Students’ Perceptions toward Teacher Oral Feedback in Relation with Determining Factors in Teaching Learning Process

Annisa Zale

Abstract

Students’ perceptions toward teacher oral feedback in teaching learning process play important role. The problems arise when the feedback is perceived negatively by the students. This study is aimed to investigate the students’ perceptions toward teacher oral feedback in teaching learning process. Four determining factors used as the framework to elaborate students’ perceptions are: feedback in relation with students’ motivation, positive characteristics of feedback in building students’ motivation, feedback in relation with students’ accuracy and fluency, and students’ encouragement in applying the feedback. Speaking class is used as the target of this study because oral feedback mostly happens more in speaking class than any other classes. Therefore, questionnaires containing 18 statements eliciting students’ perceptions toward teacher oral feedback in speaking class were arranged based on Lickert scale and distributed to 100 participants from Faculty of Language and Literature of Satya Wacana Christian University. The findings show that according to students’ perceptions, the teacher oral feedback could motivate and increase their self-confidence; addressed appropriate praise; and given with considering students’ feeling. Students also felt that feedback was given with balance content pointing at students’ strengths, weaknesses, and the way to improve their performance. Moreover, from students’ perception, feedback concerning fluency-focused activities was given bigger portion than that of accuracy-focused activities in the speaking classes. There was also an indication that the students did not always apply the feedback given, despite their awareness of the function and content of the feedback. Lastly, the teachers’ inconsistency in providing appropriate feedback still appeared.

Key words: Students’ perception, Teacher oral feedback, Speaking class, Motivation, Accuracy, Fluency