

**ORAL FEEDBACK ON STUDENTS' SPEAKING SKILL AT THE
DAFFODILS ENGLISH COURSE, KAMPUNG INGGRIS, PARE, KEDIRI**

THESIS

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State Islamic Institute of Kediri
In Partial Fulfillment of the Requirements
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I hereby declare that thesis and the work presented in it are my own and it 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 person responsible for the thesis if there is any objection or claim from others.

This thesis fulfills the requirment for degree of *Sarjana* (SI) in English study program, Department of English Language Education Faculty of Tarbiyah State Islamic Institute (IAIN) of Kediri.

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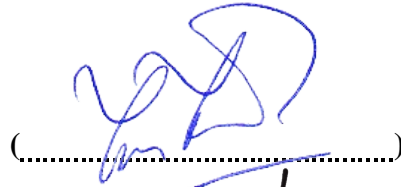
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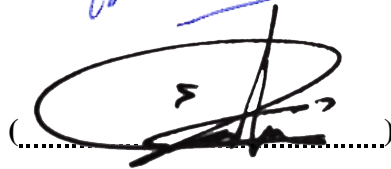
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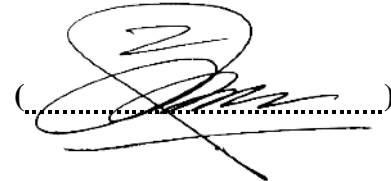
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MOTTO

**SABAR KETIKA ANDA BERJUANG,
IKHLAS SAAT ANDA KEHILANGAN ATAU
MEMBERI,
BERSYUKUR TERHADAP APA YANG ANDA MILIKI,
ALLAH IS WITH US**

DEDICATION

All praises due to Allah SWT for his blessings and merciful, sholawat and salam for our best prophet Muhammad SAW.

Big thanks for you all who have supported and taught me, so that I can accomplish this thesis;

To my Dad (Alm) Sudiarto HBN and my Mom Khusnul Khotimah and my step sister Elfa Yuliana and my sister Minnatul Ummah and all my families.

To all my teachers and lectures.

To all institutions.

To all my friends.

To all people that I have met before.

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Thereafter, the writer personally is writing deepest thanks to those who supported and assisted me to finish the thesis.

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4. My beloved parents, and sisters who supported and motivated me to complete the thesis in time
5. All my friends and all the people who had given support and encouragement to finish this thesis. Thank you very much.

Finally, the writer realizes that this thesis remains imperfections. Critics and suggestion are received to produce this thesis better.

Kediri, November 2th, 2020
The Writer

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ABSTRACT

Mubarok, Hosni. 2020. *Oral Feedback on Students' Speaking Skill at the Daffodils English Course, Kampung Inggris, Pare, Kediri.* Thesis, Department of English Language Education, Faculty Tarbiyah, State of Islamic Institute of Kediri (IAIN Kediri).

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Oral feedback is required to have occurred in a classroom which is intended to provide correction to students so that it can motivate them and ask them to deliver the speaking in correct form for the next performance. Wilson (2017) stated that feedback is to support and enhance the learning process. This research was aimed at analyze the oral feedback on students' speaking skill at The *Daffodils* English Course, *Kampung Inggris*, Pare, Kediri. The study was conducted to figure out the types of oral feedback given by teachers and to understand how do teachers carry out the feedback to students.

The researcher used a qualitative approach as research design. The researcher collected the data through observation in the form of observation checklist, field notes and video recording, and interviews to be analyzed in order to achieve finding. The study was carried out at The *Daffodils* English Course and the subjects of the research were three teachers from Speak First Classes. The researcher conducted a research three times on each class and then researcher analyzed the data using the theory from Miles and Huberman (1994); reducing the data, presenting the data and drawing conclusion.

The finding presented the types of oral feedback that used in the classroom, there are 65 feedbacks; Recast 35 (53%), 23 (43%) is Explicit Correction and Clarification request obtains 2 (4%) however repetition, elicitation and paralinguistic signal were not found in this research since teachers immediately provide the correct form when students make mistakes. Besides, teachers never use body language to indicate the mistakes found or even repeat the students' mistakes. It can be drawn a conclusion that teachers convey correction at when students make mistakes which resulted three types of oral feedback used in classroom.

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