

ABSTRACT

Allifah, Nunik. Student ID Number. 126203211058. 2025. *The Effectiveness of using Corrective Feedback on Students' Speaking Skill at the Eighth Graders at SMPN 3 Kalidawir Tulungagung.* Thesis. English Education Department. Faculty of Education and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. Dwi Astuti Wahyu Nurhayati, S.S., M.Pd.

Keywords: *the effectiveness, corrective feedback, speaking skills*

English serves as a global language that is vital for international communication. Speaking is an essential skill in English learning, but many students still face difficulties in their speaking abilities such as grammar, vocabulary, pronunciation, fluency, and comprehension. Based on the pre-experimental observations made prior to the research at SMPN 3 Kalidawir Tulungagung, it was found that students often do not receive revision or guidance when they make errors in speaking, which may hinder their progress in developing effective speaking skills. Corrective feedback is one of the techniques used in teaching speaking, as stated by Lyster and Ranta (1997) corrective feedback is pedagogical tool that prompts learners to notice their errors and modify their linguistic output. The purpose of this study is to measure the effectiveness of using corrective feedback on students' speaking skills at SMPN 3 Kalidawir.

The researcher focuses on research problem formulation: "Is the use of corrective feedback effective on the speaking skills of the eighth-grade SMPN 3 Kalidawir students?" This study used a pre-experimental design with a quantitative approach. The sample consisted of 28 eighth-grade students from class VIII-A. The instrument used in this research was an oral test. The researcher administered a pre-test to determine the students' initial speaking ability. Then, two times of treatments using delayed corrective feedback techniques were conducted. The treatment was conducted individually, where each student was asked to prepare and retell a narrative text independently in front of the class. Finally, a post-test was given to measure the impact of the treatments on the students' speaking skills. The data were analyzed using the paired sample t-test.

The results showed that the use of corrective feedback was effective in improving students' speaking skills. The students' average score increased from 57.14 in the pre-test to 78.43 in the post-test. The significance value was 0.001, which is lower than 0.05. It means there was a significant difference before and after the treatment. Therefore, corrective feedback can be used for the English teachers as an alternative optional technique to support the speaking skills development of the eighth graders junior high school.

ABSTRAK

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Keywords: *efektivitas, umpan balik, keterampilan berbicara*

Bahasa Inggris berperan sebagai bahasa internasional yang sangat penting dalam komunikasi global. Berbicara merupakan keterampilan utama dalam pembelajaran bahasa Inggris, namun banyak siswa masih mengalami kesulitan dalam kemampuan berbicara, seperti tata bahasa, kosakata, pengucapan, kelancaran, dan pemahaman. Berdasarkan hasil observasi pra-eksperimen sebelum penelitian di SMPN 3 Kalidawir Tulungagung, ditemukan bahwa siswa sering kali tidak mendapatkan revisi atau bimbingan ketika melakukan kesalahan dalam berbicara, yang dapat menghambat perkembangan keterampilan berbicara yang efektif. Corrective feedback merupakan salah satu teknik yang digunakan dalam pengajaran berbicara. Sebagaimana dinyatakan oleh Lyster dan Ranta (1997), corrective feedback adalah alat pedagogis yang mendorong peserta didik untuk menyadari kesalahan mereka dan memperbaiki keluaran bahasa mereka. Tujuan penelitian ini adalah untuk mengukur efektivitas penggunaan corrective feedback terhadap keterampilan berbicara siswa di SMPN 3 Kalidawir.

Penelitian ini difokuskan pada rumusan masalah: “Apakah penggunaan corrective feedback efektif untuk meningkatkan keterampilan berbicara siswa kelas VIII SMPN 3 Kalidawir?” Penelitian ini menggunakan desain pra-eksperimen dengan pendekatan kuantitatif. Sampel penelitian terdiri dari 28 siswa kelas VIII-A. Instrumen yang digunakan adalah tes lisan. Peneliti memberikan pre-test untuk mengetahui kemampuan awal berbicara siswa. Selanjutnya, dilakukan dua kali treatment menggunakan teknik delayed corrective feedback. Perlakuan dilakukan secara individual, di mana setiap siswa diminta untuk menyiapkan dan menceritakan kembali sebuah teks naratif secara mandiri di depan kelas. Akhirnya, diberikan post-test untuk mengukur dampak treatment terhadap keterampilan berbicara siswa. Data dianalisis menggunakan uji-T berpasangan (paired sample t-test).

Hasil penelitian menunjukkan bahwa penggunaan corrective feedback efektif dalam meningkatkan keterampilan berbicara siswa. Rata-rata nilai siswa meningkat dari 57,14 pada pre-test menjadi 78,43 pada post-test. Nilai signifikansi sebesar 0,001, yang lebih kecil dari 0,05, menunjukkan adanya perbedaan yang signifikan sebelum dan sesudah treatment. Oleh karena itu, corrective feedback