ABSTRACT

THE EFFECT OF CORRECTIVE FEEDBACK TOWARDS
STUDENTS’ SPEAKING PERFORMANCE
RELATED TO LEARNING STYLES

By:

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This research was intended to identify the effect of corrective feedback, to identify to what extent students with different learning style benefitted from corrective feedback, and to find how corrective feedback affected the students’ development.

The subjects of the study were the students of Diploma program of Lembaga Bahasa Inggris (LBI) Bandar Lampung. This study took 22 students as the subject of the research in getting the data of corrective feedback. The data were taken by using oral tests scored by two interraters. The classification of the students’ learning styles, namely concrete, analytic, communicative, and authority-oriented, was done based on Willing’s Learning Style Questionnaire (1988). The students were asked to make oral production based on series of pictures in simple present tense and simple past tense.

The first result found that generally, corrective feedback contributed to students and increased the students’ speaking performance. The second, it was found that concrete learners gained more benefit from corrective feedback than the other learning styles while the authority-oriented learners gained very little or did not get any benefits from corrective feedback. The third result showed that not all uptakes led to students’ development, but the noticed corrective feedback might lead to development for concrete learners. It showed that the effectiveness of corrective feedback might be depended on the students’ personal character, in this case, depended on their learning style.