

## 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.