

Appendix 1

TRANSLATION

Verse	Translate
Qur'an Surah Ali Imran: 159	“So by mercy from Allah [O Muhammad], you were lenient with them, and if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah, indeed, Allah loves those who rely [upon Him]

Appendix 2

CLASSROOM OBSERVATION GUIDELINE

1. How does the teacher give feedback in speaking? Straightforward or right after?
2. How does the teacher describe the students' language competency (strengths and weaknesses) through feedback?
3. Does the teacher give feedback to the students individually or collectively?
4. Does the teacher give direct information about language, by stating a rule or by giving an example?
5. Does the teacher give comments related to the students' learning process in speaking?
6. Does the teacher motivate the students to improve their speaking when giving feedback?
7. Are the students able to find their own mistakes in speaking?
8. Is the teacher's feedback in speaking clear, helpful, objective, encouraging, and proportional?
9. How does the teacher apply each type of feedback?
 - a. Explicit correction
 - b. Recast
 - c. Repetition
 - d. Elicitation
 - e. Metalinguistic feedback
 - f. Clarification request

Appendix 3

OBSERVATION GUIDELINE TRANSCRIPTS

No	Types of corrective feedback	Yes/ No	Frequency	Data
1	Explicit correction	Yes	23	<p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce "<i>Than</i>"</p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce "<i>Smaller</i>"</p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce "<i>Ate</i>", <i>not</i> [et] But [eit]</p> <p>The teacher gave corrective feedback to appearance kedua with correcting students' mispronunciation when they pronounce "<i>Was</i>", [wəs] not [was]</p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce "<i>Night</i>", [nait] not [naig] The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce "<i>Great</i>", not [gret] but [greit]</p> <p>The teacher gives corrective feedback with correcting students' appearance<i>took wudhu then playing. Playing</i> itu bermain, kalau shalat baru <i>praying</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce "<i>Dawn</i>", [dɔn] not [dausn]</p> <p>The teacher gives corrective feedback with</p>

				<p>correcting students' mispronunciation when they pronounce <i>"Want"</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>"Tonight"</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>"Magazine"</i></p> <p>The teacher gives corrective feedback with the correct students' answer in directly <i>"yang benar itu artinya menemani"</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>Typing</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>Sure</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>"Difficult"</i>, not [difikul] but [difəkʌlt]</p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>"Practice"</i>, not [praktis] but [præktis]</p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>"found"</i>, not [fon] but [fəʊnd]</p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when they pronounce <i>"Bought"</i>, [bɔt] not [bog]</p> <p>The teacher gives corrective feedback with the correct students' answer in directly <i>"bukan seeing tapi seen"</i></p> <p>The teacher gives corrective feedback with correcting students' mispronunciation when</p>
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				<p>they pronounce “<i>Arise</i>”</p> <p>The teacher gives corrective feedback with correcting students’ mispronunciation when they pronounce “<i>Became</i>”</p> <p>The teacher gives corrective feedback with correcting students’ mispronunciation when they pronounce “<i>Bargain</i>”</p> <p>The teacher gave corrective feedback directly by explaining the layout of students’ error “<i>jika menggunakan kata went maka tidak lagi menggunakan kata go</i>”</p>
2	Recast	Yes	6	<p>The teacher gave corrective feedback directly with repeat the wrong sentences in to the right one “<i>my house is bigger than Fadli’s house and Fdli’s house is smaller than my house</i>”</p> <p>The teacher gave corrective feedback directly with repeat the wrong sentences in to the right one “<i>I read the Koran</i>”</p> <p>The teacher gave corrective feedback directly with repeat the wrong sentences in to the right one “<i>I am studying English</i>”</p> <p>The teacher gave corrective feedback directly with repeat the wrong sentences in to the right one “<i>I am reading novel</i>”</p> <p>The teacher gave corrective feedback directly with repeat the wrong sentences in to the right one “<i>I am eating nugget</i>”</p> <p>The teacher gave corrective feedback directly with repeat the wrong sentences in to the right one “<i>I went to the beach</i>”</p>
3	Clarification	Yes	1	<p>The teacher gave corrective feedback to the student with asking to trigger their correct answer “<i>are you sure?</i>”</p>

	Request			
4	Metalinguistic Feedback	Yes	4	<p>The teacher gave questions related to the well-formedness of the student's utterance "class, yang benar cara pengucapannya Thæn or Ten?"</p> <p>The teacher gave questions related to the well-formedness of the student's utterance "<i>Class is it true to say, do you read last night?</i>"</p> <p>The teacher gave questions related to the well-formedness of the student's utterance, Class, is it true to say "<i>I writing English last night</i>"?</p> <p>The teacher gave corrective feedback to the student with gave instructions so that the students' answer correctly "<i>wrote itu verb ke dua dari write</i>"</p>
5	Elicitation	Yes	3	<p>The teacher gave corrective feedback to the student with asking to trigger their correct answer with ask the student completing the teacher's sentence "<i>and what are you doing?</i>"</p> <p>and then how do you say '<i>Prepare</i>' Khusnul?</p> <p>The teacher gave corrective feedback to the student with asking to trigger their correct answer with ask the student completing the teacher's sentence "I"</p>
6	Repetition	Yes	1	<p>The teacher gave corrective feedback with repeat the answer student but only in incorrect part not at all "<i>eat? Ate. I ate fried chicken.</i>"</p>

Appendix 4

FIELD NOTE

Field Note 1

Selasa, 22 Agustus 2017

pkl. 12.30-13.50

Based on the observation on August 22nd 2017, the teacher start with greeting and the researcher is pleased to sit between the students. The teacher checked the student's attendance and then she started to give explanation about material that day which is comparison and gave the example.

Example: positive: Ana is as clever as Ani

Comparative: Anggi is fatter than Tanti

Kori's house is smaller than Diaz's house

After the teacher finish gave explanation and example, she asks the students to make a sentence about comparison and memorized it and then come forward to practice it and brought the object example.

After 15 minutes, the teacher asks some students to come forward.

Student1: This book (book1) is bigger than this book (book2) and this book (book2) is smaller than this book (book1)

When practicing the sentence, there are some pronunciation errors made by student 1 which is the pronunciation of "Than (Thæn)" to "Ten" then "Smaller (smɔller)" becomes "smaller"

The teacher then gives feedback after the student1 finished practicing it by correcting the mispronunciation of students in saying the 2 words directly (Than and Smaller), then the teacher asked the next student to come forward to practice the sentence.

Student2 : This worksheet is bigger than this book and this book is smaller than this worksheet

In practicing the sentence made by student2 he practiced the sentence with a halt and there was one word that was wrong in the way of pronunciation as Than said to Ten.

After student2 finishes practicing the sentence, the teacher gives corrective feedback directly about mispronunciation to the student by asking questions to other students. "Class, Thæn or Ten?" Then the students immediately answer Thæn. Then the teacher calls the next student to come forward.

Student3 : This pencil is shorter than this ruler and this ruler is taller than this pencil

Student3 is very fluent in practicing the sentence and there is no mistake he made. Next the teacher calls one more student to come forward.

Student4: My house is very big than Fadli's house and Fadli's house is smaller than my house

Student4 is very fluent in practicing the sentence but there is an error in comparative sentence making. Should use bigger words but students use the word very big.

Then the teacher gives corrective feedback to the students by repeating the wrong sentence into the correct form (My house is bigger than Fadli's house and Fadli's house is smaller than my house).

The teacher asks all the students to repeat the words the teacher mentions as "Than, smaller, bigger, taller and shorter"

The bell alert sounds before the end of the lesson, the teacher assigns the students to make a dialogue about daily activities and the teacher explains a little about the material. Then the teacher asks the students, 'Do you understand?' The students replied, "Yes". Teacher ended the day's lesson by praying together.

Greet.

Field Note 2

Jumat, 25 Agustus 2017

Pkl. 09.45-11.05

Based on the observation on August 25st 2017, The teacher enters the class with the researchers, the researchers sit on the middle bench among the students. The teacher greets and checks student attendance by calling student name one by one.

Furthermore, the teacher reminded the assignment given at the previous meeting. "Ok, have you finished making your dialog? Now, who will be the first to perform in front of the class? "The

students are rowdy and there are some students who reply," not yet, 5 minutes longer, please. "Another student said," just choose one, ma'am ", " just follow the absent, ma'am". The teacher responded, "why not finish yet? You have done the task a few days ago. Ok, I give you 5 minutes to prepare your dialogue task. Ok now please sit in pairs according to your dialogue partner ".

5 minutes elapsed. "OK students, are you ready?" The students replied, "Yes" The teacher asks the students to collect a copy of their task then the teacher starts calling the student's name to come forward. "Elsa and Saras please go forward".

Two students came forward and then practiced the dialogue they made. The teacher watched as she took notes in her little book.

Saras : Hello, may I ask you?

Elsa : Ok, no problem. What is that?

Saras : What are you usually do after school?

Elsa : Well, I usually change my cloth first but yesterday, I eat first because I'm so hungry

Saras : Haha, and what are you doing?

Elsa : I'm checking my message box in my cellphone.

Teachers give feedback on the appearance of 2 girls "Yes, it is quite fluent" then the teacher directly give corrective feedback to one student named Saras. "Ok saras, please re-read the sentence that there are words What are you doing?" Then the teacher triggered the students to say the correct sentence by asking the students to complete the teacher's greeting sentence. "And what are you doing?" Students immediately replied, "Now" then the teacher justify mispronunciation made by Elsa. The teacher writes the word ADD on the board and asks Elsa to read it. Then Elsa read the "/ et /" teacher directly justify mispronunciation. Not / et / but

Next the teacher appoints the students who sit next to the researcher. "OK Aldi and Husen please" The appointed students then progress and practice their dialogue. Because their voices are less harsh, the teacher admonishes them. "Louder please, let's get even louder, so friends behind you can hear it"

Aldi : What do you read last night?

Husen : I read Dibawah Lindungan Ka'bah Novel

Aldi : Do you finish read it?

Husen : Yes

Aldi : How was the story?

Husen : It is fantastic, Buya Hamka, the writer was a great man

The teacher praised Aldi and Husen, "good job, but there are still some errors. Class, is it true to say 'Do you read last night?' Some students replied, "No" there is one student replied, "Did you read last night" the teacher replied, "ok, well. Why use 'did', not 'do'? "The student replied" because past tense "the teacher replied," ok, good students ". Then the teacher justifies the pronunciation of students directly as wƏz, not was, / nait / not / naig / and / greit / not / gret /.

"Well for others who have not advanced, we continue next week because many are making dialogue outside of the topic. So for the next week do not make any mistakes to make the dialogue and do not forget to learn how to read it even though there was speaking that is still wrong pronunciation, but it is quite important that you must confidence. OK, see you next week, do not forget, do not get wrong anymore make the dialogue "student responded,"yes, ma'am". The teacher closes the lesson with greetings and pray together. Teacher gives corrective feedback by provoking the students to utter the correct sentence by asking the students to complete the sentence in the teacher's utterance

Field Note 3

Selasa, 29 Agustus 2017

Pkl 12.30-13.50

Based on the observation August 29th 2017, the researcher enters along with the teacher. As usual, the teacher greets, asks for the students' condition and checks student attendance.

The teacher asks the homework in the previous meeting, "Are you finished your homework?" Student replied, "yes, ma'am". The teacher asks the students to continue the practice of the dialogue they have made, before the teacher asks the students to move forward, the teacher asks the students to collect copies of the tasks they create. Then, the teacher writes 4 names of students on the board to practice their dialogue (Khusnul and Nurus, Siti Maisarah and Risna Sari). The teacher calls students named Khusnul and Nurus to practice their dialogue.

Nurus : Hi, Khusnul.

Khusnul : Hello, Nurus.

Nurus : What do you do after you get up in the morning?

Khusnul : after I get up, I wash my face, take wudhu then playing

Nurus : What else?

Khusnul : I prepare my books, after that, I take a bath then I have breakfast. How about you?

Nurus : after I get up, I always check my phone, then after around 5 minutes, I go to the bathroom and wash my face, take wudhu and praying at 6 o'clock, I take a bath and then are not too different with you.

Khusnul : don't you prepare the books?
Nurus : I always prepare my books on the night before
Khusnul : Great.

The teacher gives corrective feedback to the student's performance "Ok, good After I get up, I wash my face, take wudhu then playing, playing is 'bermain', if 'berdoa', just praying. How do you say this word, Khusnul? "The teacher wrote "prepare", the students read it / pripar /," anyone can justify? "Some students replied / pri'pær /. The teacher said "What was it?", Khusnul replied, "pri'pær".

Two further students came forward practicing their dialogue.

Risna : Hi, sarah

Sarah : Hi Risna

Risna : What are you doing after school?

Sarah : after coming home from school, I immediately help my mother to prepare food for lunch and then had lunch together. After that, I take a nap and in the afternoon, I went to the Koran

Risna : you are so diligent kid. When is your time to study?

Sarah : I usually study in the morning around 3 am until dawn. And you?

Risna : Almost as much as you. After school I have lunch and take a nap. In the afternoon, I play around the house

Sarah : study?

Risna : I study before sleep, about 8 pm every night.

The teacher praises the two girls "very good, but there is one sentence that confuses me," I went to the Koran, what is your mean, Sarah? Sarah replied "it means I'm going to read Qur'an ". The teacher responds to "Ok, I see" the teacher directly provides corrective feedback by repeating the sentence with the correct form "I read the Koran". Then the teacher directly justifies the mispronunciation of students in saying the word Dawn / dOn / not / daun /. Then the teacher asks the students to repeat the word the teacher saying.

After the students have finished the dialogue, the teacher explains the material for the next meeting where the oral test of present continuous and simple past where the teacher asks and the student answers. The teacher gives an example of "What are you doing? Then the answer I am reading newspaper. What did you do last night? I watched TV with my family ". Then the teacher gives 1 more example to one of the students. "What are you doing, Yusefa?" The student

replied, "I am study English". The teacher gives corrective feedback by repeating the wrong sentence to the correct form. "I am studying English". The teacher asks "why use studying instead of study?" One student replied, "because the present continuous, ma'am where the verb is plus -ing". "OK, good"

When the lesson has been finished, before the end of the lesson, the teacher asks the students to learn again at home about the present continuous and past tense so that in the next meeting they can smoothly answer questions from the teacher.

As usual, before going home the students pray together.

Field Note 4

Selasa, 30 Agustus 2017

Pkl. 12.30-13.50

Based on the observation August 30th 2017, the researcher enters the classroom with the teacher, then the teacher say hello and then call the students name one by one to check the attendance.

The teacher begins to ask the students "anyone remember what we are going to learn today?" One student answered "oral test, ma'am". Then the teacher explained a bit about today's lesson "are you ready?" The students responded to "no" the classroom atmosphere began to rowdy. "You must be ready". The teacher begin to give questions to some students randomly.

T: what are you doing, M.Fadli?

S: What is the English of "saya sedang menulis", ma'am?

T: Don't you know?

S: I am reading a Novel.

T: I am writing a Novel

Teachers directly give feedback to students by repeating the student's wrong sentence into the correct form "I am writing a novel". Then the teacher asks the other.

T: what did you buy last night, kharisma?

S: cookies

T: I?

S: I bought cookies

The teacher gives corrective feedback directly by triggered the student to answer with the correct form "I?" Then the student replied with complete sentence and uttering haltingly "I bought cookies". The teacher then asks the other students questions.

T: what did you write last night, Risna?

S1: I write English last night

T: is it true to say I writing last night?

S2: no, it musn't 'writing' but "wrote"

T: that is right Jannah.

The teacher gives corrective feedback directly by asking the other students "is it true to say I write last night?" Then the teacher gives question to the other.

T: what are you reading, Nurus?

S: I am reading English book

T: ok good

Then the teacher gives question to the other.

T: where did you go last night, Reza?

S: I went go to uncle house

T: If you used 'went', it is unnecessary to add 'go'

The teacher gives feedback directly to students' answer structurally "If you used 'went', it is unnecessary to add 'go' ". Furthermore, the teacher gives question to the other.

T: what are you eating know, Aldi?

S: I am eat nugget

T: I am eating nugget

The teacher give corrective feedback directly by repeating students' answers to the correct form. Furthermore, the teacher gives question to the other students.

T: what did you eat last night, Rizky?

S: I eat fried chicken

T: eat? Ate, I ate fried chicken

The teacher give corrective feedback directly by repeating students' answers to the correct form but only on the wrong part "Eat? Ate, I ate fried chicken ". Furthermore, the teacher gives question to the other students.

T: where did you go last holiday?

S: I went the beach

T: I went to the beach

The teacher give corrective feedback directly by repeating the students answer the correct form "I went to the beach" then the teacher asks questions to other students and they average answered correctly.

The bell rang, the teacher ended the lesson by giving feedback to the students "ok good, it is fine if you still make a mistake sometimes, studied again about the present continue and simple past tense at home"

As usual before going home students pray together.

Field note 5

Selasa, 5 September 2017

Pkl. 12.30-13.50

Based on the observation September 5th 2017 The researcher enters the class with the teacher, greetings, asks for news and checks the student's attendance by calling one by one the students.

The teacher immediately asks the students to open the LKS page 20 and ask the students to see the text in the box.

Katrin

Just want to inform you, I can't come to your house tonight to do the wall magazine project as we have planned. My grandmother has just come and she wants me to accompany her to my aunt's house. I will meet you at school tomorrow.

Then the teacher asks one of the students to read the text with a loud voice, "please read the text". After the students finish reading the text, the teacher directly justifies some of the wrong vocabulary and pronunciation like 'want, tonight, magazine'. Then the teacher asks the students to repeat the word the teacher saying. After that the teacher asks the students to interpret the text together. "Accompany, what does it mean?" One student replied, "mendatangi, is it right, ma'am?" The teacher responds to the student's answer by directly justifying the answer from the student "it is 'menemani'".

Next, the teacher asks the students to go to the next page and appoint students to practice the dialogue in the LKS in pairs, "ok please open page 21"

Leni : Titi, it's already 12.15. What about having lunch now?

Titi : You go first. I am still busy with my work.

Leni : What are you doing, dear?

Titi : I am still typing the English article. Mr. Sumadi asked me to finish it tomorrow before 12.00

Leni : Are you sure about it?

Titi : I'm definitely sure. You go first.

Leni : All right then. I'll go first and I'll have lunch with Tommy.

Titi : What?!

Teachers directly correct mispronunciation students when they say word already {}, typing {}, definitely {}, right {}, sure {}.

The teacher appoints two more students to practice the dialogue in the LKS. "Ok, now I need two boys to practice the dialogue B". both appointed students practiced the dialogue.

Hendra : Making an article is quiet difficult, isn't it?

Rudi : Well, I'm not sure about it. Mr. Tito told me that as long as we often practice and never give up, writing an article isn't difficult.

Hendra : You'd better be sure about it.

Rudi : Well, let's prove it. Whose opinion is the correct one! You or Mr. Tito! Deal?

Hendra : Deal!

Teachers directly provide feedback to students who conduct the dialogue. "Ok good boys, but there are some errors in pronunciation that you say like word difficult { } not difikul, practice { } not praktis".

Then the teacher writes some vocabulary on the board like definitely, sure, difficult, practice and the teacher asks the students to read it together and asks them to remember how to pronounce it.

Before ending the lesson, the teacher briefly explains the material for the next meeting, where the teacher asks the students to learn the V3 on page 24. "On page 24 we will learn about present perfect tense where wearing V3 or past participle". Then the teacher asks students to learn V3 which is in the dictionary which in the dictionary there is a regular and irregular word.

Then the teacher asks, "what is regular verb?" One student replied, "the arranged word, ma'am" the teacher responded, "ok good, so regular is an arranged word, like studied - studied where V2 and V3 are the same form. If the irregular is dis arranged like the word go - went - gone. Well so for lesson tomorrow, I will mention the V1 and you replied the V3 ". Then the teacher gives homework to students about regular and irregular.

The bell rang and the students were getting ready to go home, as usual, before the students went home, they praying together.

Greet.

Field note 6

Jumat, 8 september 2017

09.45-11.05

Based on the observation September, 8th 20117, the teacher enter the class with the researcher, the teacher greets and ask the condition of students, then teachers begin to check the attendance by calling one by one.

The teacher asked students about today's lesson, whether students ready for today's learning "are you ready?" There are some students answered "yes" and some reply "not yet". Then the teacher explains a little learning today "ok, when I say the V1 and the appointed student must answer the V3" students responded "ok, ma'am". The teacher began pointing at the very end of the bench

T: what is past participle of study?

S: studied.

T: ok good

Then the teacher pointed the other.

T: what is past participle of do?

S: done

T: good

Then the teacher pointed the other.

T: what is past participle of speak?

S: speaking

T: speaking?????

S: spoken, ma'am

T: ok

The teacher respond to students' answers by giving corrective feedback by asking students to triggered students to correctly answer "speaking?" And the students respond with hesitant "spoken, ma'am". Then the teacher appoints another student.

T: what is past participle of write?

S: wrote

T: wrote is V2 form

S: written, ma'am

Teachers directly give corrective feedback to the students by giving clues the students can answer correctly "wrote is V2 form" then the students directly justify the answer "written, ma'am". Then the teacher appoints another student.

T: what is past participle of Find?

S: Found

T: The pronunciation is not /fon/ but /faund/

Then the teacher appoints another student

T: what is past participle of buy?

S: bought

T: The pronunciation is not /bog/ tapi /...../

The teacher directly provide feedback by justifying mispronunciation of students "/ bog / not //". Then the teacher appoints another student.

T: what is past participle of grow?

S: grown

T: good

Then the teacher appoints another student.

T: what is past participle of walk?

S: walked

T: good

Then the teacher appoints another student.

T: what is past participle of speak?

S: spoken

T: good

The teacher concludes the question "ok, 10 questions is enough. Some students start rowdy because they feel happy that do not turn to give the question. Then the teacher asks the students to calm down and ask the students to go to page 24 and ask the students to read together.

Regular Verbs:

Bargain	Bargained	Bargained	Menawar
Believe	Believed	Believed	percaya
Calculate	Calculated	Calculated	Menghitung

Carry	Carried	Carried	Membawa
Defend	Defended	Defended	mempertahankan
Display	Displayed	Displayed	Memamerkan

Irregular Verbs:

Verb Base (V1)	Verb Past (V2)	Past participle (V3)	Meaning
Arise	Arose	Arisen	Membangunkan
Become	Became	Became	Menjadi
Blow	Blew	Blown	Bertiup
Feel	Felt	Felt	Merasa
Forgive	Forgave	Forgiven	Memaafkan
Get	Got	Got	Mendapatkan
Give	gave	Given	Memberi
go	Went	gone	Pergi

The teacher directly justifies mispronunciation of students when saying the words Arise, Became, Bargain.

The bell rang, then the students got ready to go home.

As usual before going home the students pray together and the teacher closes the lesson with greetings.

Appendix 5

INTERVIEW GUIDELINES

FOR TEACHER

1. Apa latar belakang pendidikan ibu dan sudah berapa lama ibu mengajar di sekolah?
2. Seberapa sering Ibu memberi feedback speaking kepada para siswa?
3. Kesalahan apasaja yang sering dilakukan siswa ketika pembelajaran speaking?
4. Ada berapa jenis corrective feedback yang ibu pakai diantara 6 jenis feedback ini?
 - a. Explicit correction
 - b. Recast
 - c. Repetition
 - d. Elicitation
 - e. Metalinguistic feedback
 - f. Clarification request
5. Corrective feedback apasaja yang sering ibu gunakan ketika mengoreksi kesalahan siswa?
6. Bagaimana Ibu mengoreksi kesalahan speaking para siswa? (jawaban bisa lebih dari satu)
7. Apa tujuan ibu memberikan feedback dalam speaking kepada siswa?
8. Apakah Ibu menggambarkan kemampuan bahasa para siswa (kelebihan/kekurangan mereka) lewat feedback yang Ibu berikan?
9. Bagaimana cara Ibu memberikan feedback dalam speaking kepada siswa?
10. Menurut Ibu apakah siswa menjadi lebih termotivasi dalam speaking dengan feedback yang Ibu berikan dibandingkan dengan nilai yang mereka dapatkan?

11. Apakah ibu memberikan komentar yang berbeda terhadap siswa yang kemampuan speakingnya tinggi dan yang kemampuannya rata-rata?
12. Apakah salah satu tujuan Ibu dalam memberikan speaking feedback untuk mengarahkan siswa agar mereka bisa menemukan/memperbaiki kesalahan mereka sendiri (autonomous learner)?
13. Apakah feedback yang ibu berikan dalam speaking objektif?
14. Apakah menurut Ibu speaking feedback yang Ibu berikan cukup jelas bagi para siswa?
15. Setelah mendapatkan koreksi speaking, apakah para siswa termotivasi untuk memperbaiki kesalahannya?
16. Ketika mendapatkan koreksi dari Ibu, apakah apakah hal tersebut mengganggu proses penuangan ide siswa dalam speaking?

Appendix 6

INTERVIEW TRANSCRIPTS

Code:

R: researcher

T: Teacher

Day/Date : Tuesday, August 22, 2017

R : permisi bu, bisa minta waktunya sebentar untuk interview?

T : iya mbak, mau tanya apa?

R : apa latar pendidikan ibu, dan sudah berapa lama ibu mengajar di sekolah ini?

T : saya lulusan S1 Bahasa Inggris dari Universitas Kediri Jawa Timur, saya mulai mengajar disini sejak tahun 2015, jadi sudah sekitar 2 tahun saya mengajar di sini.

R : ibu sering gak memberi feedback kepada siswa?

T : ya lumayan sering mbak

R : eemmmmm kira-kira kesalahan apa ya bu yg sering dilakukan siswa saat pembelajaran speaking?

T : biasanya siswa sering salah di pronounciationnya mba, dan terkadang salah di grammarnya juga, kalau misalnya saya suruh membuat dialog.

R : eemmm gitu ya bu. Bagaimana cara ibu mengoreksi kesalahan speaking siswa? (Sambil memberi daftar pernyataan tentang cara memberikan corrective feedback sbb)

- ✓ langsung menunjukkan bagian speaking siswa yang salah dan memberitahu bentuk yang benar (explicit correction)
- ✓ mengulangi kalimat salah yang diucapkan oleh siswa tetapi dalam bentuk yang benar (recast)
- ✓ meminta siswa untuk mengulangi ucapan salahnya tetapi dalam bentuk yang benar (clarification request)
- ✓ meminta siswa untuk mengulangi ucapannya jika saya tidak mengerti dan memintanya untuk menjelaskan kalimat atau kata yang dimaksud agar saya mengerti dengan apa yang dimaksud siswa (clarification request)

- ✓ memberi petunjuk bahwa ada yang salah dalam ucapan siswa sehingga siswa dapat membenarkannya sendiri (metalinguistic feedback)
- ✓ memancing siswa untuk mengucapkan kalimat yang benar dengan meminta siswa melengkapi ucapan saya (elicitation)
- ✓ mengulangi ucapan siswa dalam bentuk yang benar tetapi hanya pada bagian yang salah, bukan keseluruhan (repetition)

T : biasanya langsung di benarkan, karena ketika siswa melakukan kesalahan langsung dikasih tau salahnya dimana dan meminta siswa untuk mengulanginya lagi, terkadang juga mengulang kalimat siswa yang salah kebentuk yang benar, dan terkadang saya juga memancing anak tersebut agar anak itu merasa gk kalau dia salah.

R : jadi ada berapa jenis corrective feedback yang ibu gunakan diantara 6 corrective feedback yang sudah kita bahas tadi?

T : recast, explicit correction, elicitation, metalinguistic feedback, dan terkadang repetition and clarification request juga si mbak.

R : jadi kira-kira ada 4 jenis ya bu yang sering ibu gunakan?

T : gk juga si mbak, yang lebih sering itu explicit correctin.

R : alasannya kenapa bu ko' ibu lebih sering menggunakan explicit correction?

T : karena anak-anak lebih sering melakukan kesalahan di pronunciationnya mb', jadi saat mereka melakukan kesalahan dalam penyebutan kata saya langsung membenarkan bagian yang salah agar mereka dapat langsung membenarkan kesalahan mereka dan mereka juga cepat paham saat saya memberi coreksian secara langsung.

R : jadi gitu ya bu. sebenarnya tujuan ibu dalam memberikan feedback kepada siswa itu untuk apa bu?

T : agar kemampuan speaking siswa meningkat dan mereka termotivasi untuk terus meningkatkan speaking mereka.

R : Terus ibu menggambarkan kemampuan bahasa para siswa nggak Bu lewat feedback yang Ibu berikan? Misalnya Ibu memberi tahu kelebihan dan kekurangan mereka dalam speaking gitu Bu.

T : Iya mbak.

R : Kenapa Bu alasannya?

T : Ya agar siswa jadi lebih termotivasi dengan kemampuan mereka mbak.

- R : Terus cara Ibu buat memberikan feedback dalam speaking kepada siswa gitu satu per satu atau secara kolektif Bu?
- T : Dua – duanya mbak tergantung keadaan. Kalau ada siswa yang melakukan kesalahan gitu kadang langsung saya kasih feedback kepada yang bersangkutan terus biasanya nanti kesalahan – kesalahan tersebut saya bahas bersama – sama secara klasikal jadi saya ngasih speaking feedbacknya juga kolektif mbak.
- R : menurut ibu apakah siswa lebih termotivasi dalam speaking dengan feedback yang ibu berikan dibanding dengan nilai yang mereka dapatkan?
- T : iya mbak, mereka lebih termotivasi.
- R : apakah ibu memberikan komentar atau feedback yang berbeda terhadap siswa yang memiliki kemampuan speaking yang tinggi dengan siswa yang memiliki kemampuan speaking yang rendah?
- T : kadang berbeda, anak yang kemampuannya lebih tinggi kadang mereka saat diberikan feedback langsung mengerti, seperti contoh kita koreksi dengan clarification request mereka langsung sadar letak kesalahan mereka, kalau siswa yang memiliki kemampuan rendah kadang di beri koreksian menggunakan clarification request mereka tetap tidak menyadari apa kesalah mereka, jadi kalau untuk siswa yang kemampuannya lebih rendah terkang di berikan koreksian menggunakan recast, explicit correction, ya seperti itu lah mbak tergantung kesalahan siswa.
- R : kesalahan apa si bu yang sering muncul dalam speaking siswa yang sering ibu koreksi?
- T : lebih sering di pronunciation si mbak, terkadang ada juga di grammar.
- R : dalam mengajar itu apakah feedback yang ibu berikan kepada siswa secara objective atau subjective?
- T : secara objective mbak
- R : menurut ibu speaking feedback yang ibu berikan cukup jelas untuk siswa?
- T : iya, menurut saya cukup jelas, karena setiap kali saya memberi feedback kepada mereka, mereka mengerti dan memahami apa yang saya jelaskan.
- R : setelah mendapatkan koreksian dari ibu, apakah para siswa termotivasi untuk memperbaiki kesalahan mereka?
- T : iya mereka termotivasi
- R : contohnya bu?

T : ya seperti contoh kesalahan-kesalah yang sering muncul pada diri siswa itu setelah di koreksi mereka jarang melakukan kesalahan itu lagi, walaupun terkadang masih terulang, dan kita bisa liat dari hasil nilai mereka juga.

R : terus ketika mendapatkan koreksian dari ibu, apakah siswa terganggu dalam menuangkan ide mereka dalam speaking?

T : saya rasa tidak mbak.

R : ya sudah bu, cukup sekian interview nya, terimakasih banyak bu atas waktunya

T : iya sama-sama mbak.











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SURAT KETERANGAN

Nomor: 1732/In.01/III.2.q/06/2017

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Robbiatul Adawiyah
N I M : 1301240845
Jurusan/Prodi : PBI
Alamat : Ds. Tegalrejo RT. 24/I Kecamatan Kelumpang
Hilir kab. Kotabaru Kalimantan Selatan

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi
yang berjudul:

**TEACHER'S FEEDBACK IN SPEAKING ACTIVITIES AT NINTH
GRADES OF MTs TSABIILUL MUTTAQIIN**

Pada Hari/Tanggal : Selasa, 13 Juni 2017

Tempat : Ruang 2.23

Demikian surat keterangan ini dibuat, untuk dipergunakan
sebagaimana mestinya.

Banjarmasin, 13 Juni 2017

Ketua



Norlana, M.Ag, M.Pd

NIP. 197109171998032002



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SURAT RISET

Nomor: B-4604/Un.20/III.2/TL.00/08/2017

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Robbiatul Adawiyah
Nomor Induk Mahasiswa : 1301240845
Semester : VIII (Delapan)
Alamat : Jl. Ingub No.118 RT.31 RW.02 Kel. Kuripan Kec. Banjarmasin Timur, Banjarsin
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi Sarjana dengan Judul :

**CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES AT THE NINTH GRADERS OF MTs
SABIILUL MUTTAQIIN KELUMPANG HILIR KOTABARU SOUTH KALIMANTAN**

Tempat yang dituju : MTs Sabilul Muttaqin
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 21 Agustus 2017
Sampai dengan tanggal : 21 Oktober 2017

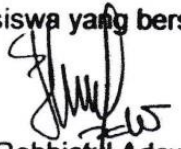
Demikian Surat Riset ini diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Plh. Wakil Dekan Bidang Akademik dan Kemahasiswaan
Wakil Dekan Bidang Administrasi Umum,
Perencanaan dan Keuangan



Drs. Saadillah, M.Pd
NIP. 196405201992031006

Mahasiswa yang bersangkutan,


Robbiatul Adawiyah
NIM. 1301240845



Nomor
Pendaftaran

163

BLANKO PERUBAHAN JUDUL SKRIPSI

Yang bertanda tangan di bawah ini menerangkan :

N a m a : Robbiatul Adawiyah
N I M : 1301240845
Fakultas : Tarbiyah dan Keguruan Banjarmasin
Jurusan : PAI/PBA/PBI/PMTK/KI/PGMI/PGRA*)

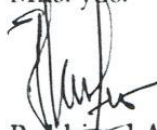
bahwa judul skripsi yang bersangkutan tidak terjadi/mengalami *) perubahan dari :

Judul Semula : CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES AT THE
NINTH GRADERS OF MTS SABIILUL MUTTAQIIN KELUMPANG
HILIR KOTABARU SOUTH KALIMANTAN

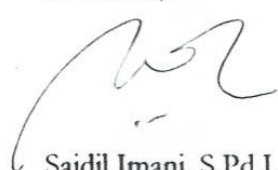
Menjadi : CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES OF THE
NINTH GRADERS AT MTS SABIILUL MUTTAQIIN KELUMPANG
HILIR KOTABARU SOUTH KALIMANTAN

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Menyetujui
Mhs. ybs.


Robbiatul Adawiyah
NIM. 1301240845

Banjarmasin, 2 Februari2018
Sekretaris,


Saidil Imani, S.Pd.I, M.Pd
NIP.

Keterangan :

1. Blanko ini diisi dua rangkap
 - satu untuk Sub Bagian Akademik dan Kemahasiswaan untuk penulisan judul pada transkripsi nilai
 - satu untuk arsip mahasiswa yang bersangkutan
2. Diserahkan paling lambat 3 (tiga) hari setelah ujian skripsi dilaksanakan, setelah itu ketidaksesuaian judul pada transkripsi nilai tidak menjadi tanggung jawab fakultas.

*) = coret yang tidak sesuai



SURAT IZIN PENELITIAN

Nomor : 1840/Kk.17.13-2/PP.00/08/2017

Kepala Kantor Kementerian Agama Kabupaten Kotabaru, Memberikan Izin Riset/ Penelitian Kepada:

Nama : Robbiatul Adawiyah
NPM : 1301240845
Jurusan/Program Studi : Pendidikan Bahasa Inggris / S1

Berdasarkan Surat Plh. Wakil Dekan Bidang Akademik dan Kemahasiswaan, Wakil Dekan Bidang Administrasi Umum, Perencanaan dan Keuangan Universitas Islam Negeri Antasari Nomor : B-4604/Un.20/III.2/TL.00/08/2017 tanggal: 21 Agustus 2017 tentang Izin Riset/ Penelitian dalam rangka Pengumpulan data untuk penyusunan Skripsi dengan Judul:

" CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES AT THE NINTH GRADERS OF MTS SABIILUL MUTTAQIIN KELUMPANG HILIR KOTABARU SOUTH KALIMANTAN "

Lama Penelitian 2 (Dua) bulan terhitung mulai 22 Agustus 2017 sampai dengan 08 September 2017 ,dengan lokasi Penelitian MTs Sabilul Mutaqiin Tegal rejo Kecamatan Kelumpang Hilir Kabupaten Kotabaru.

Selanjutnya kepada MTs Sabilul Mutaqiin Tegal rejo sebagai lokasi dan objek penelitian agar dapat bekerjasama dalam memberikan data dan informasi demi tercapainya tujuan dalam penelitian ini.

Demikian surat Izin Riset/ Penelitian ini kami berikan, untuk dipergunakan sebagaimana mestinya.

Kotabaru, 31 Agustus 2017
Kepala Kantor Kementerian Agama
Kabupaten Kotabaru,



Drs. H. Salman, MM
NIP 196104011992031001



YAYASAN PENDIDIKAN SABIILUL MUTTAQIIN
MTs.SABIILUL MUTTAQIIN

Jl. A.Yani KM 296 Desa Tegalrejo Kecamatan Kelumpang Hilir Kabupaten Kotabaru Kode Pos 72182

Email: mts.sabiilulmuttaqin@gmail.com

SURAT REKOMENDASI

Nomor : 054/MTs-SM/KP/VIII/2017

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Sabilul Muttaqin :

Nama : Drs. Abdul Rokhim, MM
NIP : 19680214 199802 1 003
Pangkat/Golongan Ruang : Permbina, IV/b
Jabatan : Kepala Madrasah
Unit Kerja : MTs. Sabilul Muttaqin

Memberikan Rekomendasi kepada :

Nama : Robbiatul Adawiyah
NIM : 1301240845
Tempat Tanggal Lahir : Kotabaru, 22 Desember 1994

Untuk melakukan Riset /Penelitian dalam rangka mengumpulkan data untuk penyusunan Skripsi dengan judul ***"CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES AT THE NINTH GRADERS OF MTs. SABIILUL MUTTAQIIN KELUMPANG HILIR KOTABARU SOUTH KALIMANTAN"***

Demikian Surat Rekomendasi ini dibuat, untuk dipergunakan sebagaimana mestinya.



Tegalrejo, 21 Agustus 2017
Kepala Madrasah,

Drs. Abdul Rokhim, MM
NIP. 19680214 199802 1 003



YAYASAN PENDIDIKAN SABIILUL MUTTAQIIN

MTs.SABIILUL MUTTAQIIN

Jl. A. Yani KM 296 Desa Tegalrejo Kecamatan Kelumpang Hilir Kabupaten Kotabaru Kode Pos 72182

Email: mts.sabiilulmuttaqin@gmail.com

SURAT KETERANGAN

Nomor : 055/MTs-SM/KP/IX/2017

Yang bertanda tangan di bawah ini, Kepala Madarasah Tsanawiyah Sabilul Muttaqin :

Nama : Drs. Abdul Rokhim, MM
NIP : 19680214 199802 1 003
Pangkat/Golongan Ruang : Permbina, IV/b
Jabatan : Kepala Madrasah
Unit Kerja : MTs. Sabilul Muttaqin

Menerangkan bahwa :

Nama : Robbiatul Adawiyah
NIM : 1301240845
Tempat Tanggal Lahir : Kotabaru, 22 Desember 1994

Telah melakukan Riset /Penelitian dalam rangka mengumpulkan data untuk penyusunan Skripsi dengan judul ***"CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES AT THE NINTH GRADERS OF MTs. SABIILUL MUTTAQIIN KELUMPANG HILIR KOTABARU SOUTH KALIMANTAN"*** di MTs Sabilul Muttaqin Desa Tegalrejo.

Demikian Surat Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.



Tegalrejo, 8 September 2017

Kepala Madrasah,

Drs. Abdul Rokhim, MM

NIP. 19680214 199802 1 003

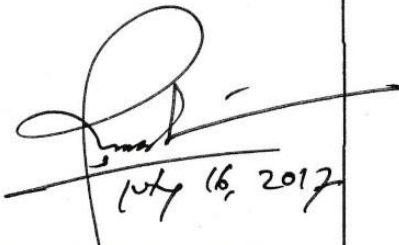


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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Robbi'atul Adawiyah
2. N I M : 1301240895
3. Program Studi : PB
4. Judul Skripsi : corrective Feedback in speaking activities of ninth graders at Mts. Tsabtiul Muttaqin Kelumpang hulu district Kotakaru regency.
5. Dosen Pembimbing : 1). Rusnadi, S.Pd, I.Mpd, I, M.A
: 2). Nur ALFA Rahmah, M.pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<ul style="list-style-type: none">- Perbaiki Bab I, II, III- pahami lagi Theory Feedback- buat Interview guideline <div style="text-align: center;"> 14/16/2017</div>		

Catatan :

1. Setiap konsultasi, lembar catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembar baru yang masih kosong




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1. Nama Mahasiswa : ROBBIATUL ADANIYAH
2. N I M : 1301240815
3. Program Studi : PBI
4. Judul Skripsi : Corrective Feedback in speaking Activities
of Ninth Graders At MTS. Tsabirul muttakin
5. Dosen Pembimbing : 1). Rusnoli, S.pd, I, M. Pd, I, M.A
2) Nur Alfa Rahmah, m-pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
	<ul style="list-style-type: none">Perbaiki Lagi Interview guideline For EFL teachersnyaBuat pedoman observasi <div> 24-7-2012</div>		<p>Please pay attention to the proper citation guide</p> <p>Please read a lot theories about corrective feedback & speaking</p>

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

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1. Nama Mahasiswa : ROBBATUL ADANIYAH
2. N I M : 1301240845
3. Program Studi : PBI
4. Judul Skripsi : Corrective Feedback in speaking activities at the ninth graders of MTs Sabtilul Muttaziin Kotabaru South Kalimantan
5. Dosen Pembimbing : Rusnadi, Spd., I. M. Pd., M. A
: Nur Alfa Rahmah, M. Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Revise your language and language use for your Chapter IV.		Please revise your writing techniques
2.	Be focus on the data and the way of data collecting procedures.		
3.	Combine all the data in on description, and present them based on the research questions.		
4.	Don't jump into too early conclusion before analyzing the data correctly.		

Catatan :

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong

21 Nov. 2017

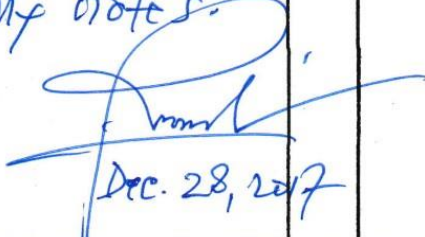


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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : ROBBIATUL ADAWIYAH
2. N I M : 1301240895
3. Program Studi : PBI
4. Judul Skripsi : CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES AT NINTH GRADERS OF MIS SABILUL MUTTAQIN
5. Dosen Pembimbing : 1) RUSNADI - S.Pd. I, M.Pd. I, MA
2) NUR ALFA RAHMAH, S.S., M.Pd
6. Catatan Konsultasi :

NO	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	you didn't really revise your thesis draft. The same problems are found in your thesis draft.		
2.	Revise your thesis questions objectives and etc.		
3.	Revise your findings and discussions, as well as the conclusion. Look at my notes.		
	 Dec. 28, 2017		

Catatan :

1. Setiap konsultasi, lembar catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembar baru yang masih kosong

CURRICULUM VITAE

Name : Robbiatul Adawiyah

Place and Date of Birth : Kotabaru, December 22nd 1994

Gender : Female

Religion : Islam

Nationality : Indonesia

Marital Status : Single

Address : Jl. In Gub No.118 rt 31 rw 11 kel. Kuripan kec.
Banjarmasin Timur Kota Banjarmasin

Education : a. SDN 1 Tegalrejo, graduated in 2007
b. MTs Sabiilul Muttaqin, graduated in 2010
c. SMAN 1 Kelumpang Hilir, graduated in 2013
d. S1 English Department, UIN Antasari Banjarmasin
Academic year 2017/2018

Organization : Sanggar Musik Antasari

Parents : a. Father's name : Muntaha
b. Mother' name : Ernawati

Siblings : a. Erviana c. Mi'rati Jaya Yanti
b. Muhammad Faqih d. Siti Rohmah

Banjarmasin, January 2018

The Researcher,

Robbiatul Adawiyah