

**THE ANALYSIS OF TEACHER'S SPOKEN CORRECTIVE  
FEEDBACK IN SENIOR HIGH SCHOOL**

**THESIS**

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2023 AD/1444 AH**



**THE ANALYSIS OF TEACHER'S SPOKEN CORRECTIVE FEEDBACK  
IN SENIOR HIGH SCHOOL**

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Presented to Faculty of Tarbiyah and Teacher Training  
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## ABSTRACT

**Hairunnisa.** 190101030116. *The Analysis of Teacher's Spoken Corrective Feedback in Senior High School.* Dra. Andi Irlina, M. Hum and Fajrianor, M.Pd., in English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2023

**Keywords:** Corrective Feedback, Students Perception, Learning English

Corrective feedback plays an important role in classroom learning. The teacher's feedback can help students gain new knowledge and understanding in their learning. On the other hand, students can also provide opinions about feedback from their teachers, whether they feel motivated, like the feedback given, or vice versa, do they feel cornered and disappointed by the feedback given. Therefore, this study aims to determine the type of spoken CF used by the teacher and how students perceive the feedback that the teacher has given in learning English. This research was conducted at SMAN 1 Kelumpang Barat, Kotabaru, South Kalimantan. Researcher used a qualitative approach with a qualitative descriptive method. Data were collected through observation and interviews with an English teacher and students in class of XI MIPA. The data findings show that five of the seven types of spoken CF are used by teacher in English learning class, namely recast, elicitation, explicit corrective feedback, explicit with metalinguistic, and metalinguistic. Explicit with metalinguistic is the type of feedback that is most often used by teachers in learning. Actually, the teacher has provided feedback using various types. However, there is a tendency for teacher to use one type of feedback in every classroom lesson. In addition, this study also found that there were different perceptions among students, namely positive and negative perceptions of the corrective feedback given by the teacher. The emergence of students' positive and negative perceptions influences the feedback given by the teacher. Students' positive and negative perceptions were found equally.



## **ABSTRAK**

**Hairunnisa.** 190101030116. *The Analysis of Teacher's Spoken Corrective Feedback in Senior High School.* Dra. Andi Irlina, M. Hum and Fajrianor, M.Pd., in English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2023

**Kata kunci:** Umpan Balik Koreksi, Persepsi Siswa, Pembelajaran Bahasa Inggris

Umpan balik koreksi memainkan peran penting dalam pembelajaran dikelas, karena dengan adanya umpan balik yang diberikan oleh guru bisa membantu siswa untuk memperoleh pengetahuan dan pemahaman yang baru dalam pembelajarannya. Di sisi lain siswa juga dapat memberikan pendapat tentang umpan balik dari guru mereka, apakah mereka merasa termotivasi, menyukai umpan balik yang diberikan, atau malah sebaliknya apakah mereka merasa terpojok dan kecewa atas umpan balik yang diberikan tersebut. Oleh karena itu, penelitian ini bertujuan untuk mengetahui jenis umpan balik koreksi lisan yang di gunakan oleh guru untuk siswa dan bagaimana persepsi siswa terhadap umpan balik koreksi lisan yang telah di berikan oleh guru dalam pembelajaran bahasa inggris. Penelitian ini dilakukan di SMAN 1 Kelumpang Barat, Kotabaru, Kalimantan Selatan. Peneliti menggunakan pendekatan kualitatif dengan metode deskriptif kualitatif. Data dikumpulkan melalui observasi dan wawancara terhadap guru bahasa Inggris dan siswa kelas XI MIPA. Temuan data menunjukkan bahwa lima dari tujuh jenis spoken corrective feedback yang digunakan oleh guru pada kelas pembelajaran bahasa Inggris, yaitu recast, elicitation, explicit corrective feedback, explicit with metalinguistic, and metalinguistic. Explicit with metalinguistic merupakan jenis feedback yang paling sering digunakan guru dalam pembelajaran. Sebenarnya guru telah memberikan umpan balik dengan menggunakan berbagai jenis. Namun, ada kecenderungan dari guru untuk menggunakan satu jenis feedback pada setiap pembelajaran dikelas. Selain itu juga, studi ini menemukan bahwa terdapat persepsi yang berbeda diantara siswa yaitu persepsi positif dan negatif terhadap umpan balik yang diberikan oleh guru. Munculnya persepsi positif dan negatif siswa berpengaruh terhadap umpan balik korektif yang diberikan guru. Persepsi positif dan negatif siswa ditemukan sama banyaknya.

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Hairunnisa

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