

ABSTRACT

THE TEACHER'S FEEDBACK IN SPEAKING CLASS AND THE RESPONSES TO THE FEEDBACK BY THE SECOND-YEAR STUDENTS AT SMP ADVENT BANDAR LAMPUNG

By

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This research investigates the types of feedback employed by the teacher in English speaking activities and the students' responses to that feedback at SMP Advent Bandar Lampung. Using a qualitative descriptive method, the data were collected through classroom observations conducted from October 28 to December 8, 2023. The findings revealed that the teacher applied two main types of feedback: direct and indirect. The teacher was frequently used to correct grammar, vocabulary, and pronunciation errors during student performance. The teacher clearly corrected sentence structure and pronunciation issues such as the use of modals and vowel sounds. Indirect feedback appeared in the form of reflective questions and prompts that encouraged students to self-correct, where the teacher guided students to reflect on their word choices and usage. Students responded positively to both types of feedback. They demonstrated increased engagement, improved error awareness, and greater confidence in speaking. The study concludes that combining direct and indirect feedback not only supports the development of speaking skills but also promotes critical thinking and active learner participation.

Keywords: Teachers' feedback, Students Responses, English speaking skill

ABSTRAK

UMPAN BALIK GURU DALAM KELAS BERBICARA DAN RESPONS SISWA KELAS DUA TERHADAP UMPAN BALIK DI SMP ADVENT BANDAR LAMPUNG

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Penelitian ini mengkaji jenis-jenis umpan balik (feedback) yang digunakan oleh guru dalam kegiatan berbicara bahasa Inggris serta respons siswa terhadap umpan balik tersebut di SMP Advent Bandar Lampung. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui observasi kelas yang dilaksanakan pada tanggal 28 Oktober hingga 8 Desember 2023. Hasil penelitian menunjukkan bahwa guru menerapkan dua jenis umpan balik utama, yaitu umpan balik langsung dan tidak langsung. Guru sering memberikan koreksi terhadap kesalahan tata bahasa, kosakata, dan pelafalan selama penampilan siswa. Koreksi secara langsung dilakukan pada struktur kalimat dan pelafalan, seperti penggunaan modals dan bunyi vokal. Umpan balik tidak langsung ditunjukkan melalui pertanyaan reflektif dan petunjuk yang mendorong siswa untuk melakukan koreksi mandiri, di mana guru membimbing siswa untuk merefleksikan pilihan kata dan penggunaannya. Siswa merespons kedua jenis umpan balik tersebut secara positif. Mereka menunjukkan peningkatan keterlibatan, kesadaran terhadap kesalahan, dan rasa percaya diri dalam berbicara. Studi ini menyimpulkan bahwa kombinasi umpan balik langsung dan tidak langsung tidak hanya mendukung pengembangan keterampilan berbicara, tetapi juga mendorong berpikir kritis dan partisipasi aktif siswa.

Kata kunci: Umpan balik guru, Respons siswa, Keterampilan berbicara bahasa Inggris