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

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

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To, Director of the State Islamic College of Palangka Raya
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Peace be unto you and God’s mercy and blessing as well.

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**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 significant differences among groups after doing the treatment with \(F_{value}\) was higher than \(F_{table}\) \((11.32 \geq 3.11)\). 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 \((0.00 \text{ lower } \leq 0.05)\); (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 \((0.01 \text{ lower } \leq 0.05)\); (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 \((0.20 \geq 0.05)\). 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 ANOVA satu arah dalam menganalisis data, dan hasilnya menunjukkan bahwa ada perbedaan yang sangat signifikan antar kelompok setelah dilakukan perlakuan dengan Fhitung lebih tinggi dari Ftable (11.32 ≥ 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 ≤ 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 ≤ 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 signifikanski lebih tinggi dari alpha (0.20 ≥ 0,05). Tetapi berdasarkan hasil nilai rata-rata, dapat disimpulkan bahwa nilai rata-rata kelompok yang menggunakan Self-Correct adalah 74.63, dan lebih 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

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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.

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

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


CURRICULUM VITAE

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

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