

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



By

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ENGLISH DEPARTMENT
BANJARMASIN
2018**



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THESIS

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by

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2018


APPROVAL

This is to certify that *sarjana's* thesis of Robbiatul Adawiyah, Reg Number 1301240845 with the title: **CORRECTIVE FEEDBACK IN SPEAKING ACTIVITIES OF THE NINTH GRADERS AT MTS SABIILUL MUTTAQIIN KELUMPANG HILIR KOTABARU SOUTH KALIMANTAN**, has been approved by the thesis advisors for further approval by the board of examiners.


Banjarmasin, February 2018

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ABSTRACT

Robbiatul Adawiyah, 2018, *Corrective Feedback in Speaking Activities of the Ninth Graders at MTs Sabilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan*. Thesis, English Department Faculty of Tarbiyah. Advisor: (1) Rusnadi, S.Pd.I, M.Pd.I, MA (2) Nur Alfa Rahmah, S.S., M.Pd.

This research describes the Corrective Feedback in Speaking Activities of the Ninth Graders at MTs Sabilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan. The problems of this research are: What are the types of corrective feedback used by the teacher in the Corrective Feedback in Speaking Activities of the Ninth Graders at MTs Sabilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan? What are the types of corrective feedback most frequently used by the teacher in speaking activities of the ninth grades at MTs Sabilul Muttaqin Kelumpang Hilir Kotabaru South Kalimantan?

The aims of this research are (1) To know the types of corrective feedback used by the teacher in speaking activities of the ninth graders at MTs Sabilul Muttaqin (2) To know the types of corrective feedback most frequently used by the teacher in speaking activities of the ninth grades at MTs Sabilul Muttaqin.

The subject of this research is an English teacher and 30s students of class IX in MTs Sabilul Muttaqin. To collect the data, the researcher used several techniques i.e. observation and interview. Then all the data that has been collected was processed through editing, coding, tabulating, and interpretation. In the data analysis, the researcher used descriptive qualitative and made inferences with inductive methods.

The results of this study show that the teacher uses all types of corrective feedback from Lyster and Ranta (1999). Corrective feedbacks used by the teacher are Explicit Correction, Recast, Metalinguistic Feedback, Elicitation, Clarification Request, and Repetition. The type of corrective feedback most frequently used by the teacher in speaking activities is Explicit Correction, which can be seen when the teacher correct the mispronunciation of a word done by students directly. Explicit Correction given by the teacher makes students easier to understand their mistakes.

ABSTRAK

Robbiatul Adawiyah, 2018, *Umpan Balik Koreksian Dalam Kegiatan Berbicara Pada Siswa Kelas Sembilan di MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru Kalimantan Selatan*. Skripsi, jurusan Bahasa Inggris Fakultas Tarbiyah. Pembimbing: (1) Rusnadi, S.Pd.I, M.Pd.I, MA (2) Nur Alfa Rahmah, S.S., M.Pd.

Penelitian ini mendeskripsikan tentang umpan balik koreksian didalam kegiatan berbicara di kelas IX di MTs Sabiilul Muttaqin Kelumpang Hilir Kotabaru Kalimantan Selatan. Masalah-masalah dari penelitian ini adalah: apa saja jenis dari umpan balik koreksian yang digunakan oleh guru dalam kegiatan berbicara di kelas IX di MTs Sabiilul Muttaqin? Dan apa jenis umpan balik koreksian yang paling sering digunakan oleh guru didalam kegiatan berbicara dikelas IX di MTs Sabiilul Muttaqin?

Tujuan-tujuan dari penelitian ini adalah (1) untuk mengetahui apa saja jenis dari umpan balik koreksian yang digunakan oleh guru dalam kegiatan berbicara di kelas IX di MTs Sabiilul Muttaqin. (2) untuk mengetahui apa jenis umpan balik koreksian yang paling sering digunakan oleh guru didalam kegiatan berbicara dikelas IX di MTs Sabiilul Muttaqin..

Subjek dari penelitian ini adalah seorang guru bahasa inggris dan 31 siswa kelas IX di MTs Sabiilul Muttaqin. Untuk mengumpulkan data, penulis menggunakan beberapa teknik yaitu observasi dan wawancara. Kemudian semua data yang telah dikumpulkan diproses melalui pengeditan, mengode, menabulasi, dan interpretasi. Dalam analisis data, penulis menggunakan deskriptif kualitatif dan membuat kesimpulan dengan metode induktif.

Hasil dari penelitian ini mennjukkan bahwa guru menggunakan semua jenis umpan balik koreksian dari Lyster dan Ranta (1999). Umpan balik koreksian yang digunakan oleh guru diantara lain adalah Explicit Correction, Recast, Metalinguistic Feedback, Elicitation, Clarification Request, dan Repetition. Jenis umpan balik koreksi yang paling sering digunakan oleh guru didalam kegiatan berbicara ialah Explicit Correction, hal itu dapat dilihat ketika guru mengoreksi kesalahan pengucapan sebuah kata yang sering dilakukan oleh siswa/i secara langsung. Dengan pemberian Explicit Correction oleh guru, siswa/i merasa mudah dalam memahami kesalahan mereka.

MOTTO

**“YOU WERE GIVEN THIS HARD LIFE BECAUSE YOU ARE STRONG
ENOUGH TO FACE IT”**

- *Robbiatul Adawiyah* -

DEDICATION

This Thesis is dedicated for

My beloved and great parents Muntaha and Ernawati who always support me in all my activities, keep praying for me and give the meaningful advice for my successful future

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Robbiatul Adawiyah

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