

**EFL LEARNERS' PREFERENCES TOWARD EFL TACHER'S
ORAL CORRECTIVE FEEDBACK IN LISTENING CLASS**

THESIS

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

**EFL LEARNERS' PREFERENCES TOWARD EFL TACHER'S ORAL
CORRECTIVE FEEDBACK IN LISTENING CLASS**

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Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
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by

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STATEMENT OF AUTHENTICITY

I, the undersigned, Yulia Fuji Astuti, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 1st May 2023

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ABSTRACT

Yulia Fuji Astuti. 2023. *EFL Learners' Preferences Toward EFL Teacher's Oral Corrective Feedback in Listening Class*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dr. Ridha Fadillah, M.Ed. (II) Hj. Nurlaila Kadariyah, S.Ag., M.Pd

Keywords: Oral Corrective Feedback, Students' Preferences, Listening Class

This study aims to determine the types and the preferences of university-level students of English as a foreign language towards the oral corrective feedback provided by the teacher. This research method uses a qualitative descriptive method. Data obtained from observations and interviews and processed through data reduction, data display, and verification. Participants in this study were a lecturer and twelve students. Based on the research objectives, the findings are divided into two points. First, there are five types of oral corrective feedback provided by the teacher in the listening class, those are explicit correction, clarification request, recast, elicitation with questions, elicitation with encouragement, and support with examples. The result of the second finding is that students have different preferences toward the type of corrective feedback provided by the teacher. Students tend to like explicit correction because it leads to clear and easy-to-understand explanations, there is no pressure, and it saves more time. Students tend to like recast for the reason that this type of correction tool does not directly judge, but reformulates the errors they make. Students tend to like elicitation with questions and elicitation with encouragement because the clues provided by the teacher remain clear even though they sharpen them more to think hard in an effort to correct their own errors. Students tend to like clarification requests because they are more motivated and feel proud when they are able to correct their own errors, because basically clarification requests often cause confusion in their use.

ABSTRAK

Yulia Fuji Astuti. 2023. *Preferensi Pelajar EFL Terhadap Umpan Balik Korektif Pengajar EFL di Kelas Listening*. Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: (I) Dr. Ridha Fadillah, M.Ed. (II) Hj. Nurlaila Kadariyah, S.Ag., M.Pd

Kata kunci: Umpan Balik Korektif , Preferensi Siswa, Kelas Listening

Penelitian ini bertujuan untuk mengetahui jenis umpan balik koreksi lisan yang diberikan oleh guru dan preferensi siswa bahasa Inggris sebagai bahasa asing tingkat universitas terhadap umpan balik korektif lisan yang diberikan oleh guru tersebut. Metode penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh dari observasi dan wawancara yang kemudian diolah melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Partisipan dalam penelitian ini adalah seorang dosen dan dua belas mahasiswa. Berdasarkan tujuan penelitian, temuan dibagi menjadi dua poin. Pertama, ada lima jenis umpan balik korektif lisan yang diberikan oleh guru di kelas listening, yaitu *explicit correction*, *clarification request*, *recast*, *elicitation with question*, *elicitation with encouragement*, dan *support with example*. Hasil temuan kedua, siswa memiliki preferensi yang berbeda-beda terhadap jenis umpan balik korektif yang diberikan oleh guru. Siswa cenderung menyukai *explicit correction* karena mengarahkan pada penjelasan yang jelas dan mudah dipahami, tidak adanya tekanan, dan lebih menghemat waktu. Siswa cenderung menyukai *recast* dengan alasan jenis alat koreksi ini yang tidak secara langsung menghakimi, melainkan merumuskan ulang kesalahan yang mereka lakukan. Siswa cenderung menyukai *elicitation with question* dan *elicitation with encouragement* karena petunjuk yang diberikan oleh guru tetap jelas walaupun lebih mengasah mereka untuk berfikir keras dalam upaya memperbaiki kesalahan sendiri. Siswa cenderung menyukai *clarification request* dengan alasan lebih termotivasi dan adanya perasaan bangga yang dirasakan ketika mampu mengoreksi kesalahan sendiri, karena pada dasarnya *clarification request* sering menimbulkan kebingungan dalam penggunaannya.

MOTTO

I walk slowly, but I never walk backward.

(Abraham Lincoln)

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I dedicate this thesis for:

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