

**ANALYZING ORAL FEEDBACK OF COMMUNICATION USED BY EFL  
MALE- FEMALE STUDENTS IN SPEAKING COURSES**

**(Descriptive Research)**



**A THESIS**

*“Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of Requirement for the Degree of Sarjana Pendidikan in English Department”*

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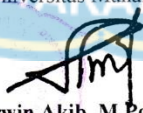
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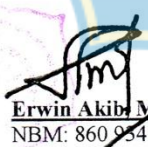
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15/8		Abstract - give conclusion Chapter III	D
16/8		findings : organize the result based on data. Discussion	D
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Makassar, Juli 2019

Yang membuat perjanjian

  
Asrifaini Rahma

## MOTTO

*Do myself*

*Love myself*

*And always work myself*



I dedicate this thesis to:

My beloved parents, my siblings,

and all my friends for the sincerity and support to conduct this thesis.



## ABSTRACT

**Asrifaini Rahma, 2019.** *Analyzing Oral Feedback of Communication Used by EFL Male - Female Students in Speaking Courses (Guided by Nurdevi Bte Abdul and Sitti Maryam Hamid)*

This research was aimed to analyse oral feedback of communication used by EFL male-female students in speaking courses.

This research was descriptive qualitative. The sources of the data were the 9<sup>th</sup> generation of Massenrempulu Meeting of English Student Association. There were eight participants to be interviewed, four male students and four female students. In collecting the data, the researcher used purposive technique sampling. The instruments of this research were observation and interview guide.

The research findings indicated that EFL male-female students have differences in using oral feedback of communication. (1) Male students did not put such interest on giving feedback without ordered while female students admitted their pleasure to give feedback as much as they can. (2) If male students were more likely to engage in what is referred to, as a report talk, then female students were engage in what is referred to as a rapport talk. (3) Female students were considered to be the most anxious about others' thoughts than male students. (4) Both male and female had the same opportunity to bring experiences and make them more confident or otherwise. Thus, it can be concluded that neither male nor female's oral feedback of communication is superior, just different.

**Keyword: Oral Feedback, Communication, and EFL Male - Female Students**

## ABSTRACT

**Asrifaini rahma, 2019.** Analisa *Oral Feedback* dalam berkomunikasi yang digunakan oleh pelajar laki-laki dan perempuan dalam pembelajaran *Speaking*. *(Dibimbing oleh Nurdevi Bte Abdul and Sitti Maryam Hamid)*

Penelitian ini bertujuan untuk menganalisa oral feedback dalam berkomunikasi yang digunakan oleh pelajar laki-laki dan perempuan dalam pembelajaran speaking.

Penelitian ini adalah penelitian deskriptif kualitatif. Sumber pengambilan data adalah dari generasi ke 9 anggota *Massenrempulu Meeting of English Student Association*. Terdapat delapan partisipan yang diwawancarai, empat pelajar laki-laki dan empat pelajar perempuan. Dalam pengumpulan data, peneliti menggunakan teknik sampel purposive. Instrumen dari penelitian ini adalah observasi dan wawancara. Instrumen digunakan untuk melihat perbedaan antara pelajar laki-laki dan perempuan dalam menggunakan *oral feedback* ketika berkomunikasi.

Hasil dari penelitian mengindikasikan bahwa pelajar laki-laki dan perempuan memiliki perbedaan dalam menggunakan *oral feedback* ketika berkomunikasi. (1) Pelajar laki-laki tidak begitu tertarik untuk memberikan response ketika tidak diminta, sementara pelajar perempuan dengan senang hati memberikan response sebanyak mungkin yang mereka bisa. (2) Jika pelajar laki-laki lebih mengarah pada jenis pembicaraan Report, maka pelajar perempuan mengarah pada jenis pembicaraan Rapport. (3) Diantara pelajar laki-laki dan perempuan, pelajar perempuan adalah yang paling mengkhawatirkan pendapat orang lain terhadap mereka. (4) Baik pelajar laki-laki maupun perempuan sama-sama memiliki kesempatan untuk mengambil pelajaran dari pengalaman terdahulu, kemudian digunakan sebagai bahan koreksi untuk lebih percaya diri dikemudian hari atau malah sebaliknya. Jadi dapat disimpulkan bahwa oral feedback yang digunakan laki-laki dan perempuan tidak lebih unggul antara satu dengan yang lain hanya saja mereka berbeda.

**Kata kunci:** *Oral Feedback*, Komunikasi, Pelajar laki-laki – Perempuan

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**Makassar, July 2019**

**The researcher**

**Asrifaini Rahma**



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# CHAPTER I

## INTRODUCTION

### A. Background

Communication is used in all human interaction activities as well as its old as human being. Communication has made human beings unique in which human communication is very complex cognitive, socially and emotionally. According to Andler and Towne (1978), all that ever has been accomplished by humans and all that ever will be accomplished involves communication with others. They further describe communication as a process between at least two people that begins when one person wants to communicate with another. In partial line, psychologist Maslow (1970) suggests that the capability to satisfy personal needs arises mainly from the ability to communicate.

Another perspective derive from Juneja (2018) which state that communication is a process begin with a speaker/sender who encodes the message and passes it to listener/receiver who decodes the message. Communication is fruitfull if and only if the message spoken/sent by speaker/sender is interpreted with same meaning by the listener/receiver. In some articles, we could find that communication is devided into just two general types which are verbal and non-verbal communication. Nonetheless, Juneja (2018) defined it into more specific clarification. She devides communication into three general types, they are verbal, non-verbal and oral communication. Verbal is expressed in words, either spoken or written and something non-verbal means communication of feelings, emotions, attitudes, and thoughts through body



movements/ gestures/ eye contact, etc. While oral refers to the mouth or speaking. If it is related to something spoken or to the mouth, it is oral although verbal can mean spoken or written, oral can only mean spoken.

In another chapter on her articles, Juneja (2018) demonstrated that oral communication implies communication through mouth or speak. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) it is significant so as to build a rapport and trust. Thus, speaking is channel of oral communication is happened.

Speaking is one of the communication means to express our ideas or opinion. Speaking is important because to be able to function in another language is characterized by being able to use that language in an oral communication. Besides that success of language learning is determined by being able to use that language in real communication (Nunan, 1999). However to master speaking is not an easy thing. Brown (1987) states that speaking is an interactive process of constructing meaning involving the producer and receiver of information. The form and meaning of the information spoken is very contextual. Further Brown states that speaking seems to be more disorganized and chaotic when is written down. It seems to be less organized than written language but in real spoken interaction, speakers can understand more and respond each other well. speaking uses the word and produces the sound to express

ourselves either ideas, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker Abdul (2013).

Moreover, Listeners/receivers are not just passive absorbers of messages, they listen/receive the message and respond to them. This response of a listener/receiver to speaker/sender's message is called Feedback. As to say above, sometimes a feedback could be written like – replying to an e-mail, etc and it is verbal communication. Sometimes it is non- verbal communication like smiles, sighs etc. Sometimes it is call oral communication, when you react to a colleague's ideas with questions or comments by saying it directly.

Feedback is audience's response. It enables you to evaluate the effectiveness of your message. If your audience doesn't understand what you mean, you can tell by the response and then refine the message accordingly. Therefore, giving your audience a chance to provide feedback is crucial for maintaining an open communication climate. In learning process, the teacher must create an environment that encourages feedback. For example after explaining the test to the subordinated he/ she must ask students whether they have understood it or not. He/she should ask questions like, do you understand?, do you have any doubts? Etc. at the same time he/she must allow his/her subordinated to express their views also. That situation requires feedback in oral communication type. That is why feedback is essential in communication so as to know whether the recipient has understood the message in the same terms as intended by the sender and whether he agrees to that message or not.

Related to statements above, in terms of learning process or lectures, students both male and female are required to give feedback in order to build an effective communication. The problem here is that many language learners find it difficult to express themselves in spoken language or oral communication. Even for some cases, they are stopping to talk because they face psychological obstacles or can not find suitable words and expression. For further and more specifically, in some cases male and female even used and show different feedback in communication. Instead of giving good feedback, speaking is just that difficult even for those who have learned English for some years. Thus, it is important to analyze oral feedback of communication. This research focussed on finding out that differences and how it could be different.

Based on the explanation above, the researcher carried out the research under the title of *“Analyzing Oral Feedback of Communication Used By EFL Male-Female Students in English Course”*

#### **B. Problem of the Research**

Based on the background above, the researcher formulated research question as “What are the differences between male and female’s oral feedback of communication in term of speaking courses?”

#### **C. Objective of the Research**

This research tried to identify the differences between male and female’s oral feedback of communication in term of speaking practice.

#### **D. Significance of the Research**

This research was expected to provide information on various parts that concerned with the implementation of the study program, especially English education as a foreign subject. For teacher, it was aims to know that male and female have differences on behave to give feedback in communication and, thus teacher can overcome that issues to help them to figure out better ways in developing their communicative competence. For universities or any English courses provider, it aims to improve arrangement and spread the information larger and correctly. It is also expected to be valuable information and cosideration for universities to develop qualities as an institution of higher education in terms of paying attention to the needs and desires of the students with gap that still exist in learning process or lectures. Therefore, it can produce qualify EFL Students.

#### **E. Scope of the Research**

In simplified this study, the researcher had limited the research only on oral feedback in communication which refers to speaking and further on male-female's feedback of teacher's explanation by using English.



## CHAPTER II

### REVIEW OF THE LITERATUR

This chapter presents the literature review which deals with the previous related research findings and some pertinent ideas.

#### A. Previous of Related Studies

Many researches studies had been conducted on the different ways that male and female use language to communicate differently, some of them are as follow:

According to Westin (2010) two main theories exist to try and explain the differences in male and female language; the first holds that men use language to dominate, while women use it to confirm their subordination. The second theory proposes that male and female language is the result of men and women being a part of very different subcultures and having very different life experiences; thus, neither male nor female language is superior, just different.

In another finding, Tannen (1991) found that men are more likely to engage in what is referred to, as report talk, which is primarily characterized by “focus on content”. Men talk about affairs that are public matters, such as sports or politics. During report talk, men demonstrate their knowledge about a subject and will give general information about the topic. For further, Tannen said that “rapport talk, on the other hand, is designed to establish relationships more intimate matters than report talk hence includes topics such as family and marital and make people in relationships feel

closer to each other. Women are engaged in this kind of talk more often than men. Rapport talk deals with relationships”.

Moreover, Mohindra and Azhar (2012) on their researched that when Nancy Clark talked to Martha Barletta on Women’s Media, she clarified if men communicate they’re concerned with conveying information and establishing status while women concerned with conveying information and building connections. When men are not successful, they tend to attribute it to external factors. The opposite is true for women. When women have a failure, they tend to attribute it to their own shortcomings and when they succeed, they tend to link it to external factors, such as teamwork and luck. Since men’s gender culture is hierarchical, their main concern is ensuring that they get up the corporate ladder. So they express, and are expected to express, their accomplishments and their strengths. Women are in an egalitarian gender culture so they tend to downplay their own role in the success. Women see any attempt to put oneself up as disruptive to building connections”.

A few more studies seem vital to be presented in the context of gender differences in the level of speaking anxiety experienced influence male and female in giving oral feedback in communication. Mak’s (2011) study is one of very few projects analysing speaking- in- class anxiety as separate construct. Mak (2011:207) investigated this type of apprehension in a group of Chinese university students. He identified five factors that contributed to speaking apprehension experienced in a classroom: they are, speech anxiety and fear of negative eveluation, uncomfortableness when speaking with native speakers, negative attitudes towards the

English class, negative self-evaluation, and fear of failing the class/consequences of personal failure. Moreover, speaking in front of the class without preparation, being corrected when speaking, not enough wait-time and not being allowed to use the first language during classes were qualified by respondents as significant factors leading to speaking anxiety.

The other studies devoted to speaking skills have not analysed speaking apprehension as such but they investigated the influence of language anxiety measured with the foreign language classroom anxiety scale on students' oral performance. To start with, a persistent negative correlation was found between language anxiety and achievements on oral examinations. For example, Young (1986), Phillips (1992), Cheng et. al (1999), Sparks and Ganschow (2007), Herwitt and Stephenson (2011), were in line of the stated that the more apprehensive the students became, the worse they performed while speaking tasks. Herwitt and Stephenson (2011:12) found that higher levels of anxiety resulted in poorer performance in quantity and correctness of output as well as in complexity of grammatical features. Furthermore, more anxious students made more errors while speaking and displayed greater difficulties in self-correction when recasts were played for them (Gregersen, 2003; Sheen, 2008). Kitano (2001) also observed that those who compared their speaking skills to other classmates suffered from stress more intensely. Horwitz et. al (1986:130) found that students suffering from language apprehension might skip classes, overstudy, or seek refuge in the last row in an effort to avoid the humiliation or embarrassment of being called on to speak. The level of language anxiety was found to be different while talking to friends and interacting with strangers (Dewaele et. al 2008), strangers being a greater

stressor in this case. Moreover, the vision of going abroad and facing native speakers was identified as a factor intensifying foreign language anxiety experienced in a foreign language classroom (Kitano, 2001). Apprehension experienced while interaction in a foreign language was also discovered to be 'contagious' (Dornyei and Kormos, 2000), stress experienced by one of the interlocutors after some time was adopted by the other student.

In addition, Marzec-Stawiarska (2014) found at least two substantial studies related to speaking anxiety experiences. First, low self-efficacy was found to be a crucial element in developing stress during classes: a negative correlation was found between foreign language classroom anxiety and belief in one's skills and chances for success (Mills et. al 2006). Secondly, perceived difficulty of a task or skill exacerbated an apprehension level: those who believed that a task was difficult suffered from greater amount of anxiety (Piechurska-Kuciel, 2008; Yan and Horwitz, 2008). Finally, the correlation between self-assessment of one's speaking skills and foreign language classroom anxiety was also found. It was discovered that the students who perceived their speaking skills as low experienced a higher level of stress (MacIntyre and Gardner, 1991; Cheng et. al; 1999, Matsuda and Gobel, 2004; Liu and Jackson, 2008).

Gender studies of language anxiety brought conflicting results. MacIntyre et al. (2002) found no statistically significant gender related differences in language anxiety experienced by students learning French as a second language. This observation was corroborated by the study of Matsuda and Gobel (2004) who investigated language anxiety of Japanese university students learning English as a foreign language and by

Bekleyen (2009) who analysed the influence of gender on foreign language listening apprehension. In contrast to these studies there are some projects in which females were found to experience higher language anxiety levels. For example Abu-Rabia (2004) found that female seventh graders in Israel experienced a higher apprehension level which correlated with negative linguistic performance (reading, writing and spelling), Piechurska – Kuciel (2008) reported that Polish female students declared higher language anxiety throughout three years of their secondary school education and Ellkhafaiti (2005) observed more listening apprehension among female students of Arabic at American universities. Koul et. al, (2009) conducted research among Thai university students learning English and discovered that women experienced greater foreign language classroom anxiety than men though also women tended to be better language learners and received higher grades in English. These results were corroborated by Park and French (2013) in a Korean context, who observed that in this case anxiety might be of a facilitative character. It should be also added that there are studies in which male participants displayed greater anxiety level. Campbell and Show (1994) discovered females to be less apprehensive and better at foreign languages. Moreover, in the context of a skill specific anxiety, males were found by Zhang (2000) to be more anxious while reading in English than female students.

Related to the findings, it can be concluded that the similarities between this current research and those findings above are that the focus investigation of the researchers were on differences between male and female in communication specially in oral feedback, and speaking anxiety experienced influence students' performance by students learning English as a foreign language. On the other hand, subjects of this



research distinguished on it. If some researchers above conducted the research on secondary school or even seventh grades students, then this research was conducted on students of university. Moreover, the subjects of this research were not only from English students but also from another majors which have interested on English as their additional skill and have been learn English for couple of years.

## **B. Some Pertinent Ideas**

### **1. The Understanding of Communication**

Communication is a learned skill. However, while most people are born with the physical ability to talk, but not all can communicate well unless they make special efforts to develop and refine this skill further. Very often, we take ease with which we communicate with each other for granted, so much so that we sometimes forget how complex the communication process actually is.

According to Peters (1999:7) the Latin word *communicatio*, rooted in *communicare* meaning “to import, share or make common” as well as in *munus* meaning “gifts or duties offered publicly,” “did not signify the general arts of human connection via symbols, nor did it suggest the hope for some kind of mutual recognition,” but “generally involved tangibles,” stylistic devices employed by an orator to assume “the hypothetical voice of the adversary or audience”. In contrast with the notion of communication in ancient Rome, as well as the previous notion of rhetoric in ancient Greece, did not refer to transfer, to transmission, to interaction or to dialogue, but rather pointed to acknowledging and performing specific social functions and group memberships,

or to knowing and utilizing concrete technical device for conveying specific social functions and group memberships. Another interpretation about communication is derived by several experts as follows:

Wood (2004) states that communication is “a systemic process in which individuals interact with and through symbols to create and interpret meanings”. Moreover, communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). The definition underscores the fact that unless a common understanding results from the exchange of information, there is no communication. Further, Keyton (2011) stated that two common elements in every communication exchange are the sender and the receiver. There are numerous elements that should exist to gain an effective communication which will be presented as follows:

The sender initiates the communication. In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The receiver is the individual to whom the message is sent. The sender encodes the idea by selecting words, symbols, or gestures with which to compose a message. The message is the outcome of the encoding, which takes the form of verbal or nonverbal language. The message is sent through a medium or channel, which is the carrier of the communication. The medium can be a face-to-face conversation, telephone call, e-mail, or written report. The receiver decodes the received message into meaningful information. Noise is anything that distorts the message. Different perceptions of the message, language barriers, interruptions,

emotions, and attitudes are examples of noise. Finally, feedback occurs when the receiver responds to the sender's message and returns the message to the sender. Feedback allows the sender to determine whether the message has been received and understood.

The elements in the communication process determine the quality of communication. A problem in any one of these elements can reduce communication effectiveness (Keyton, 2011). For example, information must be encoded into a message that can be understood as the sender intended. Selection of the particular medium for transmitting the message can be critical, because there are many choices. From the all definings above, the research assume that communication is a crucial tool in human life. It is used to transmit and share desire of people both from two sides, sender and receiver whether it is accepted, rejected or even added.

## **2. Types of Communication**

Medium alludes to the channel or mode, through which message is communicated, to the received, i.e. it can be sent by way of electronic word processing system, gaphic, symbol, etc. In general, there are two general types of medium which used to communicate as follow:

- a. **Verbal communication:** communication, in which words (spoken or written) are used to transmit information is called verbal communication.

It can be done in two ways:

1) Oral communication, which referst to something spoken or mouth.

E.g. face to face conversation, telephonic conversation, lectures, speeches, conference, et.

2) Written communication, e.g. letters, email, newsletters, SMS, etc.

b. Non-verbal Communication: The communication between parties in which words are not used as a means for interchanging message, i.e. except words, other means are used like sounds, symbols, actions and expressions. Communication takes place non-verbally through:

1) Body language, e.g. gestures, postures, body movements, etc.

2) Paralanguage, e.g. pitch variation, tone, speaking speed, word stress, etc.

3) Sign language, e.g. hand movement, facial expressions, etc.

4) Time language, e.g. time used to communicate our message.

5) Space language, e.g. space maintained between the parties to communication, during the conversation.

As an addition, Tannen (1991) added such a new kind of communication which is called “Report Talk” and “Rapport Talk”.

a. Report Talk

For men, conversations today are for infromation, thus “Report Talk”. men negotiate to maintain the upper hand in a conversation and protect themselves from others’ perceived attempts to put them down. Boys learn in childhood to maintain relationships primarily through their activities, so

conversation for adult males become a contest; a man is an individual in a hierarchical social order “in which he [is] either one-up or one-down” (Tannen, p. 24).

#### b. Rapport Talk

Women in conversation today use language for intimacy, hence Tannen’s term “Rapport Talk”. Girls are socialized as children to believe that “talk is the glue that holds relationship together” (Tannen, p.85), so that as adults conversations for women are “negotiations for closeness in which people try to seek and give confirmation and support, and to reach consensus” (Tannen, p. 25). Conversation is for community and the woman is an individual in a network of connections.

### 3. The Understanding of Feedback in Communication

Feedback is required as important as that in communication. Feedback is a response from the receiver that informs the sender how the communication is being received in general. Black & William (1998) and William (2007) point out that feedback is a powerful way to the learning process, although these orientations haven’t always had a corresponding implementation on the teachers’ practice. According to Sadler (1989), feedback is the key to the formative assessment. It can be defined as the information that is given or is being given on how an action is being developed in terms of its quality for success. It is information about the distance between the current level and the desired reference level: the performance of students. One of the main feedback



characteristics is the usage of information to improve the students' performance. In this learning case, the feedback involved two players: students and teacher. Teacher use it to communicate their decisions about readiness, diagnosis and remediation (Sadler, 1989) and students use it to control the strengths or weaknesses of their performance.

On the other research, Hattie and Timperley (2007) had given an overview about feedback in terms of its conceptualize as information provided by an agent (e.g., teacher, peer, book, parent, self, or experiences) regarding aspects of one's performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes. They further defined that a teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.

In addition, to assist in understanding the purpose, effects, and types of feedback, it is useful to consider a continuum of instruction and feedback. At one end of continuum is a clear distinction between providing instruction and providing feedback. However, when feedback is combined with more correctional review, the feedback and instruction become intertwined until "the process itself takes on the forms of new instruction, rather than informing the students solely about correctness" (Kulhavy, 1977:212). To take on this instructional purpose, feedback needs to provide information specifically relating

to the task or process of learning that fills a gap between what is understood and what is aimed to be understood (Sadler, 1989), and it can do this in a number of different ways. These may be through affective processes, such as increased effort, motivation, or engagement. Alternatively, the gap may be reduced through a number of different cognitive processes, including restructuring understandings, confirming to students that they are correct or incorrect, indicating that more information is available or needed, pointing to directions students could pursue, and/or indicating alternative strategies to understand particular information. Winne and Butler (1994:5740) provided an excellent summary in their claim that “feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies”.

Moreover, feedback has no effect in a vacuum. To be powerful in its effect, there must be a learning context to which feedback is addressed. It is but part of the teaching process and is that which happens second-after a student has responded to initial instruction, when information is provided regarding some aspect(s) of the student's task performance. It is most powerful when it addresses faulty interpretations, not a total lack of understanding. Under the latter circumstance, it may even be threatening to a student: "If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known" (Kulhavy, 1977:220). Further, Hattie and Timperley (2007)

emphasized that feedback as information about the content and/or understanding of the constructions that students have made from the learning experience is not the same as a behaviorist input-output model. Contrary to the behaviorists' argument, Kulhavy (1977) demonstrates that feedback is not necessarily a reinforcer, because feedback can be accepted, modified, or rejected. In addition, it is the case that feedback is not only given by teachers, students, peers, and so on, but can also be sought by students, peers, and so on, and detected by a learner without it being intentionally sought.

The all definitions provided above are just a few of researchers' point of view about feedback according to their own experienced and references they took. It also become my references to take conclusion that feedback is an essential subject to ensure that communication is happened.

#### **4. Types of Feedback in Communication**

Great teachers on Phases-3 by Strong Start (2015) had been defined types of feedback in communication into five general types, they are; (a) oral and written feedback, (b) Feedback during and after learning, (c) Evaluative feedback and descriptive feedback, (d) Informal feedback and formal feedback, and (e) Peer feedback and self-feedback (reflection/evaluation). All these types will be presented briefly further in this text.

##### **a. Oral and written feedback**

###### **1) Oral feedback**

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the ‘teachable moment’ and in a timely way.

Asking “What do you notice about \_\_\_\_\_?” or “How does this match the criteria?” stimulates students’ thinking about their learning.

## 2) Written feedback

Written feedback tends to be given after a task. Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.

*Written feedback needs to be:*

- a. Timely so that it is paired as closely as possible with the event
- b. Written in a manner that is understandable for the student
- c. Actionable so that the student can make revisions.

*Written feedback needs to include:*

- a. Where the student has met the learning intentions and/or success criteria
- b. Where the student still needs to improve
- c. A way to think through the answer for themselves.

## b. Feedback during and after learning

### 1) Feedback during learning

Feedback during learning allows students to take feedback on board immediately and to try to realise improvement during the learning process. This is often more effective and productive to the learning experience than end-of task feedback measures (usually summative), which require students to remember the feedback and apply the recommended strategies to a future task.

### 2) Feedback after learning

Too often feedback that is provided to students after learning has concluded is not used by the students to improve their work. This often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult.

*Feedback during and after learning should:*

- a. Focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- b. Provide information on how and why the student has or has not met the criteria



c. Provide strategies to help the student to improve.

c. Evaluative feedback and descriptive feedback

1) Evaluative feedback

Evaluative feedback, in the form of grades or brief general comments, (e.g “well done”), provides some information about learning, but does not convey the information and guidance that students can use to improve.

It can make the good students feel better (and at times complacent) and the less able students feel worse (and more certain that they will never be able to succeed).

In attempting to create a positive climate for learning, many teachers increase the level of praise that they give during feedback sessions. Research shows, however, that praise needs to be realistic if the feedback is to be more meaningful. Regular, excessive praise often does more harm than good, leading to delusion or even frustration and resentment. To be really effective, praise needs to confirm a child’s own sense of reality.

The impact of feedback on learning achievement has been found to be low when it is focussed on *praise, rewards and punishment* (Hattie & Timperley, 2007).

## 2) Descriptive feedback

Effective feedback provides students with detailed, specific information about improving their learning.

*This descriptive feedback is:*

- a. Linked to the learning that is expected (Where am I going?)
- b. Addresses faulty interpretations and lack of understanding (How am I going?)
- c. Earl (2013) said that, provide students with visible and manageable 'next steps' based on an assessment of the work at hand and an image of what 'good work looks like' so that they can begin to take on the responsibility of self-assessing and self-correcting. (What do I need to do to improve and how do I do it?).

An example of descriptive feedback:

That's a good introduction because you have covered the main points we discussed at the beginning. Now, which points do you think you should expand on?

## d. Informal feedback and formal feedback

### 1) Informal feedback

'Check ins' are vitally important to providing effective feedback.

'Check ins' occur when the teacher visits students as they are engaged in

a task to make sure they are on the right track. ‘Check ins’ can quickly and effectively steer students in the right direction or enhance learning. ‘Check ins’ can also occur when students approach the teacher to seek feedback. For longer projects these could be determined in advance with allocated times for students to ‘check in’.

## 2) Formal feedback

Formal feedback can be provided through structured conferences with specific goals. Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs. It is important to set up these conferences in a structured way with a focus on individualised goals so both teacher and student make good use of their time.

*Hints for student-teacher conferences:*

- a. Look at student work beforehand
- b. Use a checklist or feedback form that students can use as a reference for making revisions
- c. Focus on two to three items that need work and show how to improve them
- d. Make time for the student to ask questions and give input.

When teachers use formal conferencing along with informal feedback, students are better protected from failure and set up for success.

e. Peer feedback and sel-feedback (reflection/evaluation)

1) Peer feedback

The use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading.

A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen understanding of the learning goals. Left to their own devices to give feedback many students will use the time to chat, criticise the other students' work or get nothing done.

*Teachers need to:*

- a. Model and role play how to give feedback in a constructive way
- b. Explicitly teach students how to provide effective feedback to each other
- c. Hold students accountable for the comments, suggestions and feedback they give one another
- d. Use scaffolds like peer feedback forms, which can be checked by the teacher to provide more structure to peer conferences. This also keeps students focussed on giving the right kinds of feedback and lets them know what the expectations are for peer conferences.

Once students have had time to practice, know what the requirements are, and are aware of expectations, peer conferences can be an integral part of the feedback process.

*As with teacher feedback, peers can offer suggestion and comments on:*

- a. What has been done well in relation to the learning intention.success criteria
- b. What still needs to be done in order to achieve the learning intention/success criteria
- c. How to achieve that improvement

## 2) Self-feedback

This is ultimate goal of feedback for learning. During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent.

*To help students reach autonomy teachers can:*

- a. Explicitly identify, share, and clarify learning goals and success criteria
- b. Model the application of criteria using samples
- c. Provide guided opportunities for self-feedback



- d. Teach students how to use feedback to determine next steps and set goals
- e. Allow time for self-feedback/reflection.

## **5. Oral Feedback in Communication**

Oral feedback is one type of feedback, and as its name already states, it is feedback that is given orally and often in interaction with people. It can be given to an individual, a group or to the whole class (Brookhart, 2008). Clarke (2003) as a feedback experience, state that it is more natural one, because it can be given instantly and frequently. Moreover, one knows what one has done right and what could be improved right after the performance, not a day or a week later. Pirhonen (2016) added that with oral feedback there is also a chance to sk question about the feedback one received, or justify or argue one's choise. Thus, the issue is still fresh and one can assume that the students also feels more motivated to listen to the feedback, because he/she still remember how the task and the performance was like. One requirement for oral feedback, according to Clarke (2003:17), is that it should focus on the learning intention of the task in order to be effective and worthwile.

Furthermore, Pirhonen (2016) demonstrates that there are, of course, many ways of giving feedback orally, and one of the most common ways to give oral feedback to an individual is at the students' desk quietly, while the class is doing something else. This way it does not have to be planned beforehand, and a teacher can easily talk about issues that arise during class or something else he/she wants to give feedback on. Teacher can also give feedback at teacher's

desk, either by planning it beforehand with a student or more informally, for example if a student decides to come and ask something. Oral feedback to an individual can also be scheduled for specific time, even after school or during recess, according to Brookhart (2008:48). It often depends on the type of feedback one wants to give, whether one needs to make an appointment or casually implement individual feedback as part of the class. Oral feedback to a group or class is often given at the start of the class, when one wants to summarize previous issues that arose in the last session. It can be a way of ending the class, and for example corrective feedback is one option (Mendez and Cruz, 2012). As an additional reference, that corrective feedback is the most applied types or feedback use within classroom context. According to Lyster et. al (2013:2), CF of corrective feedback is defined as “responses to learner utterances containing an error”. But again, it is from teacher’s perspective on giving feedback. Moreover, it is a good way of giving information about a certain issue, for example when a teacher wants to make sure students understand everything. Group feedback is profitable also during performances, and it can be given both live as the matter arises, or even videotaped, later in the class. Video taped oral feedback is still more personal than written comments (Harmer, 2004). One should always remember the importance of feedback, and during class it is often easier to give feedback to a whole class rather than focus merely on individuals.

Oral feedback in communication was noticed as primary object of this research which used by EFL students both male and female in speaking course.

As to be claimed before that oral refers to something spoken or mouth. It means that to ensure if the speaking course works effectively, we used oral feedback as a message.

### C. Conceptual framework

The theoretical framework underlying of this research was presented in the following diagram:

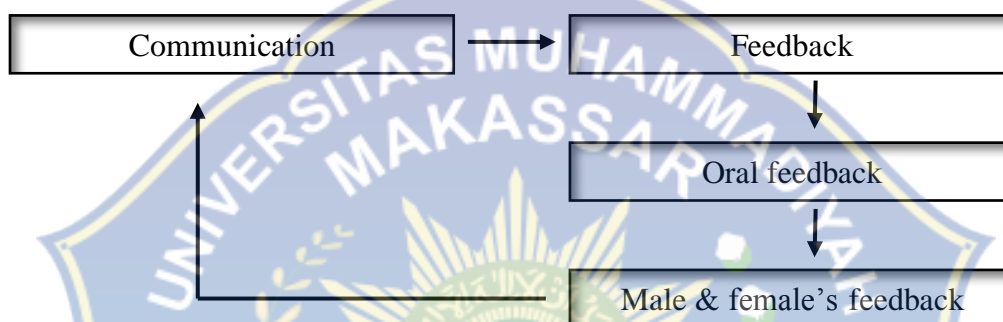


Figure 2.1: conceptual framework

According to the diagram above, it can briefly indicate that communication is a process begin with a speaker/sender who encodes the message and passes it to listener/receiver who decodes the message. Listeners/receivers are not just passive absorbers of messages, they listen/receive the message and respond to them. This response of a listener/receiver to speaker/sender's message is called Feedback. People give feedback in several types and it is depending on the situation required. Sometimes it is verbal, sometimes it is non-verbal, or even oral feedback. Oral feedback is generally recommended when the communication matter is temporary kind or where a direct interaction is required. Male and female are conditionally given feedback in

different way or even by different perspective. Thus, the focus of this research will be focus on male & female's feedback in communication.



## CHAPTER III

### RESEARCH METHOD

This part deals with description of research design, subject, instruments, data collection procedure, and technique of data analysis.

#### A. Research Design

This research employed the descriptive qualitative research design with case study approach. Qualitative design was chosen because this study aims in providing an insight into the case of oral feedback of communication used by EFL male-female students. According to Fraenkel and Wallen (2009), case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization.

#### B. Research Setting and Participant

The setting of this research was the 9<sup>th</sup> generation of Massenrempulu Meeting of English Students Association (MamMesa). It is one of the communities of English lovers where as officially is located in Jl. Alauddin 2 Lr. 7, Makassar, Sulawesi Selatan. The research had been conducted at Speaking Class which joined by different background major of students from different university and collage.

To determine the participants of this research, the researcher used a purposive technique sampling in order to help the researcher understand the phenomenon being studied. According to Creswell (2012), purposive sampling is aims to learn or understand the central phenomenon by selecting individuals and sites intentionally.



The participants of this research were a number of the 9<sup>th</sup> generation of MamMesa. The participants were chosen by the consideration that those students would give valuable information and appropriate with the objective of the research. The researcher interviewed eight students of them, it consists of four male students and four female students. The researcher took the 9<sup>th</sup> generation of Massenrempulu Meeting of English Students Association because they had more varieties way and different cases in giving feedback communication while teaching process. On the other hand, they also come from different background major and the researcher considered it as a new value to be researched. The subjects took based on the students' active and achievement in the class. According to Sugiyono (2014:221) additional sample is stopped if the data surfeited.

### **C. Research Instrument**

To obtain the data of this research, the researcher used two kinds of instruments. Since the research is a case study, therefore the researcher use observation as the primary technique and then it is followed by interview for a validity check of what have been seeing at the classroom process.

#### **1. Observation.**

According to Bugin (2007), observation is a data collection technique used to collect research data through observation and sensing. In this case, the observation conducted by observing students' behavior during classroom process. The researcher had joined the one whole process of speaking class before doing the interview. The researcher' role in the observation was non-participant but observed all of the students in that class. Furthermore, the

observation was used to find out when was students likely to give their oral feedback of communication and why, otherwise.

## 2. Interview Guide

Interview is a data collection technique by way interviewing selected individual as a respondents. Before conducting the interview, the researcher observed the speaking class in order to find students' oral feedback of communication. As an additional, the researcher used semi-structured interview guide on interviewing participants.

### **D. Data Collection Procedure**

Data collection is the procedure used by the researcher to collect data. In conducting the first data which was observation, the researcher had joined the speaking courses as a non-participant and observed students' behavior. The second data was interview, the researcher interviewed participants/ students anywhere and whenever they were ready and did the following procedure:

1. Firstly, the researcher explained about the aim of the interview.
2. Next, the researcher interviewed the students.
3. The researcher asked questions to the students.
4. While the students answering the questions, the researcher recorded all of the students' answers, in this case, the interview was taken by offline or face to face interview. (somehow, some interview was done by online using WhatsApp then it was transcribed directly after the interview.

5. After interviewing, the researcher said thanks to the students for their time to answer the question.
6. Next, researcher analyzed all the answers and summarize them by consideration with the observation's result during the class that tthe researcher joined before.

#### **E. Data Analysis Technique**

The collected data obtained from the result of observation and interview were analyzed to draw conclusions. According Moleong (2010), data analysis is the process of managing the data, organazing it into a goot pattern, category and basic unit. Thus, we could find the theme and formulate hypothesis as suggested by the data. The purpose of data analysis is summarizing and simplifying tha data in order to interpret and draw a conclusion.

Furthermore, because of this research used qualitative research design, then it was be analyzed by using inductive analysis method. According to Miles and Huberman in Sugiyono's (2014:246), the activities in qualitative data analysis is performed interactively and occurring continuously until complete, so that the data is already saturated. In addition, the activities in qualitative data analysis are data reduction, data display, and conclusion drawing/verivication.

##### **1. Data Reduction**

The data obtained in the field was quite a lot. It was necessary to note carefully and detail. Data reduction means: summarizing, choosing things that are fundamental, focusing on things that are important, looking for themes and

patterns and discarding unnecessary. Reduce data will give a clear picture and facilitate researcher to conduct further data collection, and look for it when needed. Data reduction could be aided with electronic device such as a computer, to give the code on certain aspects. With the reduction, the researchers summarize, taking important data, make categorization, based uppercase, lowercase letters and numbers.

## 2. Data Model (Data Display)

Once the data was reduced, then the next step was display data. Display data in qualitative research will be done in the form of a brief description, chart, relations between categories, flowchart and so on. Miles and Huberman in sugiyono (2014:249) state the most frequent form of display for qualitative data has been narrative text. That is most often uses to present data in qualitative research with narrative text. In addition in the form of a narrative, the data display can also be a graph, matrix, network (networks). In this research data display was narrative.

## 3. Conclusion drawing and verification

The third step was the conclusion and verification. Conclusions were presented still provisional, and would be changed if not found strong evidence that supports the next stage of data collection. However, if the conclusion was supported by evidence of valid and consistent when the researcher returned to the field in collecting data, the conclusions that presented were the credible conclusions (trustworthy).

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of research findings. It entirely covers the description of the result of the data analysis. In the discussion session, further explanation and interpretation of findings are given.

#### A. Findings

The data were gathered through observation and semi-structural interview guide with participants who considered to be the best informants of what being study in this research.

In fact that in this community, everyone has at least one time to be a facilitator or instructor or teacher or leader and it was chosen randomly right before the class begin. The time i observed, one who had chosen was a female student. She lead and asked others (male- female students) to give some suggestion about the topict to be discussed. By that time, topict raised was talking about “ who is your favorite president and why?”.

#### 1. The Differences Between Male and Female’s Oral Feedback of Communication in Term of Speaking Practice.

To smooth these findings, the researcher would devide it into two big points of oral feedback of communication, they are oral feedback of communication used by male and oral feedback of communication used by female.



a. EFL Male Students

The researcher did interview with those students both male and female mostly days after the class i joined. From the interview, the researcher found some fact of male students as follow:

1) Unwillingness to give response (without ordered)

Best on the observation's result, the researcher found that male students were more likely to be silent at first, giving their one topic and did not bring that much discussion on it. When the instructor decided one topic and asked students' agreement, most of male students said yes and were not bringing any other thoughts.

These statements above were in partial line with the result of interview. When the researcher asked about their willingness to give response during the discussion, some of them said will not give response if did not asked. *"I will if i think i need"* further he said *"When i think i can find it by myself (i will not), but if i think i need more explanation, maybe i will ask later on when the class is end"*. One other participant said *"Sometime i will ask directy and sometime i should keep it and find it by myself"*. Another participant said *"I will respon as good as possible if i am asked"* and he added by saying *"Maybe i will ask my friend beside me"*.

Only one of the participants admitted his pleasure to give response if he did not understand “ *With my pleasure, i will*”, “... *I will ask the teacher to explain it slowly*”. For some reasons he tend to be silent when he got bored. “*When we talk about something i do not like*”, “...*And also when i am sleepy*”.

During the class, i saw that only one of male students who gave an active response (without ordered) and he is majoring English Department.

## 2) Engage in what is referred to “ Report Talk”

As to be described on previous chapter about the differences between report talk and rapport talk, male students more likely to be part of being in report talk. Based on interview, the researcher found that most of male participants do not like talking more deeper about their family and would be pleased to talk about what they passioned about. One participant said “*For sure, i do not like talking about family. If i have to choose i prefer talking about my favorite things*”, “*Like game maybe, but just with my close friends of course*”. Another male participant said “*I like talking about something i have knowledge about*”, “...*I like playing football so i like if we discussed about that*”.

Something unique of male participant’s answer about what he like to talk about was “ *... material which is exist and viral and makes me interest to dig it*” further he added “*uncommon topic such a paranormal activity or extra terrestrial and unidentify biological entities. I love to*

*talking more about them because of the mysteriously and the human ability can not reach them yet". And then "A friendly topic such a comment about food, art, and the newest styles because it is fun to tell out more about them".*

The findings above were also supported by the result at the observation. When male students punctuated their ideas, most of them were not spent much time at the opening, they used general greeting and directly got to the point. One of them said *"Thanks for the time, and my favorite president is....."*. Then other participant said *"Well, thanks for the chance. My favorite is ....."*. It is also happened when they were given some question about their thoughts. For example, one participant was asked by another students *"Selain karena dia adalah presiden pertama yang kamu pilih dan menang, do you have any other reason why you like him?"* And then he replied by saying *"i am not sure,, i just like him"*.

### 3) Did not concern about others' assumption

As students of foreign language, anxiety when performing in English language is definitely exist but the level is depended on how good the students can deal with it. On the interview section, the researcher had asked the students about their anxiety about others' assumption when they have to speak. One male participant replied by saying *"I don't even think about it. I mean yes i'm nervous but i'll keep myself to speak"*. Another

one said *“Yes there is. Because of that, I always ask them about my performance and if there is a crash, I’ll let them tell me innocently and I can take that as a lesson”*.

Students sometime were not only anxiety about speak (whether in Bahasa or English or other language) in crowded people, it more than that. One male participant recognized himself that *“Actually, i am not really confident because i less on pronuncition and i don’t know how to pronoun R in English”* then he added by saying *“Anxious and unconfident are always happend to me”*. With the same anwer from another one male participant said *“Yes of course im worry but if i have to, i will even i’m shy”*.

#### 4) Students’ previous experience of English performance

Everyone has bad and good experience, wether in general patters or in English performance in specific. The researcher had asked all participant about their experience, and one of the male participants told his story *“I have one memorable event. That was when my senior high school join a competition. We have train to create the prototype but not the presentation. My friend, who asked as the presenter suddenly points me when show time will begun. In the waiting chair, we never spoke our product when the rest looks kinda confuse what will they say. When time is show time, we change the tense with laughable situation. Everyone forget about their mind load and pay attention to us. From first until last*

*spoke, they can't hook their eyes away from us. That moment makes me more confident and brave to talk in front of people and the result we got the first winner passing the advance quality school by people said".*

With the same question, one male participant said that he had an experience that made him did not want to speak (English) anymore "*...When someone force me to speak something i don't know*", "*...I felt like i do not want to speak anymore*". There was also another male participant told the researcher about himself and said "*I remember when i joined a course named Go Go Talk. i'm very enjoy to talk anything i know because the tutor is very friendly and all my friend laugh a lot*", then when the researcher replied with asking, it that made him more confident or otherwise? He said "*sometimes i feel confident when i'm enjoy with the teacher or tutor*".

One last male participant said that he did not remember wether he has an experience that made him more confident or not. He said "*I don't remember*".

b. EFL female students

1) Willingness to give feedback (without ordered)

For some reasons, female students feel more free to talk around people they already know. When the researcher asked to female participant about her interest in participating to give response or feedback without ordered, she replied by saying "*Of course, because i am feel free to ask anything*



*that i do not understand in organization than at university. Because the teachers in the Mamma are familiar with me”, but then, in another case, if she do not comfortable with the environment, she choose to be silent till pointed out, “I am not too interested on giving feedback if the teaching method just like discussion, except if the teacher directly points me out, i will. I also do not comfortable to speak a lot with people who i do not familiar with”.*

Some of female participants admitted their confident to ask directly to the teacher if they do not understand, *“I will ask if i do not understand”*. Further, she clarify again *“Sometimes i also ask my friends but if i think i need teacher to explain it again, i will. Just for making it sure”*. One female participant also said the same thing, *“O ya. I will ask anything if i don’t understand”*.

Meanwhile, there was a female participant explain herself will give response only if the material interest for her, *“I will give response if the material that the teacher presents interested for me and I have more knowledge about it”*.

## 2) Engage in what is referred to “Rappor Talk”

On the other hand, female students, based on result of the interview, were kindly to talk more intimate matters such discussing topic like family and another stuff that make people in relationships and could be close to each other. One of them confessed herself by saying *“I’m*

*interested with friendship and family because it is easy to express by my own language without drama, I feel it in my life. I can express any idea about it even though sometimes all of people said that it is difficult to express our feelings about people who we loved but at least, it is material that interest for me”.*

In the same case, loving to be in that kind of conversation which tend to build good relationship, one female participant explained her experience, “...*When i have conversation with my international friend”*, further she said “*So she explained me about her country, how she in her collage and stuff. And i was also excited to explain about mine”*.”

Another female participant admitted her interest on general thing or what most of people probably know about it, “*O i like when i asked to introduce myself and myfriends”*.”

One last of female participant said that “*I also love to talk about friendship because it can make me understand more about people characters and how to behave with”*.” and than she said “*I do not like if we talking about politics because it is too heavy for me, also i do not really interest on it”* (As to know that i took this interview right after the class i joined to observe). She also declared her interest of certain topic, “*I like talking about anything on the trending topics at social media because it just fun for me”*.”

As far as the first coming to observe was concerned, the results of the study showed that female students were more intense in giving their thoughts about the topic to be discussed and giving as much as their given time to explain. If male students gave a very short greeting and directly got to the points, female students were truly different. One participant said, *“Thanks for the time that has been given to me. Talking about president, i am not really sure because i am not really interest about them. but if i have to, then i choose .....”*. Other participant said *“ Thanks for the time that has been given to me and thanks for considering my suggestion topic to be discussed. Alasan kenapa saya menyarankan tema ini adalah karena kami pernah mendiskusikan tema ini sebelumnya di tempat lain, dan menurut saya ini sangat menarik karena dari sini kita dapat melihat seberapa besar kepedulian mahasiswa terhadap politik. ....”*. as an addition, she is majoring Ilmu Pemerintahan.

### 3) Anxiety about others' assumption

In general pattern, female are known to put more attention and worry about their appearance or visible than male. In case of English performance, these the answers of them: *“Depend, i am confident in front of familiar people because i feel free to speak”*, then about her anxious she said *“when i have to speak in front of unfamiliar people” “...i afraid they do not understand what i say”*, and *“sometimes i feel like my friends will laugh and disparage me out”*.

In the same case, when the researcher asked another two female participants about their worry about people's thoughts on their English, they confessed by saying *"A bit but i don't really concern it"*, And other said *"Sometime yes when i do not really know the material but i will try"*.

The researcher also asked other female participant with a little bit different context, (Interviewer): *"Don't you feel shy to ask anything while you are being watched by your close friends?"* and then she replied by saying *"No, I don't. Because my close friends that always forced me to give question to the teacher of facilitator if I have"*

#### 4) Students' previous experience of English performance

Experience is considered as a good teacher, but again, it is depended on the students themselves, it could be worst or better. One female participant said *"My experience that make makes me confident to give response when i just keep silent even though i have opinion, and what i think was same with the teacher's thoughts. So it makes me think that just give your opinion, true of false is not matter"*. Another one said *"Presentation performs in the class help me so much. I become more confident and powerfull"*.

In addition, there was a female participant explained her experience by saying *"When I attend in speaking class with my friends in Exit and MaMMesA. Sometimes I feel confident if just with my peer but also I feel not confident if there is senior who join in that class"*, then she continued

with *“Sometimes I feel it is bad but I realize that mistake that I made is the step for me to be master in speaking if I learn more more and more to improve my speaking skill”*.

One last participant replied the question about experience by saying *”Yes i have. When i really want to ask something to the teacher but i feel shame of it, then i force myself that i have to ask and i did it”*, then she ended by saying to herself *“you see, nothing wrong with giving question”*.

## **B. Discussion**

Based on the result of the study, the researcher found some differences between EFL male and female students in case of using oral feedback of communication. In this section, the researcher would split them into two part to be discussed, they were: (1) oral feedback of communication used by EFL male students and (2) oral feedback of communication used by EFL female students. Inside of these two part, the researcher would discuss and emphasize about four important point, they were : Whether if they had willingnes/ unwillingness to give feedback (without ordered), engage in what is referred to “Report or Rappor talk”, anxious about others’ assumption or not, and students’ previous experience of English performance.

### **1. EFL Male Students**

From the data description above, it could be acknowledged that most of male students did not put so much interest on giving response or feedback when it was not ordered. In another case, if they were asked to speak or give their opinion, they would. This result surely in partial line with the result of the



observation. It shown that male spoke only when it was needed although there were still possibilities for male to speak a little bit more active than just if they were asked.

Futher, male students were more likely to engage in what is reffered to, as report talk, which is primarily to dig on content and not spent much time at the opening of the talks, means that they were concerned with sending information and establishing status. This result was in partial line with the result of tannen's (1991) finding where he stated that " Men talk about affairs that are public matters, such as sports or politics and during the report talk, men demonstrate their knowlegde about a subject and will give general information about the topic". He also used phrase report talk in his finding. Further on statement above which said " ... concerned with conveying information and establishing status" was surely same with mohindra and azhar's (2012) finding. He said that " men concerned with conveying information and establishing status".

Along with that fact, male generally were not about being hampered by others' thoughts of their performance. They relized that anxious and unconfident ever come to all people but made it as an interference was not their concern. As if they had that worry, it was not because fright to speak but more because they less of the material to be talked. This finding was considered by the researcher as a new finding because from the previous findings on chapter II, there was not such.

Talking about experience, it could make people more better of even worst, depended on how it used for. There were male participants told their stories

about English performance which convinced them to be more confident after all, and there was also male participant confessed himself did not want to speak for a while.

## **2. EFL Female Students**

First underlying fact from the result above about female was they deal with something tighten in every kinds of relationship. Female used their chance to confirm their subordination in language and it prove by their activeness on spent much time at the opening before went to the content. Moreover, they admitted themselves to be an active one in every chance and of course felt more free when around familiar people. Mostly, female did not have such doubt to ask question.

Alike with that, the finding also shown that female were engage in what is referred to, as an rapport talk, which is designed to establish relationships and tried to build connections. They were kindly to talk more intimate matters such discussing topic like family and anything had possibility to build trust then become close each other.

Discussing about anxiety, just like male and people in general, female also had that. From the finding above, female shown their attention more than male. In case of having bad experience, female were bothersome if just for forgetting and not considering it further next. On the other hand, when female had ever got critic from close friend, they took it as a good teacher, bury the hatchet, and did not consider it as something to be worry. At least, that is what the finding told. These finding were in line with Abu-Rabiah (2004), Piechurka-Kuciel (2008),

and Ellkhafaiti (2005). They stated the same point of gender language anxiety which said that female were found to experience higher language anxiety levels.

Experience is considered as a good teacher, but again, it is depended on the students themselves, it could be better or even worst. From the avowal of female participant, some of them confirmed their gladness having such good experience, bringing more confident and trust of themselves more than usually.

From all of these finding above it can be concluded that male and female language is the result of male and female being part of very different subcultures and having very different life experience. Thus, neither male nor female's oral feedback of communication is superior, just different.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusions based on the data analysis and findings in the previous chapter. The second part presents some suggestions based on the findings and conclusion of this research.

#### A. Conclusion

Based on the finding on the previous chapter, the researcher formulated some conclusion about the differences between male and female's oral feedback of communication in term of speaking practice. It would briefly put in four points, they were:

1. Male students did not put so much interest on giving response or feedback when it was not ordered although still there possibilities to did it. Meanwhile, female students brough their pleasure to give comments or response or feedback even if they were not asked with a note that they would be more active if they were around familiar people.
2. If male students were more likely to engage in what is referred to report talk, while female students were engage in what is referred to as a rapport talk. Report talk is kind of talk where the speaker is primarily dig on content of the topic and further like to talk about affairs that are public matters, such as sport. On the other hand, rapport talk is designed to establish reallationship more intimate matters than report talk hence includes topic such as family.
3. Female students were considered to be the most anxious of others' thoughts of their performance than male students.

4. According to the findings, the researcher revealed that no differences in the level of bad or good experiences would influence the students in general. Both male and female had the same opportunity to bring those experiences to make them more confident or otherwise.

From all of these finding above it can be concluded that neither male nor female's oral feedback of communication is superior, just different.

### **B. Suggestion**

Considering the result of this research, the researcher offers some suggestion as follows:

1. Even if there are differences between EFL male-female students in using oral feedback of communication, teachers are hoped to be wish on behave with the facts.
2. Along with the facts of EFL male-female students, the university or every English courses are hoped to create an appropriate curriculum or learning methods that could be expected to produce qualify EFL students.
3. For the students, both male and female have the same opportunity to be a good EFL student.



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### **INSTRUMENT OF PROTOCOL INTERVIEW**

1. Could you tell me how enthusiastic you are to take the Speaking class?
2. How interested you are in participating to give response or feedback to what is presented by the teacher?
3. If you have any difficulties or do not understand certain material, will you directly ask to the teacher?
4. Are there certain materials that make you very enthusiastic or even not enthusiastic about giving response (feedback) and why?
5. Under what condition do you feel bored giving response (feedback) and why?
6. How confident you are to speak using English whereas English is not your major at university?
7. Are there feelings of anxiety about classmates' assumptions if you have to speak in front of the class and how do you deal with it?
8. Are there previous conditions or experiences that make you feel confident / not confident to speak and express responses to what the speaker conveyed?

## TRANSCRIP OF THE INTERVIEW'S RESULT

*Note:*

**I (Interviewer)**

**P (Participant)**

### NURUL FITRA

I: Hello

P: Hi

I: So we are going to do interview about you on taking speaking class

P: Ya

I: So, you are asked to answers the following questions based on your experiences attending speaking classes

P: Ok

I: Well, without further a due, let me begin

Could you tell me how enthusiastic you are on taking the Speaking class?

P: I am so enthusiast join speaking class, but it is also based on the topic we will discuss because sometimes when i discussed about topic that does not familiar fo me, it makes me confuse about what i want to talk about.

I: How interested you are in participating to give response or feedback of what is presented by the teacher?

- P: I am not too interested on giving feedback if the teaching method just like discussion, except if the teacher directly points me out, i will. I also do not comfortable to speak a lot with people who i do not familiar with.
- I: Now, when you have any difficulties or do not understand certain material, will you directly ask to the teacher?
- P: Of course, because i am feel free to ask anything that i do not understand in organization than at university. Because the teachers in the Mammesa are familiar with me.
- I: Ok. Are there certain materials that make you very enthusiastic or even not enthusiastic about giving response (feedback) and why?
- P: I do not like if we talking about politics because it is too heavy for me, also i do not really interest on it.
- I: So what kind of material do you like to talk more about and why?
- P: I like talking about anything on the trending topics at social media because it just fun for me.
- I: For example?
- P: Like what just happend couple of days ago at indomaret, full day school, zonasi and whatever hot in social media
- I: I got it. And what else do like?
- P: I also love to talk about friendship because it can make me understand more about people characters and how to behave with.
- I: Well. So under what condition do you feel bored giving response (feedback) and why?

P: When i am sleepy, around new people, and when the topic is not interest me

I: How confident you are to speak using English?

P: Depend, i am confident in front of familiar people because i feel free to speak.

I: So in what condition you feel unconfident?

P: Yaa, when i have to speak in front of unfamiliar people

I: Why?

P: Because i afraid they do not understand what i say

I: I got it. Now we are moving to another specific question.

Are there feelings of anxiety about classmates' assumptions if you have to speak in front of the class and how do you deal with it?

P: Yes, sometimes i feel like my friends will laugh and disparage me out.

I: And how you deal with it?

P: I will be positioned myself, what i think if the position exchange. I never disparage my friends so they will do the same to me.

I: Are there previous conditions or experiences that make you feel confident / not confident to speak and express responses to what the speaker conveyed?

P: My experience that make makes me confident to give response when i just keep silent even though i have opinion, and what i think was same with the teacher's thoughts. So it makes me think that just give your opinion, true of false is not matter.

I: Is that experience gives you more confident?

P: Sometimes yes. But i tried to think as possitive as i can and now i am just speak

I: Ok. That the end of the questions

Thank you very much for your time

P: You're welcome

Good luck

**SITIE NURFATIEHAH**

I: Hi long time no see

P: Yes really

I: How is life?

P: I'm fine thanks. You?

I: I'm doing good. Still you taking that speaking course (FKBS)

P: No. I'm quite busy now

I: What is your activities?

P: You know, last semester must be busy

I: Ya i feel you. Have you done with the thesis?

P: Not yet, still on process

I: Hopefully you get easy on it

P: Thanks. You too

I: Amin. So now, as i said before this, i need your help in doing my research.

I need your opinion about you on taking speaking class

P: Ya?

I: Are you ready for the question?

P: Ya go on. I will try my best





- I: So let me begin with, your opinion about join speaking class!
- P: At course or where?
- I: Anywhere, even on community you join in
- P: Well, i always tried to “meluangkan” my time when ever i have a chance to join speaking class. As you know me, i love to learn American and British Accent and the fact that i’m weak at pronunciation but that’s the challenge
- I: Which accent do like like the most?
- P: Both
- I: No you can’t be at the same time \*laughing
- P: Well i chose Britis
- I: (Laughing together) me too
- So we move to a little bit more specific question, do you like to give response when teacher explain something? I mean even if you are not asked to speak
- P: It is depend, i will ask if i do not understand
- I: Don’t you think to ask to your friends before ask to teacher?
- P: Well, sometimes i also ask my friends but if i think i need teacher to explain it again, i will. Just for making it sure
- I: So do you have some favorite topics to be discussed?
- P: Anything. Because i always excited to learn new things
- I: Specific topics maybe? I mean topic that you remember you really like
- P: O ya, when i have conversation with my international friend.
- I: Wawww do you have it?
- P: Ya i have she is from malaysia but stay at singapore

- I: Interisting. Then, what you were talking?
- P: So she explained me about her country, how she in her collage and stuff. And i was also excited to explain about mine
- I: Very interested. That a confersation side to side, right! I mean just two of you
- P: Yes
- I: Do you feel confident talked with her?
- P: At the first, i'm not but time by time i don't think about being shy anymore. Because she also teach me
- I: Got it. So what about topic in speaking class? With some people in
- P: Generally i like all
- I: You never feel like bored or uncomfortable in speaking class?
- P: Yes of course i had
- I: Tell me!
- P: When we talk or discussed the same things for more and more
- I: Me too actually. **Then** if you are asked to speak in front **of** your friends using English. Will you?
- P: I will
- I: Confident?
- P: Yes, unless i have been prepared before
- I: Don't you worry about people's thoughts about your English?
- P: Do you mean what people will say about me?
- I: Ya,
- P: A bit but i don't really concern it

I: How?

P: I won't look at others' eye just be focuss on what will i say

I: Understand. Well, this is maybe the last, do you have any experience that make you think that you supposed to be confident no matter what?

P: Presentation performs in the class help me so much. I become more confident and powerfull

I: Exactly. Practice is the key

So thank you very much for all of this and good luck for you

P: You too

### NILAM CAHYA KASMAN

I: Hello

P: Hi

I: How do you do?

P: Good, Thank you. How do you do?

I: I am doing good. Thank you

Well, we are going to take an interview about your experience joining speaking classes. Are you ready?

P: Yes. I'll do my best

I: Take it easy. Well, could you tell me how enthusiastic you are on taking Speaking class?

P: I'm very enthusiastic taking speaking class because I am less in speaking, so I have to routine myself to speak and practice to improve my speaking skill.

I: Now, how interested you are in participating to give response or feedback to what is presented by the teacher?

P: I will give response if the material that the teacher presents interested for me and I have more knowledge about it.

I: What kind of material do you mean interest for you?

P: I'm interested with friendship and family because it is easy to express by my own language without drama, I feel it in my life. I can express any idea about it even though sometimes all of people said that it is difficult to express our feelings about people who we loved but at least, it is material that interest for me.

I: Now, If you have any difficulties or do not understand certain material, will you directly ask to the teacher?

P: Yes, I will.

I: Don't you feel shy to ask anything while you are being watched by your close friends?

P: No, I don't. Because my close friends that always forced me to give question to the teacher of facilitator if I have Hahahahhaa. Ngakak so hard

I: Ok. Now we are moving to the next question

Are there certain materials that make you very enthusiastic or even not enthusiastic about giving response (feedback) and why?

P: Yes, there are

Like i said before, i like talking about friendship and family

I: Ok got it. Now, under what condition do you feel bored giving response (feedback) and why?

P: I feel bored if I do not know more about the material because I do not what I have to speak.

I: So, how confident you are to speak using English?

P: I'm not too confident to speak because I less vocabulary and shy if my friends laugh to me.

I: We are moving more specific,

Are there feelings of anxiety about classmates' assumptions if you have to speak in front of the class and how do you deal with it?

P: Yes, there are. Talking about how the way I deal with it, I need to minimize my nervous by making movement with my hand and my foot, not see audience but see another things.

I: Still you want to speak even if you are anxious? Or will you chose to be silent at the next time you have turn to speak?

P: Even though sometimes I feel anxious, I try to speak with my heartbeat that uncontrolled. I think speak with that style be better than just silent.

I: Are there previous conditions or experiences that make you feel confident / not confident to speak and express responses to what the speaker conveyed?

P: Yes, there are. When I attend in speaking class with my friends in Exit and MaMMesA. Sometimes I feel confident if just with my peer but also I feel not confident if there is senior who join in that class.



I: Is that experience make you feel down and bad in public speaking? Or it's make you more excited to perform more?

P: Sometimes I feel it is bad but I realize that mistake that I made is the step for me to be master in speaking if I learn more more and more to improve my speaking skill.

I: Well, that's the end  
Thanks a lot for all of your answers

P: Anytime

**FATMAWATI**

I: Hi

P: Hi

I: How are you?

P: I am fine thanks, and you?

I: I'm good thanks. Well, i am going to interview you about your experience joining speaking class

P: Ya

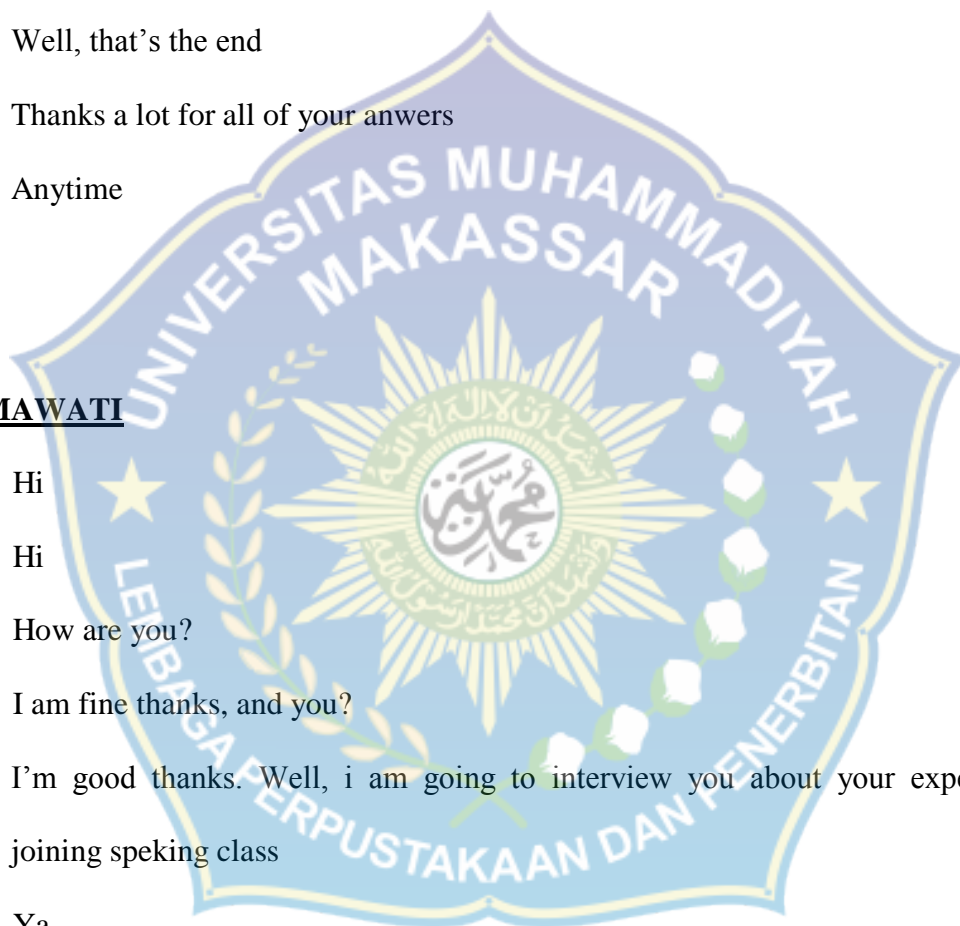
I: Are you ready?

P: Yes

I: Ok, let me start with this question

Do you like speaking class?

P: Yes i do



- I: Could you tell me how enthusiastic you are joined Speaking class?
- P: Speaking class is my favorite than the others
- I: Why?
- P: Because everytime i came to join speaking class, we discussed something new and then i can speak without think about grammar.
- I: You don't like Grammar class?
- P: I like speaking more and speaking also teach my mental
- I: What do you mean "teach your mental"?
- P: I can be more confident when i speak in front of my classmate in Campus
- I: Oo i see.  
So do you like to give response or feedback of what is presented by the teacher?
- P: What do you mean?
- I: I mean do you like to give response of whatever teacher explained?
- P: O ya. I will ask anything if i don't understand
- I: Then, are there any topics do you like the most to be discussed?
- P: Topic?
- I: Ya. like materials that have been taught in speaking class?
- P: O i like when i asked to introduce myself and myfriends
- I: Why?
- P: I just like. And also it is the first thing i know when i come to Secretariat
- I: Any else do you like?
- P: I also excited to talk about political
- I: Why?

P: Because my major is government science so i know a little bit more than the other

I: I got it.

Now, I will ask a little bit more specific

Under what condition do you feel bored giving response (feedback) and why?

P: When the materi unfamiliar for me and i get bad mood

I: What kind of materi unfamiliar for you?

P: Like when in debate and the topic is about plastic surgery. I don't know anything about it

I: Well i got it. Than do you feel confident to speak english in front all of the member while english is not your major at university?

P: Otherwise. i feel more confident because i always say to myself that i can do it even i do not really good

I: So have you ever felt anxious about your classmate's assumption when you speak in front all of them?

P: Sometime yes when i do not really know the material but i will try

I: And how you deal with that feeling?

P: Maybe i will ask my friend first about the materi and do exercise more

I: Do you have any experience that make you less confident to speak more?

P: I don't remember if i have

I: What about experience that make you feel more confident?

P: Yes i have. When i really want to ask something to the teacher but i feel shame of it. Then i force myself that i have to ask and i did it

I: And how you feel after that?

P: I say to myself that “you see, nothing wrong with giving question”.

I: Yes of course. Sometime we need to forse ourseves

P: Ya i feel it

I: Ya thank you for your answers

That is the end our this interview

P: Thank you.

### NURAFIQ MUBARAO

I: Hi how are you?

P: Hello i'm fine thanks and you?

I: Very good, so i will interview you about your experience joining speaking class in MamMesa, ready?

P: Yes

I: We will start with you enthusiastic being in speaking class. Could you tell me?

P: I like public speaking especially in english. So im very enthusiast to be in English class because i know i'm not good yet

I: What do you mean not good?

P: I mean i'm poor in pronunciation and i have to practice more

I: Well. What about giving response when teacher explain something, will you be active to give question?

P: I will if i think i need

I: When you think that you don't need to ask?

P: When i think i can find it by myself, but if i think i need more explanation, maybe i will ask later on when class is end

I: Why you don't ask directly?

P: Because i think it will be time wasted

I: Why do you think so? I mean maybe some of your friends also need that explanation

P: Let them ask if so.

I: Oo i see. Now, do you have any specific topics to be discussed that you like the most?

P: I don't know. Anything

I: I mean, maybe you like talking about yourself, your family or about your favorite things to do or anything

P: For sure, i don't like talking about family. If i have to choose i prefer talking about my favorite things

I: Like?

P: Like games maybe. But just with my close friends of course

I: Why?

P: I don't know. I just don't want to share like story telling myself to others

I: Why? I mean it's not wrong

P: Ya i know but... if it is the topic and i have to do it, i will of course

I: Ok understand. You say before you don't like talking about family, why?

P: Am i say it?

I: Yes



- P: Well because sometimes talking about family make people cry, right? I'm sure you had felt it
- I: Yes, i had
- P: If just telling who are my parents' name, their job, that's ok
- I: See. Well we move to another question,  
You are not taking English as your major right?
- P: Yes?
- I: Then, if someday you have to speak in front of your friend using English, will you?
- P: Yes, i will try
- I: Don't you feel worry about your friends opinion on your English?
- P: I don't even think about it. I mean yes i'm nervous but i'll keep myself to speak.  
You know, everyone has mistakes no one perfect
- I: Oo you are that confident, right!?
- P: No heheh but let say yes
- I: Ok this the last, is there any of your experince that make you feel really shy when you speak and you think that you do not want to speak anymore?
- P: I don't remember.
- I: Hahaha you are that uncare
- P: Yaa. I don't think about my past
- I: Better. Sometime it just bring another thoughts
- P: You know..
- I: So thank you very much for all your interesting answers

Keep confident of yourself

P: Hehehe thank you

### MUHAMMAD ZIKRULLAH

I: Hi. How are you?

P: Hello. I am good. Thanks and you are?

I: I am doing good too. Thanks

Now, we are going to take an interview about speaking class you have taken before, ready?

P: Yes

I: Ok, so, could you tell me how enthusiastic you are to take the Speaking class?

P: From 1 until 10, I'll say 7. Personally I'm not too enthusiast attending speaking class because of many factors such the teacher, my unspirit classmate, and my mood.

I: And what about your interested in participating to give response or feedback of what is presented by the teacher?

P: I'll like to give feedback every materials that teacher told us if the materials are around me or anything that I know/interest. If the topic/material can't raise me, I just respond shortly and throw it to my friend.

I: What kind of materials (around you) do you mean? Is that like anything on your body or your personality or what?

P: Materials that I mastered, materials that I understand, or material which is exist and viral and makes me interest to dig it.

I: If you have any difficulties or do not understand certain material, will you directly ask to the teacher?

P: Sometime I will ask directly and sometime I should keep it and find it by myself. depend on the materials can make me shame or the class environment is too bad for asking.

I: Have you ever felt shaming yourself when you asking something you know nothing about?

P: Yes I have. When it was a trap question where the answer clearly on the text or spoken just now, when I have to ask something and the others can't reach my point so I should re-thinking about that. After class that question makes me like a flower with a bunch of bees buzzing.

I: Now, we are moving to the more specific question  
Are there certain materials that make you very enthusiastic or even not enthusiastic about giving response (feedback) and why?

P: First, uncommon topic such a paranormal activity or extra terrestrial and unidentify biological entities. I love to talking more about them because of the mysteriously and the human ability can't reach them yet.

Second, A friendly topic such a comment about food, art, and the newest style because it's fun to pell out more about them.

I: So, under what condition do you feel bored giving response (feedback) and why?

P: When the topic walking too slow (I know deeper about the topic and I should wait my friends), the topic is boring at first, and topic that should be common but I don't know it at all.

I: How confident you are to speak using English?

P: From 1-10, I'll say 8.

I: Well i got it. Now, are there feelings of anxiety about classmates' assumptions if you have to speak in front of the class and how do you deal with it?

P: Yes there is. Because of that, I always ask them about my performance and if there is a crash, I'll let them tell me innocently and I can take that as a lesson.

I: You said you have that anxious, but will you still confident to speak at the next time you have turn ?

P: I'll keep positive because when I can't show off myself, nobody knows me. Also those comments I cook it into a suggestion so oje day, when the same pattern would appear, I can avoid it.

I: Got it. Next, are there previous conditions or experiences that make you feel confident / not confident to speak and express responses to what the speaker conveyed?

P: There are many experiences about speaking, whether using Indonesia or English. Start from Junior high until several months ago. Those memories teach me on how the speaker act to please the audience.

I: What kind of experiences (Memories) that teach you more confident to speak ?  
is that like, your audience please you more or pay attention to what you talking  
about and then you feel good to perform more?

P: I have one memorable event. That was when my senior high school join a  
competition. We have train to create the prototype but not the presentation. My  
friend, who asked as the presenter suddenly points me when show time will  
begun. In the waiting chair, we never spoke our product when the rest looks  
kinda confuse what will they say. When time is show time, we change the tense  
with laughable situation. Everyone forget about their mind load and pay  
attention to us. From first until last spoke, they can't hook their eyes away from  
us. That moment makes me more confident and brave to talk in front of people  
and the result we got the first winner passing the advance quality school by  
people said.

I: Oo Very interested, very positive.

P: Thank you

I: Well, we have done. That is the end  
Thank you so much for all of your answers

P: You're welcome.

Hopefully get success on your thesis

I: Amin. Thank you, you too

P: Amin



**RAHMAT**

I: Hello.

P: Hi.

I: How do you do?

P: How do you do

I: Well, are you ready for the interview?

P: Yes

I: We are going to take an interview about you on taking English class

P: Ok

I: So, Could you tell me how enthusiastic you are to take the Speaking class?

P: I am very anthusiast join speaking class. I like to learn to pronoun any new vocabulary.

I: Oo, do you like to learn vocabulary?

P: Yes, because i know vocabulary just a little

I: Ok, we are talking more specific now,

How interested you are in participating to give response or feedback of what is presented by the teacher?

P: I will put my interest more if the teacher explaind material slowly but clear

I: Do you like learn slowly?

P: Yes. I mean i can not understand if the teacher speak to fast

I: Ok Got it. So if you have any difficulties or do not understand certain material, will you directly ask to the teacher?

P: With my pleasure, i will. I will ask the teacher to explain it slowly

I: Yes. I agree with you

So now, are there certain materials that make you very enthusiastic or even not enthusiastic about giving response (feedback) and why?

P: I like talking about what something i have knowledge about.

I: For example?

P: For examples, i like playing football so i like if we discuss about that.

I: What else?

P: My major is Engine and i like talking about motor

I: Those are kind of sport, right! So, now under what condition do you feel bored giving response (feedback) and why?

P: When we talk about something i do not like

I: Like?

P: Like when we are discussing about food, telling how is life, i don't like it

I: really?

P: Yes. And also when i am sleepy

I: Sure. Me too

So now, how confident you are to speak using English whereas English is not your major at university?

P: Actually, i am not really confident because i less on pronunciation and i don't know how to pronoun R in English

I: So, do you feel anxious about your classmates' assumptions if you have to speak in front of the class?

P: Anxious and unconfident are always happend to me

- I: Then how do you deal with it?
- P: I am trying to say i am confident to myself
- I: It is work?
- P: Sometimes yes sometimes no
- I: Ok i got it. Next, do you have any previous conditions or experiences that make you feel confident / not confident to speak and express responses to what the speaker conveyed?
- P: Yes i have. When someone force me to speak something i don't know
- I: It that make you angry?
- P: Yes. I felt like i do not want to speak anymore
- I: Haha. Interesting
- P: I hate to be force
- I: Yes. I agree with you
- So that is the end, thanks for your thoughts and time
- P: Thank you

**MUHAMMAD ASHAR**

- I: Hi how is life?
- P: I'm good. Alhamdulillah and you?
- I: I am doing good thank you.
- So we are going to do interview about you on taking speaking class. I will give you some question then you can give your opinion according to your own experience, ok

P: Ok

I: Let me start with, Could you tell me how enthusiastic you are to take the Speaking class?

P: I am very enthusiastic because we are asked to be more active even i am not. sometimes i don't know some vocabularies then i just say " how to say....." and my friends will help me.

I: Then, what about giving response to what teacher explain?

P: I will respon as good as possible if i am asked

I: What about you directly ask if you miss something or no not understand, will you raise your hand and ask?

P: Mostly no

I: Why?

P: Maybe i will ask my friend beside me

I: Why you didn't ask to the teacher?

P: Actually i am still shy when people look at me when i speak

I: Then how you deal with that?

P: What?

I: I mean how you solve that problem?

P: I will try and try again. Even i am not sure it is right or false. At least i have tried  
And i hope sometimes i can be more confident

I: I got it. So under what condition do you feel bored joining Speaking class?

P: When i come late and i feel very stupid in the class

I: Ya i got it. So now when you are asked to speak in front of many people who you think more good at speaking than you, will you?

P: Yes i will

I: Don't you feel worry about it?

P: Yes of course im worry but if i have to i will even i'm shy

I: Sure, we have to try then step by step we will get better

P: Ya, hopefully

I: So what about experience, do you have any experience that make you feel that you supposed to be confident or even do want to speak anymore in front of many people?

P: I remember when i joined a course named Go Go Talk. i'm very enjoy to talk anything i know because the tutor is very friendly and all my friend laugh a lot.

I: Do you thing it is make you ever feel like, ya i must be confident?

P: Ya, sometimes i feel confident when i'm enjoy with the teacher or tutor

I: So it depend on the condition?

P: Yes, if i'm close with the tutor and other people at the same class i feel more confident

I: I got it it's depend on the atmosfer right

P: Ya i think

I: Well, that's the end

Thank you so much for your time and your kindness to help me with this interview

P: You're welcome




**PARTICIPANTS' PERSONAL DATA**

<b>NO</b>	<b>NAME</b>	<b>UNIVERSITY</b>
<b>1</b>	Nurul Fitra	UNISMUH Makassar
<b>2</b>	Sitie Nurfatiehah	UNISMUH Makassar
<b>3</b>	Nilam Cahya Kasman	UNISMUH Makassar
<b>4</b>	Fatmawati	UNISMUH Makassar
<b>5</b>	Nur Afiq Mubaraq	STIE AMKOP Makassar
<b>6</b>	Muhammad Zikrullah	UNISMUH Makassar
<b>7</b>	Rahmat	UNIFA Makasaar
<b>8</b>	Muhammad Azhar	UIN Makassar

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### **Background of MamMesa**

Massenrempul Meeting of English Students Association or well known as MamMesa is a students' community that is founded at FBS UNM Parantambung on October 24<sup>th</sup> 2008. This organization is dedicated for students from Massenrempulu (Enrekang) who love English or want to learn English more deeper or even just started to learn English. When this organization was aimed to build, there are some students attended that meeting, they are: brother Adi (1<sup>st</sup> president of MamMesa), Abo, Akram (2<sup>nd</sup> president of MamMesa), Zul, Wardi, sister Rara and Ani.

Legally, this organization was inaugurated on February 27<sup>th</sup> 2009 at PP HPMM (Pimpinan Pusat Himpunan Pelajar Mahasiswa Massenrempulu) and continued the declaration a day after in Malino. Along with the name, MamMesa, we can understand that the focus of this organization will be on English, but not only on that, the primary intention of establishing this organization was to establish good friendship among students from Massenrempulu. At first, members of this organization were only from UNM Parantambung, but then, they decided to make more friendship all over the students (from Massenrempulu) who study at Makassar, no matter they didn't come from UNM. Time by time, members were added by students from UIN and also from Universitas Muhammadiyah Makassar and finally become huge organization till now on. First activity carried out was called Weekly meeting with the intention to gathering friends of English lovers. After a while of doing "Weekly Meeting" felt not enough, they were tried to figure out 3 other classes, they are. Vocabulary class, Speaking class and Grammar class. Till nowadays, they are running 4 classes a week with TOEFL class as an addition when got free time. Even though the members of this organization



are only for those who are from Massenrempulu, but it is still opened to all students who want to join for the classes and it is free of charge (only as a students at class but can not be member).

Talking about the logo of this organisation, every single sign has its own meaning. First, the two green mountains depict the earth of Massenrempulu as a fertile and the geographical location itself (most of area are mountainous area). Second, the word MamMesa coloring with yellow and illustrates a glory. Misalignment of the writing and there are gap in each letter illustrate diversity in one container which is MamMesa. Third, the rope over the mountain illustrates the unity or binding among one another. And the last is, the latter under MamMesa which stands for the real name of this organization and made by Akram Zet (2<sup>nd</sup> president of MamMesa).

Furthermore, besides running the classes in Makassar which is mostly joined by students at university level, this organization also has projects in their own district. One of them is called MamMesa Goes to School or MGS. MGS is conducted at least one a year. The aim of this project is to introduce English to those students who left behind and do not know the important of having English skill for future work needed. Another project that also become a project for at least one a year is MamMesa Goes to Panty or MGP. MGP is not only conducted in Enrekang but sometime in Makassar.

**SOME PICTURE OF ENGLISH COURSES**





**SOME PICTURE OF ENGLISH COURSES**



**SOME PICTURE OF ENGLISH**



## CURRICULUM VITAE



The researcher, Asrifaini Rahma was born in Enrekang Kel. Gura 2<sup>nd</sup> February 1998. She is the ninth child of eleven siblings, 4 sisters and 6 brothers, from lovely couple of her parents Rasulu and Haima.

She began her study at SDN 79 Gura and graduated in 2009. Then she joined Junior High School at SMP Negeri 1 Baraka and graduated in 2012. Afterwards, she continued her study at MA Negeri Baraka and graduated in 2015. After finishing her study from Senior High School, she was registered as a student of English Education Department, faculty of teacher training and education, Universitas Muhammadiyah Makassar. During her study at University, she joined some organisations. She took a part as a member of Massenrempul Meeting of English Students Association (MaMmesa) and as a member of HPMM (Himpunan Pelajar Mahasiswa Massenrempulu) Cab.Buntu Batu Mario.