

**THE EFFECTIVENESS OF CORRECTIVE FEEDBACK STRATEGY TO STUDENTS'
SPEAKING SKILL OF THE EIGHT GRADE STUDENTS AT SMPN 2 JETIS
PONOROGO IN ACADEMIC YEAR 2018/2019**

THESIS



By

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ABSTRACT

Rahmawati, Safitzal Fajar. 2019. *The Effectiveness of Corrective Feedback Strategy to Students' Speaking Skill of the Eighth Grade Students at SMPN 2 Jetis Ponorogo in Academic Year 2018/2019.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies of Ponorogo. Advisor Winantu K. S. A., S. S., M. Hum.

Keywords: Corrective Feedback Strategy, Speaking Skill

Speaking plays an important role in communication especially in education. In English class, speaking is the important skill to communicate with others. But, in fact, students are still lacking in their speaking ability. Every student has different skill to speak English. They have their own problems of it. In teaching speaking, teachers should apply the strategy for teaching speaking. One of the strategy is Corrective Feedback Strategy. This strategy is used to help teacher to correct students' mistakes when they speak English.

The purpose of this research is to know whether there is significant difference score between students who were taught by corrective feedback strategy and students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis Ponorogo in academic year 2018/2019.

In this research, the researcher used quasi-experimental design. The researcher conducted a research at SMPN 2 Jetis Ponorogo of the eighth grade students in academic year 2018/2019. The researcher took two classes with random sampling. These classes were 8C as experimental class and 8B as control class. Experimental class consists of 22 students, while control class consists of 20 students. This research was conducted by following procedures, such as pre-test in first meeting in experimental class and control class, in the second meeting and third meeting the researcher gave the treatment in experimental class, while in control class were taught by teacher's lecturing. The last was giving post-test in both class. The technique of data collection were documentation and test. The data was analyzed by using SPSS 23 version.

The result of the research showed that t_{test} was 3.283 and value of t_{table} of $df = 31$ was 2.04. It meant that the value of t_{test} was higher than t_{table} ($3.283 > 2.04$). So, the hypothesis was accepted. It can be concluded that there was a significant difference score in speaking skill for the students who were taught by Corrective Feedback Strategy and who were not taught by Corrective Feedback Strategy.

Based on the explanation above, the researcher concluded that Corrective Feedback Strategy is effective for teaching speaking of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.



APPROVAL SHEET

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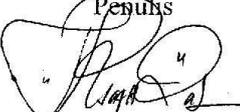
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Safitzal Fajar Rahmawati

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is included as a foreign language in Indonesia. Foreign language is a context which has not been formed in a class.¹ English is a compulsory lesson for Indonesian students. The students of elementary school until university students learnt it. There are four language skills in language teaching that are reading, listening, writing, and speaking. From those skills, speaking is the most important skill because most of them are interested to learn it.²

Speaking plays an important role in communication. Speaking is productive oral skill because it is creating the organized utterances to deliver the meaning.³ Speaking is the one of interactive process of developing meaning that include producing, receiving, and processing the information. In this sense, the ability to speak another language is not simple. It needs to know the nature and characteristic of spoken language, which is required very complex skills and knowledge of its language.⁴

In English class, speaking is the important skill to communicate with others. But, in fact, students are still lacking in their speaking ability. Every student has different skill to speak English. They have their own problems of it.

According to Penny Ur argue that linguistics and personality problems are the common problem that faced by the students. In personality problem, students are inhibited to speak because they are afraid to make mistakes while practicing it. The other problems are mother tongue use, nothing to say, and students' low participation. The learners talk using their mother tongue, they prefer to use it because they feel unusual to speak foreign language to

¹ Douglas H Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Pearson ESL, 2001), 116.

² Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1991), 120

³ Kathleen M Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw-Hill, 2005), 2.

⁴ PrylaRochmahwati, *Task-Based Active Learning in EFL Speaking Class* (Ponorogo: STAIN Ponorogo PRESS.2014), 9.

others. Nothing to say means that the students cannot express what they will convey from their minds. Students' low participation in the class become the problem in speaking.⁵

Moreover, Douglas H Brown said that the problem in speaking is from students' affective factors.⁶ It means that the students feel worry when they learn English. This problem causes them to be afraid for making it inappropriate or incomprehensible.

However, in fact, the problems of teaching speaking not only comes from the students' problem. The problems might come from other factors. Hence, UtamiWidiati and BambangYudiCahyono report the problems that can be grouped into teaching problem, assessment, classroom activities, teaching material. The whole problems faced by the students and the teachers should be a judgment for the teachers especially to be careful to make and design a successful speaking class.⁷

Likewise condition at SMPN 2 Jetis, based on the observation condition which conducted by the researcher that the eighth grade students have some problems in speaking, especially in pronunciation. They miss pronounce an English words. They said that they could not pronounce it, and they considered speaking is difficult. The teacher gave the feedback at the end of teaching learning process, not gave it in every student's mistake.⁸

Moreover, the classroom situation is the one of the causes, not only come from students. Based on interview with Mr. Tumirin as English teacher of SMPN 2 Jetis he said that," in class, students have different characters and personalities. Some are active and some are less active. Those who are active will dominate the class, so that those who are less active feel that their friends are active have answered or asked teachers' question. They also feel confused about what are they will ask because they do not pay attention to the lesson from the beginning and they do not have enough vocabularies to speak or compose sentences. Seen

⁵*Ibid*, 15.

⁶ Douglas H Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Pearson ESL, 2001), 269.

⁷Pryla Rochmahwati, *Task-Based Active Learning in EFL Speaking Class* (Ponorogo: STAIN Ponorogo PRESS, 2014), 15-16.

⁸ Observation on 9th September 2018

from their speaking score they are still lacking because of various factors such as lack of mastering vocabulary and inappropriate pronunciation”.⁹

In researcher opinion, the teacher do not use an appropriate method. Teacher should be creative in developing teaching strategy to make a conducive class.

To solve the problem based on the researcher found, the researcher attempt to use Corrective Feedback Strategy to improve students’ speaking skill. Ellis (2009) said that corrective feedback is when a feedback is given to correct students’ error utterances.¹⁰

The researcher gives corrective feedback in every wrong word or sentence that is made by the students based on guidelines and method or types of corrective feedback strategy which has existed on the theory.

Corrective feedback has positive and negative effects on students’ learning. On the positive effect, feedback on students’ language errors can provide an input for students and promoting the acquisition process. On the other hand, too much feedback could give negative effect to the students. They will feel too controlled. So, they cannot develop their abilities to communicate with foreign language.¹¹

B. Research Focus

Based on the problem identification above, this study focused on the application of corrective feedback strategy towards students’ speaking ability of the eight grader of SMPN 2 Jetis in academic year 2018/2019.

C. Statement of the Problem

The researcher formulates the research problem based on the problems above as follow
Do the students taught by corrective feedback strategy have better skill in speaking than those who were not taught by corrective feedback strategy?

⁹ Interview with Mr. Tumirin as an English teacher at SMPN 2 Jetis

¹⁰Nurmiati, “Teacher’s Corrective Feedback Strategies on Students’ Speaking Performance and Students’ Perception toward Corrective Feedback,” (*An Article: Tanjungpura University Pontianak, 2017*), 1. <https://media.neliti.com/>

¹¹Anit Pranita Devi, “Teacher’s Corrective Feedback on Students’ Spoken Errors in an EFL Classroom,”(*Journal of The 61 TEFLIN International Conference, UNS Solo 2014: Indonesia University of Education, 2014*), 1127. <https://core.ac.uk/>

D. Objective of the Study

The objective of this study is to investigate whether students taught by corrective feedback strategy have better skill in speaking than those who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.

E. Significances of the Study

1. Theoretical Significance

The result of this study is expected to be a theoretical basis to build students' speaking ability by using corrective feedback strategy and to be used as a reference in teaching speaking.

2. Empirical Significance

The result of this study is expected to be useful for:

1. Teacher

The study is expected can be useful and helpful for teacher to improve their teaching activity or as reference. The researcher hopes that teacher conducts corrective feedback strategy in teaching speaking to improve students' speaking skill.

2. Students

The study is expected that the strategy can improve students' speaking skill.

3. Readers

This study is to give contribution to the readers and for increasing references especially on corrective feedback strategy to improve students' speaking skill.

F. Organization of the Thesis

This research consists of five chapters:

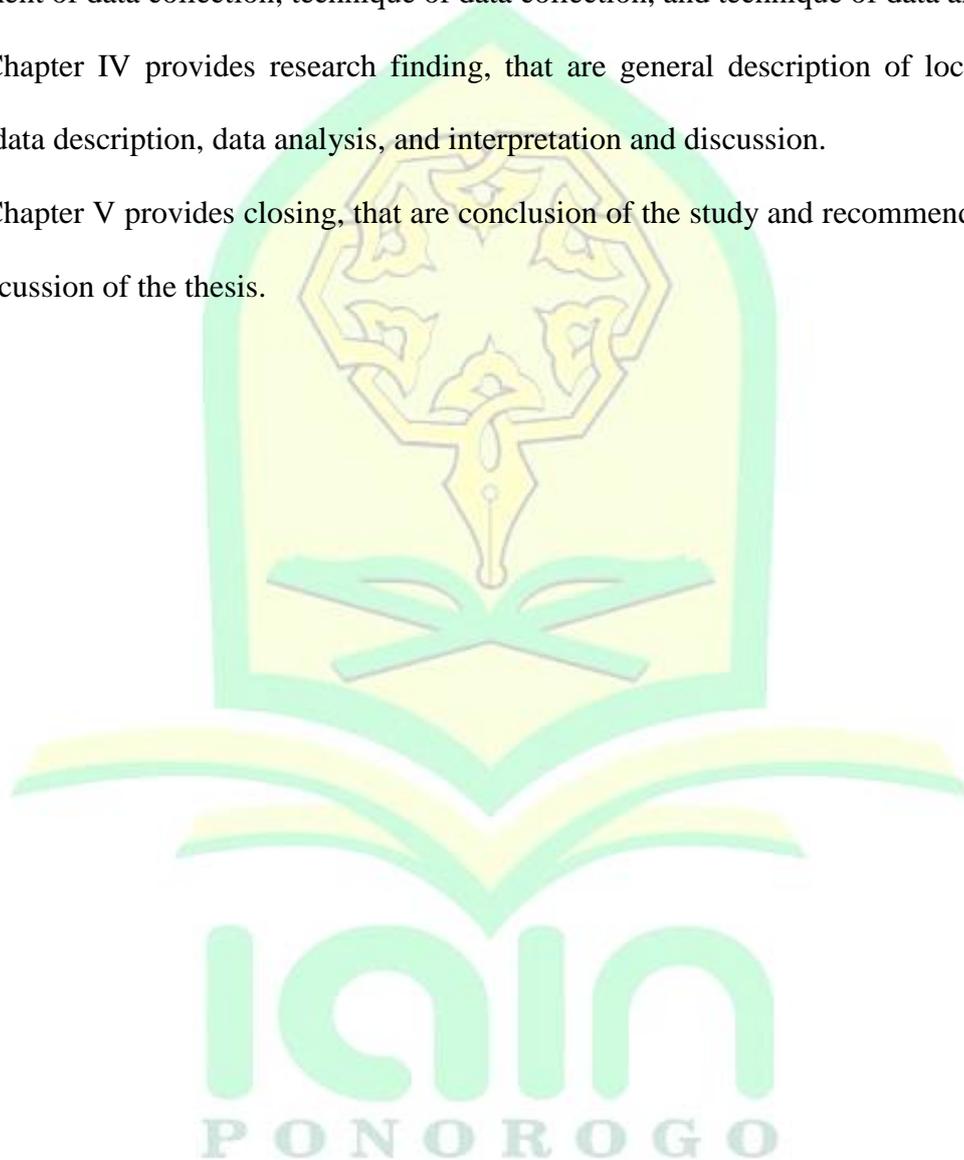
Chapter I provides the introduction of the study, that are background of the study, research focus, statement of the problem, objective of the study, significances of the study, and organization of the thesis.

Chapter II provides theoretical background, that are definition of speaking, the aspects of speaking, types of speaking performance, assessing speaking, definition of corrective feedback strategy, types of corrective feedback strategy, and guidelines for corrective feedback strategy. Then theoretical framework, hypothesis, and previous research study.

Chapter III provides research method, that are research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV provides research finding, that are general description of location of the study, data description, data analysis, and interpretation and discussion.

Chapter V provides closing, that are conclusion of the study and recommendation as the end discussion of the thesis.



CHAPTER II

REVIEW OF RELATED TO LITERATURE

A. Theoretical Background

In this research, the researcher is using relevant theories. Those are explained clearly in the following discussion

1. The Nature of Speaking

a. Definition of Speaking

Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open ended, and involving”, but it is not completely unpredictable.¹²

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of an oral production test.¹³

From the theories above, it can be concluded that speaking is a process of producing, receiving, and processing information to deliver the meaning directly and can be observed by the accuracy and fluency.

b. The Aspects of Speaking

Penny Ur develops speaking scale into two aspects namely accuracy and fluency.

1. Fluency

Fluency is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community.¹⁴

¹² Kathleen M Bailey, *Practical English Language Teaching: Speaking*, (New York. McGraw-Hill,2005), 2.

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 140.

¹⁴Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1991), 120.

Fluency is also helped by having students say phrases and sentences as quickly as possible, starting slowly and then speeding up.¹⁵

So, fluency is an ability to say phrases or sentences fluidly and consistently started from slowly and then speeding up with the relevant rules.

2. Accuracy

Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency may in many communicative language course be an initial goal in language teaching.¹⁶

So, accuracy is an ability to say the words accurately that based on the elements of phonology, grammar, and discourse it constructed into some components such.

3. Vocabulary

Vocabulary can be defined, roughly, as the words we teach in the foreign language.¹⁷

Rivers argued that acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary we will be unable to use the structures and function we may have learned for comprehensible communication. Channell suggest that a new vocabulary item is acquired when the learner can identify its meaning in and out of context and it can be used naturally and appropriately.¹⁸

So, it can be concluded that vocabulary is foreign words that is important to achieve a second language, so the students can use the structures and function for comprehensive communication. A new vocabulary can be acquired by the students when they can identify the meaning of the context.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (United Kingdom: Pearson Education Limited: 2001), 198.

¹⁶ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 269.

¹⁷Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1991), 60.

¹⁸ David Nunan, *Language Teaching Methodology*, (New York: Prentice-Hall, 1991), 117-129.

4. Pronunciation

Pronunciation is the way in which language spoken. As we know that clear pronunciation is very important when people speak. The incorrect pronunciation will make different meaning.¹⁹

From the explanation above pronunciation is the way how to say words correctly in accordance with the existing rules. So, the meaning will same when interpret it into another language.

There are three areas that need to know about in the pronunciation of English:

1) Sounds: words are made up of individual sounds (or phoneme). Sounds are represented here by phonetic symbols. This is because there is no one-to-one correspondence between written letters and spoken sounds. By changing one sound, we can change the word and its meaning.²⁰

It means sound is a word that spoken by someone and described by phonetic symbol. If changing just one sound it can affect to the meaning.

2) Stress: where emphasis is placed in words and sentences. The stressed syllable (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes their pitch of their voice when saying that syllable.²¹

It means that stress is word that is emphasized on one or more syllable and the speaker will raise the voice when say that syllable.

3) Pitch and intonation: *pitch* describes the level at which you speak. Some people have high-pitched voices, others say things in a low-pitched voice. *Intonation* is

¹⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1991), 46-47.

²⁰ Jeremy Harmer, *How to Teach English*, (England: Addison Wesley Longman Limited, 1998), 50-51.

²¹*Ibid*, 50-51.

often described as the music of speech. It encompasses the moments at which we change the pitch of our voices in order to give certain messages.²²

It means that pitch is high or low level of sound that emphasis on a word, and intonation is the rhythm of someone's voice where if the tone of voice changed can convey the meaning more clearly.

5. Grammar

Grammar is defined as the way words are put together to make correct sentences. Grammar is a set of rules that define how word (or parts of words) are combined or changed to form acceptable units of meaning within a language.²³

So, grammar is a set of rules to make correct phrases or sentences in English. Furthermore, there are five units of language in grammar.

1) Sentence is a set of words standing on their own as a sense unit, its conclusion marked by a full stop or equivalent (question mark, exclamation mark). In many languages sentences begin with a capital letter, and include a verb.²⁴

It means that sentence is a group of several or more words beginning with a capital letter, there is a verb, and ending with a full stop or others. Example: My mother cooks some foods.

From the example above, it can be called sentence because the first letter is capital, include verb, and ending with full stop.

2) Clause is a set of words which make a sense unit, but may not be concluded by a full stop. A sentence may have two or more clauses or only one.²⁵

It means that clause is a group of words that does not end by a full stop.

Example: I like apple

²²*Ibid*, 50-51.

²³Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1991), 75.

²⁴*Ibid*, 75-79.

²⁵ *Ibid*, 75-79.

From the example above, it can be called clause because there is not end by a full stop.

- 3) Phrase is a shorter unit within the clause, of one or more words, but fulfilling the same sort of function as a single word.²⁶

It means that phrase is a group of words that shorter than clause and sentence.

Example: my book, at school, since yesterday, etc.

- 4) Word is the minimum normally separable form; in writing, it appears as a stretch of letters with a space either side.²⁷

It means that word is a group of letter in a text that have a space on both side.

Example: work, vegetable, love, etc.

- 5) Morpheme is a bit of a word which can be perceived as a distinct component.²⁸

It means that morpheme is a smallest language unit that can be understood.

Example: a, -s, -es, etc.

c. Types of Speaking Performance

According to Douglas H. Brown, there are five types of speaking performance, those are

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this is a purely phonetic level of oral production, a number prosodic, lexical, and grammatical properties of language maybe included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation”; no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term

²⁶ *Ibid*, 75-79.

²⁷ *Ibid*, 75-79.

²⁸ *Ibid*, 75-79.

storage of prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitate.²⁹

It means that learners learn about how to imitate a word or phrase. The kind of imitative task is word repetition. For example, the teacher ask to their students to repeat some words or phrase in a task that is given by the teacher.

2. Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.³⁰

It means that Intensive speaking is designed to practice some phonological or grammatical aspect of language. For example, it can be self-initiated or even form part or some pair work activity where learners are “going over” certain forms of language.

3. Responsive

Responsive assessment text include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity).³¹

The example of responsive task is responsive short replies to teacher or students initiated question or comment. These replies are usually in short form.

²⁹H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 141-142.

³⁰*Ibid*, 141-142.

³¹*Ibid*, 141-142.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purposes of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.³²

It means that in interactive task the teacher can ask the student to make a dialogue about (for example) conveying information or facts.

5. Extensive

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.³³

It means that extensive speaking is used by students at intermediate or advance level because the task is monologue task such as speeches, oral presentations, and story-telling.

d. Speaking Assessment

After teacher knows how to teach speaking, they must be able to measure the students' performance in speaking and knows the criteria to rate students' performance.

According to Auda, there are five criteria use to rate the students' performance namely pronunciation and voice, content, vocabulary, grammar, and fluency.³⁴

³²*Ibid*, 141-142.

³³*Ibid*, 141-142.

³⁴ZinabJaafarAuda,"The Impact of Using Scoring Rubric in Peer Assessment on Promoting Iraqi EFL Learners' Speaking Skill in The University Level". *MA Thesis*, Iraq: Collage of Education, University of Basrah,2013.https://www.researchgate.net/profile/Zainab_Jaafar

Table 2.1

Speaking Assessment

Criteria	Score	Superior	Score	Advanced	Score	Intermediate	Score	Novice
Pronunciation and voice	6	- No or almost no errors - Appropriate use of intonation and rhythm - Loud and attractive voice addressed to whole group	4,5	- Some minor errors that do not affect communication - Some errors in using intonation and rhythm - Some errors in using intonation and rhythm	3	- Many errors that do not affect communication - Inappropriate use of intonation and rhythm - Low and unattractive to whole group	1,5	- major errors that affect comprehension - Use of mother tongue intonation and rhythm - Quite low and unattractive voice to near colleagues
Grammar	4	No or almost no errors	3	Some minor errors that do not obscure meaning	2	Many errors that do not obscure meaning	1	Major errors that obscure meaning
Comprehension	4	Fully understands what is said and gives appropriate responses	3	Understands most of what is said and responds appropriately	2	Understands some of what is said and responds appropriately	1	Does not understand what is said. Needs paraphrasing or rewording
Fluency	4	Continuous speech with almost no pauses or hesitations	3	Continuous speech with some pauses to search for adequate words	2	Frequent pauses to organize thoughts and/or for lack of vocabulary	1	Frequent long pauses with incomplete thoughts
Vocabulary	2	Rich use of handout vocabulary	1,5	Some use of handout vocabulary	1	Rare use of handout vocabulary	0,5	Misuse of words for lack of vocabulary

2. Teaching Speaking

a. Definition of Teaching Speaking

According to David Nunan teaching speaking is to teach ESL (English as a Second Language) learners to produce the English speech sounds and sounds patterns; use word and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and

logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called fluency.³⁵

b. The Goal of Teaching Speaking

The goal of teaching speaking is communicative efficiency.³⁶ It means that the learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

3. Corrective Feedback Strategy

a. Definition of Corrective Feedback Strategy

Feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer language production exercise. The way we assess and correct students will depend not only upon the kind of mistakes being made, but also on the type of activity the students are taking part in.

Mistake refers to a performance error that is either a random guess or a ‘slip’ in that it is a failure to utilize a known system correctly.³⁷ Julian Edge suggests that we can divide mistakes into three broad categories: ‘slips’ that is mistakes which students can correct themselves once the mistake has been pointed out to them, ‘errors’ that is mistakes which cannot correct themselves, and which therefore need explanation, ‘attempts’ that is when the students tries to say something but does not yet know the correct way of saying it.³⁸

³⁵Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, Vol. XII, No. 11. November 2006. <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html> (accessed on March 29, 2019).

³⁶<https://studylib.net/doc/6859893/goals-and-techniques-for-teacing-speaking> (accessed on March 31, 2019)

³⁷ H. Douglas Brown, *Principles of Language Learning and Teaching:5th Edition*, (New York: Pearson Education ESL, 2006), 257.

³⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (United Kingdom: Pearson Education Limited: 2001), 99.

Ellis said that when a feedback is given to correct students' error, it is called corrective feedback. Corrective feedback is one of the types of negative feedback. Zhang and Chatupote explained that corrective feedback constitutes one type of negative feedback. It takes the form of a response to a learner utterance containing a linguistic error.³⁹

Errors are part of the students' inter-language that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery. When responding to errors teachers should be seen as providing feedback, helping that reshaping process rather than telling students off because they are wrong.⁴⁰

There are many ways teachers can help students correct their own speaking errors. For instance, if a learner says, "I go to the movies yesterday," you can point backward over your shoulder to indicate that past tense is needed.⁴¹

Krashen called error correction "a serious mistake". He offered two main reasons for this view. First, "error correction has the immediate effect of putting the student on the defensive" with the result that the learner seeks to eliminate mistakes by avoiding the use of complex constructions. Second, error correction only assists the development of "learned knowledge" and plays no role in "acquired knowledge." However, Krashen felt that error correction directed at simple and portable rules, such as third person -s, was of value because it would enable learners to monitor their production when the conditions allowed (i.e., the learner was focused on form and had sufficient time to access learned knowledge). Van Patten promulgated a similar view to Krashen's,

³⁹Nurmiati, "Teacher's Corrective Feedback Strategies on Students' Speaking Performance and Students' Perception toward Corrective Feedback," (*An Article: Tanjungpura University Pontianak, 2017*), 1. <https://media.neliti.com/>

⁴⁰Jeremy Harmer, *The Practice of English Language Teaching*, (United Kingdom: Pearson Education Limited: 2001), 100.

⁴¹Kathleen M Bailey, *Practical English Language Teaching: Speaking*, (New York: McGraw-Hill, 2005), 173.

arguing that “correcting errors in learner output has a negligible effect on the developing system of most language learners”.

Corrective feedback is believed to have both positive and negative effects on students’ learning. On the positive side, feedback on students’ language errors can provide an input for students and promoting the acquisition process especially in the English as a Foreign Language (EFL) context where students do not receive much exposure outside the classroom.⁴²

For many years, behaviorist-inspired research has found that positive feedback is much more effective than negative feedback in changing pupil behavior. Positive Feedback has two principle functions: to let students know that they have performed correctly, and to increase motivation through praise.⁴³

Moreover, it prevents the danger of fossilization of errors which is caused by the errors that are not corrected for too long. Several studies found that oral corrective feedback can develop students’ grammatical and oral competence. It can also lead the students to be more engaged in the process of learning.⁴⁴

On the other hand, too much feedback could give negative effect to the students such as feeling controlled which often leads them to stop their efforts at communication. In this sense, feedback can become a destructive thing for them.⁴⁵

From the explanation above the researcher conclude that corrective feedback strategy is feedback that is given when correct students’ error. Feedback can define into two types they are positive and negative feedback. Positive feedback can give an input to the students and help for mastering an English as a Foreign Language (EFL) which they do not get from outside the classroom. And oral corrective feedback can develop

⁴²AnitPranita Devi, “Teacher’s Corrective Feedback on Students’ Spoken Errorsin an EFL Cassroom,”(*Journal of The 61 TEFLIN International Conference, UNS Solo 2014: Indonesia University of Education*, 2014), 1127. <https://core.ac.uk/>

⁴³David Nunan, *Language Teaching Methodology*, (New York: Prentice-Hall, 1991), 195.

⁴⁴AnitPranita Devi, “Teacher’s Corrective Feedback on Students’ Spoken Errorsin an EFL Cassroom,”(*Journal of The 61 TEFLIN International Conference, UNS Solo 2014: Indonesia University of Education*, 2014), 1127. <https://core.ac.uk/>

⁴⁵*Ibid*, 1127.

students' grammatical and oral competence. On the other hand, negative feedback can make students feeling controlled, so they will not confidence in communication or in speaking English.

b. Types of Corrective Feedback

Regarding the error correction strategies, this study uses six types of error correction strategies proposed by *Lyster and Rantanamely*

1) Explicit correction in which teacher explicitly tells the students that their utterances are incorrect and provides the correct form of the utterances.

It means that the teacher correct the students' utterances directly and give them the correct one.

2) Recast which is provided implicitly but indicating that the students' utterances are incorrect and the teacher reformulates all parts of the students' error without including the error.

It means that the teacher correct the students' utterances indirectly and reformulates the utterances or sentences.

3) Clarification request is when the teacher ask for confirmation since the message cannot be understood by the teacher.

It means that the teacher ask to the students to repeat or confirm their utterances or sentences.

4) Metalinguistic feedback which refers to teacher's comments, information or question related to the students' deviant utterances without providing the correct form explicitly.

It means that the teacher's correction directly from students' incorrect utterances.

5) Elicitation in which teacher elicits the correct forms by asking the students to complete the teachers' utterance, to reformulated versions or to answer the question the teacher asks.

It means that the teacher ask to the students to complete or reformulate teachers' utterances by using elicitation.

- 6) **Repetition** which requires the teacher to repeat the students' incorrect utterance with raising intonation emphasis to draw students' attention to the incorrect utterance.⁴⁶

It means that the teacher correcting students incorrect utterance with raising intonation.

c. Guidelines for Corrective Feedback

Drawing broadly on both interaction/cognitive views of Corrective Feedback (CF), the researcher would like to propose the following general guidelines for correcting learner errors. These guidelines constitute an explicit set of principles that teachers can reflect on when determining their own policy for it.

1. Teachers should ascertain their students' attitudes towards corrective feedback, appraise them of the value of it, and negotiate agreed goals for it with them. The goals are likely to vary according to the social and situational context.⁴⁷

It means that the teacher must explain the explanation, aim, and rule of corrective feedback strategy to the students.

2. Corrective feedback (both oral and written) works and so teachers should not be afraid to correct students' errors. This is true for both accuracy and fluency work, so it has a place in both.⁴⁸

It means that teacher should not be afraid to correct students' mistake.

3. Focused of corrective feedback is potentially more effective than unfocused of it, so teachers should identify specific linguistic targets for correction in different lessons.

⁴⁶*Ibid*, 1127-1128.

⁴⁷ Rod Ellis, "Corrective Feedback and Teacher Development," *L2 Journal Vol 1*, 2009. 14.
<http://escholarship.org/uc/item/2504d6w3>

⁴⁸*Ibid*, 14.

This will occur naturally in accuracy work based on a structure-of-the-day approach but can also be usefully applied in fluency work.⁴⁹

It means that corrective feedback should be focused on specific assessment, for example is assessment of students' accuracy and fluency.

4. Teachers should ensure that learners know they are being corrected (i.e., they should not attempt to hide the corrective force of their corrective feedback moves from the learners). Whereas it will generally be clear to learners that they are being corrected in the case of written corrective feedback, it may not always be clear in the case of oral corrective feedback.⁵⁰

It means that the teacher cannot hide the fact that he/she is correcting their students both oral and written corrective feedback.

5. Teachers need to be able to implement a variety of oral and written corrective feedback strategies and to adapt the specific strategies they use to the particular learner they are correcting. One way of doing this is to start with a relatively implicit form of correction (e.g., simply indicating that there is an error) and, if the learner is unable to self-correct, to move to a more explicit form (e.g., a direct correction). This requires that teachers be responsive to the “feedback” they get from learners on their own corrective feedback.⁵¹

It means that the teacher must be able to use the strategies in corrective feedback. The example is implicit first, if students cannot do it, then explicitly.

6. Oral corrective feedback can be both immediate and delayed. Teachers need to experiment with the timing of it. Written corrective feedback is almost invariably delayed.⁵²

⁴⁹*Ibid*, 14.

⁵⁰*Ibid*, 14.

⁵¹*Ibid*, 14.

⁵²*Ibid*, 14.

It means that the teacher should be able to manage the time on oral or written corrective feedback, directly or indirectly.

7. Teachers need to create space following the corrective move for learners to uptake the correction. However, whether the correction is or is not appropriated should be left to the learner (i.e., the teacher should not require the learner to produce the correct form). In the case of written CF, learners need the opportunity to attend to the corrections and revise their writing.⁵³ It means that the teacher must be honest with students' mistake, especially in written corrective feedback

8. Teachers should be prepared to vary who, when, and how they correct in accordance with the cognitive and affective needs of the individual learner. In effect this means they do not need to follow a consistent set of procedures for all students.⁵⁴

It means that the teacher must be able to distinguish each student's condition based on affective and cognitive needs. It will help the teacher in the correction process.

9. Teachers should be prepared to correct a specific error on several occasions to enable the learner to achieve full self-regulation.⁵⁵

It means that on several occasion the teacher should be ready to correct students' mistake to achieve their own abilities.

10. Teachers should monitor the extent to which corrective feedback causes anxiety in learners and should adapt the strategies they use to ensure that anxiety facilitates rather than debilitates.⁵⁶

It means that the teacher should be able to ensure that the anxiety can help the students to increase their ability.

⁵³*Ibid*, 14.

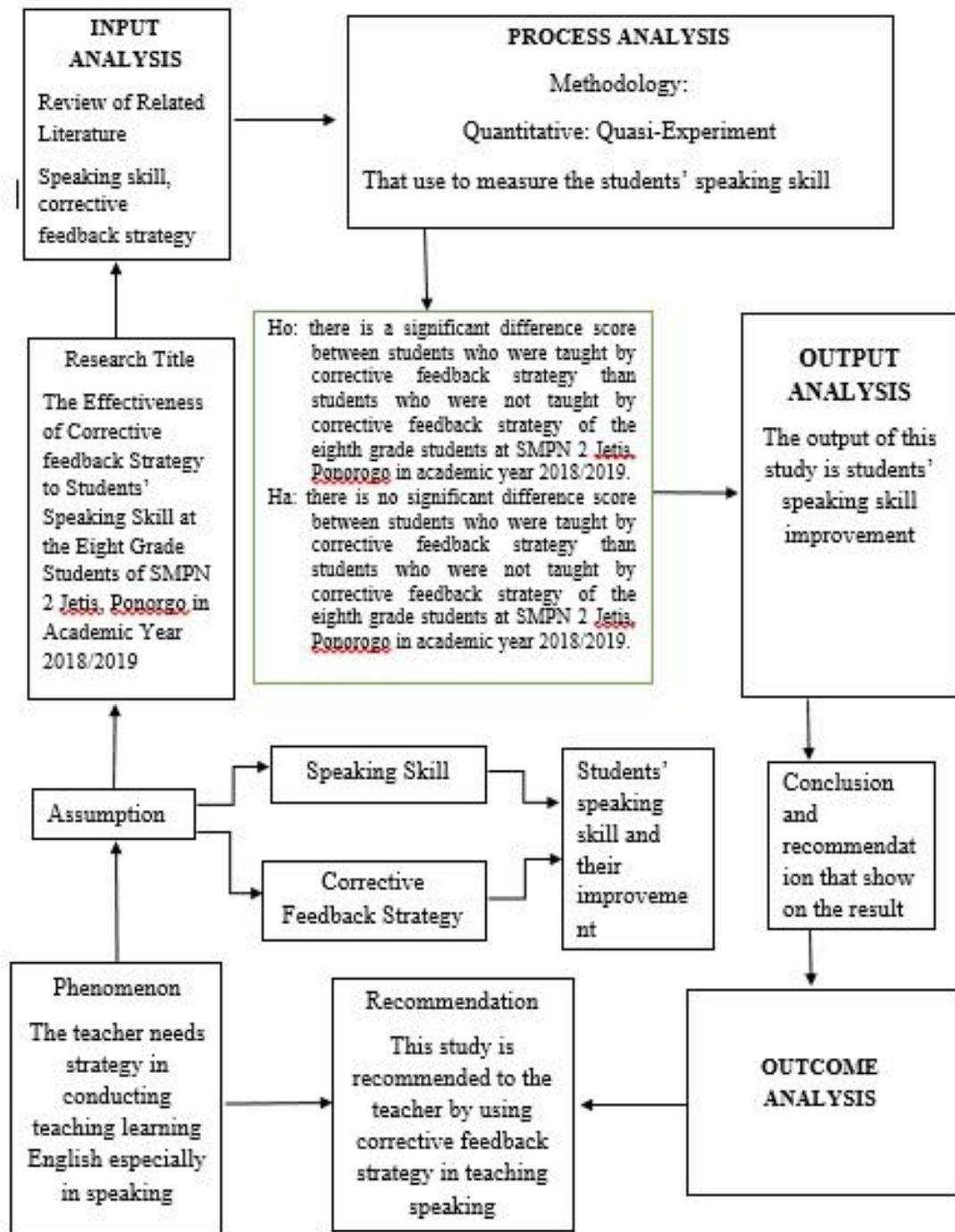
⁵⁴ *Ibid*, 14.

⁵⁵*Ibid*, 14.

⁵⁶*Ibid*, 14.

B. Theoretical Framework

Chart 2.1 Theoretical Framework



From the diagram above, first the researcher found the phenomenon that the students of eight grade in SMPN 2 Jetis have some problems in speaking, especially in pronunciation. They were missed pronounce an English words. They said that they could not pronounce it, and they considered English is difficult. So, the researcher needs the strategy in teaching

learning process especially in speaking to solve the problem above. Second, the researcher assumed that she would conduct corrective feedback strategy to students' speaking skill that produced their improvement in speaking. Therefore, the researcher compiled the research title "The Effectiveness of Corrective feedback Strategy to Students' Speaking Skill of the Eight Grade Students at SMPN 2 Jetis, Ponorogo in Academic Year 2018/2019". Then, the researcher explained about speaking and corrective feedback strategy in review of related to literature. After that, the researcher explained the method that was quantitative quasi-experiment that was used to measure the students' speaking skill. So, the researcher made hypothesis: H_0 : there is a significant difference score between students who were taught by corrective feedback strategy than students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019, H_a : there is no significant difference score between students who were taught by corrective feedback strategy than students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019. From this research, the output of this study was students' speaking skill improvement. The researcher could make the conclusion of it, and the recommendation to the teacher who was using corrective feedback strategy in teaching speaking.

C. Hypothesis

Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in this research. The guess answer is the truth which will be tested the truth by collecting data which is collected by the researcher.⁵⁷

From the explanation above, the researcher takes the hypothesis that:

H_0 : there is a significant difference score between students who were taught by corrective feedback strategy than students who were not taught by corrective

⁵⁷SuharsimiArikunto, *ManajemenPenelitian*, (Jakarta: PT. RinekaCipta, 2000), 45.

feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.

Ha : there is no significant difference score between students who were taught by corrective feedback strategy than students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.

D. Previous Research Findings

There are some previous research findings in this research. The first is previous research finding that is conducted by IpungAnggoro entitled *Corrective Feedback Found in Speaking Class at the English Department of Muhammadiyah University of Surakarta*. This research were used to describe the types of corrective feedback used by the teacher in UMS, to describe the frequency of corrective feedback used by the teacher in teaching speaking in UMS, to know the dominant type of corrective feedback used by the teacher in UMS. The conclusion of this research is corrective feedback has a positive effect on improving speaking English accuracy. There are two types of corrective feedback that is better to use in teaching speaking, clarification request is a better one because the teacher gives correction directly when the students makes their mistake on speaking. Corrective feedback does make great effect on oral accuracy, but the effectiveness for different level of learner is different. For medium and low group learners, the effectiveness is better, because there is enough space for them to be improved. For high group learners, their oral accuracy is better, what they need to do is improve their oral fluency and complexity.⁵⁸

The second is previous research finding that is conducted by Nurmiati entitled *Teacher's Corrective Feedback Strategies on Students' Speaking Performance and Students' Perception toward Corrective Feedback*. This study is aimed to investigate corrective feedback strategies used by the teacher to respond students' speaking error and explain

⁵⁸IpungAnggoro, "Corrective Feedback Found in Speaking Class at the English Department of Muhammadiyah University of Surakarta,"(Research Paper: Muhammadiyah University of Surakarta,2013), 1. <http://eprints.ums.ac.id/>

students' perception toward corrective feedback strategy. The conclusion of this research is the teacher mostly used recast in giving corrective feedback on students' speaking performance. The teacher directly changed students' error in speaking with the correct form. It means that the teacher directly provided the correct form. There were only few corrective feedbacks in the form of explicit correction, elicitation and repetition. None of her feedback was in the form of paralinguistic signal.⁵⁹

The third is previous research finding that is conducted by AnitPranita Devi entitled *Teacher's Corrective Feedback on Students' Spoken Errors in An EFL Class*. That is educational thesis from Indonesia University of Education. This research is aimed to focus on the application of corrective feedback and how the students respond to the use corrective feedback by the teacher. The conclusion of this research is syntactical errors were the most frequently occurred since the students have to produce their own sentences to be presented in front of the class. Furthermore, this study has revealed two occasions in which the teacher tended to correct the students' spoken errors: first, when the students interacted with the teacher; and second, when the errors that the students made were too obvious not to treat. In response to the students' spoken errors, the teacher employed various types of feedback with higher percentage of the use of recast. Recast is regarded more appropriate and polite by the teacher, and then reformulating all parts of the students' utterance without including the error, the students will not feel anxious and offended when they are corrected. It is also shown from the interview that the students responded positively on the use of corrective feedback in correcting students' spoken errors. It can be assumed that the corrective feedback becomes less intimidating due to the friendly atmosphere of the classroom.⁶⁰

⁵⁹Nurmiati, "Teacher's Corrective Feedback Strategies on Students' Speaking Performance and Students' Perception toward Corrective Feedback," (*An Article: Tanjungpura University Pontianak, 2017*), 1. <https://media.neliti.com/>

⁶⁰AnitPranita Devi, "Teacher's Corrective Feedback on Students' Spoken Errors in an EFL Classroom," (*Journal of The 61 TEFLIN International Conference, UNS Solo 2014: Indonesia University of Education, 2014*), 1127. <https://core.ac.uk/>

From the explanation above, the researcher found the similarity and the difference between previous research findings above with this research. The similarity is the strategy. In previous research findings above use corrective feedback as their strategy to improve students' speaking skill. Meanwhile, the difference is in the research methodology. From previous research findings above were conducted qualitative method, and the researcher use quantitative quasi-experimental method.



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher applied a quantitative research design. Quantitative is a method that use a statistical analyses to calculate the findings that include systematic and statistics measurement.⁶¹

According to Creswell, there are three designs in quantitative research. These designs are experimental designs, correlation designs, and survey designs.⁶² This research, the researcher used experimental designs that was Quasi-Experimental. Quasi- experimental is a type of quantitative method that are made to explain the relationship or explain why this phenomenon occur.⁶³ The researcher wanted to know and explained the problem that exist in SMPN 2 Jetis using this method. This research aimed to know whether there is a significant difference score between students' who were taught by Corrective Feedback Strategy and the students who were not taught by Corrective Feedback Strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo.

Cook and Campbell classify the type of quasi-experimental design, that are non-equivalent that consist of Pre-Test and Post Test control group design and interrupted time-series designs.⁶⁴

The researcher used Non-equivalent (Pre-Test and Post Test) control group design. In this design, the researcher took two classes that are experimental class and control class that were selected with random sampling. Only the experimental class receives the treatment. Both groups were taken the pre-test and post-test score.⁶⁵

⁶¹ Geoffrey Marcyk, et al., *E 34 of Research Design and Methodology*, (Canada: John Willey and Sons, 2010), 17.

⁶²John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* Fourth Edition, (Boston: Pearson, 2012), 20.

⁶³Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Pvt Ltd., 2007), 67.
⁶⁴*Ibid*, 138.

⁶⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (Los Angeles: SAGE, 2009), 160-161.

Experimental O1 X O2

Control O3 O4⁶⁶

Information:

X: Treatment by using Corrective Feedback Strategy

O1: Experimental class Pre-test

O3: Control class Pre-test

O2: Experimental class Post-test

O4: Control class Post-test

B. Population and Sample

1. Population

Population is the collection of several items, objects, or individuals or between samples are taken to measure.⁶⁷ The population in this research was the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019. There were 3 classes of the eighth grade, the class were 8A, 8B, 8C. Class 8A consists 22 students, and 8B consists 20 students, and 8C consists 22 students. So, the total of population were 64 students.

2. Sample

Sample is the part of population that is used by the researcher as the object of the research.⁶⁸

The participants in quasi experiment might be selected by random sampling.⁶⁹The random sampling technique used was lottery method. The researcher made three paper rolls, then took it two randomly.⁷⁰ The sample was chosen two classes, the classes are 8B

⁶⁶Louis Cohen, et al., *Research Methods in Education*, (London and New York: Routledge, 2007), 288.

⁶⁷Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Pvt Ltd., 2007), 88.

⁶⁸John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston: Pearson, 2012), 142.

⁶⁹*Ibid*, 155.

⁷⁰Tukiran Taniredja, Hidayati Mustafidah, *Penelitian Kuantitatif: Sebuah Pengantar*, (Bandung: Alfabeta, 2014), 35.

as a control class and 8C as experimental class. Experimental class consists of 22 students, while control class consists of 20 students. So, total of sample were 42 students.

C. Instrument of Data Collection

The research instrument that is used to collect data was oral test. The test will be done into two part pre-test and post-test. Pre-test was given to know the results of the value and condition from students before getting the treatment. While post-test was given to know the results of the students' value and condition after getting the treatment by using corrective feedback strategy.

Table 3.1
Instruments of Data Collection

Title of Research	Variable	Indicators	Subject	Technique
The Effectiveness of Corrective Feedback Strategy to Students' Speaking Skill of the Eight Grade Students at SMPN 2 Jetis Ponorogo in Academic Year 2018/2019	Variable X: Corrective Feedback strategy	1. Explicit is the teacher correct the students' utterances directly and give them the correct one. 2. Recast is the teacher correct students' utterances indirectly and reformulates it. 3. Clarification request is the teacher	1. 8C students (Experimental Class)	1. Pre-test 2. Post-test

		<p>ask to the students to repeat or confirm their utterances or sentences.</p> <p>4. Metalinguistic feedback is the teacher's correction directly from students' incorrect utterances.</p> <p>5. Elicitation is the teacher ask to the students to complete or reformulate teachers' utterances by using elicitation.</p> <p>6. Repetition is the teacher correcting students' incorrect utterances with raising intonation</p>		
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	Variable Speaking Skill	<ol style="list-style-type: none"> 1. Students can speak fluently 2. Students can deliver the purpose of the text 3. Students can inform the information what are they speak 	<ol style="list-style-type: none"> 1. 8B students (Control Class) 2. 8C students (Experimental Class) 	
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D. Technique of Data Collection

1. Documentation

Document is an instrument for measuring the quantitative data. Documentary is a type of technique to get the data about thing or variable which are book, notes, and transcript.⁷¹ In this research, the researcher used documentation to support the data about students, and the profile of the school. The other documents were speaking recording of all population (8A, 8B, 8C), lesson plan, photos, absent, and test results (score).

2. Test

Test is a method of measuring someone's ability, performance, or knowledge. It is required performance that a set of procedures, techniques, or items. To qualify the test, the method that was used must be explicit and structured.⁷²

The researcher used some activities in teaching learning process in this research as follow:

1. Pre-test is the first activity before the teacher did the teaching learning activities.

⁷¹H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 33.

⁷²*Ibid*, 3.

2. Post-test is the last activity after the teacher gave the treatments. In this test, the students performed recount text about vacation in East Java. The teacher assessed the students' speaking performance.

The researcher used scoring rubric to score students' speaking test, as follow

Table 2.1

Auda Criteria Speaking Score

Criteria	Score	Superior	Score	Advanced	Score	Intermediate	Score	Novice
Pronunciation and voice	6	- No or almost no errors - Appropriate use of intonation and rhythm - Loud and attractive voice addressed to whole group	4,5	- Some minor errors that do not affect communication - Some errors in using intonation and rhythm - Some errors in using intonation and rhythm	3	- Many errors that do not affect communication - Inappropriate use of intonation and rhythm - Low and unattractive to whole group	1,5	- major errors that affect comprehension - Use of mother tongue intonation and rhythm - Quite low and unattractive voice to near colleagues
Grammar	4	No or almost no errors	3	Some minor errors that do not obscure meaning	2	Many errors that do not obscure meaning	1	Major errors that obscure meaning
Comprehension	4	Fully understands what is said and gives appropriate responses	3	Understands most of what is said and responds appropriately	2	Understands some of what is said and responds appropriately	1	Does not understand what is said. Needs paraphrasing or rewording
Fluency	4	Continuous speech with almost no pauses or hesitations	3	Continuous speech with some pauses to search for adequate words	2	Frequent pauses to organize thoughts and/or for lack of vocabulary	1	Frequent long pauses with incomplete thoughts
Vocabulary	2	Rich use of handout vocabulary	1,5	Some use of handout vocabulary	1	Rare use of handout vocabulary	0,5	Misuse of words for lack of vocabulary

After that, the researcher wants to know whether the test was valid and reliable. So, the researcher did some examines as follow

a. Validity

Validity is the most important and effective test criteria for testing the data.⁷³

The researcher used SPSS 23 version to calculate the validity of data. There are steps to calculate the validity as follow:

⁷³Ibid, 22.

- 1) First, make the table of item analysis of students' speaking result.
- 2) Open SPSS 23 version.
- 3) Click variable view – write done number of all questions – change the decimal to 0.
- 4) Click data view – copy item analysis all of questions.
- 5) Click analyze – Correlate – Bivariate – Click Ok
- 6) Make an interpretation of rxy or the correlation result.

The researcher used 20 responses for testing validity. To know the value of r table with the formula is $n - r = 20 - 2 = 18$. After that, see the value of r table 18 in table of db. The r table of 18 is 0.444. If the value of $r_{xy} > r_{table}$, it can be concluded that the data is valid. If the value of $r_{xy} < r_{table}$, it can be concluded that the item is invalid. The result of the test validity as follows

Table 3.2
Recapitulation Test Item Validity

Item Number	R_{xy}	R_{table}	Criteria
1	0.804	0.444	VALID
2	0.847	0.444	VALID
3	0.847	0.444	VALID
4	0.847	0.444	VALID
5	0.828	0.444	VALID

Based on the table above, all of item number are valid because the value of $r_{xy} > r_{table}$. So, the researcher used it to collect data.

b. Reliability

A reliable test is the same test that given to the same students on different meeting which is consistent and dependable. The test should have similar result.⁷⁴

The researcher used SPSS 23 version to calculate the reliability test. The reliability of test is a comparison of the the score of product moment with rtable. If the product moment score is higher than rtable, it meant that the test is reliable. The result of the reliability test as follow

Table 3.3
The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	5

The calculation result of product moment score was 0.818. And the value of r table was 0.444. So, it can be concluded that the test is reliable. Because $0.818 > 0.444$.

E. Technique of Data Analysis

1. Assumption Test

After the pre-test and post-test was given to the students, the results of both test was analyzed with assumption test. The test were normality and homogeneity.

a. Normality test

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.⁷⁵

⁷⁴H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, 2004), 20-21.

⁷⁵James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment*, (London: McGraw-Hill Education, 2005), 16.

The researcher used SPSS 23 version to calculate the normality test. Steps to find out the normality test such as

- 1) First, open the SPSS 23 version program.
- 2) Second, input the data to the data view. Then, change the variable view with the class name.
- 3) Third, click analyze, after that click non-parametric, and then click sample K-S.
- 4) Fourth, drag the data to test variable.
- 5) After that, click OK..

After calculate the data above, to determine the data is normal or not can be seen in the following criteria:

- a) If the t-value was lower than t-table ($t\text{-value} < t\text{-table}$), the data is normal.
- b) If the t-value was higher than t-table ($t\text{-value} > t\text{-table}$), the data is not normal.

b. Homogeneity

Homogeneity test is used to know the equality of the population with compare between two or more groups.⁷⁶

The researcher used SPSS 23 version to calculate the homogeneity test. The steps of homogeneity test as follows

- a) First, open SPSS 23 version program.
- b) Second, input the data to data view. After that, change the variable view with X as the pre-test score, and Y as post-test score.
- c) Third, click analyze, after that click compare means, and then click one way anova
- d) Click options, after that check list Homogeneity of variance, and then click OK.

After calculate the data above, to determine the data is homogen or notit can be seen in the following criteria

- a) If the t-value was lower than t-table ($t\text{-value} < t\text{-table}$), the data is homogen.

⁷⁶Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2014), 212.

b) If the t-value was higher than t-table ($t_{\text{value}} > t_{\text{table}}$), the data is not homogen.

2. T-Test

After the researcher calculate normality and homogeneity, the researcher continued to test the hypothesis. The researcher used the T-test. T-test is used to know whether there is difference score between two variable of the research. The researcher used SPSS 23 version to analyze the T-test. Steps of calculation T-test as follow

- 1) First, open SPSS 23 version program
- 2) Second, input the data to data view. Then, change the value in variable view, after that change the measure, name, decimals, and value.
- 3) Third, click analyze, after that click compare means, and then Independent Sample T-Test.
- 4) After that, on the Independent Sample T-Test box dialogue, input the variable X for test variable and variable Y for grouping variable.
- 5) Then, click define groups, and then in the group 1 write down 1, and 2 in the group 2, then click continue and OK.

The criteria of testing hypothesis, as below:

If $t_{\text{-test}} > t_{\text{-table}}$ in significant degree 5% (value of t_{table} of $db = 31$ was 2.04.), there is significant score in speaking skill for the students who were taught by Corrective Feedback Strategy and who were not taught by Corrective Feedback Strategy.

CHAPTER IV

RESEARCH RESULT

A. General Description of Location of the Study

In this research, the researcher did the research at SMPN 2 Jetis, Ponorogo in eighth grade. There were consists of 8A, 8B, and 8C, but the researcher just took two classes for the research, 8C as experimental class and 8B as control class.

Based on the observation on Wednesday, 25th February 2019 in SMPN 2 Jetis at VIII-C class teaching and learning process was started by the teacher entered the classroom, greeted the students, and checked the attendance list of the students.

Before continue to the material, the teacher asked to the students about the previous material that had been discussed in the last meeting. Then, the teacher discussed about simple past tense. The teacher explained it slowly using English and Indonesia Language.

During the teacher explained about simple past tense, the students paid attention to the lesson. Although once in a while the students was noisy and did not pay attention to the teacher. The teacher just remind them not to make a noise, and the students ignored it. Then, the teacher continued to explain the material.

The teacher supported the explanation using *When English Rings a Bell* book and several examples from daily activities that had been happened. So, the students were easier to understand the material and interested to follow teaching and learning process in the class.

After explaining the material, the teacher gave the chance to the students to ask something which had not been understood by the students. And the teacher will explained anymore clearly. While the students understood well about the material, the teacher continued the activity. The teacher asked the students to do the task in *When English Rings a Bell* book and discussed it.

In the post of activity, the teacher gave a conclusion about the material to make sure that the students understood well by giving some simple questions. Meanwhile, to evaluate

teaching and learning process on that day, the teacher asked the students about the difficulties during teaching the materials in the class. Unforgettable, the teacher gave the students homework and explained about next meeting activity. Then, the teacher gave some motivation to the students and dismissed the class.

B. Data Descriptions

The researcher used quasi-experimental design in this research. The researcher did the research in SMPN 2 Jetis in academic year 2018/2019, in population at eighth grade students. The researcher applied random sampling to choose two classes as experimental class and as control class. These classes are 8C as experimental class and 8B as control class. The total students of experimental and control class was 42 students with experimental class consists 22 students and control class consists 20 students.

In experimental class, the students were taught by using Corrective Feedback Strategy. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in the second meeting and third meeting the researcher gave the treatment. In the last meeting the researcher took the score of post-test.

While in control class, the students were taught by teacher's lecturing. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher taught them without treatment. In the last meeting the researcher took the score of post-test.

1. The Schedules of the Research

The schedule of the research, the researcher was required four meetings in experimental class and control class. The schedule could be seen in the table below

Table 4.1

Experimental Class Schedule

Date	Activities
March 18 th , 2019	Pre-Test
March 20 th , 2019	First Treatment
March 25 th , 2019	Second Treatment
March 27 th , 2019	Post-Test

In experimental class, the researcher took pre-test in the first meeting. The researcher gave the instruction first, the students asked to tell about their vacation coherently, can use the appropriate language feature of recount text, and present it with appropriate pronunciation, second, after they presented it, the researcher gave some questions to check students' comprehension about what their story.

In the second meeting the researcher explained the explanation, goals, and rules of corrective feedback strategy to the students before gave the first treatment. After that, the researcher begin the material. The researcher asked to the students what they know about recount text with theme vacation. The researcher gave the example of recount text and explained the language feature and generic structure of it. Then, the researcher asked to the students to open the text book page 182 and required all to practice the dialogue on that page. When the students practice it, first time the researcher correct their speaking implicitly, then explicitly. In the end, the researcher gave a homework. The students asked to make a story (recount text) of the picture.

In the third meeting, the researcher dictates a recount text to the students to write on their books. After that, the researcher asked the students to indicate the generic structure and to underline the words or sentences which is simple past tense. Then, the researcher asked some students to practice the dialogue on page 185 and correct them

with corrective feedback strategy (second treatment). In the end, the researcher remind them to prepare for post-test in the next meeting.

In the last meeting, the researcher took the score of post-test with same instructions in pre-test. The researcher correct students' speaking performances with corrective feedback strategy.

Table 4.2
Control Class Schedule

Date	Activities
March 19 th , 2019	Pre-Test
March 21 th , 2019	Second Meeting
March 26 th , 2019	Third Meeting
March 28 th , 2019	Post-Test

Furthermore, the schedule of control class was as same as experimental class. But, the researcher did not give the treatments like in experimental class. In the first meeting, the researcher took pre-test. The instruction was as same as pre-test in experimental class.

In the second meeting, the researcher did not explain corrective feedback strategy. After that, the researcher begin the material. The researcher asked to the students what they know about recount text with theme vacation. The researcher gave the example of recount text and explained the language feature and generic structure of it. Then, the researcher asked to the students to open the text book page 182 and required all to practice the dialogue on that page. In the end, the researcher gave a homework. The students asked to make a story (recount text) of the picture.

In the third meeting, the researcher dictate a recount text to the students to write on their books. After that, the researcher asked the students to indicate the generic structure and to underline the words or sentences which is simple past tense. Then, the

researcher asked to some students to practice the dialogue on page 185. In the end, the researcher remind them to prepare for post-test in the next meeting.

In the last meeting, the researcher took the score of post-test with same instructions in pre-test. The researcher did not correct students' speaking performances with corrective feedback strategy.

2. Students' Speaking Score of Experimental Class

In this research, the researcher taught in experimental class with corrective feedback strategy. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher gave the treatment. In the last meeting the researcher took the score of post-test.

So, the researcher got the results of pre-test and post-test from the students of experimental class. It showed in the table below

Table 4.3
Students' Speaking Score of Experimental Class

No	Nama	Score	
		Pre-Test	Post-Test
1.	Andi Nanang Wijaya	42,5	75
2.	Andika Satrya P	50	65
3.	Aprillia Tri Cahya N	42,5	65
4.	Arina Fida Husna A	42,5	60
5.	Donny Sepdiansa P	40	60
6.	Dovit Faizal Agustyan	50	65
7.	Elzha Nur Azhizha	42,5	65
8.	Erik Muhammad R. R	40	60
9.	Erlin Nisantiya	50	65
10.	Ferry Andrian Saputra	42,5	60
11.	Fiska Indra Pratama	42,5	60
12.	Indah Rahmadhani	42,5	65
13.	M. Chandra Purnama	50	70
14.	Nur Kholifah	50	60
15.	Ramadhani Reyhan P	50	65
16.	Ricky Yanto Tanamas	50	60
17.	Rizal Fikri Putra P	42,5	60
18.	Satya Fadila Putra	42,5	57,5
19.	Silvia Dwi Anggraini	50	70
20.	Wulan Septia W	42,5	65

21.	Yasva Redyta H.K	42,5	57,5
22.	Zulaixcana Dewi P	42,5	57,5
	Total	990	1.387,5
	Mean	45	63,06

From the table above, it could be seen that the highest pre-test score in experimental class was 50, while the lowest pre-test score was 40. The highest post-test of experimental class was 75, while the lowest post-test score was 57.5. Then, the mean score of pre-test was 45, and post-test was 63.06. Even though, speaking minimum standard score that was determined from the school was 72. So, the students need the treatments to improve their speaking skill. The result of students' score in experimental class could be seen in table below

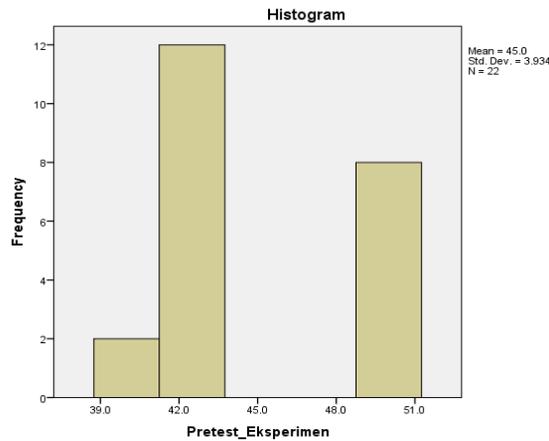
Table 4.4
Frequency Distribution of Pre-Test in Experimental Class

Pre-test Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40.0	2	9.1	9.1	9.1
42.5	12	54.5	54.5	63.6
50.0	8	36.4	36.4	100.0
Total	22	100.0	100.0	

Based on the table above, it can be seen that there were various kind of students' pre-test speaking score in experimental class. There were 9.1% or 2 students who got score 40, 54.5% or 12 students who got score 42.5, 36.4% or 8 students who got score 50. It was clearly explained in the following histogram

Figure 4.4
Histogram for Pre-Test in Experimental Class
Table 4.5



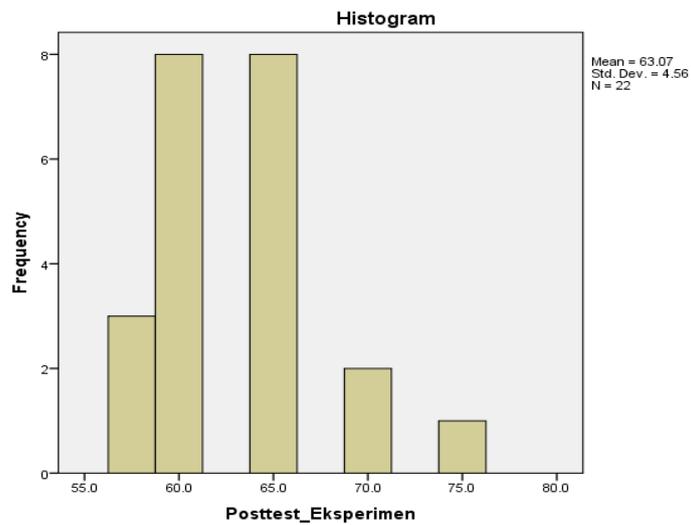
Frequency Distribution of Post-Test in Experimental Class
Posttest Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 57.5	3	13.6	13.6	13.6
60.0	8	36.4	36.4	50.0
65.0	8	36.4	36.4	86.4
70.0	2	9.1	9.1	95.5
75.0	1	4.5	4.5	100.0
Total	22	100.0	100.0	

Based on the table above, it could be seen that there were various kind of students' post-test speaking score in experimental class. There were 13.6% or 3 students who got score 57.5, 36.4% or 8 students who got score 60, 36.4% or 8 students who got score 65, 9.1% or 2 students who got score 70, and 4.5% or 1 student who got score 75. It was clearly explained in the following histogram

Figure 4.5

Histogram for Post-Test in Experimental Class



3. Students' Speaking Score of Control Class

In this research, the researcher taught in control class with teachers' lecturing. In this class, the researcher took the score of pre-test from the students in the first meeting. Then, in second meeting and third meeting the researcher taught them without treatment. In the last meeting the researcher took the score of post-test.

So, the researcher got the results of pre-test and post-test from the students of control class. It showed in the table below



Table 4.6
Students' Speaking Score of Control Class

No	Nama	Score	
		Pre-Test	Post-Test
1.	Afifah Cahya Kusuma D	50	62,5
2.	Agus Tri Setiawan	42,5	60
3.	Alfian Wahyuningtyas	50	60
4.	Amalia Budiarti C	50	60
5.	Auryn Lucretya Najwa	42,5	47,5
6.	Bayu Agus Setiaji	40	47,5
7.	Bayu Bima Saktia	40	52,5
8.	Deri Andreano	40	47,5
9.	Dwi Afifatun Nisa	50	65
10.	Eko Bagus Febrianto	40	42,5
11.	Hazira Nur Faizah	75	65
12.	Imam Ridlo'i	50	62,5
13.	M. Bachtiar Danuaji	42,5	65
14.	Mujahidin	42,5	65
15.	Nandrika Vio Sastya P	50	57,5
16.	Ridho Miftachus S	50	57,5
17.	Rizky Fajar Adisaputro	40	47,5
18.	Siti Endang Nurtri P	75	62,5
19.	Sofia Dyah Ayuningtyas	50	60
20.	Tri Wahyu Novriyanto	40	52,5
	Total	960	1.140
	Mean	48	57

Based on the table above, it can be seen that the highest pre-test score of control class was 75, while the lowest pre-test score was 40. The highest post-test of control class was 65, while the lowest post-test score was 42.5. Then, the mean score of pre-test was 48, and post-test was 57. The result of students' score in experimental class could be seen in the following table

Table 4.7
Frequency Distribution of Pre-Test in Control Class
 Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.0	6	30.0	30.0	30.0
	42.5	4	20.0	20.0	50.0
	50.0	8	40.0	40.0	90.0
	75.0	2	10.0	10.0	100.0
Total		20	100.0	100.0	

Based on the table above, it can be seen that there were various kind of students' pre-test speaking score in control class. There were 30% or 6 students who got score 40, 20% or 4 students who got score 42.5, 40% or 8 students who got score 50, and 10% or 2 students who got score 75. It was clearly explained in the following histogram

Figure 4.7
Histogram for Pre-Test in Control Class

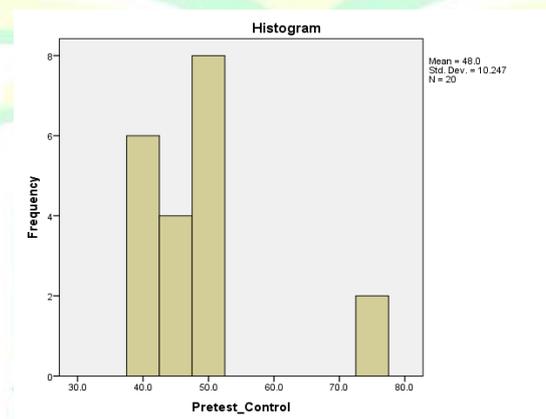


Table 4.8
Frequency Distribution of Post-Test in Control Class
 Posttest_Control

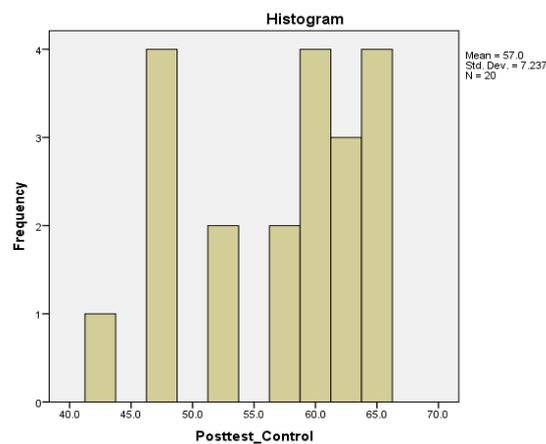
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.5	1	5.0	5.0	5.0

d	47.5		4	20.0	20.0	25.0
	52.5		2	10.0	10.0	35.0
	57.5		2	10.0	10.0	45.0
	60.0		4	20.0	20.0	65.0
	62.5	108	3	15.0	15.0	80.0
	65.0		4	20.0	20.0	100.0
	Total		20	100.0	100.0	

Based on the table above, it could be seen that there were various kind of students' post-test speaking score in control class. There were 5% or 1 student who got score 42.5, 20% or 4 students who got score 47.5, 10% or 2 students who got score 52.5, 10% or 2 students who got score 57.5, 20% or 4 students who got score 60, 15% or 3 students who got score 62.5, and 20% or 4 students who got score 65. It was clearly explained in the following histogram

Figure 4.8

Histogram for Post-Test in Control Class



C. Data Analysis

1. Assumption Test

a. Normality Test

Normality test is used to know the data from both group is normal or not, which examined comes from the population or distribution.⁷⁷ In this research, the researcher was used Kolmogorov-Smirnov by using SPSS 23 version program. To know the results of calculation is normal or not, it can be calculated with Kolmogorov Smirnov. If t-value was lower than t-table ($t\text{-value} < t\text{-table}$), the data is normal. The value of Kolmogorov Smirnov table for N = 22 (for experimental class) and N = 20 (for control class) at 5% level significance is 0,294.⁷⁸

The calculation of normality test by using Kolmogorov Smirnov can be seen in the following table

1) Experimental Class Normality Testing

Table 4.9
Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Experimental_Class
N		22
Normal Parameters ^{a,b}	Mean	63.068
	Std. Deviation	4.5599
Most Extreme Differences	Absolute	.249

⁷⁷Tony Wijaya, *Analisis Data Penelitian Menggunakan SPSS Untuk Skripsi, Tesis, dan Disertasi Disertai Contoh-Contoh Penelitiandan Interpretasi Output SPSS*, (Yogyakarta: Universitas Atma Jaya, 2009), 126.

⁷⁸RetnoWidyaningrum, *Statistika*, (Yogyakarta: PustakaFelicha, 2016), 204-208.

Positive	.249
Negative	-.164
Test Statistic	.249
Asymp. Sig. (2-tailed)	.001 ^c

a. Test distribution is Normal.

From the calculation above, it showed that the value of Sig. (2-tailed) was 0.001. It was smaller than the value of $t_{table}(0.001 < 0.294)$. It could be concluded that the data of experimental class was normal.⁷⁹

2) Control Class Normality Testing

Table 4.10
Control Class Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Control_Class
N		20
Normal	Mean	57.000
Parame	Std. Deviation	7.2366
ters ^{a,b}		
Most	Absolute	.211
Extreme	Positive	.155
Differenc	Negative	-.211
es		
Test Statistic		.211
Asymp. Sig. (2-tailed)		.020 ^c

a. Test distribution is Normal.

From the calculation above, it showed that the value of Sig. (2-tailed) was 0.020, it was smaller than the value of $t_{table}(0.020 < 0.294)$. It could be concluded that the data of control class was normal.⁸⁰

⁷⁹*Ibid*, 204-208.

b. Homogeneity Test

Homogeneity test is used to know the equality of the populations with compare between two or more groups.⁸¹

The calculation of homogeneity test by using SPSS 23version program can be seen in the table below

Table 4.11
The Homogeneity of Variances

Test of Homogeneity of Variances

X

Levene Statistic	df1	df2	Sig.
.040	1	40	.519

Based on the calculation above, it can be seen that the value sig. was 0.519. It means that the value sig. was higher than α ($0.519 > 0.040$). So, it can be conclude that the data was homogeneous.⁸²

2. Testing Hypothesis

After the researcher was testing the normality and homogeneity, then the researcher testing the hypothesis with compare the value of post-test experimental and post-test control class.

According to Syofian that H_0 was accepted if $t_{table} > t_{calculation}$ (t-test).⁸³The researcher used T-test to analyze the data by using SPSS 23 program. The calculation results as follow

⁸⁰*Ibid*, 204-208.

⁸¹*Ibid*, 212.

⁸²*Ibid*, 218.

⁸³Syofian Siregar, *Metode Penelitian Kuantitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual dan SPSS*, (Jakarta: Kencana, 2013), 160.

Table 4.12
The Mean Score of Experimental and Control Class

Group Statistics

Y	N	Mean	Std. Deviation	Std. Error
				Mean
Experimental	22	63.068	4.5599	.9722
Control	20	57.000	7.2366	1.6182

From the table above, the result of the table showed that the students' mean score of experimental class (who were taught by Corrective Feedback Strategy) is 63.068. While, the students' mean score of control class (who were not taught by using Corrective Feedback Strategy) is 57.

Table 4.13
The Calculation of T-Test Independent Sample Test

Independent Samples Test										
		Levenes Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
X	Equal variances assumed	6.598	.014	3.283	40	.002	6.0682	1.8484	2.3325	9.8039
	Equal variances not assumed			3.215	31.481	.003	6.0682	1.8877	2.2205	9.9159

From the table above, according to Retno, it can be seen that the result of ttest was 3.283, and degree of freedom was 30. The value of significance 5% of table of db = 31 was 2.04. The researcher formulates the hypothesis to interpret the data above as follow

Ho: there is a significant difference score between students who were taught by corrective feedback strategy than students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.

Ha: there is no significant difference score between students who were taught by corrective feedback strategy than students who were not taught by corrective feedback strategy of the eighth grade students at SMPN 2 Jetis, Ponorogo in academic year 2018/2019.

The result of the research showed that the result t_{test} was 3.283 and value of t_{table} with $df = 31$ was 2.04. It means that the value of t_{test} was higher than t_{table} ($3.283 > 2.04$).⁸⁴

So, H_0 was accepted. It can be concluded that there was a significant difference score in speaking skill for the students who were taught by Corrective Feedback Strategy and who were not taught by Corrective Feedback Strategy.

D. Interpretation and Discussion

In English, there are four language skills in language teaching that are reading, listening, writing, and speaking. From those skills, speaking is the most important skill because most of them are interested to learn it.⁸⁵ Speaking is the one of interactive process of developing meaning that include producing, receiving, and processing information. In this sense, the ability to speak another language is not that simple; it needs to know the nature and characteristic of spoken language, which is required very complex skills and knowledge of its language

In English class, speaking is the important skill to communicate with others. But, in fact, students are still lacking in their speaking ability. Every students have different skill to speak English. They have their own problems of it.

Likewise condition at SMPN 2 Jetis, based on the observation condition which conducted by the researcher that the eighth grade students have some problems in

⁸⁴*ibid*, 153-158.

⁸⁵ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 1991), 120

speaking, especially in pronunciation. They miss pronounce an English words. They said that they could not pronounce it, and they considered English is difficult.⁸⁶

To solve the problem based on the researcher found, the researcher attempt to use Corrective Feedback Strategy to improve students' speaking skill. Ellis (2009) said that corrective feedback is when a feedback is given to correct students' error utterances.⁸⁷

The researcher gave corrective feedback in every wrong word or sentence that is made by the students based on guidelines and method or types of corrective feedback strategy which has existed on the theory.

Corrective feedback have positive and negative effects on students' learning. On the positive effect, feedback on students' language errors can provide an input for students and promoting the acquisition process. On the other hand, too much feedback could give negative effect to the students. They will feel too controlled. So, they cannot develop their abilities to communicate with foreign language.⁸⁸

In this discussion the researcher tries to answer the hypothesis that corrective feedback strategy is effective in teaching speaking of the eighth grade students at SMPN 2 Jetis in academic year 2018/2019. In this interpretation the researcher compared the result of ttest with ttable.

According to Syofian that H_0 was accepted if $t_{table} > t_{calculation}$ (t-test)⁸⁹. The researcher used T-test to analyze the data by using SPSS 23 program. The result of the research showed that ttest is 3.283 and value of ttable of db = 31 was 2.04. It means that the value of ttest was higher than ttable ($3.283 > 2.04$).⁹⁰

⁸⁶ Observation on 9th September 2018.

⁸⁷Nurmiati, "Teacher's Corrective Feedback Strategies on Students' Speaking Performance and Students' Perception toward Corrective Feedback," (*An Article: Tanjungpura University Pontianak, 2017*), 1. <https://media.neliti.com/>

⁸⁸AnitPranita Devi, "Teacher's Corrective Feedback on Students' Spoken Errors in an EFL Classroom," (*Journal of The 61 TEFLIN International Conference, UNS Solo 2014: Indonesia University of Education, 2014*), 1127. <https://core.ac.uk/>

⁸⁹Syofian Siregar, *Metode Penelitian Kuantitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual dan SPSS*, (Jakarta: Kencana, 2013), 160.

⁹⁰Retno Widyaningrum, *Statistika*, (Yogyakarta: Pustaka Felicha, 2016), 153-158.

It can be concluded that there was a significant difference score in speaking skill for the students who were taught by Corrective Feedback Strategy and who were not taught by Corrective Feedback Strategy.



CHAPTER V

CLOSING

A. Conclusion

From the result of the data analysis, it can be concluded that Corrective Feedback Strategy was effective in teaching speaking. It was because there was significance score on students' speaking skill who were taught by using Corrective Feedback Strategy of the eighth grade students at SMPN 2 Jetis in academic year 2018/2019. The result of this research was the mean of post-test in experimental class was 63.06, while the mean in control class was 57. It means that the mean score of post-test in experimental class was better than control class. By using T-test the result showed that value of T-test was 3.283. This score is higher than table ($3.283 > 2.04$) in significant 5% with $db = 31$. So, it can be concluded students who were taught by using Corrective Feedback Strategy have a higher score than students who were not taught by using Corrective Feedback Strategy of the eighth grade students at SMPN 2 Jetis in academic year 2018/2019.

B. Recommendation

The researcher gives some recommendation based on the result above as follow

1. For English Teachers

The teacher should use an innovative and creative strategy for teaching English. So, the students do not feel bored when teaching learning English. Teachers can provide corrective feedback strategy to teach their students because this strategy allow the teachers to correct students' speaking as well as possible. So, the students know what their mistakes are.

2. For the Students

The researcher hopes the students have a high motivation to improve their speaking skill. With apply Corrective Feedback Strategy, the researcher hopes that after they are corrected they will not do the same mistakes in the next meeting. Not only corrected in

their pronunciation, vocabulary, and grammar, but in speaking, they must understand what they say.

3. For the Next Researcher

The researcher hopes, the result of this study can be used as reference or basic information to do further investigation and more improve this strategy in the class, especially in teaching speaking.



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P O N O R O G O