THE STUDENTS' PERCEPTION ON APPLYING SELF-CORRECTION IN SPEAKING SKILL

THESIS

Submitted by

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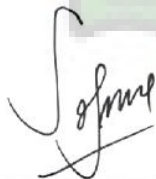NIM. 150203116

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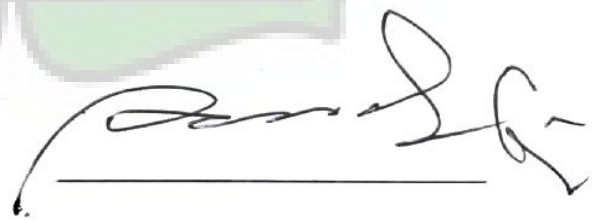
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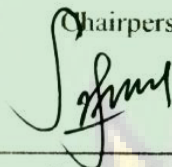for Bachelor Degree of Education in English Language Teaching

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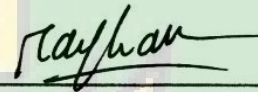6 Muharram, 1442 H

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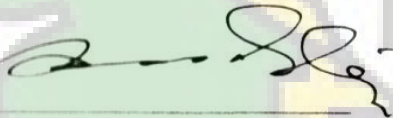Board of Examiners,

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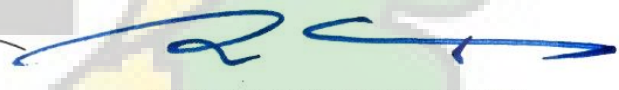
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"The Students' Perception on Applying Self-Correction in Speaking Skill"

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This study was designed to investigate the perception on applying self-correction among the first and the third year English Education Department students of UIN Ar-Raniry. The main objective was to find out whether self-correction can help students' in developing their speaking ability. The study employed quantitative research methods to find out the effect after self-correction used in speaking. The participants of this study were 100 students taking from two Basic Speaking classes and two English Presentation Skills classes. A survey questionnaire was used as a research instrument to investigate the effect of self-correction in speaking on students' speaking ability. The survey questionnaire provided 13 questions using likert scale questions. The data analysis used SPSS and it was analysed using descriptive statistics frequency. The findings of the study indicated that self-correction can help students' speakingin their learning since it is a useful technique to help them in developing their English speaking.
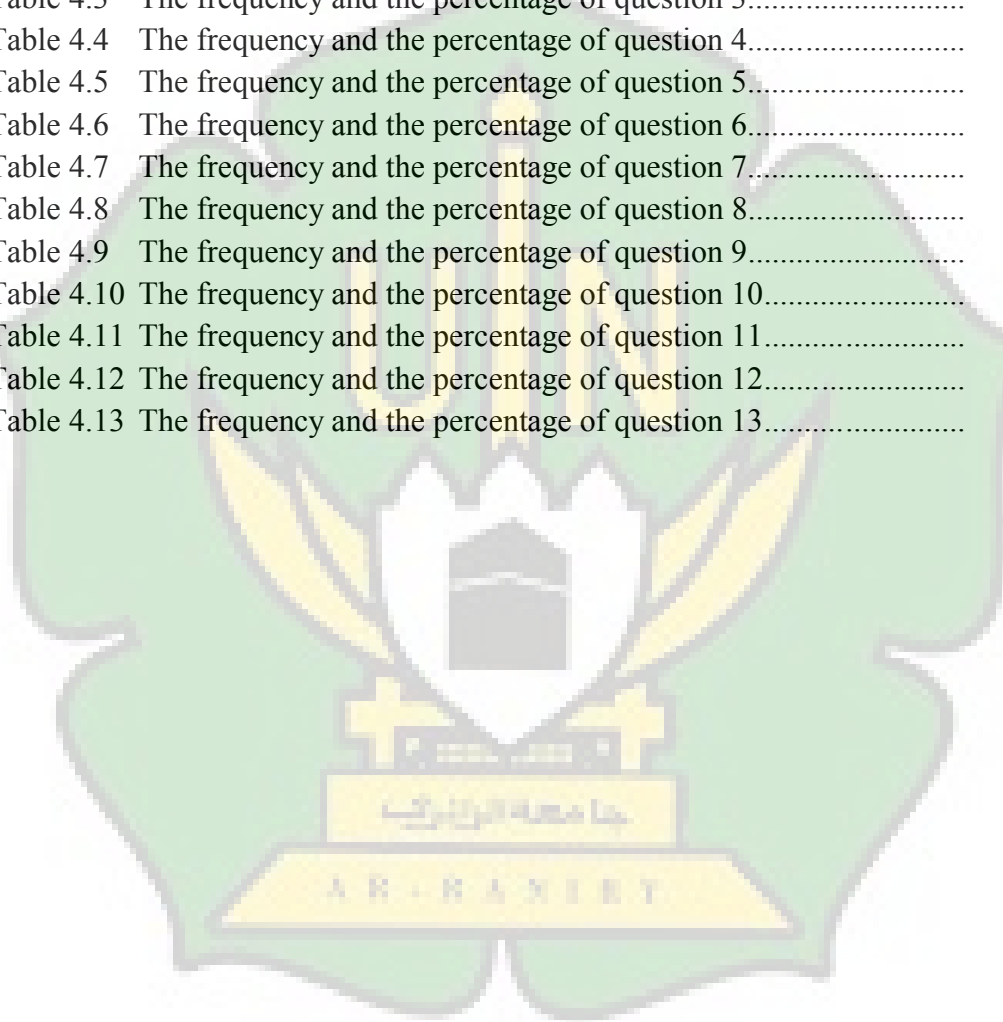
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CHAPTER 1

INTRODUCTION

A. Background of Study

Speaking is the process of sharing information through verbal communication. Further, speaking is the process of receiving, delivering, and processing information orally. According to Shabani (2013), speaking is a basic skill that is need to be acquired by learners. He further said that among four language skills, speaking is the most important skill to develop in learning the target language. In learning the English language, most researchers believe that speaking is one of the important English skills to learn since it is an activity that is used to communicate effectively with others, and it is considered influential in the professional level as stated by Pattanapichet & Chinaokul (2011).Effective communication means that speaking results benefits to the speaker, and the business matter as well, (Morozova, 2013). Öztürk & Gürbüz (2014) stated that speaking is the most productive skill, comparing to other skills; listening. reading, and writing.Therefore, speaking skillbecomes the main function of learning English by the English Foreign Language students.

In speaking, people produce words spontaneously that they do not have time to think unlike to write words on a paper, especially to speak in an informal situation. As the consequence, they generally makemistakes when they speak in spontaneity. It is an unavoidable affair by English Foreign Language (EFL)

learners, especially forthe first and the third semester students at the English Department of UIN Ar-Raniry Banda Aceh who were taking Basic Speaking and English Presentation Skills classes. Since they are English Foreign Language (EFL) learners, they must dorepeatedly the mistakes as they were performing with English language in their learning processes. However, correcting the mistakes in speaking is part of the English learning.Some students were not aware of the mistakes, some others were aware and just let it happened, yet some took initiative to correct the mistakes by themselves instead of their teacherscorrected it. At the time the students corrected it, they did self-correction which they corrected mistakes in their speaking by themselves.

Self-correction is one of a technique used to correct mistakes in language by one-self.It is an independent way that students can do in a learning process since they will reach the understanding of their language speaking when they can correct the mistakes by themselves in their speech.In short, Self-correction is the way one corrects mistakes during a speaking. English Foreign language learners tend to correct mistakes by themselves once they are aware of the mistakes.The learners should be motivated to correct their mistakes themselves so that they can become more independent and confident in developing a readiness to comprehend and process their mistakes, (Khosa, Sharif, & Malghani, 2016).

The phenomenon of self-correction is associated with grammar mistakes that has become one of the common problems in English speaking faced by English Foreign Language (EFL) students, especially for the first

semesterstudents at English Department of UIN Ar-Raniry who were taking Basic Speaking class. Taking the class is the first experience for them as university students atEnglish Department so that they need to put more effort to have a good command of speaking English.My own observation revealed that most of the students taking basic speaking class have not only poor in grammar when speaking English but they are lack of confidence as well. It generally occured due to afraid of making grammatical mistakes and getting judged by their friends.However, they considered it as a challenge for themselves to face their own problems. They sometimes helped each other to correct the mistakes of one-self while performing with English language in front of the class. Although, it was not always possible to do since it would intrude the performances of their friends.Hence, they should correct mistakes by themselves once they were aware of their own mistakes.

Then, the same problem occured at the third semester students of English Department in English Presentation Skills class. In this class, the learners were demanded to have a good communication skill. Therefore,besides creating the content of presentation to convey, the students also learnt how to deliver it in the right way; in correct grammar and spelling based on the language features including in speaking skill. Thus, the grammatical category became their main concern in speaking during the presentation because it included in the accuracy of language learning in which is part of oral skill's assessment.

Those were the example of a case occuring in EFL students at English Department of UIN Ar-Raniry. Bothclasses aimed to develop the students' oral communication skills. As the researcher observed, most students are not aware that they have self-corrected, or they even prefer to ignore their mistakes and they even just let the speech flows. Besides, many benefits are obtained by using self-correction in a learning such as building up students' confidence, developing students' responsibility so that they do not need others or their teachers to correct their own mistakes, and many more. Thus, by accustoming to do self-correction in the learning development, students are expected to be responsible for their own mistakes and even they are encouraged to correct the mistakes by themselves.

However, in the teaching-learning context, it is still discussed whether self-correction can make students speak the target language better or it can enhance their speaking proficiency. For this reason, the researcher chose those classes to find out the perception of students on applying Self-Correction inspeaking ability at English department of UIN Ar-Raniry.

B. Previous Studies

Some previous studies have been conducted to explore the phenomenon of Self-correction towards undergraduate students.

Khosa, Sharif, and Malghani (2016) investigated the frequency and the feature of English language that was mostly corrected by undergraduate learners in their speaking skills. The result of the research revealed that only 105 of the

total 280 of the mistakes were corrected by the students during speaking, and grammar was the category mostly corrected by them.

Another study was conducted by Mehboob, Baloch, &Ghilzai(2016), the participants of the research were undergraduate, graduate, and master students. The finding of the studywas reported that higher level was more able to identify and to correct errors instead of the lower level.

Moreover, Muskala (2016) in his research of The Role of Learner Self-Correction in Communicative Performance revealed that most students did a self-correction in their oral performance, and most self-correctionthey did were successful. The researcher also found that generally, the learners' self-corrections improved their oral performances.

Thus, based on some previous studies about the phenomenon of self-correction in speaking towards undergraduate students, the researcher conducted this study was to find out the perception of English Foreign Language (EFL) or undergraduatestudents' on applying self-correction in speaking at English Department of UIN Ar-Raniry Banda Aceh.

C. Research Question

This research delivered a research question based on the information of the background about Students' Perception on Applying Self-Correction in Speaking Ability. Therefore, this study has a research question:

1. Can self-correction help the students in developing their speaking ability?

D. Research Aim

Theaim of this study is to know the students' perception on applying self-correction inspeaking ability ofEnglish Department students in UIN Ar-Raniry Banda Aceh.

E. Significance of the Study

In this study, the researcherexpectedthat teachers can be a motivatorfor their students to increasetheir confident in conveying ideas in English speaking class.Self-correction should be a suggested technique for EFL students, especially in speaking class, therefore it can be a students' motivation to encourage themselvesbeingmore independent in developing a good comprehension in speaking, as stated by ESOL Examination (2012) that independent learners are more to succeed in studies than learners who are still dependent on their teachers.

F. Terminology

1. *Speaking Ability*

Speaking ability in this study refers to theability of English Department students of UIN Ar-Raniry in speaking English. One of the most important goals

of teachers is to enable learners to use English for communication, (Derakhshan, Khalili, &Beheshti, 2016).

2. *Self-Correction*

In this study, self-correction refers to the process of self-correction done by the first and the third semester students of English Department of UIN Ar-Raniry in speaking English. Self-correction is a technique using to correct mistakes by one-self.This study was conducted to know whether the technique of self-correction could help the students in developing their speaking ability. Self-correction is a student-centered learning strategy that increases the learners' linguistic competence, (Khosa, Sharif&Malghani, 2016).

CHAPTER 2

LITERATURE REVIEW

A. **Speaking**

1. *Definition of Speaking*

As mentioned in background of the study, Speaking is the process of sharing informations through verbal communication. In other words, speaking is to denote someone's ideas by delivering some words using mouth. Speaking is to create and share informationnot only about to use oral communication, but also non-oral symbols.Further, Sihem (2012) asserted that speaking is a complex process of delivering and receiving messages using verbal expressions that also involves non-verbal symbols such as gestures and facial expressions. He added that speaking is the process of interactive that involves creating and processing in getting information. The meaning and its form depend on its context that happens counted in the participants, the physical environment, the collective experiences, and speaking purposes. Thus, when speakers generate somewords and sounds, they give feelings, ideas and opinions. Speaking is believed to be the best skill to measure the language learning of learners, (Ashour, 2016). He further stated that:

"Speaking is the productive skill in which students utter words and sentences for specific purposes to convey certain messages using the

appropriate grammatical rules, vocabulary and score of formality with the atmosphere of confidence and comfort." (Ashour, 2016, p. 7).

In this regard, speaking skill can not be parted from listening skill because speaking is produced and developed by listening. In the learning of the English language use, people listen to words and then repeat them until they can produce it through their own mouth. For most English Foreign Language (EFL) learners, speaking the target language is difficult for them since speaking is one of the way people are associated with each other.The words they produce must be meaningful, and it consists of paralinguistic such as stress, pitch, and intonation, and non-paralinguistic such as gestures, facial expression, and body language, (Yegani & Jodaei, 2017).

Moreover, some researcherssuch as Derakhshan, Khalili, and Beheshti (2016) stated that speaking is a skill that produces two major categories: accuracy and fluency.Accuracy means people should have concern for the using of grammar, vocabulary and its fluency of speaking while fluency is the ability of being fluent to keep going the speaking. Therefore, it is important to speak fluently because when people attain the fluent level, it means that they speak clearly in the target language and they can make the interlocutor understands of what they are saying. De Jong et al (2015) stated in the second language research (L2) that proficiency is measured through oral fluency. Additionally, the way of speaking has an impact on oral fluency. Wang (2014) revealed three activities to

develop fluency in speaking: speaking activity, using a fluency technique, and forming automaticity. He further said that it is required to perform task repetition as a practice to improve both fluency and accuracy.

In fact, fluency and accuracy are unavoidable to achieve successful communication since those are related, (Kumar, 2013). Being fluent is not only to speak well without a long pause, but when people can pronounce the words of language well. When people are good at grammar and to use appropriate vocabularies in their speech, but they can not pronounce the words correctly, the interlocutors may misunderstand them even though they use the correct English sentences. Therefore, fluency and accuracy are necessary to combine and should be in speaking to improve the English speaking skill.

Speaking is not just to know the linguistic feature; linguistic feature of the message expanding verbal communication needs more than recollected grammatical comprehension and vocabulary, (Derakhshan, Khalili & Beheshti, 2016). Furthermore, courses and class materials are as the contrast that becomes to learn speaking as a hindrance. It is one of the reasonsthat most teachers rarely conduct a practice of speaking in the class.

Of all four English skills of the language, speaking is the most difficult skill since it is in real situation and it is done spontaneously, thusthe speaker can not revise the words he just said if he makes some mistakes unlike he writes on a paper. For instance, when someone is going to speak, the interlocutor is waiting

for him to speak and he does not have much time just to think what he is going to say. Therefore, it is natural to make mistakes in speaking since people do it in spontaneity and in seconds, while in writing, people can think the words they will use and they can erase them when it is needed.Infact, this is a common case that everyone naturally faces so that teachers have to accept many mistakes from their students because this is part of the learning process, (Şakiroğlu, 2020).

2. *The Importance of Speaking*

As one of the most important skills, speaking is developed and improved to reach the effectiveness of communication.Therefore, teachers should make more speaking activities to encourage students to speak that can improve the students' speaking ability. The teachers should also be a motivator to their students that speaking is important because people are said to be good at a language if they can use it for a communication. Further, it can make some advantages if people have a good command of communication or speaking. As stated by Husain (2013), Effective communication is necessary for the successful in the business organizations. For illustrate, speakingis as the achivements of any activity related to speaking such as job interviews, job training, and etc. Thus, communication skill is also needed as a criteria for job recruitment by means of interview since it is the most decisive part of recruiting an employement. Especially in the recent era, the job inteviewee usually would measure the candidate's skill through interview performance, (Rao, 2019).

However, English speaking is considered as the most difficult skill to learn since people must also learn the components of speaking skill to reach a successful communication. In this respect, Leong & Ahmadi (2017) said that learning English speaking is difficult because learners should know the significant components of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension. In short, when learning English speaking, learners should also learnthese components to enable them to communicate effectively with other people in a real life situation. They have to use English to communicate with them and ask them to use the same language. It is one of the ways to encourage the students to speak in English. If teachers want their students to be able to use the target language correctly and to speak fluently, learners should give the speaking ability into priority in their learning since they actively use the language in expressing meaning and feelings.

In fact, speaking skill is important for the learners of any language since speaking is a language skill that people frequently use to give or receive informations through words that they produce through mouth in their daily life. Speaking is important since people speak to each other in their everywhere and everyday of interactions. Most people prefer speaking to writing in conveying messages sincethe messages as well as intonation and emotions or feelings of the language are received faster so that misunderstanding toward the meaning of language can be avoided.People need to express by speaking skill when they have words of ideas and thoughts to be conveyed due to people's speaking determine

their expressiveness. According to Ashour (2014), speaking is the productive skill in which students utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules, vocabulary and score of formality with the atmosphere of confidence and comfort.

3. *Speaking Performance Characteristics*

In performing English speaking, learners need to pay attention to several things that are assessed. These are criteria that become the assessment in speaking skill, (Sihem, 2012):

a. Fluency

Fluency is the main characteristic of speaking ability. It is one of the important parts in language improvement since people will be considered capable of speaking when they can speak fluently. In the language assessment of oral skill, fluency is one of the ways to measure learners' speaking ability:

The ability of speaking fluency is often used to measure the success of students who learn a foreign language. The primary purpose in communication is how to make the listeners understood what the speaker is trying to express. (Ho, 2018, p.17)

In other words, fluency is the reason of learners' success in learning the target language. The teachers should motivate and encourage the students as well in developing their learning process. For example, the teachers give a chance to the students to express their ideas using their own words freely.

b. Accuracy

Accuracy is also the important part to achieve the success in learning the target language. Being able to speak fluently is not enough because the listeners will find it difficult to understand or even lose their interest whether they repeated mistakes during speaking. Moreover, it is important to pay attention to completeness and correctness in the target language form, (Sihem, 2012).

B. Self-Correction

In speaking, especially for non-native speakers such as EFL learners, making mistakes during speaking is an unavoidablething and they even often encountered. To overcome this, the learners need to correct them to avoid misunderstanding of the meaning in their speech. Because of those repeated mistakes, the learners can not always rely on others to help them correct their own mistakes. Therefore, they do self-correcting when they realize the mistakes they just made. As can be seen, self-correction is a way or one of the error-correction techniques that EFL learners use in their learning process. Correcting errors is important for students' skill development in language learning process as an input and corrective feedback for their learning. In addition, Uysal & Aydin (2017) found out in a study of EFL teachers' perception towards error-correction in speaking that error-correction is important for making a clear meaning. It is also believed that corrections make a

contribution to accuracy and fluency of the target language.Further, corrections are needed for leading learners in developing their language.

1. *Definition of Self-Correction*

Self-correction is the way someone corrects mistakes by himself without any help to correct from others. As stated by García & Martínez (2018) that self-correction is to correct the language form after gaining a corrective feedback from a teacher. They added that self-correction is regarded as independent learners that have self-regulation. It means when students make a mistake or error of grammar, pronunciation, etc., they correct it by themselves. According to Mehboob, Baloch, & Ghilzai(2016), for example, when a person speaks a second language, mistakes occur likely during a speech that can be of any type of grammatical mistakes, and then when that person during the speech rectifies the mistakes himself/herself, that is known as self-correction.

Moreover, the correction of mistakes will be more impressing for the students when they can find out the mistakes by themselves. As stated by TeachThis (2015) that students learn to realize their own mistakes and obtain a better awakening of the English language. Teachers should give motivation and confidence to their studentsto correct by their own since it can help them to take responsibility for their learning. However, some students may not recognise their own mistakes or understand how to do self-correction of the language. Away for teachers when they get their students' mistakes during speakingis to use phrases

like "Sorry?", "Could you say that again?" or "What was that?". The teachers indicate or give a clue that their students have made an error. Afterwards, the students must repeat what they just said with the correct word or in other words, they correct the mistakes. Sooner, the students will become accustomed to detect their own mistakes, and they become independent and more aware toward their learning.

Likewise, native speakers often do the common mistakes in their speaking. It means that making mistakes could occur to anyone, whether they are native speakers or non-native speakers. Making mistakes during speaking is not only because they do not have an understanding or knowledge of the target language, but it can happen due to a slip of the tongue. They can happen after a filled pause or after an unfilled pause. Self-correction happening both in the mother language and the second language have some similarity of characteristics, (Muskala, 2016). The mistakes include cases such as unwittingly using the incorrect words, telling an incorrect phone number, stating the wrong time, etc. When speakers correct their mistakes themselves, they usually use a short expression such as: *I mean...,* *What I means is...,* and *What I meant to say was...,* (Nestor, 2014). These are the examples of expression that can be used when starting to self-correct. Yet, sometimes people choose to directly change the incorrect phrase or words into the correct one, or start it with *Sorry...*

To sum up, self-correction is to correct mistakes by own self during speaking. It is the best way to develop learners' understanding toward the target

language both in linguistics and its meaning. Additionally, teachers' role is necessary to motivate and encourage students' language learning to correct their own mistakes since it is a part of students' learning process.

2. *Benefits of Self-Correction*

Self-correction inures students to listen to themselves in understanding the language they use both in its linguistic and its meaning. As stated by Khosa, Sharif & Malghani (2016) that self-correction takes an important role in monitoring the errors made by the students during speaking since it enables the students to pay a greater attention to form. Another researchers, Rana & Perveen (2013) stated that self-correction is speculated to invest feelings of self-sufficiency and success of learners, and also provide the opportunity to have an active role in their own learning. The learners will able to know their strengths and weaknesses. Likewise, the teachers get the understanding of their learners' abilities by using Self-Correction technique.Moreover, Copeland & Oliphant (2014) declared in a study,the technique of self-correction is to evolve proper teaching strategies to enhance Scholar students' ability to develop and understandtheir personal reflection. Self-correction helps the learners from their teacher's dependency in correcting their mistakes.It also makes learners be more independent that encourages them to find out their own mistakes and the way to correct it without assistance from their teacher.

In fact, self-correction makes learners to take their responsibility towards their own learning since their teacher can not always correct their every single mistake all the time. Furthermore, it can build students' self-confidence by accustoming themselves to correct their own mistakes because if the teachers do the self-correction for them, the students' confidence will decrease, and it even can hindrance them to continue their speaking due to being afraid of making mistakes. Self-correction can give students confidence and make them to be the judges toward their own performances, (Ahangari, 2014). Therefore, the students would be more confident if they do self-correcting because the corrections they did are not hardly noticeable.

Therefore, self-correction can increase learners' understanding and obtain the awareness of the language they learn. The learners do not only produce words of the language, yet they will get the understanding of what they are speaking because the more they can aware of their own mistakes, the more their understanding in the language increases.

3. *Types of Self-Correction*

Self-Correction has some types that determines one does self-correction or the way he corrects it, as revealed by Vercelloti & McCormick (2018) in their research that there are three types of Self-Correction: during-production corrections, post-performance correction, and abandoned utterances.Post production correction is focus on form: grammar; while during-production

correction is focus on meaning. Abandoned utterances resulted in during-production, it is when the speakers abandon their utterances due to mistakes (on-going production) and then start to utter again.

4. *Corrected Language Features*

In self-correcting, learners have a focus on the language they want to correct or the most language features the learners would correct during a speech. Learners' awareness toward their mistakes during a speech is different depending on their knowledge and comprehension about the target language.Khosa, Sharif & Malghani (2016) conducted a study that there are three features of language the students mostly corrected during self-correction process in their speaking; grammar, vocabulary and pronunciation. Grammatical category was the highest corrected feature of language by the students that was specified into three classes: syntax, tense, and preposition, the next category followed by vocabulary and better presentation, and the lowest corrected was pronunciation. Likewise, Sato & Takatsuka (2016) found in their research of the occurence and the success rate self-initiated self-repair (self-correction) by Japanese high school learners are due to grammar difficulty. It turns out the learners' lack of grammar was able to be a trigger to improve their self-repairs in learning the target language. However, in the previous research, Sato (2012) stated that the most category of self-corrected language feature Japanese high school learners faced was first language (L1) use, and then followed by grammar, phonological and lexical. In this case, the

Japanese learners corrected the speech after they uttered in their first language (Japanese) first. He further said that they preferred to state it first in Japanese to English, even though they did not have linguistic issues.

Another researcher, Vercellotti & McCormick (2018) revealed in their study that they found out three categories becoming the learners of L2's focus on self-correction attempts; meaning (lexical and expansion), Form (lexical, grammar, and pronunciation), and other (fluency and comment), while Uysal & Aydin (2017) revealed that there are three types or categories that was corrected in a spoken language; pronunciation, grammar and vocabulary. These were three categories that became a mainly concern for corrections in a spoken language.

Further, Mehboob, Baloch, & Ghilzai (2016) uncovered that some corrected errors done by under-graduate, post-graduate and master level students. Those are noun, tense, appropriate word, word order, preposition, article, adjective, and adverb. They also stated three reasons of the students did not correct their mistakes. First, the students could not recognize their own mistakes. The awareness on the students' own mistakes was low. Second, the students could recognize their own mistakes, but they could not correct them because of their lack of knowledge in that particular area. Last, the students believe that the mistakes would not disturb their speech performance, so that they bilittled the mistakes and considered it as an important thing to do although they could recognize and even correct them by the knowledge they have.

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study was designed to investigate the students' perception on applying self-correction in speaking ability at English Department of UIN Ar-Raniry, Banda Aceh. Thus, this study employed a quantitative research since it found out the effect after the using of self-correction. A quantitative researcher examined cause and effect relationship where the researcher would generalize the findings to larger population, (Daniel, 2016).

B. Research Sites and Participants

This study was conducted at English Department of UIN Ar-Raniry, Darussalam, Banda Aceh. The researcher would take classes that were related to speaking skill, in particular, the research would be held at Basic Speaking classes and English Presentation Skill classes to find out whether self-correction can help the students in developing their speaking ability. The main objective of the researcher selected the participants from Basic Speaking and English Presentation Skills classes wassince the students of both classes were required to deliver learning materials using English Speaking fluently and correctly. Therefore, Basic Speaking and English Presentation Skills classes were compatible to investigate as for self-correction since they have to concern about their speaking in an

appropriate English language when they were delivering the learning materials, thus they must be more aware of their mistakes.

The population of the study was the students who have takenBasic Speaking classes and English Presentation Skills classes totaling 100 students. They were the first and the third-semester students at English Department of UIN Ar-Raniry, Banda Aceh. For the sample,this researchutilizeda convenience sampling strategy taking all members of the population to be the participants. This is sampling driven by the feasibility and convenience of the selection process, (Bacon-Shone, 2015). The researcher employed this samplingsince it was easy to access the participants to takelarger participant.As stated by Etikan, Musa & Alkassim (2016) that convenience sampling is affordable, easy and the subjects are readily available.

C. Method of Data Collection

In this step, the researcher employeda survey questionnaire to collect the data. Besides its practicality and validity, a survey questionnaire was needed to gather the information in a large group of people. Further, survey questionnaire would be discussed more as follows:

Survey Questionnaire

A survey approach may be used to establish the prevalence or incidence of a particular condition.Young (2016) stated the aim of survey is to make a conclusion about population from surveying the sample from the population.

A questionnaire is written in many different ways, to be used in many different situations and with many different data-gathering media, (Brace, 2018). In addition, he further said that the questionnaire is the medium of communication between the researcher and the subject, although sometimes administered on the researcher's behalf by an interviewer.A questionnaire is a very convenient way of collecting useful comparable data from a large number of individuals. However, a questionnaire can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents.A questionnaire is used in sample surveys or censuses to elicit reports of facts, attitudes, and other subjective states.

Given the above, this study useda survey questionnaire for collecting information about students' employing of self-correction in speaking to find out if self-correction could improve students' speaking ability or not. In particular, the participants would be given a set of questionnaires for analyzing the respondents on their knowledge about self-correction in speaking, their awareness toward grammatical mistakes they made during speaking as well as the effect ofthey could grab after the using of self-correction, whether it improved the ability oftheir speaking after they corrected the mistakes by themselves.

The questions in the survey questionnaire of this study were provided in the following table 3.1. The survey questionnaire has three main questions that will answer the research question of this study: *I feel that my speaking gets fluent*

after I do self-correction in my learning process, Self-correction can help my understanding of spoken English, and *Self-correction is a useful technique to help me in learning English speaking.*

Table 3.1

List of questions in the survey questionnaire.

No	Questions
1	When I was speaking during my learning process, I made some mistakes in my speech
2	I often made mistakes in my speech during the speaking
3	I tended to focus on form when I was speaking, such as grammar, pronunciation, etc
4	I tended to focus on meaning when I was speaking
5	I pause my speech during speaking when I make a mistake and think of the corrected one before I correct it
6	I prefer to correct the mistakes by myself instead of my friends or teacher doing it
7	I realized when I made the mistakes during the speaking, and I decided to correct them by myself
8	I realized when I made the mistakes during the speaking, but I ignored the mistakes and preferred to just let the speech flow
9	I made the same mistakes several times during speaking
10	I would not correct the same mistakes of my speech since it would take

	time
11	I feel that my speaking gets fluent after I do self-correction in my learning process
12	Self-correction can help my understanding of spoken English
13	Self-correction is a useful technique to help me in learning English speaking

D. Methods of Analysis

In analysing the data, the researcherused SPSS to analyse quantitatively the data collected from a survey questionnaire in a google formand would be analysed using descriptive statistics frequency to show the frequency and the percentage of the participant in answering the questions.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter discussed findingsand discussion of the data analysis. The result of the data in the survey questionnaire of 100 participants of English department studentin UIN Ar-Raniry would be revealed through SPSS as mentioned in the previous chapter.

A. Findings from The Analysis of Data for Research Question

Result of Survey Questionnaire

The result of the analysis answered the research question of this studyabout the students' perception on applying self-correction in speaking ability. It would be explained in table 4.11, 4.12, and 4.13 as the three main questions answering the research question as mentioned in chapter three.

The survey questionnaire were distributed online in google form to students who had taken Basic Speaking Skills and English Presentation Skills at UIN Ar-Raniry, Banda Aceh. The survey questionnaire used likert scale type and consisted of 13 questions. The data analysis of the survey questionnaire are presented in the following frequency tables.

Table 4.1

Question 1: "When I was speaking during my learning process, I made some mistakes in my speech."

Options	Frequency	%
Strongly Agree	21	21%
Agree	62	62%
Neutral	9	9%
Disagree	1	1%
Strongly Disagree	1	1%
Total	100	100%

Table 4.1 shows the frequency and the percentage of question 1

Table 4.1 indicates that most students have made some mistakes when they were speaking in their learning process. It is revealed by the highest percentage in the table that 62 students (62%) agreed to have some mistakes in their performing, and 21 students (21%) chose strongly agree. Only a student (1%) chose disagree anda student (1%) chose strongly disagree that means they never make some mistakes in speaking during the learning. The rest is neutral with 9 students (9%) answered.

Table 4.2

Question 2: "I often made mistakes in my speech during the speaking."

Options	Frequency	%
Strongly Agree	23	23%
Agree	51	51%
Neutral	22	22%
Disagree	4	4%
Strongly Disagree	0	0
Total	100	100%

Table 4.2 shows the frequency and the percentage of question 2

Table 4.2 designates that 51 students (51%) agreed that they often made mistakes of speech during speaking. 23 students (23%) chose strongly agree, 22 students (22%) choosing neutral were not sure whether they often made mistakes in speaking or not, while only four students (4%) disagreed with the statement that means they seldom made mistakes in their speaking.

Table 4.3

Question 3: "I tended to focus on form when I was speaking, such as grammar, pronunciation, etc."

Options	Frequency	%
Strongly Agree	19	19%

Agree	37	37%
Neutral	38	38%
Disagree	4	4%
Strongly Disagree	2	2%
Total	100	100%

Table 4.3 shows the frequency and the percentage of question 3

Table 4.3 specifies that 38 students (38%) were hesitant or they were not sure to put a focus on form of the target language they were speaking. However, 37 students agreed with the statement that have a slightly different percentage 37% comparing to who answered neutral by 38 students(38%). Then, 19 students (19%) chose strongly agree, while only four students (4%) disagreed and two students (2%) strongly disagreed that they did not focus on form (grammar, pronunciation) while speaking.

Table. 4.4

Question 4: "I tended to focus meaning when I was speaking."

Options	Frequency	%
Strongly Agree	17	17%
Agree	57	57%
Neutral	24	24%
Disagree	1	1%

Strongly Disagree	1	1%
Total	100	100%

Table 4.4 shows the frequency and the percentage of question 4

Table 4.4 stipulates that many students focused on meaning when they were speaking with 57 students (57%) of choosing agree, and 17 students (17%) chose strongly agree. 24 students (24%) choosing neutral were not sure if they focused on meaning or not when they were speaking, while a student (1%) chose disagree and a student (1%) chose strongly disagree.

Table 4.5

Question 5: "I pause my speech during speaking when I make a mistake and think of the corrected one before I correct it."

Options	Frequency	%
Strongly Agree	13	13%
Agree	43	43%
Neutral	33	33%
Disagree	11	11%
Strongly Disagree	0	0
Total	100	100%

Table 4.5 shows the frequency and the percentage of question 5

Table 4.5 points out that 43 students (43%) agreed and 13 students (13%) strongly agreed that they did a pause to think of the corrected words to correct the mistake they made in speaking. It means that most students did a self-correction during speaking. Then, 33 students (33%) answered neutral, and 11 students (11%) chose disagree.

Table 4.6

Question 6: "I prefer to correct the mistakes by myself instead of my friends or teacher doing it."

Options	Frequency	%
Strongly Agree	12	12%
Agree	41	41%
Neutral	38	38%
Disagree	8	8%
Strongly Disagree	1	1%
Total	100	100%

Table 4.6 shows the frequency and the percentage of question 6

Table 4.6 demonstrates that 41 students (41%) agreed and 12 students (12%) strongly agreed that they preferred to correct their own mistakes by themselves instead of their friends or teacher doing it. It can be inferred that most students did self-correction in speaking. However, 38 students (38%) answered

neutral to indicate that they were not sure to do the self-correction. Only eight students disagreed and a student strongly disagreed.

Table 4.7

Question 7: "I realized when I made the mistakes during the speaking, and I decided to correct them by myself."

Options	Frequency	%
Strongly Agree	16	16%
Agree	55	55%
Neutral	28	28%
Disagree	1	1%
Strongly Disagree	0	0
Total	100	100%

Table 4.7 shows the frequency and the percentage of question 7

Table 4.7 evidences that 55 students (55%) were realizedthat they have made mistakes in their speaking and willing to correct the mistakes by themselves. 16 students (16%) chose strongly agree, only a student disagreed and 28 students (28%) were neutral.

Table 4.8

Question 8: "I realized when I made the mistakes during the speaking, but I ignored the mistakes and preffered to just let the speech flow."

Options	Frequency	%
Strongly Agree	7	7%
Agree	28	28%
Neutral	41	41%
Disagree	20	20%
Strongly Disagree	4	4%
Total	100	100%

Table 4.8 shows the frequency and the percentage of question 8

Table 4.8 denotes that 41 students were not sure (41% students answered neutral) whether they ignored the mistakes in their speech and chose to continue speaking without correcting the mistakes first. 28 students (28%) agreed and 7 students (7%) strongly agreed that they realized when making mistakes, but they chose to let it. However, 20 students (20%) answered disagree and strongly disagree by four students(4%) for not ignoring the mistakes they made in speaking.

Table 4.9

Question 9: "I made the same mistakes several times during speaking."

Options	Frequency	%
Strongly Agree	5	5%
Agree	44	44%
Neutral	36	36%
Disagree	15	15%
Strongly Disagree	0	0
Total	100	100

Table 4.9 shows the frequency and the percentage of question 9

Table 4.9 reveals that 44 students (44%) answered agree and 5 students (5%) answered strongly agree showing that many students frequently made the same mistakes during speaking. It is related to table 2.8 for choosing to ignore, it is natural to make the same mistakes since they were not used to the corrected language words. However, there are 36 students (36%) answered neutral indicating they were not sure to repeat the same mistakes, while 15 students (15%) chose disagree.

Table 4.10

Question 10: "I would not correct the same mistakes of my speech since it would take time."

Options	Frequency	%
Strongly Agree	2	2%
Agree	20	20%
Neutral	50	50%
Disagree	27	27%
Strongly Disagree	1	1%
Total	100%	100%

Table 4.10 shows the frequency and the percentage of question 10

Table 4.10 presents that50 students (50%) who answered neutral were not sure that they would correct the same mistakes due to taking time. However, 27 students (27%) who answered disagree and a student answering strongly disagree chose to keep correcting. There are 20 students (20%) answering agree and two students (2%) answering strongly agree considered it would take time to correct the same mistakes so thay they would not do it.

Self-correction can helpthe studentsin developing their speaking ability.

Based on the three main questions in the following table 4.11, 4.12, and 4.13, it shows that self-correction use in speaking can help the students in developing their speaking ability. It is indicated by the frequency of choosing agree is the highest number while only two students who chose disagree.

Table 4.11

Question 11: "I feel that my speaking gets fluent after I do self-correction in my learning process."

Options	Frequency	%
Strongly Agree	20	20%
Agree	57	57%
Neutral	22	22%
Disagree	0	0
Strongly Disagree	1	1%
Total	100	100

Note. Table 4.11 shows the frequency and the percentage of question 11

Table 4.11 proves a positivity that most students feel that their speaking gets fluent after doing self-correction in their learning process, with 57 students (57%) choosing agree and 20 students (20%)choosing strongly agree. Only a

student answering strongly disagree since he did not feel that self-correction can help him to develop his speaking ability and even get fluency, while 22 students (22%) were neutral because they were not sure.

Table 4.12

Question 12: "Self-correction can help my understanding of spoken English."

Options	Frequency	%
Strongly Agree	25	25%
Agree	52	52%
Neutral	23	23%
Disagree	0	0
Strongly Disagree	0	0
Total	100	100

Note. Table 4.12 shows the frequency and the percentage of question 12

Table 4.12 reveals that self-correction can help the understanding of students' spoken English since 52 students (52%) agreed and 25 students (25%) chose strongly agree, while 23 students (23%) answering neutral were not sure if self-correction can help their understanding of spoken English.

Table 4.13

Question 13: "Self-correction is a useful technique to help me in learning English speaking."

Options	Frequency	%
Strongly Agree	34	34%
Agree	46	46%
Neutral	19	19%
Disagree	1	1%
Strongly Disagree	0	0
Total	100	100

Note. Table 4.13 shows the frequency and the percentage of question 13

Table 4.13 displays that most students considered that self-correction is a useful technique to help them in learning English speaking, 46 students (46%) chose agree and 34 students (34%) chose strongly agree, while 19 students (19%) were neutral since they were not sure, and only a student answering disagree.

B. Discussion

In this section, the findings of this study will be explained further and more detailed.The findings also will be connected to the previous studies about self-correction. The researcher used a survey questionnaire to investigate the effect of self-correction use in speaking, whether it can help the students in developing their speaking ability. The results of the survey questionnaire demonstrate some things.

First, the researcher found that most students at the English Department of UIN Ar-Raniry committed some mistakes in speaking, and they even often made them in their speech. The students made mistakes in their oral performances duringtheir struggle in developing their speaking ability in the learning process. Mistakes are something that EFL students can not avoidto learn the target language because even native-speakers tend to make common mistakes. So, it is natural for them who are English foreign language students.This is a common case that everyone naturally faces so that teachers have to accept many mistakes from their students because this is part of the learning process, (Şakiroğlu, 2020).

Second, the students are more focused on meaning than form when they were speaking. In line with previous studies, Mojavezi & Ahmadian (2014) stated that L2's speaking tends to focus on meaning.As Vercelloti & McCormick (2018) said about types of self-correction: post-production correction and during-production correction. Post-production correction has a focus on form, and during-production has a focus on meaning. It means that most students at the

English department in UIN Ar-Raniry do a during-production correction since they focus more on meaning while speaking. Further, when they were self-correcting during the production, they made a pause in their speech to think of and to change the mistake to the corrected word. In other words, they need time (the duration of thinking) to think of the right word while they were doing self-correction which is called abandoned utterance: it is when the speaker makes a pause or abandons his utterance and then continuing to utter. The abandoned utterance is included in during-production because ofthe way a speaker self-corrects is during he produces the words. Both of form-focused and meaning-focused are types of self-correction that differentiate the way of the students do a self-correction. In this study, it is not investigated about which is more effective between form-focused and meaning-focused. The researcher only found out the students' preferences towards self-correction types in speaking. As Saeidi, Zaferanieh & Shatery (2012) demonstrated that form-focused were more effective and gained more achievements in language learning thanmeaning-focused which is to fossilize the wrong structures in the target language because the learners make the same the rules of the mother tongue with the second language. Bataineh, Al-Qeyam, & Smadi (2017) found out that form-focused instruction can positively affect students' pragmatic and linguistic knowledge. Based on these statements,form-focused is more effective in learning the target language that can affect learners' linguistic knowledge. Based on this finding in the study, it can be inferred that students have their preferences in their learnings. Whether it focuses

on meaning or form, it depends on their preferences in the way of learning. In this regard, students have their preferences in using self-correction.

Third, most students answered that they preferred to correct the mistakes by themselves instead of their friends or teacher doing it. 41 students chose to agree and 12 students chose to strongly agree for doing self-correction. It means that the students implemented the technique of self-correction in their learning process. The students preferred to be independent in the learning of oral performance since they used self-correction in correcting their own mistakes instead of waiting for their teachers or peers to correct the mistakes for them.The result now provides evidence to Pishghadam, Hashemi, & Kermanshasi (2011) that learners tend to do self-correction when they are aware of a mistake in their speaking that they preferred to be independent of their teacher and peers from correcting mistakes. Self-correction is a student-centered strategy using for students' self-learning. As mentioned in chapter one in the terminology of self-correction that it can improve students' linguistic competence. In other words, self-correction is not only to improve the linguistic competence of students but also students' confidence and courage to correct their own mistakes. They even learn to be responsible for overcoming their own mistakes.

Fourth, most students used self-correction when they realized they committed mistakes during the speaking. It is related to the paragraph above that most of the students did self-correction in their oral performances. However, some students preferred to ignore their mistakes and to let the speech flows (as can be

seen in Table 4.8). The students tended to make the same mistakes so that they preferred to ignore their mistakes since it would take time to correct (as can be seen in table 4.9 and table 4.10).

Self-Correction can help students in developing their speaking ability.

Moreover, the result of data analysismostly shows a positivity toward self-correction technique.

In the findings, 46 students choosingto agree, and 34 students choosing strongly agree considered that self-correction is a useful technique to help them learn English speaking. Another promising finding wasMuskala (2016) revealed that most students are successful in using self-correctionand it improved their oral performance. Self-correction is one of the best correction techniques that provides a positive boosting to learners where the teacher gives hints, controls, and guides, (Kayum, 2015). Therefore, teachers should apply self-correction in the learning classroom, especially in the foreign language classroom since it is useful to develop the students speaking ability. However, contrary to the finding ofLiao (2015) stated that teacher correction is more helpful in developing students' oral performance than self-correction since the students do not have the confidence to do self-correction and because of a lack of English language communication as a foreign language. It is said that self-correction is not enough to improve the students' oral English ability without their teacher's help.Therefore, there are some strategies to develop self-correction ability that aresuch as listening to English news, watching English TV shows or movies, or reading newspapers or

novels in English to imitate the pronunciation and expressions, and practicing some oral activities. Teachers also should convince their students not to be afraid of making mistakes because people are learning from their mistakes. They should train their students to be activein correcting themselves, so they can be more confident and they do not depend on their teacher, (Zublin, 2011). The self-correction technique must be involved in the learners' learning process to accustom themselves in using self-correction so that they can be more courageous and confident in facing their own mistakes.It can give students confidence and make them be the judges toward their performances, Ahangari (2014).

Additionally, the findings also show thatthe self-correction technique can help the understanding of the students' speaking, and they feel it can make them fluent in speaking by doing a self-correction in their speaking learning.It means that the use of self-correction in their oral performances make the students' understanding of spoken English better and improve the fluency of their speaking. From the result, it is clear that serious errors have to be corrected to encourage the students to properly learn the target language, (Kayum, 2015). Then, teachers need to make a space toward self-correction since the self-correction techniquemostly supports the learners in their learning process.

In this regard, these findings mostly revealed positive answers toward self-correction use in speaking, especially based on the three main questions in Table 4.11, 4.12, and 4.13 answering the research question of this study. The result shows that self-correction brings positive effects on the students' learning that it

helps them in their oral performance process in the classroom. Self-correction can

help the students at the English department in UIN Ar-Raniry in developing their

speaking ability, and it even can make their fluency better.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter focused on conclusions and recommendations that are described from the investigation of self-correction in chapter four. The conclusions are drawn from the findings of the data analysis and afterward, the recommendations are in addition to the conclusion that can be used as a suggestion in response to issues in this study.

A. Conclusions

In this study, the technique of self-correction has a good impact on the students at the English Department of UIN Ar-Raniry on their learning of speaking. Based on the discussion of the analysis in the previous chapter, it can be concluded that self-correction can help the students in developing their speaking ability since it has positive effects based on the result of the three main questions answering the research questionnaire in this study. First, self-correction can make the students' speaking fluent. Second, self-correction can help the students in understanding spoken English. Third, self-correction is a useful technique to help the students in learning English speaking.

Further, in self-correction use, the students focused more on the meaning of the English language rather than form (grammar, pronunciation).The students also preferred to correct their mistakes by themselves instead of their friends or

teacher doing it. To sum up, Self-correction is a useful technique that can help the students at English department of UIN Ar-Raniry in learning and understanding of spoken English language.

B. Recommendations

In this study, the researcher offered recommendations related to the result of the study in order to improve teaching and learning, both for teachers and students.

First, teachers should be motivators for their students to encourage them in the learning processsince self-correction found out useful to develop students' speaking ability.

Second, the technique of self-correction should be suggested for EFL students' self-learning in speaking class in order to make the students be more independent in developing their English speaking learning, and be confident in conveying their own ideas and facing their own mistakes.

Last, this study has limitations in doing self-correction investigationsince itis not only for learners who had been taking certain subjects, but every learner can be the participants as long as he is an active learner of the target language. However, due to some reasons and problems related to speaking, the researcher only took students from two classes to be her participants.

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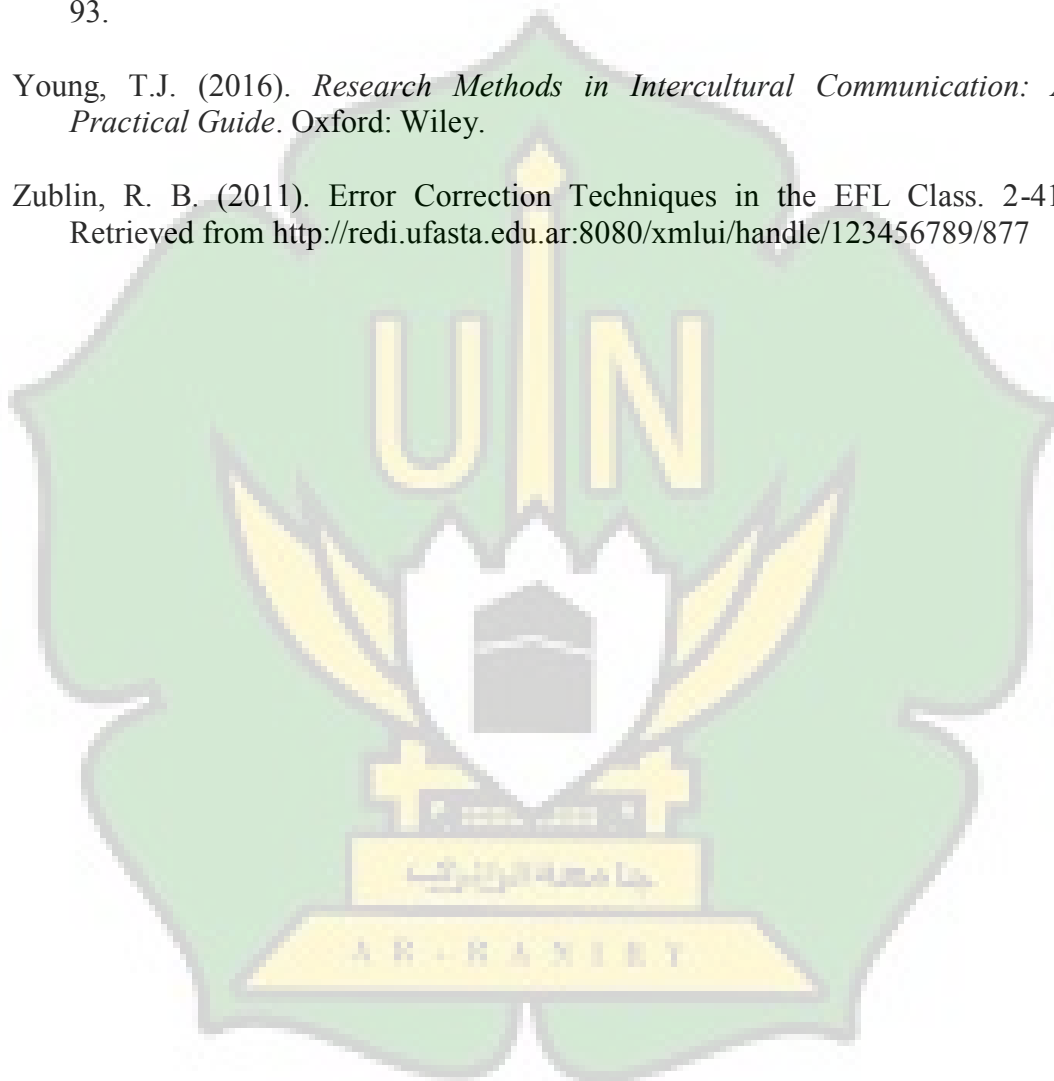
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 11840/UN.08/FTK/KP.07.6/11/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa padà Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan **Nomor: B-11206/Un.08FTK/KP.07.6/07/2019** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-11206/Un.08FTK/KP.07.6/07/2019** tanggal 31 Juli 2019
KEDUA	:	Menunjuk Saudara:

1. Dr. Safrul Muluk, M. Ed   Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Marizka Bariyyatul Indah Meutia**
NIM	:	**150203116**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Students'Perception on Applying Self-Correction in Speaking Skill**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 November 2020
An. Rektor
Dekan,

Muslim Razali

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-6797/Un.08/FTK.1/TL.00/07/2020
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
.

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **MARIZKA BARIYYATUL INDAH MEUTIA / 150203116**
Semester/Jurusan   : X / Pendidikan Bahasa Inggris
Alamat sekarang   : Jl. Plak Plieng, Gampoeng Lamteh Ulee Kareng Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Students' Self-Correction to Improve their Speaking Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Juli 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 Juli 2021   M. Chalis, M.Ag.

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SURAT KETERANGAN
Nomor: B-244/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-6797/Un.08/FTK.I/TL.00/07/2020 tanggal 15 Juli 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
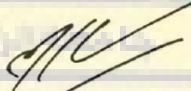
Nama   : Marizka Bariyyatul Indah Meutia
NIM   : 150 203 116
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Students' Self-Correction to Improve their Speaking Ability"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,

T. Zulfikar

SURVEY QUESTIONNAIRE

Self-Correction to Improve Students' Speaking

Bismillah.

This survey questionnaire as designed to finish my thesis, ith the title "Students Self-Correction to Improve their Speaking Ability". I need a lot of participants from students ho have taken Basic Speaking class or English Presentation Skills class to answer the following questions below. I'm so grateful for your willingness and sincere to help me complete this survey questionnaire, and may Allah return your kindness.
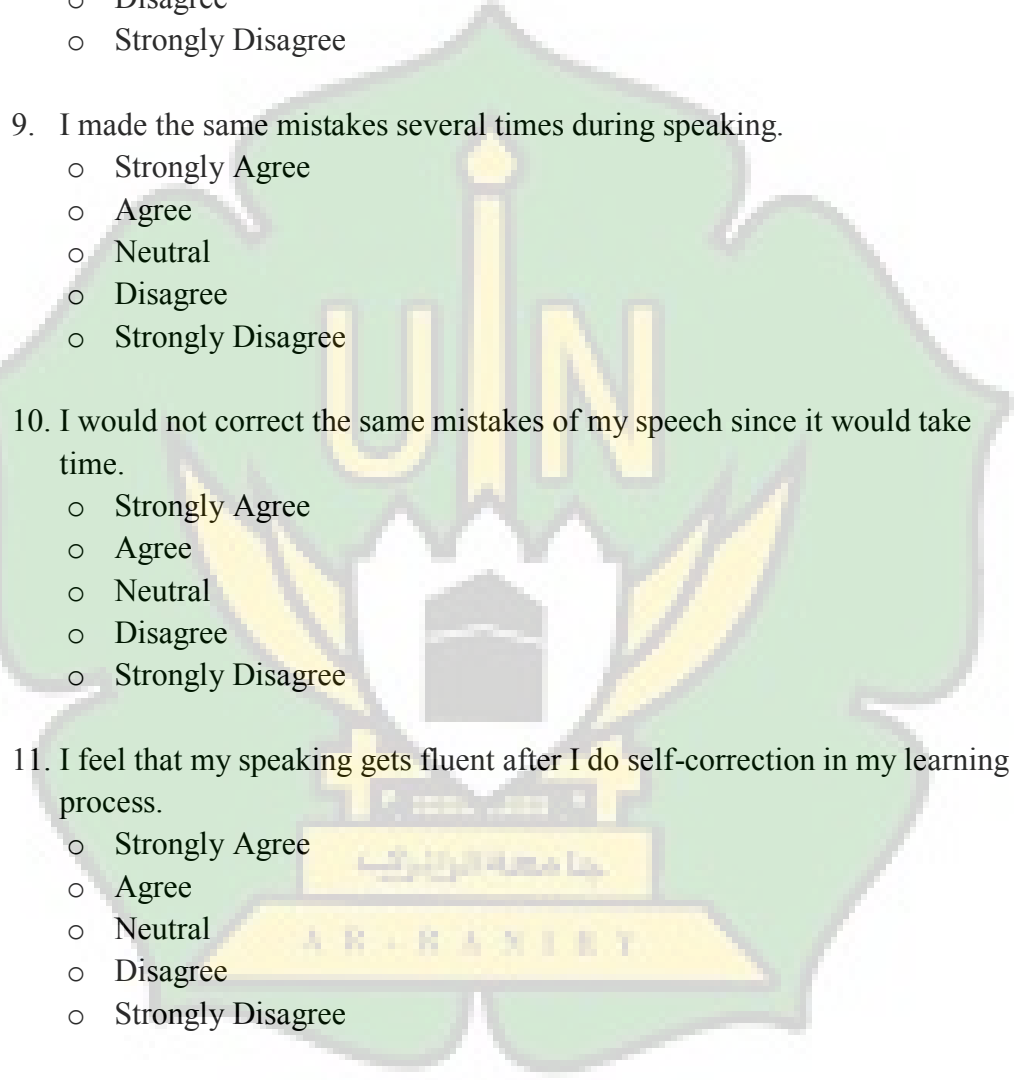
Personal Identity

Name (Initial) :

Year   :

Questions

1. When I was speaking during my learning process, I made some mistakes in my speech.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

2. I often made mistakes in my speech during the speaking.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

3. I tended to focus on form when I was speaking, such as grammar, pronunciation, etc.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

4. I tended to focus on meaning when I was speaking.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

5. I pause my speech during speaking when I make a mistake and think of the corrected one before I correct it.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

6. I prefer to correct the mistakes by myself instead of my friends or teacher doing it.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

7. I realized when I made the mistakes during the speaking, and I decided to correct them by myself.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

8. I realized when I made the mistakes during the speaking, but I ignored the mistakes and preferred to just let the speech flow.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

9. I made the same mistakes several times during speaking.
   o Strongly Agree
   o Agree
   o Neutral
   o Disagree
   o Strongly Disagree

10. I would not correct the same mistakes of my speech since it would take time.
    o Strongly Agree
    o Agree
    o Neutral
    o Disagree
    o Strongly Disagree

11. I feel that my speaking gets fluent after I do self-correction in my learning process.
    o Strongly Agree
    o Agree
    o Neutral
    o Disagree
    o Strongly Disagree

12. Self-correction can help my understanding of spoken English.
    o Strongly Agree
    o Agree
    o Neutral
    o Disagree
    o Strongly Disagree

13. Self-correction is a useful technique to help me in learning English speaking.
    o   Strongly Agree
    o   Agree
    o   Neutral
    o   Disagree

Strongly Disagree