

# Penerapan umpan balik korektif melalui rekaman terhadap pemelajar bahasa Inggris di kelas listening and speaking: Studi kasus = The implementation of implicit corrective feedback through recordings towards efl students in listening and speaking English class: Case study.

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## Abstrak

Penelitian ini mengeksplorasi penerapan umpan balik korektif melalui rekaman terhadap pemelajar bahasa Inggris di kelas Listening and Speaking di Universitas X. Penelitian yang dilakukan merupakan penelitian studi kasus. Seorang pembelajar bahasa Inggris dan 23 pemelajarnya menjadi informan dalam penelitian ini. Data diperoleh dari kuesioner dan wawancara. Fokus dalam penelitian ini terkait bagaimana pola praktik penerapan umpan balik korektif implisit melalui rekaman, apa persepsi pemelajar dan pembelajar mengenai penerapan umpan balik korektif melalui rekaman, dan apa implikasi penerapan umpan balik korektif implisit melalui rekaman bagi pemelajar dan pembelajar. Pelaksanaan pembelajaran dimulai dengan kegiatan menyimak dan diakhiri dengan latihan berbicara monolog yang direkam oleh masing-masing pemelajar. Setelah itu, pemberian umpan balik korektif implisit diberikan oleh pembelajar melalui rekaman menggunakan Screencast-O-Matic. Berdasarkan temuan penelitian, pola praktik penerapan umpan balik korektif implisit melalui rekaman diawali dengan pengantar, dilanjutkan dengan umpan balik korektif implisit, dan diakhiri penutup. Persepsi pemelajar dan pembelajar terhadap penerapan umpan balik korektif implisit melalui rekaman terbukti positif. Implikasi dari penerapan umpan balik korektif melalui rekaman bagi pemelajar mencakup peningkatan dalam keterampilan berbicara dan motivasi belajar secara mandiri, sedangkan bagi pembelajar adalah terdapatnya kesempatan memberikan umpan balik korektif secara personal kepada setiap pemelajar. Terkait kendala yang dihadapi pemelajar dan pembelajar dalam penerapan umpan balik korektif implisit sebagian besar terletak pada hal teknis.

.....This thesis explores the implementation of implicit corrective feedback through recordings in an English Listening and Speaking class of first year university students. The research employed a case study method. An English teacher and 23 English students acted as the informants of this study. The data were obtained from questionnaires and interviews. The aim of this study is to reveal the implementation of implicit corrective feedback in the class, the students' and teacher's perceptions, as well as the implications about the practice. From observation, there were some listening activities before students practice English through monologue recordings. Implicit corrective feedbacks were given through recordings by Screencast-O-Matic. By use of this application, the teacher gave implicit corrective feedback on students' pronunciation and grammar mistakes in their monologue. The students had positive perceptions on the implementation of implicit corrective feedback through recordings, as they found it helpful and motivating their speaking skills. The teacher also had positive perception; the recordings gave the chance to give personal corrective feedbacks based on students' needs. The implications of the practice towards students related to enhancing students' awareness on English pronunciation and grammar and motivation on self-learning, as well as their readiness on technical issues. For the teacher, the implications of the implicit corrective feedback through recordings were related to chances to deliver personal feedbacks, time also technical issues.