

**A STUDY ON TEACHER'S STRATEGIES IN  
CORRECTING ERROS IN SPEAKING AT THE  
EIGHTH GRADE STUDENTS OF SMPN 1 AMARASI  
IN THE ACADEMIC YEAR 2013/2014**

**THESIS**



**JENITHA D. TONFANUS**

**TEACHER TRAINING AND EDUCATIONAL SCIENCE FACULTY  
WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
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**THESIS**

**Presented in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan**

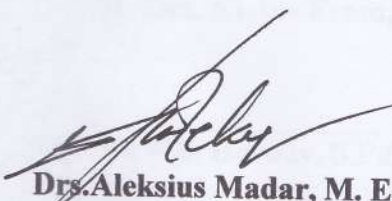
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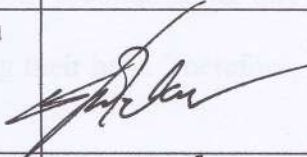
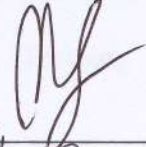
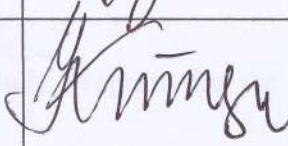
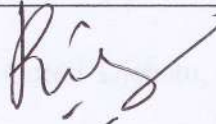
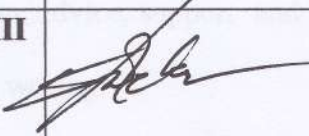
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Kupang, 2014

The writer

*MOTTO*

*"KNOW YOUR LIMITS AND BREAK IT"*



## ***DEDICATION***

***This Thesis is particularly dedicated to my beloved:***

- 1. Parents (Tebrius Tonfanus and Agustina Haubenu)***
- 2. Brother (Yopie. Y.S. Tonfanus)***
- 3. Sisters (Atriana N.T. Tonfanus, Chatreen S. Tonfanus,  
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## ABSTRACT

This study is entitled “**A STUDY ON TEACHER’S STRATEGY IN CORRECTING ERRORS IN SPEAKING AT THE EIGHTH GRADE STUDENTS OF SMPN 1 AMARASI IN THE ACADEMIC YEAR 2013/2014**”. It was conducted in order to answer the following question: (1) what are the strategies used by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi? (2) What is the most frequent strategy used by the teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi? The objectives of the study are as follows: (1) to find out the strategies used by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi. (2) To find out the most frequent strategy used by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi. In order to solve these problems, the writer used a descriptive qualitative method. This method was used because the aims of the study were to describe the types of strategy in correcting errors applied by the teacher. The subject of the study was the English teachers from SMPN 1 Amarasi who teach English at the eighth grade. In collecting the data, the writer joined the teaching learning process and recorded the ongoing class. The result of the research showed that the English teacher applied ten strategies to correct students’ errors during the teaching and learning process. They were ignore (4 times), interrupt (1 time), delay (7 times), attention (1 time), provide (2 times), repetition with change (4 times), repetition with change and emphasis (4 times), explanation (1 time), clue (2 times) and transfer (1 time). The most frequent strategy applied by teacher in correcting errors in speaking faced by the eighth grade students of SMPN 1 Amarasi is delay. Seeing at the result of the research, the suggestion might be as follows: (1) For the English Teacher, it’s important to correct students’ spoken error in order to help the students’ produce the correct pronunciation or intonation while speaking. But as teachers, they have to decide the best time to apply the correction. It means that, teacher should decide when or how they should correct students’ error and which errors should be corrected. Because if we correct every errors committed by students it’ll make them nervous and afraid to speak, and it will not help the students to improve their language skills. (2) For the writer herself, as a teacher candidate, the writer should be familiarized with the strategy in correcting errors. So, in the future the writer will choose the appropriate time and strategy to apply in order to correct students’ error.

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