

**AN ANALYSIS OF TEACHER'S ORAL FEEDBACK IN EFL
CLASSROOM INTERACTION AT SMA NEGERI 8 KEDIRI**

THESIS

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State Islamic Institute (IAIN) Kediri

In Partial Fulfillment of the Requirement

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By:

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I hereby declare that the thesis and the work presented in it are my own and has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *sarjana (SI)* in English Study Program, State College for Islamic Studies (STAIN) Kediri.

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MOTTO

**“Do the best and pray, God will take care of the
rest”**

(anonymous)

DEDICATION

This Thesis is dedicated to :

My Beloved Parents and Family

My father Alm. Imam Bachri, my mother Khusnah, Achmad Akbar Tanjung, Asmaul Husnah, Riana Rijki Susanti, and Rilla Karina Cahyani who always give me materials, support, blessing, praying and love. You are the greatest spirit to finish this thesis sooner, and you are the best gift for me in this life.

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All of member TBI'14

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I hope that this thesis can be useful for us, especially for me as the writer.
Then, nobody is perfect. Finally, may God bless us. Allahuma Amiin.

Kediri, 31 Mei 2018

The writer

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ABSTARCT

Wijayanti, Rani Dewi. 2018. *An analysis of Teacher's Oral Feedback In EFL Classroom Interaction at SMA Negeri 8 Kediri*. Department of English Education, Faculty of Education and Teacher Training, State Islamic Institute (IAIN), Advisors : (1) Erna Nurkholida, M.Pd. (2) Bahruddin, S.S M, Pd.

Keywords: Oral Feedback, EFL Student, Classroom Interaction.

This study focused on the teacher's oral corrective feedback in EFL classroom interaction at SMA Negeri 8 Kediri. Based on Lyster and Ranta Theory there are six types of oral corrective feedback. Those are Explicit correction, recast, clarification request, meta-linguistic cue, elicitation and repetition.

The research was qualitative analysis. There were 3 participants or English teacher from SMA Negeri 8. The instruments of this research were the researcher and observation sheet. The result of this research showed that teachers used 5 types oral corrective feedback, namely Explicit correction, recast, clarification, elicitation and repetition.

There was found 34 data from the observation such as 9 data for explicit correction, 9 data for repetition, 6 data for recast, 5 data for elicitation, and 5 data for clarification request. There were 2 teacher used explicit, repetition, and elicitation as they clearly indicated explicit when the teacher immediately correct the error of students' utterance, than elicitation, corrective form when the teachers use at least three techniques to elicit the correct answers or forms directly from the students by asking questions. Repetition indicated when the teacher directly correct student's utterance with change intonation to draw student's attention to it.

There was a teacher used recast and clarification request, as they clearly indicated that recast e.g the teacher directly correct the word *use* with the word *used* without pointing out the student's utterance was incorrect. Than clarification request e.g Teacher may ask student for clarification with the main intention of giving student opportunity to self-correct. Student should correct pronunciation the word *elepen* become eleven. Thus, each type of feedback is very important for the students in their class. So, teachers should be more careful while giving feedback.

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SURAT PENELITIAN

DAFTAR KONSULTASI PENYELESAIN SKRIPSI