CHAPTER V
DISCUSSION

In this study, researcher used One Way ANOVA to know the significant different among groups. Then to answer the research problems, researcher conducted Post Hoc Test.

Based on the data analysis, it was shown that teacher's corrective feedback using **self-correct** was effective on students' speaking score with the significant value was lower than alpha (0.00 lower ≤ 0.05) and Teacher's corrective feedback using **self-repair** was also effective on students' speaking score with significant value was lower than alpha (0.01 lower ≤ 0.05).

There were several reasons why teacher's corrective feedback using self-correct and self-repair is effective on students' speaking score;

First, By providing corrective feedback using self-correct, students know their mistakes or errors on their oral communication, and they do not need to be worried anymore when they practice their English orally. it is because they know that what the sentence they make, the vocabulary they use, the word they pronouce is correct.

The finding was suitable with Tamasello and Herron (1992) suggest that some activities should be designed so that learners make error and then get immediate feedback to make them aware of the gaps in their knowledge.

Second, Providing corrective feedback using Self-repair can motivate the students to be active in searching their weakness to speak English. For example, when a student make an error to use word ***can*** "i was afraid. The snake

has *can*", and the teacher said "Sorry, Is it correct *snake has can*?, open your English dictionary", and then the student said "i'm sorrry, i mean the snake has poison".

The second reason was related to Ellis (2009). Ellis points out that direct feedback provides explicit guidance to the learners about their errors and it is particularly helpful to those learners who are not capable of self-correcting the errors.

Third, providing corrective feedback can motivate the students to speak English confidently. They know what they said can be understood by other students, they know what they said is in correct sentence form. If they make errors in their speaking, they feel that they have a guidance, it is the provider of the corrective feedback.

According to Leki (2006) Feedback helps to create a supportive teaching environment and provides one form of 'socioacademic interaction'. It can provide learners the guidance and assurance that they are on the right track and offer indications of which track to get on if they are not).

There were some problems that the researcher faced in doing the experiment: First, there were some students still could not discuss the material together with their friends. they were afraid to speak English to their friends. To solve the problem, the researcher encouraged the students to work together, and encouraged the students to speak English to their friends eventhough they made errors; Second, there were some students who did not attend to the school when the researcher was giving treatment. so the researcher made other times to give the

students' chance in learning the materials; Third, there were some students who were afraid to give performance, so the researcher asked the English teacher of the school to encouraged and to asked them to give their best performance.