

**EXPLORING ORAL CORRECTIVE FEEDBACK IN SPEAKING
PRACTICE: TEACHER TECHNIQUES AND STUDENTS' PERCEPTION**

THESIS

Presented to:

State Islamic University of Kediri

in Partial Fulfillment of the Requirement

For the Degree of Sarjana in English Language Education



**UNIVERSITAS ISLAM NEGERI
SYEKH WASIL
KEDIRI**

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2026

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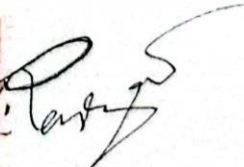
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This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic University (UIN) Syekh Wasil Kediri.

Kediri, 2 Juni 2026



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APPROVAL PAGE

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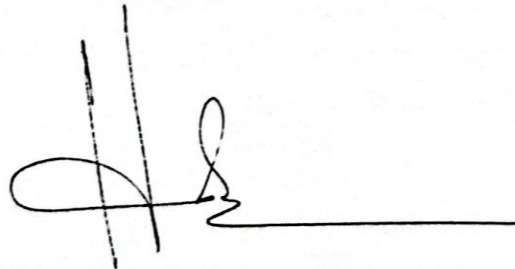
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Setelah memperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam Sidang Munaqosah yang dilaksanakan pada Selasa, 19 Mei 2026 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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MOTTO

اللَّهُ لَا إِلَهَ إِلَّا هُوَ الْحَيُّ الْقَيُّومُ ۚ لَا تَأْخُذُهُ سِنَّةٌ وَلَا نَوْمٌ ۚ لَهُ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ ۚ مَنْ ذَا الَّذِي يَشْفَعُ
عِنْدَهُ إِلَّا بِإِذْنِهِ ۚ يَعْلَمُ مَا بَيْنَ أَيْدِيهِمْ وَمَا خَلْفَهُمْ ۚ وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ ۚ (٢)

“Allāh - there is no deity except Him, the Ever-Living, the Self-Sustaining. Neither drowsiness overtakes Him nor sleep. To Him belongs whatever is in the heavens and whatever is on the earth. Who is it that can intercede with Him except by His permission? He knows what is [presently] before them and what will be after them, and they encompass not a thing of His knowledge except for what He wills...”

~QS. Al – Baqarah: 255 ~

DEDICATION

Alhamdulillah, praise be to Allah, who always gives his blessings, mercy, and grace, so that I may live a good life and complete this thesis. Secondly, may the blessings and peace of Allah be upon the great Prophet Muhammad SAW who has guided us from darkness into the light of the religion of islam.

In the process of writing this thesis, many people have provided their attention, guidance, encouragement, and prayers. Therefore, I would like to express my deepest gratitude to those who have contributed to the completion of this thesis. *Jazaakumullah ahsanal jaza'*. I dedicate this thesis to:

1. My parents, my beloved father Widyanto and my beloved mother Fita Asfiyanti. thank you for your prayers, love, support, guidance, and for all your efforts in taking care of me. Hopefully, Allah will always bless you both.
2. My beloved brother Arya Pratama, thank you for your love, support and for always being with me. Hopefully, Allah always love you.
3. My teachers, Abuya Prof. Dr. H. Anis Humaidi, M.Ag. and Umi Dr. Hj. Najihatul Fadliyah, S.HI, M.Pd.I. Thank you for being the teachers and parents who have given me your prayers, guidance and love, as well as giving many opportunities to learn. Hopefully, Allah will always bless you both.
4. All my beloved lecturers at the department of english language education at UIN Syekh Wasil Kediri, especially my advisor, Mr. Prof. Dr. Fathor Rasyid, M.Pd. and Mrs. Dr. Ima Fitriyah, M.Pd.I., thank you for the guidance, encouragement and motivation given, which helped me complete my thesis.
5. The teacher and staff at MTsN 2 Kediri, especially Mr. Ahmad Lukman Koli, S. Pd., the English teacher. Thank you for your help and for giving me the opportunity to conduct research in his class, so that I could collect the data I needed for my thesis.
6. All my beloved sister (my older and younger roommates in the TBI and Keguruan room, the sister in the kamar utara and all of my friends from angkatan 2022) who have supported and helped me.
7. All my friends majored in the English Departement pf 2022/2023, especially Ayu Olivia Azzahra, Ilyatul Khumaidiyah, Nia Ananta and Sulfia Witda Agustina. Who have supported me, help me and been with me until now.

8. My friends from the internship program at Ma Syekh subakir in Nglegok Blitar, my friends from KKN 125 on Mojoroto Kediri and my best friends Fanxan group. Thank you for being with me.

Hopefully, this paper can provide benefit for all of us. *Aamiin.*

ACKNOWLEDGEMENT

Alhamdulillah, praise be to Allah, in the name of Allah, the most gracious, the most merciful and almighty Allah who has given us mercies and helps. may the blessings and peace of Allah be upon the great Prophet Muhammad SAW who has guided us from darkness into the light of the religion of islam. The writer believes that this thesis would not have been completed without the guidance, instruction and support of several people. Therefore, the writer would to express appreciation and gratitude to the following individuals:

1. Dr. H. Wahidul Anam, M.Ag. as Rector of UIN Syekh Wasil Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training.
3. Burhanudin Syaifulloh, M.Ed. Ph.D., as Head of English Department.
4. My firs advisor Mr. Prof. Dr. Fathor Rasyid, M.Pd. and my second advisor Mrs. Dr. Ima Fitriyah, M.Pd.I. who has patiently guided me and given me many suggestions, so I can finish my thesis on time.
5. All of lecturer and all staff of the Faculty of Tarbiyah and teacher training of UIN Syekh Wasil Kediri, especially those English Department, for their valuable thought and knowledge, and for English teaching for my study during the Academic year at UIN Syekh Wasil Kediri.
6. My collaborative teacher, Mr. Ahmad Lukman Koli, S. Pd. That helped me to conduct research in his class.
7. My beloved family, my father, my mother and my brother who alwyas give me love and support.

May this research be useful and further developed by other researchers. The author hopes to receive constructive criticism and suggestions that may serve as inspiration in all repects for all parties.

Kediri, April 23th 2026
The Researcher



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ABSTRACT

Purwitadewi, Radinda (2026). *Exploring Oral Corrective Feedback in Speaking Practice: Teacher Techniques and Students' Perception*. Thesis, Department of English Language education, Faculty of Tarbiyah and Teacher Training, UIN Syekh Wasil Kediri. Advisor: (1) Prof. Dr. Fathor Rasyid, M.Pd. and (2) Dr. Ima Fitriyah, M.Pd.I

Keywords: Speaking practice, corrective feedback, oral corrective feedback, student's perception

Corrective feedback (CF) refers to responses provided by teachers to address learners' errors in language use. Feedback serves not only as a corrective tool but also as a mechanism for helping learners recognize their gaps and improve their language performance. In the English classroom, CF is important in speaking activities as it helps students recognize and correct their speaking errors. Without CF, students may believe that what they are saying is correct, since there is no correction or clarification. CF can generally be divided into oral and written CF. Oral Corrective Feedback (OCF) is more relevant in speaking instruction due to its immediacy and interactional nature. This thesis aims to 1) identify the type of oral corrective feedback used by the teacher and techniques during the speaking practice in the classroom; 2) examine students' responses toward the corrective feedback provided by the teacher during speaking practice.

This research used a qualitative descriptive approach. The participants of this study were one English teacher and 50 EFL students from two classes of IX grade at MTsN 2 Kediri. Data were collected through classroom observation and questionnaires. The observation was conducted directly in the classroom to examine how the teacher provided OCF during speaking activities, while the questionnaires were distributed to the students. The questionnaire consisted of 18 items with several aspects, including students' understanding, students' preferences for feedback, emotional responses, motivation, and the learning impact in speaking activities. The data were analyzed using qualitative descriptive, following Miles et al (2014), particularly for the classroom observation and questionnaire data. To enhance the trustworthiness of the findings, triangulation was applied by comparing the results of classroom observations with the data reported by students in the questionnaires (Creswell, 2012).

The findings shows that the English teacher used several types of OCF, including recast, clarification request, and explicit correction. However, the questionnaire results showed slight differences from observation data regarding the use of metalinguistic feedback. Although it was not observed directly, students reported its use. This difference may suggest that students interpret certain teacher explanations as feedback. Furthermore, most students responded positively to the

OCF provided during speaking activities, some students also reported feelings of anxiety when receiving feedback. They felt motivated and experienced positive effects from the teacher's corrections. Therefore, teachers may provide feedback in a flexible manner and consider students emotional conditions to create a more effective and supportive learning environment.

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