecturer will show the students' errors and how to fix them. So that the students are aware of their mistakes in learning. They can know why their work is incorrect and how to fix it with the lecturer's support. They also notice their mistake and will not repeat them in the future. It possibly brings them to better improvement to get better achievement.

However, the feedback needs to analyze if it is beneficial for students or not. Positive reinforcement is typically intended to inspire pupils to hone their public speaking abilities. On another hand, there will be a negative result, if the feedback is negative. It happens when the lecturer just measures the student's capability but does not take a loop on their process which is correcting their mistakes.

To make it clear, the researcher believes that not only the researcher is curious about this topic but also the lecturers or the teachers who teach speaking English. To feed the curiosity, the researcher decides to conduct the research in order to know how the students perceive the use of feedback in speaking class by conducting research entitle **“Students’ Perception Towards Lecturer’s Direct Feedback In Speaking Class”**.

⁹ M.TolkahAdityas, *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*, (Sanata Dharma University: Yogyakarta, 2008),16.

B. Problem Formulation

This study concentrates on the following research questions:

1. What kinds of feedback occur in speaking class?
2. What are the students' perceptions of the teacher's feedback in speaking class?
3. How does direct feedback improve students' speaking skill?

C. Objective of the study

By bringing this topic up in the debate, the researcher can gain a fresh perspective on the many types of feedback that are given in speaking class. This study will also investigate how students view the use of feedback in speaking classes.

D. Significance of the study

Given the importance of this research in both theoretical and practical terms, the researcher underlines how vital this research is in both;

1. For English lecturer

This research will help the lecturer improve their teaching skill, especially in teaching speaking. It also gives information to the teacher about the students' perception of the feedback that they received, So that the lecturer knows the best feedback they can deliver in the teaching-learning process.

2. For the students

The students will know how to do better in the next performance and will comprehend how to do so. Their commitment to avoid making the same mistakes again is strengthened by receiving corrections, whether positive or negative. They understand that using English while learning is crucial. Though theoretical understanding is key, effective communication between students is ensured by practice, which is the most crucial component of learning.

3. For the institution

The institution can obtain improved learning models that are utilized in every class in providing such as an evaluation learning through teacher feedback or conclusion feedback. The goal is to improve learning for all students when they complete a variety of assignments. The pupils can feel loved in every way, even if their performance isn't perfect, because the teacher will always encourage them.

4. For the readers

In order to enhance this model of learning for speaking achievement, the researcher desires to offer advice to readers, particularly students and lecturer's at IAIN Langsa. The remarks can be used by readers in activity classes to engage students and accomplish a task in the teaching-learning of English.

5. For the future researcher

Hopefully, the researcher will comprehend the lecturer's teaching-speaking feedback. Given the value of feedback in the teaching-learning process, students want an evaluation of their learning in order to work with the teacher to achieve their goals. The method should then be used by the researcher when teaching and learning English.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Types of Lecturer's Feedback in the Speaking Activities

To find out the kind of feedback that occurred in speaking class, the lecture and students are documented by using fieldnote. That were many feedback occurred in the class meeting. Here are the example of lecturer's feedback can be seen in the following field note excerpts:

a) Explicit

In the first meeting, the class was discussing about speaking test in IELTS. When practicing the pronunciation, there were a mistake made by the students when pronouncing the words "belief" and "believe". "Belief" [bɪ'li:f] become [bəlɪf] and "believe" [bɪ'li:v] become [bəlɪf]. The lecturer correct it and give explanation directly on teaching and learning session. Furthermore, the lecturer also asked about the meaning of snorkling. The students answer the meaning of snorkeling is "*berselancar*" after that, the lecturer correct it by said "*salah. Menyelam*".



Picture 4.1

b) Elicitation

In the meeting one, there is a student made an error about the statement “ speak slow” after getting the student’s respond, the lecturer asked the other students by saying “ does anyone can correct it?” ”*berbicara lambat*”. Next, the lecturer said “*berbicara?*” so that, they found the answer that is “*berbicara dngan santai*”. when the lecturer and the student were discussing about native speaker, the lecturer asked the student “*Apa bahasa inggrisnya orang banglades?*” the student answer “ bangla” so, the lecturer said “ bangladesh.” The student answered ‘bangladeshia’.

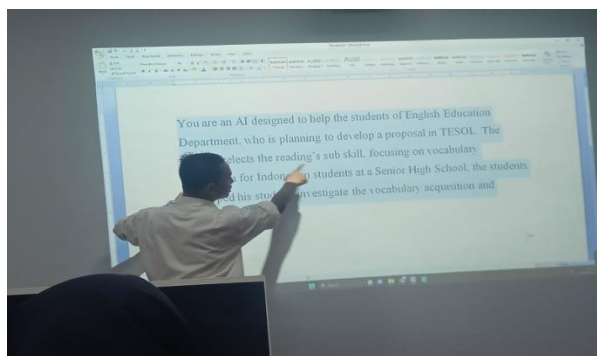


Picture 4.2

c) Recast

When the the students were watching the video, the lecturer asked the students “ what did he say in the video?” the students answer “ how.” after knowing his student got difficulties, the lecturer correct it “ how to celebrate”.

In the meeting two, there were also a mistake made by student in pronouncing the word “fluency”[flu:ənsi] becomes [flu:ensi]. The lecturer gave correction at that time directly without explanation.



Picture 4.3

d) Metalinguistic feedback

In teaching and learning session, the lecturer asked the student the meaning of keep up to date. The students answer “ *tanggal tetap*” in leading the student to the correct answer, the lecturer provides either some grammatical metalanguage that refers to the nature of the error by asking the students to analyze the meaning of “keep” and “up to date” and they found the meaning which is “ *terkini*”.



Picture 4.4

2. The Students' Perception of Lecturer's Feedback in the SpeakingActivities

In exploring the students' perception of Lecturer's Feedback in the SpeakingActivities, the researcher conducted interview on 23rd june, 2023 . according to the interview, the researcher found that :

a) The objectivity of lecturer feedback

According to the interview session, the researcher found that students 1,2,4, and 5 believed that their lecturer is objective in providing feedback. the researcher gave a question if their lecturer objective in providing feedback for his students. A student said that “ yes, the feedback that is delivered by the lecturer is a line with the learning problem”. In addition, the other student also stated that “ yes, he never be partial in giving feedback”. from those statements, the researcher agree that the lecturer is objective in providing feedback.

b) The clarity of lecturer's feedback

In order to make sure that if the lecturer's feedback is clear, the researcher asked many questions to students. In this way, the researcher asked if their lecturer was clear enough in delivering feedback. The students 3,4, and 5 is not doubt to tell that the lecturer's feedback is clear. A student said that " yes, it clear enough and he explain it time after time". Moreover, there is also student said : "yes, it's really clear and specific". From those explanation, the lecturer's feedback is really clear.

c) The assistance of lecturer's feedback

Below is the result of interview with lecturer related to her assumption toward the assistance of her own feedback to the students in speaking activities. The researcher asked the lecturer's role in help them in speaking through feedback. All the students agree that lecturer's feedback is helpful. The student said "When my lecturers correct my errors and mistakes in learning, I feel grateful for their guidance. It demonstrates that they are actively involved in my progress and committed to helping me improve. Although it can be humbling to be corrected, I understand that it is an essential part of the learning process. It helps me identify my weaknesses and provides an opportunity for growth and development". Furthermore, the another student said "Yes, the lecturer's feedback plays a crucial role in improving my speaking skills. It provides me with valuable guidance, pointing out areas where I can enhance my proficiency. The feedback helps me understand my weaknesses and provides

suggestions and strategies for improvement. It acts as a roadmap, allowing me to focus my efforts effectively and make progress in my speaking abilities.” From those citation, the researcher found that the lecturer’s feedback is really helpful.

d) The encouragement of lecturer’s feedback

Here is the students’s opinion towards the encouragement of lecturer’s feedback given to the students in speaking. The researcher asked if the feedback that was given by their lecturer encouraged them in improving their speaking skills. All the students believe that the feedback encourage them. She said “Yes, I do feel motivated after receiving feedback from the lecturer on my speaking. Feedback provides me with insights into my strengths and weaknesses, and it encourages me to continue practicing and refining my skills. It helps me see the progress I have made and gives me a sense of direction for further improvement”. In addition, a student also said “Yes, i do feel motivated. It brings me to do more”. As the answer that was given by the students, researcher knew that the lecturer’s feedback could motivate the students.

e) The proportion of lecturer’s feedback

The result of interview with students asking their opinions toward their lecturer’s feedback proportion towards students’ speaking can be seen in their responds. In order to know how the feedback propotion, the researcher asked the students feeling on the lecturer’s feedback if they feel disturbed. All student admitthat the lecturer’s feedback does not disturb

them. The student said “no, i do not. I think the correction helps me to fix my errors in speaking”. Then another student also said “ of course not. I am happy to get correction”. From that statements thereis no students feel disturbed on feedback.

3. How direct feedback improve speaking skill

To find out how direct feedback improve the speaking skill, the researcher get the information from the interview. By knowing the students responds, it can be assume that the way direct feedback in improving speaking skill such as follow:

a) Feedback provides students with advice about learning

There are many students who stated that the feedback that was given by their lecturer contains advice about learning. The researcher asked if the lecturer provide feedback that is contained advice in learning. A student said “ The lecturer's feedback in a speaking class is crucial in helping me identify my weaknesses in speaking English. Constructive feedback points out specific areas where I can improve, such as pronunciation, grammar, vocabulary, or fluency. It allows me to become aware of my shortcomings and focus on those aspects to enhance my speaking skills. Without the lecturer's feedback, it would be challenging to pinpoint the areas that require improvement.” Moreover, a student also tell the reasearcher “ the feedback that is given by the lecturer is fantastic, so that it helps me in improving my speaking to be better because my lecturer

had given me the advice how to have a good speaking”. From those opinion, the researchet can see that the advice in learning is improving students’ speaking skill.

b) Feedback can motivate students in speaking

In exploring the students’ respond about the way feedback in improving their speaking. In the interview session, the researcher gave a question if the student feel motivated after getting affective feedback or informational feedback. all the student feel motivated. the student said “Yes, I do feel motivated after receiving feedback from the lecturer on my speaking. Feedback provides me with insights into my strengths and weaknesses, and it encourages me to continue practicing and refining my skills”. Then, the other student also mention “Yes, i do feel motivated. It brings me to do more”. Furthermore, there is a student also said “When a lecturer gives me praise such as "good job," it definitely motivates me to learn. Positive feedback acknowledges my efforts and achievements, boosting my confidence and self-esteem. It encourages me to continue putting in my best effort and strive for further success. Moreover, praise from a lecturer acts as a reinforcement, reinforcing the idea that I am on the right track and making progress in my learning journey”. Based on those statements, the researcher believe that feedback motivated students in improving their speaking skills.

c) Feedback can lead students to autonomy

To find out how the feedback improve the students' speaking skills, it can be seen on the students' responds after the researcher exploring their improvement after getting feedback from their lecturer. The student said "after receiving feedback, i can learn by my self by practicing a lot. I do it based on my lecturer's advice. I do it by my self even i'm not with the lecturer". In addition, a student also said "After receiving feedback from the lecturer on my speaking, I learn on the specific error that had been corrected. For example, if the feedback highlights issues with pronunciation, I focus on practicing pronunciation exercises and listening to native speakers. If the feedback suggests improving fluency, I may engage in more conversation practice or join language exchange programs. The feedback guides my efforts and helps me prioritize the aspects of speaking that need improvement by my self". According those opinion, the researcher understand that feedback bring the student learn autonomically.

B. Discussion

Based on the finding, there are several feedback by Lyster and Ranta as cited by Ellis & Shawn also distinguish six types of informational feedback. They are explicit correction, recast, clarification request, elicitation, repetition and metalinguistic feedback⁶². but, based on the finding, there are only some feedback which are delivered by the lecturer. They are explicit, elicitation, recast, and metalinguistic feedback. The explicit correction and recast are the good way

⁶²Rod Ellis, Helen B & Shawn Loewen. 2001. *Learner Uptake in Communicative ESL Classrooms*. University of Auckland. *ELT Journal* 51:2, June 2001, 37

to correct the students' errors because the lecturer indicate the students mistake and correct it directly. So, this feedback is clear enough for the students. Moreover, it does not waste the time to find out the mistake and fix it clearly and directly.

In contrast, elicitation, repetition and metalinguistic feedback, not all students got what the lecturers means. These sfeedback asked the students to analyze and think again about the correct answer by them selves. Therefore, they had problem and stillmade error. Furthermore, it waste the time. However, it was better for thelecturers to try in applying other strategies of oralcorrective feedback on students speaking performance.

Based on the finding, the students' perceptions towards the lecturer's feedback is firstly, the objective of feedback. the student admitted that the feedback that given by their lectureer is objective enough. The good feedback must be objective as the opinion of Lewis states one purpose of feedback which is providinginformation for lecturers and students.⁶³ It is an ongoing form of assessment which ismore focused than marks or grades.⁶⁴ It means that feedback must be objective so that students know their lack in speaking.

Moreover the students agree that the lecturers' feedback is clear enough. In delivering feedback, of course clarity is really needed. So that there is no missundertanding between lecturer and student. As Lightbown and Spada explain

⁶³ Marylin Lewis, *Giving Feedback in Language Classes*, (Singapore: SEAMO Regional Language Centre, 2002), p.3

⁶⁴ Marylin Lewis, *Giving Feedback in Language Classes*, p.5

that corrective feedback is used as an indication to a learner that his or her use of the target language is incorrect.⁶⁵ So that it must be clear.

Furthermore the student also believe that the feedback is really helpful. It cannot be denied that feedback must be beneficial. Reid states feedback must help students to improve their speaking by communicating feedback in detail.⁶⁶ By seeing those arguments, it can be inferred that assistance is a vital element in feedback.

Moreover, the students also speculated that feedback encouraged them. Lewis states that the purpose of feedback is a form of motivation.⁶⁷ Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking into account whatever lecturers know about the learners' attitudes.

John Truscott in Lyster, Lightbown, and Spada believe that feedback is somehow detrimental especially for student L2 development since it only causes embarrassment, anger, inhibition, and feeling of inferiority.⁶⁸ Actually, this controversial claim can occur in students' feeling if feedback given is excessive. Therefore, the proportion should be considered by lecturers in giving feedback.

The way how direct feedback improve speaking skill is evaluated by several ways based on interview, they are Feedback provides students with advice

⁶⁵Patsy M Lightbown and Nina Spada, *How Languages are Learned (2nd Ed.)*. New York :Oxford University Press, 1999), p. 172

⁶⁶Patsy M Lightbown and Nina Spada, *How Languages are Learned (2nd Ed.)*. New York :Oxford University Press, 1999), p. 172

⁶⁷Marilyn Lewis, *Giving Feedback in Language Classes*, p.4

⁶⁸M Lightbown and Nina Spada, *How Languages are Learned (2nd Ed.)*, p.180

about learning, Feedback can motivate students in speaking, and Feedback can lead students to autonomy.

The first way how direct feedback improve speaking skill is because feedback provide any solution to fix the error that is made by students. Al basir, in his journal believe that lecturer sould provide feedback to evaluate the students' progress. So, providing quality information is crucial in measuring the students' learning capability.⁶⁹ By providing feedback means that lecturer guide the students to be better and avoid their mistake in learning.

The second way is feedback can motivate students. In learning, sometimes students get tired, feeling guilty, overthinking on their ability in speaking. In this case, of course they need motivation. Nurhana, in his research, believe that praise and encouragement should always come together with the informational feedback.⁷⁰ It can be said successful feedback is the students become more motivated and they believe their self that they can learn and control their leaning.

The third way is feedback can lead the student to autonomy learning. By having feedback from their lecturer, the student would understand their mistake in learning and how to fix it. So, it led student to learn independently. Little in Ariebowo, believe that that autonomy by itself is a capacity to detach, make a

⁶⁹ Md. Mamoon-Al-Bashir, AHEA, Md. Rezaul Kabir, and Ismat Rahman, *The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education*, Journal of Education and Practice Vol.7, No.16, p. 39 201

⁷⁰ Riza Nurhana, *Feedback On Speaking Activity In Esp Class: Lecturer's Role In Enhancing Student's Motivation*, The International English Language Lecturers and Lecturers Conference (iNELTAL) 2018,p.143

critical reflection and decisions, and take independent action.⁷¹ By feedback that is given, it will provide evaluation and solution to bring student learn independently.

⁷¹ Teguh Ariebowo, *Autonomous Learning during COVID-19 Pandemic: Students' Objectives and Preferences*, Journal of Foreign Language Teaching and Learning Volume 6, No. 1, p.60, January 2021

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in the previous page, the following conclusions are drawn as follow :

1. Based on the finding, there are several feedback which are delivered by the lecturer. They are explicit, elicited, recast, and metalinguistic feedback.
2. The Students' Perception of Lecturer's Feedback in the Speaking Activities, students believe that feedback that is given by their lecturer is objective, clear, helpful, motivate, and have a well proportion.
3. How direct feedback improve speaking skill is by providing advice in learning, motivating, and leading the students to autonomy learning.

B. Suggestion

1. To Students

Students should work together to improve their public speaking skills. They should actively participate as some of them are still reluctant to speak, in speaking activities. They ought to genuinely use the lecturer's comments to improve their speaking skills.

2. To other researchers

The results of this study suggest that feedback from lecturers encourages and presses students to improve their speaking skills. The link between lecturer comments and the development of students' speaking skills can be investigated by more researchers.