THE EFFECT OF TEACHER'S CORRECTIVE FEEDBACK USING SELF-REPAIR AND SELF- CORRECT DURING ORAL INTERACTION ON SPEAKING SCORE OF THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 1KATINGAN TENGAH

THESIS

Presented to the Department of Education of the State Islamic College
of Palangka Raya in Partial Fulfilment of the Requirement
for the Degree of Sarjana Pendidikan Islam

By:

PREDI GANTARA
SRN. 1001120570

THE STATE ISLAMIC COLLEGE OF PALANGKA RAYA
THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
2014

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the Thesis : THE EFFECT OF TEACHER'S CORRECTIVE FEEDBACK USING SELF-REPAIR AND SELF-CORRECT DURING ORAL INTERACTION ON SPEAKING SCORE OF THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 KATINGAN TENGAH

Name : Predi Gantara

SRN : 1001120579

Department : Education

Study Program : English Education

Level : (S-1)

Palangka Raya, October 6th, 2014

Approved by:

Advisor I, Advisor II,

Dr. H. Abdul Qodir, M.Pd **Sabarun, M.Pd**
ORN. 19560203 199003 1 001 **ORN. 19680322 200801 1 005**

Vice Director in Accademic Affairs, The Department of Education Chair,

Drs. Fahmi, M.Pd **Triwid S.N., M.Pd**
ORN. 19610520 199903 1 003 **ORN. 19710914 200312 2 001**

OFFICIAL NOTE

Case : Examinataion of
Predi Gantara's
Thesis

Palangka Raya, October 6th, 2014

To, Director of the State Islamic College
of Palangka Raya
in
Palangka Raya

Peace be unto you and God's mercy and blessing as well.

By reading and analyzing of this thesis revision, we state that the thesis in the name of:

Name : Predi Gantara

Student Registration Number : 1001 120 579

Title of the Thesis :

The Effect of Teacher's Corrective Feedback Using Self-Repair and Self-Correct during Oral Interaction on Speaking Score of the Eleventh Grade Students at SMA Negeri 1 Katingan Tengah

Can be examined in partial fulfillment of the degree of Sarjana Pendidikan Islam in English Education of the Department of Education STAIN Palangka Raya.

Thank you for the great attention.

Peace be you and God's blessing as.

<table>
<tr><td align="center">**Advisor I,**</td><td align="center">**Advisor II,**</td></tr>
<tr><td align="center">**Dr. H. Abdul Qodir, M.Pd**
ORN. 19560203 199003 1 001</td><td align="center">**Sabarun, M.Pd**
ORN. 19680322 200801 1 005</td></tr>
</table>

LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitles **THE EFFECT OF TEACHER'S CORRECTIVE FEEDBACK USING SELF-REPAIR AND SELF- CORRECT DURING ORAL INTERACTION ON SPEAKING SCORE OF THE ELEVENTH GRADE STUDENTS AT SMA NEGERI 1 KATINGAN TENGAH** in the name of Predi Gantara, and his Students Registration Number is 100 112 0579. It has been examined in the board of examiners of the State Islamic College of Palangka Raya on:

Day   : Friday
Date   : 17 October 2014

<div align="center">

Palangka Raya, October 2014
Board of Examiners:

</div>

1. **Siminto, S.Pd. M. Hum.**   (………………………………….)
   Chairman/Member

2. **Hj. Apni Ranti, M.Hum.**   (………………………………….)
   Member

3. **Dr. H. Abdul Qodir, M.Pd.** (………………………………….)
   Member

4. **Sabarun, M.Pd.**   (………………………………….)
   Secretary/Member

<div align="center">

State Islamic College of Palangka Raya

Director,

Dr. Ibnu Elmi A.S. Pelu, S.H., M.H.

ORN. 19750109 199903 1 002

</div>

ACKNOWLEDGEMENTS

First of all, the writer wishes to express his particular thanks to Allah SWT. In this light chance, the writer would like to give his greatest thanks to:

1. Dr. Ibnu Elmi AS. Pelu, SH, MH., as the Director of State Islamic College of Palangka Raya for his direction and encouragements of conducting the study;

2. Triwid S.N., M.Pd., as the chair of the Department of Education for her permission and also her cooperation so that the writer can complete the requirements for writing this thesis;

3. Santi Erliana, M.Pd., as the coordinator of the English Education Study Program for her advice, direction and motivation in conducting the study;

4. Dr. H. Abdul Qodir, M.Pd., as the first advisor for his guidance and advices during writing this thesis.

5. Sabarun, M.Pd., as the second advisor for his valuable criticsm, patience and suggestions in conducting the study;

6. Drs. Iskardi as the head master of SMA 1 Katingan Tengah for his permission in collecting the data.

7. Yosmedi Rosga, S.Pd., as an English teacher of SMA 1 Katingan Tengah and as a rater of this research.

8. All of the lecturers of English Education Study Program that have given time to teach us;

9. All of the lecturers of the State Islamic College of Palangka Raya who have given the writer everything that related with religion and education;

10. All of employees of the State Islamic College of Palangka Raya for their help in the writer's study until finishing this thesis.

11. Special thanks are addressed to all writer's friends of TBI 2010 for their helps and supports.

Last, the writer is very sincere thanks to writer's parents, brothers and sisters who always give their supports, praying, and affections sincerely to the writer's effort in doing the study.

The writer realizes that the research is still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah keep us on the straight path and reward us for what we have done and this can be useful for all of us.

Palangka Raya, October 6th, 2014

Writer

Predi Gantara
SRN. 1001 120 579

The Effect of Teacher's Corrective Feedback Using Self-Repair and Self-Correct during Oral Interaction on Speaking Score of the Eleventh Grade Students at SMA Negeri 1 Katingan Tengah

ABSTRACT

The purposes of this research were (a) to measure the effect of teacher's corrective feedback using self-correct; (b) to measure the effect of teacher's corrective feedback using self-repair; (c) to measure which types of corrective feedback was more effective on students' speaking score.

The writer used quantitative approach with quasi-experimental design. The writer designed the lesson plan, conducted the treatment, observed the students' scores by pre-test and post-test. The population of the research was 199 students. They were all of the eleventh grade students at SMA Negeri 1 Katingan Tengah, which class XI IPS^1 was 29 students, class XI IPS^2 was 30 students, class IPS^3 was 30 students, and class IPA was 30 students. The writer took three classes as the samples of this research. They were XI IPS^1 as Control Group, class XI IPS^2 as Experiment Group using self-repair, class IPS^3 as Experiment Group using self-correct.

Writer used One-Way ANOVA to analyse the data, and the result showed that there was signifcant differences among groups after doing the treatment with F_{value} was higher than F_{table} (11.32 ≥ 3.11). Then the writer applied Post Hoc Test to answer the research problems, and the result showed that (a) corrective feedback using **self-correct** was more effective on students' speaking score than teaching English without giving corrective feedback with the significant value was lower than alpha (0.00 lower ≤ 0.05); (b) corrective feedback using **self-repair** was more effective on students' speaking score than teaching English without giving corrective feedback, with the significant value was lower than alpha (0.01 lower ≤ 0.05); (c) there was no significant different effect between teacher's corrective feedback using self-repair and self-correct on students' speaking score, both methods were effective in improving students' speaking score. It was based on the calculation showed that the significant value was higher than alpha (0.20 ≥ 0.05). Based on the output of the Mean, it can be concluded that Self-Correct (Mean: 74.63) is more effective than Self-Repair (Mean: 71.48).

Key Words: Self-Correct, Self-Repair, Speaking Score.

Pengaruh dari Timbal Balik Guru Menggunakan Sel-Repair dan Self-Correct selama Interaksi Oral terhadap Skor Berbicara Siswa Kelas Sebelas di SMA NEGERI 1 Katingan Tengah

ABSTRAK

Tujuan dari penelitian ini adalah (a) untuk mengukur pengaruh umpan balik korektif guru menggunakan metode Self-Correct; (b) untuk mengukur pengaruh umpan balik korektif guru menggunakan metode self-repair; (c) untuk mengukur metode jenis korektif yang mana yang lebih efektif untuk meningkatkan skor berbicara siswa.

Penulis menggunakan pendekatan kuantitatif dengan desain quasi-eksperimen di dalam penelitian ini. Penulis merancang RPP, memberikan perlakuan, mengamati nilai siswa dengan pre-test dan post-test. Populasi penelitian berjumlah 199 siswa. Mereka adalah siswa kelas XI di SMA Negeri 1 Katingan Tengah, yang mana kelas XI IPS1 berjumlah 29 siswa, kelas XI IPS2 berjumlah 30 siswa, kelas IPS3 berjumlah 30 siswa, dan kelas IPA berjumlah 30 siswa. Penulis mengambil tiga kelas sebagai sampel penelitian ini. Mereka adalah XI IPS1 sebagai kelompok kontrol, kelas XI IPS2 sebagai kelompok ekperimen menggunakan metode self-repair, kelas IPS3 sebagai kelompok eksperimen menggunakan metode self-corret.

Penulis menggunakan ANOVA satu arah dalam menganalisis data, dan hasilnya menunjukkan bahwa ada perbedaan yang sangat signifikan antar kelompok setelah dilakukannya perlakuan dengan F_{hitung} lebih tinggi dari F_{tabel} ($11.32 \geq 3.11$). Kemudian peneliti menerapkan Post Hoc Test untuk menjawab permasalahan penelitian, dan hasilnya menunjukkan bahwa (a) umpan balik korektif menggunakan self-correct lebih efektif dalam meningkatkan skor berbicara siswa daripada mengajar bahasa Inggris tanpa memberikan umpan balik korektif, dengan nilai signifikan lebih rendah dari alpha (0.00 rendah $\leq 0,05$); (b) umpan balik korektif menggunakan self-repair lebih efektif dalam meningkatkan skor berbicara siswa daripada mengajar bahasa Inggris tanpa memberikan umpan balik korektif, dengan nilai signifikan lebih rendah dari alpha (0.01 rendah $\leq 0,05$); (c) tidak ada pengaruh yang berbeda secara signifikan antara umpan balik korektif guru menggunakan metode self-correct dan self-repair pada skor berbicara siswa, kedua metode sama-sama baik dalam meningkatkan skor berbicara siswa. Hal ini didasarkan pada perhitungan menunjukkan bahwa nilai signifikan lebih tinggi dari alpha ($0,20 \geq 0,05$). Tetapi berdasarkan hasil nilai rata-rata, dapat disimpulkan bahwa nilai rata-rata kelompok yang menggunakan Self-Correct adalah 74.63, dan lebeih efektif dari kelompok yang menggunakan Self-Repair dengan nilai rata-rata adalah 71.48.

Kata Kunci: Self-Correct, Self-Repair, Skor Berpbicara.

DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles   The Effect of Teacher's Corrective Feedback during Oral Interaction Using Self-Repair and Self-Correct on Speaking Score of the Eleventh Grade Students at SMA Negeri 1 Katingan Tengah is truly my own writing . If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so. I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, October 6th, 2014

Writer

Predi Gantara
SRN. 1001 120 579

DEDICATION

THIS THESIS IS DEDICATED TO:

MY BELOVED PARENTS (DJALALLUDDIN AND SRI TITONI) WITH
THEIR DEEPEST LOVE, AFFECTION, PRAYING, MOTIVATION AND
EVERYTHING IN FINISHING THIS RESEARCH.
I AM SO HAPPY BEING BORN AS YOUR BOY.

MY BELOVED SISTERS AND BROTHERS WITH THEIR BIGGEST LOVE,
ATTENTION AND SUPPORT IN FINISHING THIS STUDY.
I DO LOVE YOU ALL.

MY LOVELY BROTHERS AND SISTERS OF ENGLISH PROGRAM
AT ACADEMIC YEAR 2010
WHO ALWAYS MAKE ME SMILE WHEN I AM IN THE DEEPEST WATER
AND THEIR HANDS EVERY TIME WHEN I AM STUCK.
THANK YOU FOR BEING BORN AS MY FRIEND

MOTTO

If we want to be happy someday, we have to be ready for sadness, sweat, and tears

Predi Gantara

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
SL	:	Slank Language
CF	:	Corrective Feedback
CP	:	Control Group
EG	:	Experiment Group
ANOVA	:	Analysis of Variance
ICC	:	Intra-Class Correlation Coefficient
K-R	:	Kuder-Rechardson
SPSS	:	Stattistical Package for Service Solution
SMA	:	Sekolah Menengah Atas
IPS	:	Ilmu Pengetahuan Sosial
IPA	:	Ilmu Pengetahuan Alam

LIST OF APPENDICES

REFERENCES

Ano, Kouichi, *Fluency and Accuracy in the Spoken English.* Unpublised Book, Waseda: Waseda University, 2012.

Ary, Donald, Lucy Cheser, Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research In Education* (Eight Edition). USA: Wadsworth, Cengage Learning. 2010.

Arikunto, Suharmi, *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: PT Asli Mahasatya, 2002.

Bashir, Marriam, "Factor Effecting students' English speaking skill",*British Journal of arts and social sciences,* Vol.2 No.1. 2011.

Bercikova, Pavlina, "Teacher's Role in Pair Work", Unpublised Thesis, Brno: Masaryk University, 2007.

Brown, H. Douglas, *Teaching by Principles (An Interactive Approach to Language Pedogagy).* California: Longman, 2000.

Chu, Ruil, "Effects of Teacher's Corrective Feedback on Accuracy in the Oral English of English-Majors College Students", *Theory and Practice in Language Studies*, Vol. 1 No. 5. 2011.

D. Hopkins, C. and Richard, *Classroom Measurement and Evaluation*. Illinois: F.E. Peacock Publisher, Inc, 1990.

Falhasiri, Mohammad, "The Effectiveness of Explicit and Implicit Corrective Feedback on Interlingual and Intralingual Errors", *English Language Teaching*, Vol. 4 No. 3.

Faqeih, Haifaa i., "The effectiveness of error correction during oral interaction*"*, Unpublised Thesis, Saudi Arabia: University of York, 2012.

Fauziati, Endang, *"Teaching of English a Foreign Language (TEFL)".* Surakarta: Unpublised Book, 2001.

G. Gebhard, Jerry, *Teaching English as Foreign or Second Language (A teacher Self-Development and Methodology Guide).* United States of America: The University of Michigan Press, 2000,

G. Lodico, Marguerite, Dean T. Spaulding, Katherine, *Methods in Educational Research From Theory to Practice*. San Francisco: Jossey-Bass, 2006.

Halimah, Nanik, *"The Competency of Speaking"*, Unpublised Thesis, Palangka Raya: STAIN Palangka Raya, 2009.

Harmer, Jeremy, *How to Teach English*. Malaysia: Longman, 1998.

Heaton, J.B., *Writing English Language Test*. Hong Kong: Yu Luen Offset Printing Factory Ltp, 1975.

Hornby, *Oxford Advanced learner's Dictionary*. Oxford University Press, 1995.

Khadidja, Kouicem, "The Effect of Classroom Interaction on Developing the Learner's Speaking Skill", Unpublised Thesis, Algeria: Mentouri University-Constantine, 2010.

Khunaifi, A'am Rifaldi, "The Students' Difficulties in Learning Speaking English for the Second Year Students at MAN Model Palangka Raya", Unpublised Thesis, Palangka Raya: Stain Palangka Raya, 2009.

Madsa, Taksuriya, "Motivating Students' Speaking Skills through Simulation in English for Specific Purposes", *Journal Article*: Vol 1 No 1. 2012.

Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*. New York: Routledge, 2008.

Pradifta, Yudha Rahman, "The Effectiveness of the Whole Language Approach to the English Achievement of the Second Year Students MTs Hidayatul Insan Palangkaraya", Unpublised Thesis, Palangka Raya: STAIN Palangka Raya, 2011.

Ridwan, *Metode dan Teknik Penyusun Tesis*. Bandung: Alfabeta, 2010.

Sabarun, "The Effectiveness of Using Clustering Tecnique in Writing Expository Essays of The Fourth Semester English Islamic College", STAIN Palangka Raya, Unpublised Individual Research, Palangka Raya: STAIN Palangka Raya, 2013.

Srichanyachon, Napaporn, "Teacher Written Feedback for L2 Learners' Writing Development", *Journal of Social Sciences, Humanities, and Arts,* Vol.12 No. 1. 2012.

Sudjana, *Metode Statistika*. Bandung: Tarsito, 1996.

Wahyono , Teguh, *25 Model Analisis Statistik dengan SPSS 17*. Jakarta: PT Elex Media Komputindo, 2009, p. 103.

Zaman, Md. Moniruz, Md. Abul Kalam Azad, "Feedback in EFL Writing at Tertiary Level (Teachers' and Learners' Perceptions)", *Journal Article*, Vol. 6 No. 1. 2012.

Pratiwi, Erita Budi, "Improving the Speaking Skill of the Tenth Grade Students at SMA Berbudi Yogyakarta by Using Videos", Unpublised Thesis, Yogyakarta: Universitas Negeri Yogyakarta, 2012.

English Club. 2013. The Importance of Speaking Practice. www.english.com/speaking /practice/ .htm, URL: (Accessed on Sunday, June, 3, 2013).

Lim Soh Lan. 1994. Fluency and Accuracy in Spoken English Implications for Classroom Practice in a Bilingual Context. www. wikipedia.org/wiki/Language, URL: (accessed on Sunday, June 3, 2013.

Liman. 2013. Linearity. www. Linearity.htm. (Accessed on Marc 16th, 2014).

Mark. 2013. Fluency and Accuracy. www.sansicarus.com/theenglishlanguage/. (Accessed on Sunday, June, 3, 2013).

Raharjo Sahid. 2013. Uji Homogenitas dengan SPSS. www.ujihomogenitasdata. com: (Accessed on Mey 3rd 2014).

CURRICULUM VITAE

Predi Gantara was born on Desember 2th, 1992 in Central Katingan. He is the fifth child of Djalalluddin and Srititoni. His dream is to be a professional English Teacher

He graduated from SD NEGERI 3 Katingan Tengah in 2004. Arterwards he attended SMP Muhammadiyah Katingan Tengah from 2004 to 2007. He continued his study at SMA NEGERI 1 Katingan Tengah and graduated in 2010. Then to reach his dream, he entered State Islamic College of Palangka Raya in 2010. He took English Program as his major. He graduated and got his Sarjana Degree in 2014.