

**A SURVEY STUDY ON EFL STUDENTS'  
PERCEPTIONS TOWARD TEACHERS' ORAL  
CORRECTIVE FEEDBACK IN TEACHING  
ENGLISH AT SMA PESANTREN PANCASILA  
KOTA BENGKULU**

**THESIS**

Submitted as a partial requirements for the degree of *Sarjana pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN FAS Bengkulu.



By  
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**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TADRIS FACULTY  
UIN FATMAWATI SUKARNO BENGKULU  
2022/2023**



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
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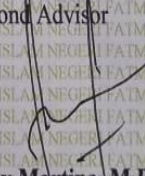
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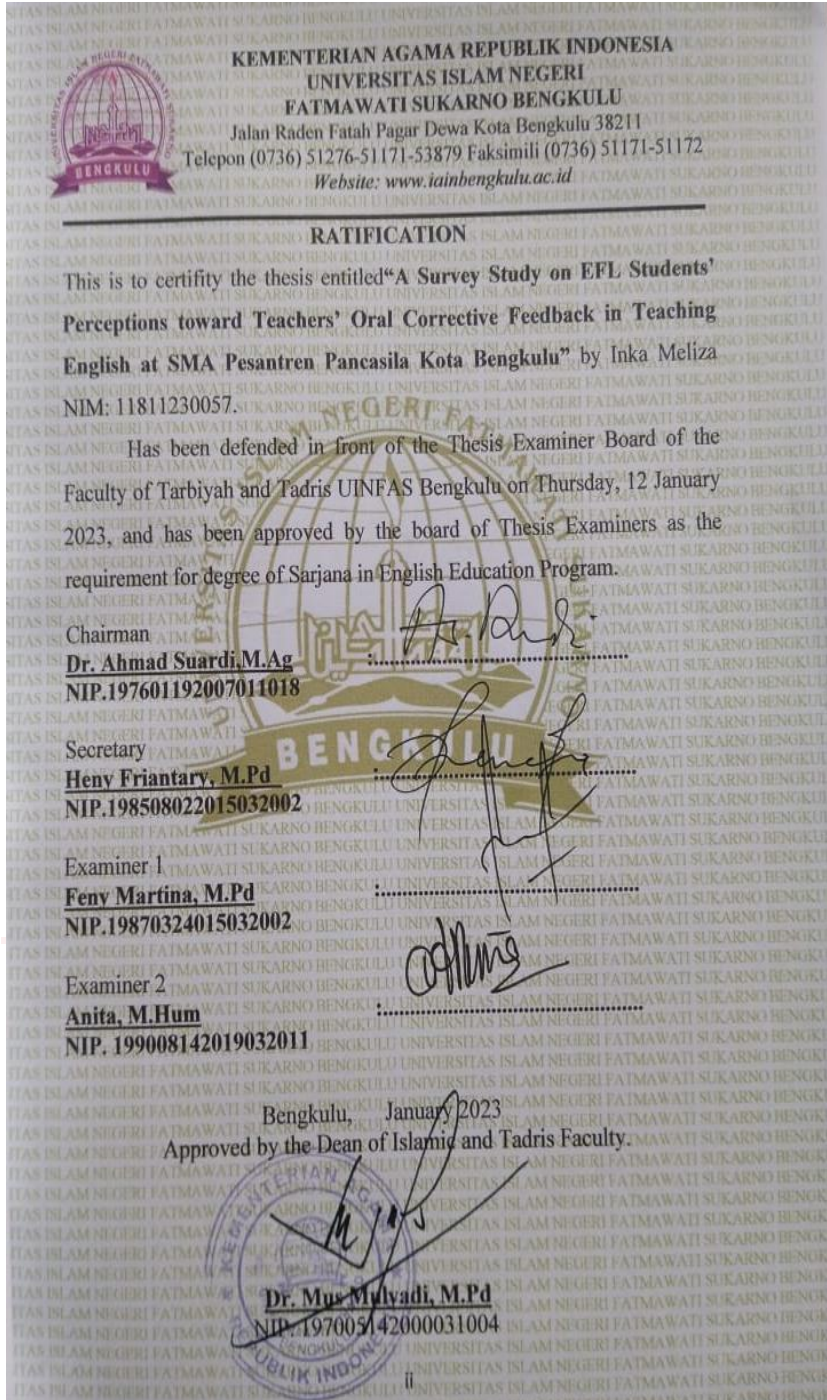
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## **MOTTO**

*“Iman, Akhlaq and Adab are More Important than Appearance,  
Beauty Fades Character Remain”*



## DEDICATION

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

- Allah SWT the creator of the universe who has given me life, blessings and His sustenance
- My beloved parents, My mother (Maryuni), my father (Kairum Syarul) my brother (Anugra Kevinza) and our youngest (Eftina Tasya). Thanks for being one of my crucial and special stuff in this thesis journey after all this time and kind of dramas we've been through I say you guys are the best support system I ever had sure thing the power of the love, duas, time, and support that always cheer me up makes me feel like totally greatfull Alhamdulillah. I love you to the moon and back.
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- All of my big Family
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- My special Friends (Vera ciriwit kadang ngesali kinda childhoodmate do, Widia lemot astuti partner belagau 24/7 amau betunggal, Fenti yang kenau karma dulu pernah madakah Exo, Cita naybong unay si gemoy unyu, Diana besan jalur kucing, Vesi my fav sanak, Anggun si paling random, Nanda nyol Tenti si baik hati and my other friends whos I can't mentioned one by one here in).  
Thanks for being my other half, let's make a lot precious memories along you know and let's make a lot a good time as well. I might not have many friends but, I know for sure that you guys are one of wonderful gift from Allah so as long you're my Jannahmate you're never going through anything alone.

- My super adorable kitten Tteokbokki that always bothering me during typing my thesis, but I love it because after that I'll do the same thing to her lol
- All of my classmates B class 18'
- All of English lectures and staff administration of UINFAS Bengkulu.
- My Green Almamater UIN Fatmawati Sukarno Bengkulu
- Last, but not least I want to thank and make such as a word of affirmation to my dearself here in like I talk to my ownself here we go, Hi cha ^^ Imma tell you that you're normal you know this is life this is what people go through you're doing fine, sometimes you're doing better, sometimes you're doing worse, but at the end it's you so, I just wan't you to have no regrets I wan't you to uh feel like yourself grow and I just wan't you to always wanted to tell and make yourself also love yourself. You might expected like this year 22' gonna be your, but you feel like the act of wanting to pursue something maybe even more precious than actually becoming that, that thing so

you feel like just being in the process itself is a prize and so you shouldn't think of it as a hard way and even if you do get stressed out you should think of it as happy stress just enjoy while pursuing it cause it's that precious. You survived and did great job finishing this thesis well after almost for a year. "And no matter how others perceive you their words do not define. You're still on a journey of becoming who you are meant to be, with or without what others say even guess. Because your Iman, Akhlaq and Adab are more important than appearance, beauty fades character remain" You are great, you are amazing and you got stronger, braver, prettier, hopefully in the future you can make great experiences, become a better person, and can make everyone who loves you be happier person in this world I mean you guys own universe ^^



### PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "A Survey Study on EFL Students' Perceptions toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu (A Survey Study at the Eleventh Grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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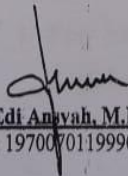
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The researcher is sure that this thesis would not be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to expresses her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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4. Feny Martina, M. Pd, as the Head of Program Study of English Education of UIN Fatmawati Sukarno Bengkulu

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8. All of staff administration of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu



## ABSTRACT

Inka Meliza, 2022. A Survey Study on EFL Students' Perceptions toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu (A Survey Study at the Eleventh Grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023). English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, UIN FAS Bengkulu.

Advisor: 1. Dr. Syamsul Rizal, M.Pd 2. Feny Martina, M.Pd

This research has a purpose and aim to determine the students' perceptions toward Teachers' Oral Corrective Feedback in Teaching English at the Eleventh Grade Students of SMA Pesantren Pancasila Kota Bengkulu in the Academic Year 2022/2023. The researcher used quantitative research with a survey method, namely research by analyzing the numbers obtained from the survey results in the form of distributing questionnaires to the research sample because it was referred to describe the students' perception. Giving questionnaire and interview in collecting the data. The sample of this research was XI-MIPA of SMA Pesantren Pancasila which consisted of 15 students. The sample was taken by using Purposive Sampling Technique. The research findings showed that in average the students have positive perceptions while there are only very few number of students have negative perceptions toward the use of feedback used by the teacher in correcting their oral errors. It is regarded by the 20 statements asked and interview. It can be concluded that almost all of the students have positive perception toward the types of feedback used by the teacher in correcting errors made by the students in oral activity.

**Keywords:** *Students' Perceptions, Teachers' Feedback, Speaking Skill.*

## ABSTRAK

Inka Meliza, 2022. Studi Survei Persepsi Siswa EFL terhadap Umpan Balik Oral Korektif Guru dalam Mengajar Bahasa Inggris di SMA Pesantren Pancasila Kota Bengkulu (Studi Survei di Kelas XI SMA Pesantren Pancasila Kota Bengkulu Tahun Ajaran 2022/2023). Program Studi Pendidikan Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, UIN FAS Bengkulu.  
Pembimbing : 1. Dr. Syamsul Rizal, M.Pd 2. Feny Martina, M.Pd

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap Umpan Balik Korektif Guru dalam Pengajaran Bahasa Inggris pada Siswa Kelas XI SMA Pesantren Pancasila Kota Bengkulu Tahun Pelajaran 2022/2023. Peneliti menggunakan penelitian kuantitatif dengan metode survei yaitu penelitian dengan cara menganalisis angka-angka yang diperoleh dari hasil survei berupa penyebaran kuesioner kepada sampel penelitian karena dimaksudkan untuk menggambarkan persepsi siswa. Pemberian kuesioner dan wawancara dalam mengumpulkan data. Sampel penelitian ini adalah SMA Pesantren Pancasila XI-MIPA yang berjumlah 15 siswa. Sampel diambil dengan menggunakan Teknik Purposive Sampling. Hasil penelitian menunjukkan bahwa rata-rata siswa memiliki persepsi positif sedangkan hanya sedikit siswa yang memiliki persepsi negatif terhadap penggunaan umpan balik yang digunakan oleh guru dalam memperbaiki kesalahan lisan mereka. Hal ini dilihat dari 20 pernyataan yang diajukan dan wawancara. Dapat disimpulkan bahwa hampir semua siswa memiliki persepsi positif terhadap jenis umpan balik yang digunakan oleh guru dalam mengoreksi kesalahan yang dilakukan siswa dalam kegiatan lisan.

**Kata Kunci:** *Persepsi Siswa, Umpan Balik Guru, Keterampilan Berbicara.*

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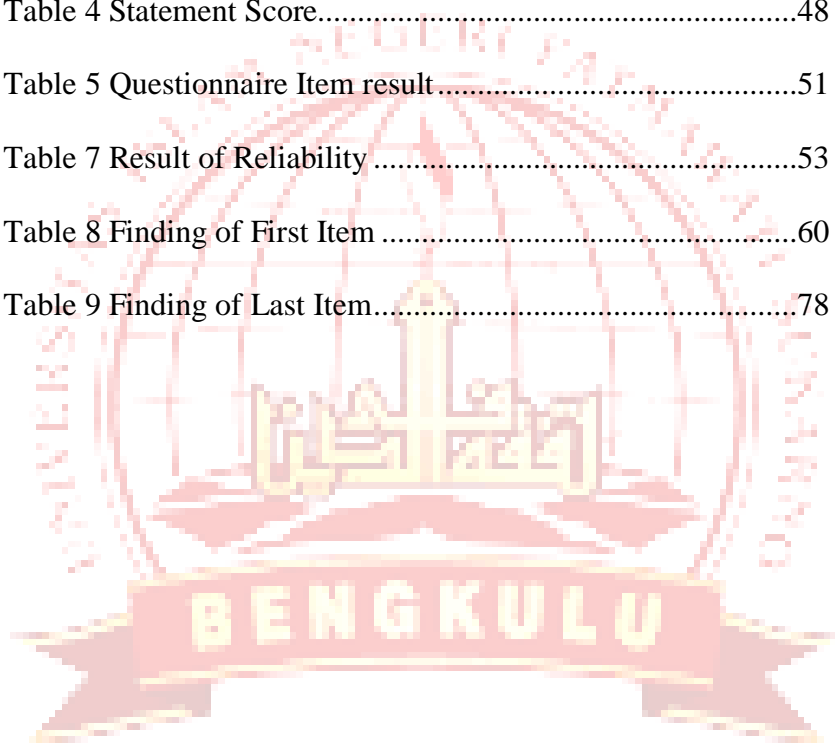
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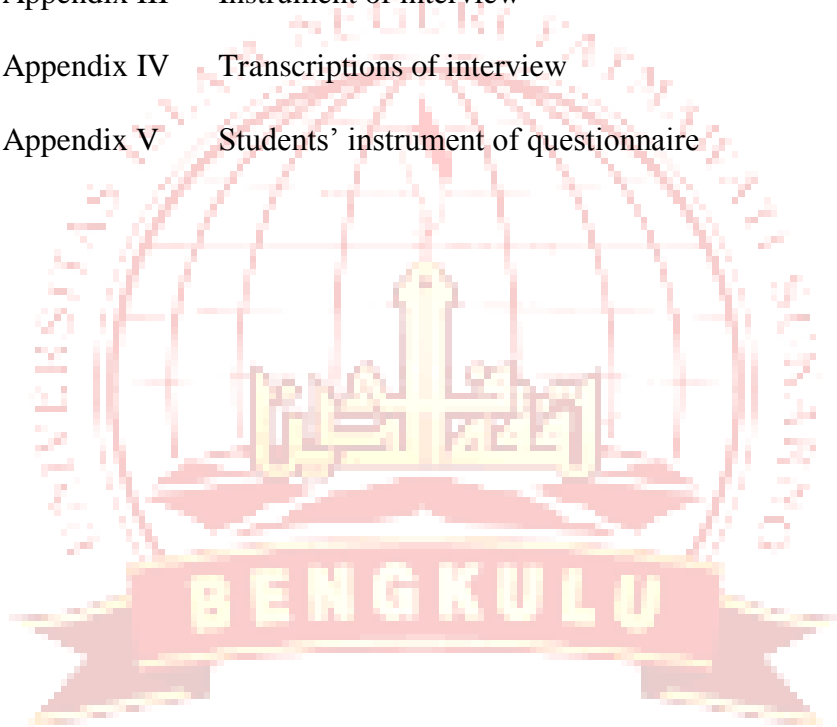
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

One crucial component of the learning process that aids students in developing their English skills is spoken corrective feedback. When students practice language features they have not yet learned, it contains both positive and negative feedback to remediate their errors. Students routinely receive formal and informal feedback from professors and peers as they work on a range of assignments and projects as part of the learning and teaching process.

Another of the most essential skills to develop when understanding English as a foreign language is the ability to speak. It is widely accepted that students' communicative competence is a good predictor of their success in language learning. However, learning to speak is never an easy task. Because sufficient knowledge of many language components is required, students frequently encounter unexpected difficulties communicating in the target language. The

primary goal of English language instruction is to enable students to communicate effectively and accurately in English (Leong et al., 2017). In other phrases, it is implied that accuracy is required to create meaningful interaction in oral communication. Teachers or instructors in the classroom usually use a variety of strategies to improve their speaking accuracy. Providing oral corrective feedback during the formal speaking class is one of the strategies. Given the importance of oral corrective feedback, some teachers and researchers have focused on students' attitudes toward oral corrective feedback. According to some research, the teacher should not ignore students' perceptions because the teacher may provide inappropriate feedback in correcting students' errors. Learner preferences are important because they can influence learning behaviors and inform instructors about learners' perspectives, which may lead to more effective oral corrective feedback teaching practices (Lyster, R., Saito, K., & Sato, 2013). Furthermore, knowing the students' perceptions will provide teacher with insights into preferred

methods of correction and timing of corrections, which will essentially contribute to the students' target language development. Based on the aforementioned issues, the current study investigates students' perceptions of oral corrective feedback in a speaking class, as well as the types of oral corrective feedback used by the teacher.

To achieve literacy as a second or foreign language learner, errors must be made during the learning process and corrected through feedback. Henderson (2015) adds that while learners' learning needs may vary, they are all deserving of the advantages of feedback processes. Oral feedback, according to Agudo and de Dios (2013), EFL students are emotionally affected by the teacher in a variety of ways. According to Maolida (2013), corrective feedback from teachers is critical for supporting students' learning. Inter language growth. The concept of oral corrective feedback is not a new one discovered truth. For decades, it has been a critical tool for teachers in dealing with student errors. According to Sari, Miftha, and Widiastuty (2022:554),

they stated that students are an important source of information for all classroom activities. Students can feel, see, speak, and hear how the teacher contributes to the classroom by providing material and explaining, including the language the teacher speaks, and the most important aspect of this research is how the teacher provides feedback.

However, guidance and feedback from the teacher are always required for students to learn and grow. Feedback is an important concept in teaching and learning, so this study focuses on the various ways feedback is present in the classroom.

The emphasis is particularly on oral feedback and students' perceptions of its use in English classes. The study will also reveal the students' perceptions about teachers' oral corrective feedback in teaching English. Furthermore, current feedback practices and students' perceptions of teachers' oral corrective feedback in teaching English in general will be investigated. Oral feedback is one of the most common types of feedback, the emphasis as previously

been on corrective feedback. Given the importance of oral corrective feedback, some teachers and researchers have focused their attention on students' perceptions of oral corrective feedback. According to some research, the teacher should not ignore students' perceptions because the lecturer may provide inappropriate feedback in correcting students' errors (Mulyani, Ningsih, and Setyaningrum, 2022:175).

The language that teacher uses to communicate with the students in the classroom, such as initiating interaction and giving feedback to the student it is an indispensable part of foreign language teaching in organizing activities and the way teachers' oral corrective feedback does not only determine how well they make their subject but also assure how well the students will learn. Therefore, teachers can use stimulus to their students like asking question, invitation and giving direction. Giving feedback to the students' response, the active participation of student in the classroom also increases.



However, the study will be continue to reveal the real perceptions of the students toward teachers' oral corrective feedback in teaching english and their preferences in the implementation of oral corrective feedback. Additionally, the studies will rarely focus on finding out of students' perceptions on the appropriate practices of giving corrective feedback at the eleventh grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023. Not all students have the ability to understand English language well during the class on, this is factors from within the students themselves or the teachers' ability to convey the material. According to Fan (2019) he stated that students must receive corrective feedback in order to become aware of their mistakes and avoid repeating them. The importance of oral corrective feedback in speaking class is subtle in order to improve students' speaking skills and avoid fossilizations. The use of oral corrective feedback is critical in enhancing students' oral performance in EFL classes. Furthermore, appropriate oral corrective feedback based on students'

differing oral proficiency levels in a speaking class is required to improve students' speaking ability by extending the correction to the students, they can learn and understand which language item they need to work on and which feature they have mastered. Feedback entails informing learners about their progress and showing them their mistakes in order to guide them toward improvement. The correction may aid students in comprehending the formulate concept of the target language. In the otherhand, to get Fans' theory (2019) teacher feedback must be good because the teacher must act, evaluate, and determine the significance of the students' error.

Based on observation conducted by the researcher she found in the field related to Teacher Oral Corrective Feedback in order to the researcher found a problem over there which would then be investigated. The researcher can conclude that Lewis's theory is not always in accordance with field facts one of which is students at the Pancasila

Islamic Boarding School, the teacher's feedback is not good so that it has an impact on the students' low in speaking skill.

According to explanation above, the researcher will collect and get the Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English in improving students' ability in English speaking skills and also interested in conducting research at SMA Pesantren Pancasila with the title "A Survey Study on EFL Students' Perceptions toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu"

## **B. Identification problem**

Based on the identification of the problem that is the students' lack in English speaking ability and their perceptions towards the teachers' oral corrective feedback during the class on, at the Eleventh Grade Students' of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023.

### **C. Limitation of the Study**

Based on the identification of problem, the writer limits the problem of the study based on an analysis above that the writer focus on the students' perceptions toward teachers' oral corrective feedback in teaching English at the Eleventh Grade Students of SMA Pesantren Pancasila in academic year 2022/2023.

### **D. Research Question**

According to the detailed description of the previous background, the writer formulates the research questions as follow "What are the students' perceptions toward teachers' Oral Corrective Feedback in Teaching English at the Eleventh Grade Students of SMA Pesantren Pancasila Kota Bengkulu in the Academic Year 2022/2023"?

### **E. Research Objectives**

Regarding the formulation of the problem of this study is: The general objective of this study is to investigate the students' perceptions toward teachers' oral corrective feedback in teaching English in the classroom at the Eleventh

Grade of SMA Pesantren Pancasila Kota Bengkulu in  
Academic Year 2022/2023.

#### **F. Significance of the study**

Significance of the research has benefits to theoretically, this research is useful for readers who are interested in teaching and learning in English, especially in students' perceptions about teachers' oral corrective feedback in Teaching English and for the other researcher can used this research as one of the reviews in their study. Practically, this study provides several benefits, helping researchers and readers to give an idea of how students' perceptions about how teachers' oral corrective feedback while doing feedback and asking questions in the teaching and learning process in the classroom.

#### **G. Definition of key term**

1. Students' perceptions
2. Oral corrective feedback

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter delves into theories and reviews results that are relevant to research. The purpose of these reviews is to provide essential background information for the study. The literature reviews include all sources relevant to the study.

#### **A. Review of Related Literature**

##### **1. Concept of Perception**

###### **a) Definition of Perception**

According to Jayanti and Arista (2018:207-208), perception is a response that individuals can take in a variety of ways. Which stimulus elicits a response from the individual is determined by the individual's attention. Individuals' feelings, thinking abilities, and experiences are not the same, so when perceiving a stimulus, the perception results may differ from one individual to the next. Everyone has a different perspective on the same thing. Many factors can influence these differences, including knowledge, experience, and point of view.

Perception is also related to a person's perspective on a specific object in various ways by using their senses and then attempting to interpret it. Perceptions, both positive and negative, are like neatly organized files in our subconscious mind. When there is a stimulus that triggers it or an event that opens it, the file will appear immediately.

Furthermore, Jayanti and Arista (2018:210) define perception as a process in which individuals organize and interpret the stimuli they receive in order to realize and understand what is received, and this can be influenced by the individual concerned's experience. According to Soraya (2018) Definition of Perception is the ability to organize observations, such as the ability to differentiate, group, and focus, is referred to as perception. Teachers' lesson is the unanimity of knowledge, honesty, and attitudes of tangible action as an instructional agent that becomes one of the important factors to achieve the learning objectives and another is one of the factors that

are in the process of achieving the learning objectives and others.

Megawati and Nurkhaifah (2020:76) define perception as something related to their symptoms and experiences. The greater a person's experience and knowledge, the greater and stronger the perception. Needs and psychology influence perception in addition to knowledge and experience. Thus, perception can also be defined as the result of one's thoughts in response to a specific situation.

Therefore the researcher can concluded that perception is the recognition and interpretation of sensory information by people. People can think of perception as a process in which they take in sensory information from their surroundings and use that information to interact with their surroundings. Perception allows people to take in sensory information and transform this into something meaningful.



The interpretation of sensory data is referred to as the nature of perception. In other words, sensation entailed detecting the presence of a stimulus, whereas perception entailed comprehending what the stimulus meant. When we see something, for example, the visual stimulus is the light energy reflected from the outside world, and the eye becomes the sensor. When the visual image of the external thing was interpreted in the brain's visual cortex, it became perception. Thus, visual perception refers to the interpretation of an image of the external world projected on the retina of the eye and the construction of a three-dimensional world model. It is clear from the preceding explanation that perception is more than just sensation. It correlates, integrates, and comprehends various sensations and information from many organs of the body, allowing a person to identify the things and objects to which the sensations refer.

## b) Factors Affecting Perception

Based on Husseins' statement (2017), perception is influenced by four factors. People's perceptions are influenced by the following factors:

### 1. Perceptual Understanding

Everyone in the community learns to emphasize certain sensory inputs while ignoring others. For example, a person who has received training in an occupation such as artistry or other skill jobs may outperform other untrained individuals. For such perceptual skills, experience is the best teacher. Blind people, for example, recognize people by their voices or the sounds of their footsteps.

### 2. Mental Set

Set refers to the state of being ready to receive sensory input. This level of expectation keeps the individual focused and alert. For example, when we expect a train to arrive, we listen to its horn or sound even if there is a lot of noise disturbance.

### 3. Motives and Needs

Our motivations and needs will undoubtedly shape our perception. A hungry person, for example, is motivated to recognize only food items among other articles. His attention cannot be diverted to anything else until his motive is satisfied.

### 4. Cognitive Styles

People are said to differ in the ways they process information in their typical ways. Every person will have his or her own interpretation of the situation. It is said that people who are flexible have better attention, are less affected by interfering influences, and are less dominated by internal needs and motives than people who are constrained.

One of the students' evaluations for the lecture could be their perception. The lecturer will be able to know what students require more effectively in the classroom.

### c) Forms of Perception

Regarding to Khairul (2012), perception is a reaction based on review aimed at such an object and expressed verbally, whereas forms of perception are views based on the assessment of an object that occur anytime, anywhere if the stimulus affects it. The process of interpreting object -s, signs, and people from the point of experience in question is included in perceptions that include the cognitive process. As a result, accepting a human capability stimulus is very limited, and humans are unable to process all of the stimuli he captures. This means that, despite being frequently recognized, the stimulus will be ignored. Perceived has always chosen a stimulus that is relevant and meaningful to him. As can be seen, there are two types of According to Khairul, there are both positive and negative perceptions (2012).

#### a. Positive Perceptions

Positive perception is the perception or view of an object that leads to a state in which

the subject is perceived to accept the captured object because it corresponds to his personality.

#### b. Negative Perceptions

Negative perceptions are the perceptions or views of an object that point to the circumstances in which the subject is perceptive and tends to reject the object being arrested because it does not fit his personality.

## **2. Oral Corrective Feedback**

### a) Definition of Oral Corrective Feedback

According to Asnawi, Zulfikar, and Astila (2017:281), oral corrective feedback is a teacher's verbal feedback in response to students' errors in speaking performance, with a focus on pronunciation, vocabulary and language patterns, communication skills, ideas, and organization. Finally, oral corrective feedback is oral feedback given by a teacher or a peer to indicate that a student's use of the target language contains errors; it can also be given as a response to correct students' errors in

using the target language, particularly students' spoken errors. Li, Shaofeng (2022) Oral corrective feedback refers to comments made by a teacher or an interlocutor on errors in the speech production of second language learners. Traditional pedagogy limits corrective feedback to explicit error correction and makes no distinction between different types of feedback. The concept of feedback is now extended to any response that is intended and recognized as corrective in modern approaches such as task-based instruction. As a result, feedback can be given in a variety of ways, and different types of feedback are viewed differently in different theories in terms of whether or not they aid in language learning.

Corrective feedback indicates that a learner's use of the target language contains errors. If given at the appropriate time, corrective feedback should be viewed as a beneficial input for the student. This means that when providing feedback, the teacher should keep the

student in mind. The majority of students will struggle to continue speaking after being interrupted in the middle of their thought. Worse, they will feel anxious, which may cause them to speak more cautiously in the future. As a result, they will not be able to communicate as fluently as they could.

There are many experts' arguments discussed about oral corrective feedback, There are some similar notions of oral corrective feedback put forwarded by different experts. Lightbown and Spada (as cited in Karbalaee and Karimian, 2014), defines that "corrective feedback as any indication to the learners that their use of the target language is incorrect" (p. 967). In this case, the feedback can be conveyed explicitly and implicitly that include metalinguistic information which the point is refers to correction in speaking performances. According to Calsiyao (2015; p. 395) corrective feedback is "a means of offering modified input to students which could consequently lead to modified

output by the students”.

Meanwhile, Chaudron as cited by Mendez et al defined oral corrective feedback as “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance”. In conclusion, oral corrective feedback is the process of giving correction toward student’s error in oral production which the feedback can be conveyed both of teacher and students.

#### b) Types of Oral Corrective Feedback

Oral corrective feedback is classified into six categories by Ranta and Lyster (2007): recast, metalinguistic feedback, elicitation, explicit correction, repetition, and clarification request. The researcher would elaborate detail information about six types of oral corrective feedback. The details information elaborated as follow:



## 1. Recast

Recast is feedback given by a teacher or lecturer to students in order to provide corrections in a way that does not obstruct communication. During the treatment, the lecturer reformulates the students' question forms. (Mulyani, Ningsih, and Setyaningrum 2022:176).Mendez, Arguelles and Castro argued that recast is teacher might repeat what student has said replacing the error. For example :

Student:

*were you **surprising** by anything in the article?*

*(error-grammar)*

Teacher:

*were you **surprised** by anything in the article?*

*(feedback recast)*

Based on the example above, the researcher concludes that recast is teacher respond by repeat the incorrect word change into the correct one. So that,

the teacher does not need to mention the incorrect/wrong grammar directly.

## 2. Repetition

Repetition entails repeating mistakes made by students and adjusting intonation to attract attention students' focus on their mistakes (Mulyani, Ningsih, and Setyaningrum 2022:177).

Repetition refers to teacher's repetition, in isolation, of the student's erroneous utterance. The conclusion that the teacher as corrector will repeat the student utterance highlighting the error by means of emphatic stress.

Example:

Student : *I will showed you*

Teacher : *I will **SHOWED** you*

Student : *I will show you*

In repetition episode, the teacher does not give clear correction in students erroneous. The teacher gives explicit corrective feedback by repeat the

incorrect utterance. The teacher does not include any other information except repetition of the utterance that is restate by using raising tune of intonation to make student aware.

### 3. Clarification request

Clarification requests the lecturer uses to demonstrate that he did not understand the utterances due to either the meaning or the linguistic forms. The teacher requests clarification on what students have previously stated. (Mulyani, Ningsih, and Setyaningrum 2022:177).

The teacher asks for repetition or formulation of what student has said. This is a feedback type that can be refer to problems in either comprehensibility or accuracy, or both.

Example:

Teacher :*what's your name?*

Student :*Jessi*

Teacher : "*pardon me*"? *what's your name?*

Student :*My name's Jessica*

Teacher :*Excellent*

#### 4. Explicit correction

Explicit correction provides students with accurate information about their mistakes (Mulyani, Ningsih, and Setyaningrum 2022:177). The correct form will be provided by the lecturer. According to Anggoro (2013), explicit correction is clearly indicating students who are incorrect while providing the correct form this kind of corrective feedback will compel students to explain their errors in detail.

Explicit correction, which is the reformulation of the incorrect sentence as well as an indication that what the learner said was incorrect, was also found in Lyster and Rantas' (1997) study. In this case, the teacher provides the correct form while also ensuring that the learner recognizes the language error. In Explicit correction, teacher clearly indicates what the student had said was incorrect.

For example:

Student :*On May*

Teacher :*Not on May, in May*

## 5. Elicitation

Elicitation. According to (Solikhah, 2016), elicitation is defined as repeating the correct part of a student's utterance without the erroneous and rising intonation as a signal to the students to correct any errors and finish the sentence.

Elicitation is a correction technique that prompts the learner to self-correct and may be accomplished in one of three following ways during face-to-face interaction, each of which vary in their degree of implicitness or explicitness stated by Lyster in Rezaei, Mozaffari, and Hatef.

For example:

Student :*Jhon and the Lion become good friends*

Teacher :*Become? (emphasis)*

Students :*Became*

## 6. Metalinguistic feedback

Metalinguistic feedback It is used by the teacher or lecturer to provide grammatical explanations to students based on target structure (Gringo, 2017). The lecturer informs students about grammatical errors related to their utterance. Because there is an adverb time past, the auxiliary verb must also be in the past tense.

According to Lyster and Ranta (1997), metalinguistic feedback includes metalinguistic questions or information about the accuracy of the student's utterance in terms of grammatical, lexical, or phonological features that point to the nature of the error but attempt to elicit the information from the student. In giving metalinguistic feedback, the teacher provides, information, or question related to an error the student has made without explicitly providing the correct form.

For example:

Student :*There were many woman in the meeting.*

Teacher :*You need plural.*

Student :*There were many women in the meeting.*

## **B. Previous Study**

There are previous studies that has relation with the title of researcher's research, namely:

First, this research was conducted by Mipta Huljannah entitled " An analysis of oral corrective feedback given by lecturers in speaking for group activity classes in English study program of UMB" 2018. The result of this research shows that the lecturers often used was explicit correction, Followed by metalinguistic feedback, elicitation, paralinguistic signal and recast. Second, the lecturers' way in giving oral corrective feedback was indirect oral corrective feedback and followed by direct oral corrective feedback. The researcher suggested to the lecturer to give feedback in teaching and learning process and give another type of feedback because it is the effective way to make students speaking ability is better

than before. In this case, the researcher purposes the types of oral corrective feedback as strategies for the teacher to convey correction in many ways. Second, the study entitled "Students' Perceptions toward Teacher's Talk in Calassroom" a study done by Nuratika (2018). The research findings showed that in average the students have positive perceptions while there are only very few number of students have negative perceptions toward the usel of feedback used by the teacher in correcting their oral errors. It is regarded by the 15 statements asked and interview. It can concluded that almost all of the students have positive perceptions toward the types of feedback used by the teacher in correcting errors made by the students in oral activity.

The last study was conducted by Mega Herawatis' Research 2015 entitled "Oral Feedback by English Lecturers to the English Department students at Muhammadiyah University of Bengkulu". In this research, it was found that the forms of oral feedback used by English lecturers of English department were by giving praise or encourages, jokes. Using



ideas of students, repeating students response verbatim, asking question, giving information, correct without rejection, giving direction, direct pattern drill, criticizes student's behavior, and criticizes students response.

The previous study done by Nuratika (2018) the study entitled "Students' Perceptions toward Teacher's Talk in Calassroom" is similiar that the researcher choose which stated that students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The research findings showed that in average the students have positive perceptions while there are only very few number of students have negative perceptions toward the use of feedback used by the teacher in correcting their oral errors. It is regarded by the 15 statements asked and interview. It can concluded that almost all of the students have positive perceptions toward the types of feedback used by the teacher in correcting errors made by the students in oral activity.

The difference of the previous study is the research method the researche use quantitative research with a survey

method, namely research by analyzing the numbers obtained from the survey results in the form of distributing questionnaires to the research sample meanwhile the researcher from the previous study used descriptive qualitative method.

Talking about positive perceptions there is an expert stated about it (Robbins, 2002: 14) said that positive perception comes from the individual satisfaction about certain object that becomes his/her source perception the individual knowledge, and the individual experience of the object of the object perceived. Therefore positive perception can be a personal judgment about certain object positively or as expected about the certain object.

However, only a few students have negative perception that they did not want to be corrected by the teacher in front of the classroom because they could feel embarrassed or frustrated. There are 5 students that do not want to be corrected every time when they speak English. The researcher assumed that the students might feel shy in front of their

classmates of being always corrected or they do not understand the correction given by the teacher through feedback.

They also feel interrupted while the teacher is correcting their errors. Regarding the attitude showed by the students toward the feedback used by the teacher in correcting their errors in an oral activity, it is important to be paid attention to how the teacher should correct the students' errors.

Furthermore, oral feedback is needed that can motivate the student in gaining some more language input of Language learning performance. Based on the questionnaire items number 10 and 11, the students think that error correction helps them identify their weak areas in English and it is good for language learning. Regarding this, it is better for the teacher always correct the students' errors nicely by giving feedbacks.

### **C. Conceptual Framework**

According to Harmer (2007), making errors indicates that learners have made some progress in their learning. Furthermore, according to Dulay and Burt (1974, cited in Zhu, 2010), error making is unavoidable and appears to be necessary and critical to language learning. In fact, it is a clear indication that language learners are developing and internalizing language rules. Furthermore, by analyzing students' errors, teachers can infer the nature of their knowledge and determine what students still need to learn. Errors made by students are therefore important to teachers because they tell them if they conduct a systematic analysis to determine how far the learners have progressed toward the goal. progressed and, as a result, what they still need to learn.

Previous research has been conducted on the controversies surrounding how corrective feedback has been viewed in language pedagogy (e.g., Ellis, 2009; Iseni, 2011), teachers' and students' attitudes toward corrective feedback (e.g., Lyster & Ranta, 1997; Zhu, 2010, Katayama, 2006,

2007; Azar & Molavi, 2012), and the effect of corrective feedback on language learning (e.g. Chu, 2011; Rezaei, Mozaffari, & Hatef, 2011). Teachers recognize feedback as an important part of the learning process because it is relevant to the students' concerns and the activity in which they are involved (Harmer, 2007).

**Table 2 Research Design**



X : Teacher Feedback

Y : English Teaching and Learning Process

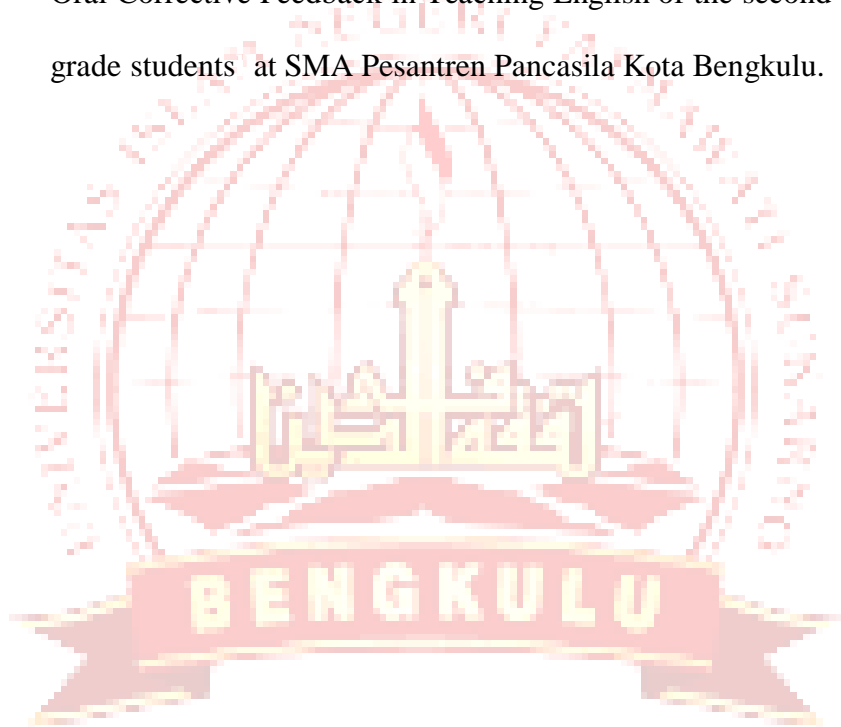
#### **D. Hypothesis**

A hypothesis is a statement predicting how variables relate to each other and that can be tested through research (Leavy, 2017). Hypotheses are typically used in experimental and quasi-experimental designs and survey research.

A hypothesis is therefore designed to test or measure the relationship between variables. This thesis proposal's statistical hypothesis could be:

Ho: There is no EFL Students' Perceptions toward Teachers' Oral Corrective Feedback in Teaching English of the second grade students at SMA Pesantren Pancasila Kota Bengkulu

Ha: There is an EFL Students' Perceptions toward Teachers' Oral Corrective Feedback in Teaching English of the second grade students at SMA Pesantren Pancasila Kota Bengkulu.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The research used quantitative research with a survey method, namely research by analyzing the numbers obtained from the survey results in the form of distributing questionnaires to the research sample. According to Sugiyono (2017, 194) the method or technique of data collection can be done by questionnaire. Based on Rizal (2020), survey research as a study of sampling from a population using a questionnaire as the main data. Other research experts such as Kerlinger (2006) and Kriyantono (2008) also stated that the survey method was used to obtain information about some respondents who were considered to be representative of the population.

In this research, the approach used a quantitative approach because the data obtained through a quantitative questionnaire in the form of objectively, and the results could be generalized (Creswell, 2008). Meanwhile, the method

used in this study was one of the descriptive methods, namely the survey method. Singarimbun and Effendi (1989) stated survey research as a study of sampling from a population using a questionnaire as the main data.

Other research experts such as Kerlinger (2006) and Kriyantono (2008) also stated that the survey method was used to obtain information about some respondents who were considered to be representative of the population. In this study, the survey method will use to obtain information related to students' perceptions about how teachers' oral corrective feedback in teaching English needs by using a questionnaire filled in by the respondents, namely students of eleventh grade of SMA Pesantren Pancasila Bengkulu City for the 2022/2023 academic year. This study will conduct to find out the students' perceptions about how teachers' oral corrective feedback in teaching English in the classroom.

According to surveyor Robert Groves defines that Survey research is a type of activity that has become common in the



community, and many of them have done it on their own or with others. The survey contains research questions on report beliefs or self-behavior. When respondents respond to questions with the desired variables, the questions become more focused (Groves, 2010 : 57). As a positivist approach, survey research was developed. regarding the social sciences Groves states that "Surveys produce information that is statistically natural in nature," for example. Survey is the most basic type of quantitative data. Several questions are asked in survey research. respondents' beliefs, opinions, personality traits, and behaviors that have been observed or is currently taking place. According to (Sugiyono, 2019) that Quantitative research methods are research methods that are based on the positivist philosophy and are used to examine a specific population or sample, collect data, use research instruments, and analyze quantitative/statistical data with the goal of testing a hypothesis (page 16).

Based on the description above, it can be concluded that the study will use descriptive-quantitative research design.

This research will be conducted with students at eleventh grade of SMA Pesantren Pancasila Bengkulu City for the 2022/2023 academic year to find the proof how is the students' perceptions toward teachers' oral corrective feedback do the teacher used while giving questions and feedbacks in teaching english.

### **B. Subject of the Research**

The subject of this research is in SMA Pesantren Pancasila Bengkulu City. As respondents, the study took students at eleventh grade during English Class on. The reason the researcher chose this Students as the respondent was because their perceptions towards teachers' talks in classroom during English class was very important to increase their english skills and also to support education in the future. Therefore, the researcher will make the school as the object of research.

## **C. Population and Sample**

### **1. Population**

According to (Sugiyono, 2019) the population is a broad term that refers to a group of objects or subjects that have certain qualities and characteristics that researchers have determined should be studied and conclusions drawn. As stated by Arikunto (2010:173). All members of a well-defined group of people, events, or things are referred to as the population. A population is a collection of people who share a common trait. The population define as the set or group of all the units to which the research findings will be applied. Thus, population is the whole of the subjects of research. The researcher chooses the students of grade XI MIPA at Pesantren Pancasila Kota Bengkulu as part of the study's population.

**Table 2**  
**Population of this research**

| No | Class    | Number of Students |
|----|----------|--------------------|
| 1  | X MIPA   | 24                 |
| 2  | X IPS    | 19                 |
| 3  | XI MIPA  | 15                 |
| 4  | XI IPS   | 18                 |
| 5  | XII MIPA | 21                 |
| 6  | XII IPS  | 23                 |
|    | Total    | 120                |

## 2. Sample

The sample according to (Sugiyono,2019) is a component of the populations' size and characteristics. Samples obtained from a population can be used by researchers if the population is big and researchers are unlikely to investigate everything in the population owing to a lack of funding, energy, or time. Arikunto (2010: 174) explains a sample is a small group of people who are being studied. (Marbun, 2016:34). Creswell (2007:142)

stated a sample is a subset of the target population that the researcher intends to analyze in order to make generalizations about the entire target population Creswell (2007:142). From the definition above, sample can be interpreted as part of the population, and can be said to be a representative of the members of population.

The sample was chosen by the writer by interview one of the English teachers at the school and reviewing the list of students' grades from each class. So, it can be concluded that the students who have homogeneous ability in the class. Here, the writer using 1 class be selected to be a sample to collect data.

#### **D. Instrument of the Research**

The research used quantitative research with a survey method, namely research by analyzing the numbers obtained from the survey results in the form of distributing questionnaires to the research sample. According to Sugiyono (2017, 194) the method or technique of data collection can be done by questionnaire. Based on Singarimbun

and Effendi(1989) in Rizal (2020), survey research as a study of sampling from a population using a questionnaire as the main data. Other research experts such as Kerlinger (2006) and Kriyantono (2008) also stated that the survey method was used to obtain information about some respondents who were considered to be representative of the population.

A research instrument is a tool chosen and used by researchers to collect data in order for the activity to become systematic and facilitated. (Ibrahim, 2018). The goal of this research is to describe students' perceptions/opinions on EFL Students' Perceptions of Teachers' Oral Corrective Feedback in English Teaching. This study will be classified as a survey because it dealt with students' perceptions/opinions. In research Instrument, the researcher use questionnaire and interview as the instruments in collecting the data from the sample. These instruments as mention before, consisted of two.

## 1) Questionnaire

Research instruments are tools used to carry out research activities, especially as measurement and data collection in the form of questionnaires, a set of test questions. The questionnaire was given to 11th grade students as respondents this statement is in line with the notion of research instruments according to Sugiyono (2018, p. 102) a research instrument is a tool used to measure the observed natural and social phenomena. According to Arikunto (2019, p. 203) research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process.

Questionnaire list of questions to obtain participation data from students who fill out the questionnaire, this data is used to test the data. A questionnaire, according to Sugiyono (2017:142), is a data collection method in which respondents are given a set of

questions or written statements to answer. Therefore the researcher concluded that a questionnaire is a printed form used for data collection that contains questions or statements to which the subject is expected to respond. The questionnaire itself had 20 items, with 4 items for each indicator. Questionnaire which consist of 20 questions.

## 2) Interview

Interview as the second instrument was given to the students. This interview will consist of 2 questions only, that cover question and feedback as the problem statement refer in this research. The interview was given for all the students. Each student have time around 3-5 minutes in answering the interview. The answers in the questionnaire used the scale from numbers 1 to 5, while for interviews, students only answer some questions directly.



**Table 4 Likert Scale**

| No | Items             | Score |
|----|-------------------|-------|
| 1  | Strongly agree    | 5     |
| 2  | Agree             | 4     |
| 3  | Partially agree   | 3     |
| 4  | Disagree Strongly | 2     |
| 5  | Disagree          | 1     |

(Source Sugiono, 2011: 136)

#### **E. Technique of Collecting Data**

1. The researcher will distribute the instrument to the students. It will consist of 20 numbers. Then, the students will answer the questions in the questionnaire. It will take 40 minutes for student to finish it. After finish, the researcher will collect the students' paper. Interview as the second instrument. After answering a questionnaire, interview will be given for all the students, this interview consist of 2 questions only. Each student have time around 3-5 minutes in answering the interview.

2. The researcher will give score based on the formula.
3. After know the students' score, the researcher will classify it.
4. Then, the researcher will percentage the data to know level of students' perceptions of teachers' oral corrective feedback in teaching English.

#### F. Research Instrument

Research grid of instrument questionnaire of EFL students' perceptions toward teacher oral corrective feedback in teaching English.

**Table 5 Grid of Research Instrument**

| No | Variable  | Sub Variable     | Indicator  | Items |
|----|-----------|------------------|--|-------|
| 1  | Intrinsic | English Attitude | Establishment and influence on English learning.   | 1-5   |
| 2  |           | Mentally         | High self-confidence and The students' feeling when oral error corrective feedback is given by the lecturer. | 11-15 |
| 3  | Extrinsic | Affection        | Motivation in learning.  | 6-10  |
| 4  |           | Behaviour        | Seriousness in responding to learning also EFL   |       |

|                    |  |  |  |       |
|--------------------|--|--|--|-------|
|                    |  |  | learners emotionally react to the oral Feedback process in classroom situations. | 16-20 |
| <b>Total Items</b> |  |  | <b>20</b>  |       |

The form of the questionnaire is a closed questionnaire, where the questionnaire will use likert scale technique. According to (Sugiyono 2018) likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena, with likert scale the variables to be measured are translated into variable indicators. Then the indicators is used as a point for compiling instruments items which can be in the form of statements or questionnaire. The likert scale followed by graded answer from the strongly agree to strongly disagree, as follows:

**Table 6 The Likert Scale**

| <b>Positive Statement</b> |              | <b>Negative Statement</b> |              |
|---------------------------|--------------|---------------------------|--------------|
| <b>Category</b>           | <b>Score</b> | <b>Category</b>           | <b>Score</b> |
| <b>1</b>                  | <b>2</b>     | <b>3</b>                  | <b>4</b>     |
| Strongly Agree ( SA)      | 5            | Strongly Agree (SA)       | 5            |
| Agree (A)                 | 4            | Agree (A)                 | 4            |

|                           |   |                           |   |
|---------------------------|---|---------------------------|---|
| Neutral (N)               | 3 | Neutral (N)               | 3 |
| Disagree (D)              | 2 | Disagree (D)              | 2 |
| Strongly Disagree<br>(SD) | 1 | Strongly Disagree<br>(SD) | 1 |

(Sugiyono, 2018)

### G. Data Analysis Techniques

According to Sugiyono (2010: 335), what is meant by data analysis techniques is the process of searching for data, systematically compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking down into units, synthesize, arrange into a pattern choosing which ones are important and to be studied, and draw conclusions so that they are easily understood by themselves and others. The test has several criteria that must be met in order to be an instrument capable of producing the desired data in research. The criteria according to Sanjaya (2015, p. 252).

#### 1. Analysis Questionnaire

Data will obtaine from the questionnaires analyzed by using the percentage technique. The results of

questionnaires will analyze by using the following percentage system: Descriptive statistic was used as data analysis technique. The formula to calculate the percentage (%) is computing the frequency of the rate percentage of the students' score by using the Statistical Package for Social and Science (SPSS) version 26.

## 2. Validity and Reliability

Validity and reliability are the two the most essential part to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

### a. Validity

Sugiyono, (2018), defines a validity test used to find out whether the research instrument to be used is valid or not. Valid means the instrument can be used to measure whatever should be measured. The items of the

questionnaire test are considered valid if the correlation coefficient is higher than the  $t_{table}$ .

To find out whether the question items are valid or invalid by comparing the r-count of each question item with the r-table. From the table above, the r-count and r-table values for each question item are obtained as follows:

| Questionnaire Items | R Value | R Table | Note    |
|---------------------|---------|---------|---------|
| Number 1            | 0,810   | 0,514   | Valid   |
| Number 2            | 0,690   | 0,514   | Valid   |
| Number 3            | 0,874   | 0,514   | Valid   |
| Number 4            | 0,821   | 0,514   | Valid   |
| Number 5            | 0,164   | 0,514   | Invalid |
| Number 6            | 0,531   | 0,514   | Valid   |
| Number 7            | 0,623   | 0,514   | Valid   |
| Number 8            | 0,700   | 0,514   | Valid   |
| Number 9            | 0,827   | 0,514   | Valid   |
| Number 10           | 0,753   | 0,514   | Valid   |
| Number11            | 0,294   | 0,514   | Invalid |

|           |       |       |         |
|-----------|-------|-------|---------|
| Number 12 | 0,641 | 0,514 | Valid   |
| Number 13 | 0,599 | 0,514 | Valid   |
| Number 14 | 0,698 | 0,514 | Valid   |
| Number 15 | 0,785 | 0,514 | Valid   |
| Number 16 | 0,577 | 0,514 | Valid   |
| Number17  | 0,485 | 0,514 | Invalid |
| Number 18 | 0,669 | 0,514 | Valid   |
| Number 19 | 0,550 | 0,514 | Valid   |
| Number 20 | 0,536 | 0,514 | Valid   |
| Number 21 | 0,641 | 0,514 | Valid   |
| Number 22 | 0,469 | 0,514 | Invalid |
| Number 23 | 0,619 | 0,514 | Valid   |
| Number 24 | 0,660 | 0,514 | Valid   |
| Number 25 | 0,500 | 0,514 | Invalid |

From the table it is known that there are 5 question items with r-count values  $< r_{table}$ , namely questions number 5, 11, 17, 22 and 25, then the 5 question items are said to be Invalid while the other 20 question items

obtained  $r$ -count values  $>$   $r$ -table then the 20 question items are said to be valid.

#### b. Reliability

Instruments that had previously been pronounced valid were subjected. The Cronbach's Alpha formula was employed in this study to examine the reliability level of test items using the Statistical Package for Social and Science (SPSS). If alpha Cronbach is higher than  $r$ table at a level of significance of 5%, the instrument is considered reliable. If alpha Cronbach's alpha is lower than  $r$ table at a 5% level of significance, the instrument is not regarded reliable.

Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 15 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 15 | 100.0 |

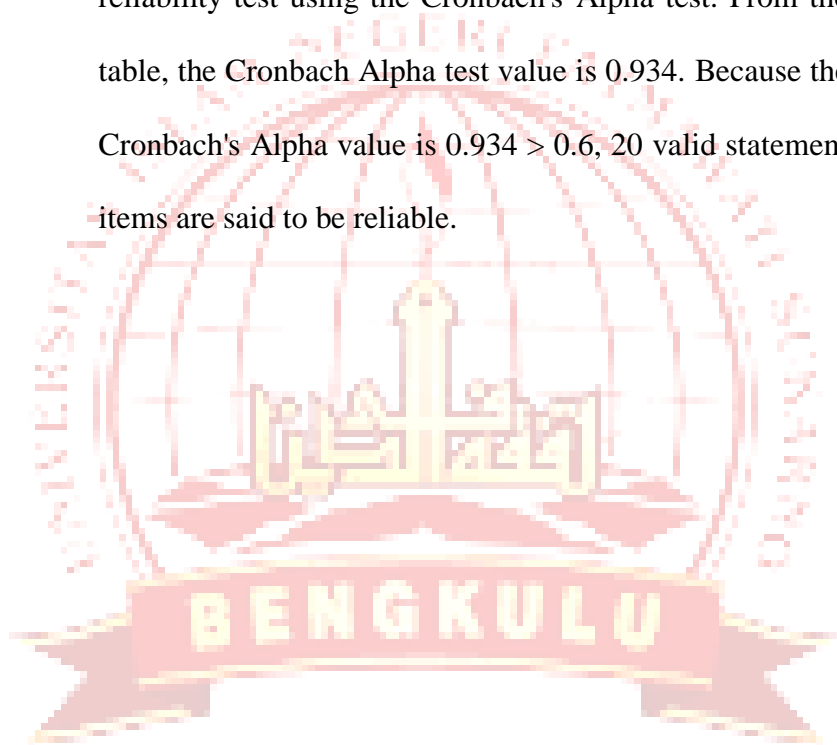
a. Listwise deletion based on all variables in the procedure.



### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .934             | 20         |

The table above describes the results of the reliability test using the Cronbach's Alpha test. From the table, the Cronbach Alpha test value is 0.934. Because the Cronbach's Alpha value is  $0.934 > 0.6$ , 20 valid statement items are said to be reliable.



## **CHAPTER IV**

### **RESEARCH RESULTS AND DISCUSSION**

#### **A. Research Results**

This chapter answer of problem statement in the previous chapter and consists of findings and discussion. Findings shows description of result from the data that had been collected through questionarre and interview which are described in table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher uses their own word to explain it. The detail explanation of the result of the test above, it can be explained as the following details.

##### **1. The results of questionnaire validity**

It is critical for the researcher to validate the instrument before to conducting the study. Therefore, the researcher conducted instrument try out to confirm the validity and realibility of the instrument. To explore students' perceptions toward teachers' oral corrective feedback in teaching english, a total of 25 questionnaire

were tried. The following explanation explains the outcome of the instrument try out.

The table describes the results of the validity test using the Pearson Product Moment Correlation Test ( $r$ ). To find out whether the question items are valid or invalid by comparing the  $r$ -count of each question item with the  $r$ -table. From the table above, the  $r$ -count and  $r$ -table values for each question item are obtained as follows:

| Questionnaire Items | R Value | R Table | Note    |
|---------------------|---------|---------|---------|
| Number 1            | 0,810   | 0,514   | Valid   |
| Number 2            | 0,690   | 0,514   | Valid   |
| Number 3            | 0,874   | 0,514   | Valid   |
| Number 4            | 0,821   | 0,514   | Valid   |
| Number 5            | 0,164   | 0,514   | Invalid |
| Number 6            | 0,531   | 0,514   | Valid   |
| Number 7            | 0,623   | 0,514   | Valid   |
| Number 8            | 0,700   | 0,514   | Valid   |
| Number 9            | 0,827   | 0,514   | Valid   |

|           |       |       |         |
|-----------|-------|-------|---------|
| Number 10 | 0,753 | 0,514 | Valid   |
| Number11  | 0,294 | 0,514 | Invalid |
| Number 12 | 0,641 | 0,514 | Valid   |
| Number 13 | 0,599 | 0,514 | Valid   |
| Number 14 | 0,698 | 0,514 | Valid   |
| Number 15 | 0,785 | 0,514 | Valid   |
| Number 16 | 0,577 | 0,514 | Valid   |
| Number17  | 0,485 | 0,514 | Invalid |
| Number 18 | 0,669 | 0,514 | Valid   |
| Number 19 | 0,550 | 0,514 | Valid   |
| Number 20 | 0,536 | 0,514 | Valid   |
| Number 21 | 0,641 | 0,514 | Valid   |
| Number 22 | 0,469 | 0,514 | Invalid |
| Number 23 | 0,619 | 0,514 | Valid   |
| Number 24 | 0,660 | 0,514 | Valid   |
| Number 25 | 0,500 | 0,514 | Invalid |

From the table it is known that there are 5 question items with r-count values  $< r$ -table, namely questions number 5, 11, 17, 22 and 25, then the 5 question items are said to be Invalid while the other 20 question items

obtained r-count values > r-table then the 20 question items are said to be valid.

## 2. The Results of Reliability

Instruments that had previously been pronounced valid were subjected. The Cronbach's Alpha formula was employed in this study to examine the reliability level of test items using the Statistical Package for Social and Science (SPSS). If alpha Cronbach is higher than rtable at a level of significance of 5%, the instrument is considered reliable. If alpha Cronbach's alpha is lower than rtable at a 5% level of significance, the instrument is not regarded reliable.

Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 15 | 100.0 |
|       | Excluded <sup>a</sup> | 0  | .0    |
|       | Total                 | 15 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .934             | 20         |

The table above describes the results of the reliability test using the Cronbach's Alpha test. From the table, the Cronbach Alpha test value is 0.934. Because the Cronbach's Alpha value is  $0.934 > 0.6$ , 20 valid statement items are said to be reliable.

### 3. Findings

Students' perceptions of "How is students' perceptions toward teachers' oral corrective feedback in teaching English at the eleventh grade students of SAM Pesantren Pancasila Kota Bengkulu in the academic year 2022/2023?". After conducting the research, the researcher obtained the data, the result of the questionnaire and interview.

The following table presents the result of data from 25 questionnaire items given to the students. Students'

Perceptions toward Teacher’s Oral Corrective Feedback in Teaching English. Frequency of Students’ Perceptions toward Teaches’ Oral Corrective Feedback in Teaching English. The result of this aspect has aimed to answer the research question “What is the students’ perception toward teachers’ Oral Corrective Feedback in Teaching English at the Eleventh Grade Students of SMA Pancasila Kota Bengkuluin the Academic Year 2022/2023”.

a. Item 1

In global communication, the ability to speak English is very necessary.

**E1**

|       |                   | Frequen<br>cy | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------------------|---------------|---------|------------------|-----------------------|
| Valid | Strongly Disagree | 1             | 6.7     | 6.7              | 6.7                   |
|       | Partially Agree   | 1             | 6.7     | 6.7              | 13.3                  |
|       | Agree             | 3             | 20.0    | 20.0             | 33.3                  |
|       | Strongly Agree    | 10            | 66.7    | 66.7             | 100.0                 |
|       | Total             | 15            | 100.0   | 100.0            |                       |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated strongly disagree, 1 student (6.7%) stated that they partially agreed, 3 students (20.0%) stated that they agreed and 10 students (66.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were strongly agree that in global communication, the ability to speak English is very necessary.

b. Item 2

The school needs to require the use of English in the school environment mastery of language.

**E2**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 3         | 20.0    | 20.0          | 20.0               |
| Partially Agree         | 1         | 6.7     | 6.7           | 26.7               |
| Agree                   | 5         | 33.3    | 33.3          | 60.0               |
| Strongly Agree          | 6         | 40.0    | 40.0          | 100.0              |
| Total                   | 15        | 100.0   | 100.0         |                    |



Based on the table above, it can be seen that out of 15 students, 3 person (20.0%) stated strongly disagree, 1 person (6.7%) stated that they partially agreed, 5 people (33.3%) stated that they agreed and 6 people (40.0%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMAPancasila Kota Bengkulu were strongly agree that the school needs to require the use of English in the school environment mastery of language.

c. Item 3

Mastery of English makes my English learning easier at school.

**E3**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 1         | 6.7     | 6.7           | 6.7                |
|       | Partially Agree   | 2         | 13.3    | 13.3          | 20.0               |
|       | Agree             | 5         | 33.3    | 33.3          | 26.7               |
|       | Strongly Agree    | 6         | 40.0    | 73.3          | 100.0              |
|       | Total             | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated strongly disagree, 2 students (13.3%) stated that they partially agreed, 1 student (6.7%) stated that they agreed and 11 students (73.3%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were strongly agree that mastery of English makes my English learning easier at school.

d. Item 4

Knowledge of English must be supported by good language attitudes and behavior.

**E4**

|       |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Partially Agree | 1         | 6.7     | 6.7           | 6.7                |
|       | Agree           | 6         | 40.0    | 40.0          | 46.7               |
|       | Strongly Agree  | 8         | 53.3    | 53.3          | 100.0              |
|       | Total           | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated that they partially agreed, 6 students (40.0%) stated that they agreed and 8

students (53.3%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMAPancasila Kota Bengkulu were strongly agree that knowledge of English must be supported by good language attitudes and behavior.

e. Item 5

For me, continuous practice and use of English is necessary.

**E5**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 2         | 13.3    | 13.3          | 13.3               |
| Partially Agree         | 1         | 6.7     | 6.7           | 20.0               |
| Agree                   | 7         | 46.7    | 46.7          | 66.7               |
| Strongly Agree          | 5         | 33.3    | 33.3          | 100.0              |
| Total                   | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 2 students (13.3%) stated strongly disagree, 1 student (6.7%) stated that they partially agreed, 7 students (46.7%) stated that they agreed and 5 students

(33.3%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were agree that For them, continuous practice and use of English is necessary.

f. Item 6

I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said.

**A1**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Disagree | 1         | 6.7     | 6.7           | 6.7                |
|       | Partially Agree   | 3         | 20.0    | 20.0          | 26.7               |
|       | Agree             | 7         | 46.7    | 46.7          | 73.3               |
|       | Strongly Agree    | 4         | 26.7    | 26.7          | 100.0              |
|       | Total             | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated strongly disagree, 3 students (20.0%) stated that they partially agreed, 7 students (46.7%) stated that they agreed and 4 students

(26.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were agree that they like it when my teacher explicitly tells them when they make a mistake and gives them the right version of what they had said.

g. Item 7

I like it when my teacher asks me to correct myself.

A2

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 1         | 6.7     | 6.7           | 6.7                |
| Partially Agree         | 2         | 13.3    | 13.3          | 20.0               |
| Agree                   | 5         | 33.3    | 33.3          | 53.3               |
| Strongly Agree          | 7         | 46.7    | 46.7          | 100.0              |
| Total                   | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated strongly disagree, 2 students (13.3%) stated that they partially agreed, 5 students (33.3%) stated that they agreed and 7 students (46.7%) stated strongly agree. So, we can conclude that

most students at the eleventh grade of SMAPancasila Kota Bengkulu were strongly agree that they like it when the teacher asks them to correct themselves.

h. Item 8

I like it when my teacher corrects my English without letting me know she/he is correcting me.

A3

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 1         | 6.7     | 6.7           | 6.7                |
| Partially Agree         | 1         | 6.7     | 6.7           | 13.3               |
| Agree                   | 3         | 20.0    | 20.0          | 33.3               |
| Strongly Agree          | 10        | 66.7    | 66.7          | 100.0              |
| Total                   | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated strongly disagree, 1 student (6.7%) stated that they partially agreed, 3 students (20.0%) stated that they agreed and 10 students (66.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMAPancasila

Kota Bengkulu were strongly agree that they like it when the teacher corrects their English without letting they knowshe/he iscorrecting them.

i. Item 9

I like it when my teacher tells me what kindof mistake I made and asks me to correctmyself.

**A4**

|       |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Partially Agree | 3         | 20.0    | 20.0          | 20.0               |
|       | Agree           | 11        | 73.3    | 73.3          | 93.3               |
|       | Strongly Agree  | 1         | 6.7     | 6.7           | 100.0              |
|       | Total           | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 3 students (20.0%) stated that they partially agreed, 11 students (73.3%) stated that they agreed and 1 student (6.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were agree that they like it

when the teacher tells them what kind of mistake they made and asks them to correct themselves.

j. Item 10

Teachers should correct students every time they make a mistake when speaking English.

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Disagree Strongly | 1         | 6.7     | 6.7           | 6.7                |
|       | Partially Agree   | 2         | 13.3    | 13.3          | 20.0               |
|       | Agree             | 10        | 66.7    | 66.7          | 86.7               |
|       | Strongly Agree    | 2         | 13.3    | 13.3          | 100.0              |
|       | Total             | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated strongly disagree, 2 students (13.3%) stated that they partially agreed, 10 students (66.7%) stated that they agreed and 2 students (13.3%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were agree that teachers should correct



students every time they make a mistake when speaking English.

k. Item 11

Error correction helps me identify my weak areas in English.

|       | Frequency         | Percent | Valid Percent | Cumulative Percent |       |
|-------|-------------------|---------|---------------|--------------------|-------|
| Valid | Disagree          | 2       | 13.3          | 13.3               | 13.3  |
|       | Strongly Disagree | 1       | 6.7           | 6.7                | 20.0  |
|       | Partially Agree   | 1       | 6.7           | 6.7                | 26.7  |
|       | Agree             | 10      | 66.7          | 66.7               | 93.3  |
|       | Strongly Agree    | 1       | 6.7           | 6.7                | 100.0 |
|       | Total             | 15      | 100.0         | 100.0              | 0     |

Based on the table above, it can be seen that out of 15 students, 2 students (13.3%) stated disagree, 1 student (6.7%) stated strongly disagree, 1 student (6.7%) stated that they partially agreed, 10 students (66.7%) stated that they agreed and 1 student (6.7%) stated strongly agree. So, we can conclude that most students at the

eleventh grade of SMAPancasila Kota Bengkulu were agree that error correction helps them identify my weakareas in English.

1. Item 12

Teachers should never correct their students' mistakes when speaking English.

M2

|                       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|-----------|---------|---------------|--------------------|
| Valid Partially Agree | 3         | 20.0    | 20.0          | 20.0               |
| Agree                 | 8         | 53.3    | 53.3          | 73.3               |
| Strongly Agree        | 4         | 26.7    | 26.7          | 100.0              |
| Total                 | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 3 students (20.0%) stated that they partially agreed, 8 students (53.3%) stated that they agreed and 4 students (26.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMAPancasila Kota Bengkulu were agree that teachers

should never correct their students' mistakes when speaking English.

m. Item 13

I always know when my teacher is correcting me even if she/he doesn't tell me.

**M3**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 1         | 6.7     | 6.7           | 6.7                |
| Agree                   | 7         | 46.7    | 46.7          | 53.3               |
| Strongly Agree          | 7         | 46.7    | 46.7          | 100.0              |
| Total                   | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 students (6.7%) stated that they strongly disagree, 7 students (46.7%) stated that they agreed and 7 students (46.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were agree and strongly agree that they always know when the teacher is correcting them even if she/he doesn't tell it.

n. Item 14

Every time my teacher corrects me, I feel I learn more.

**M4**

|                         | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|-----------|---------|---------------|--------------------|
| Valid Strongly Disagree | 1         | 6.7     | 6.7           | 6.7                |
| Partially Agree         | 4         | 26.7    | 26.7          | 33.3               |
| Agree                   | 4         | 26.7    | 26.7          | 60.0               |
| Strongly Agree          | 6         | 40.0    | 40.0          | 100.0              |
| Total                   | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 students (6.7%) stated that they strongly disagree, 4 students (26.7%) stated that they partially agree, 4 students (26.6%) stated that they agree and 6 students (40.0%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were strongly agree that every time the teacher corrects them, they feel they learn more.

## o. Item 15

Error correction is good for language learning.

|       |                 | <b>M5</b> |         |               |                    |
|-------|-----------------|-----------|---------|---------------|--------------------|
|       |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Partially Agree | 2         | 13.3    | 13.3          | 13.3               |
|       | Agree           | 5         | 33.3    | 33.3          | 46.7               |
|       | Strongly Agree  | 8         | 53.3    | 53.3          | 100.0              |
|       | Total           | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 2 students (13.3%) stated that they partially agreed, 5 students (33.3%) stated that they agreed and 8 students (53.3%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were strongly agree that error correction is good for language learning.

p. Item 16

Teachers should correct students when students cannot communicate clearly.

**B1**

|       |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Partially Agree | 1         | 6.7     | 6.7           | 6.7                |
|       | Agree           | 10        | 66.7    | 66.7          | 73.3               |
|       | Strongly Agree  | 4         | 26.7    | 26.7          | 100.0              |
|       | Total           | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated that they partially agreed, 10 students (66.7%) stated that they agreed and 4 students (26.7%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMAPancasila Kota Bengkulu were strongly agree that teachers should correct students when students cannot communicate clearly.

q. Item 17

I usually feel embarrassed when my teacher corrects me in front of the whole class.

**B2**

|       |                 | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Partially Agree | 2         | 13.3    | 13.3          | 13.3               |
|       | Agree           | 5         | 33.3    | 33.3          | 46.7               |
|       | Strongly Agree  | 8         | 53.3    | 53.3          | 100.0              |
|       | Total           | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 2 student (13.3%) stated that they partially agreed, 5 students (33.3%) stated that they agreed and 8 students (53.3%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMAPancasila Kota Bengkulu were strongly agree that they usually feel embarrassed when the teacher corrects them in front of the whole class.

## r. Item 18

Generally, I feel improved, after my teacher corrects me.

**B3**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Disagree          | 1         | 6.7     | 6.7           | 6.7                |
|       | Strongly Disagree | 1         | 6.7     | 6.7           | 13.3               |

|                 |    |       |       |       |
|-----------------|----|-------|-------|-------|
| Partially Agree | 4  | 26.7  | 26.7  | 40.0  |
| Agree           | 6  | 40.0  | 40.0  | 80.0  |
| Strongly Agree  | 3  | 20.0  | 20.0  | 100.0 |
| Total           | 15 | 100.0 | 100.0 |       |

Based on the table above, it can be seen that out of 15 students, 1 students (6.7%) stated disagree, 1 student (6.7%) stated strongly disagree, 4 student (26.7%) stated that they partially agreed, 6 students (40.0%) stated that they agreed and 3 students (20.0%) stated strongly agree.

s. Item 19

I would be try feel more comfortable if myteacher corrected me.

**B4**

|                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Disagree    | 1         | 6.7     | 6.7           | 6.7                |
| Strongly Disagree | 2         | 13.3    | 13.3          | 20.0               |
| Partially Agree   | 5         | 33.3    | 33.3          | 53.3               |
| Agree             | 6         | 40.0    | 40.0          | 93.3               |
| Strongly Agree    | 1         | 6.7     | 6.7           | 100.0              |
| Total             | 15        | 100.0   | 100.0         |                    |



Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated disagree, 2 students (13.3%) stated strongly disagree, 5 student (33.3%) stated that they partially agreed, 6 students (40.0%) stated that they agreed and 1 students (6.7%) stated strongly agree.

t. Item 20

I consider oral corrective feedback by the teacher as an evaluation of my strengths and weaknesses in public speaking.

**B5**

|                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Valid Disagree    | 1         | 6.7     | 6.7           | 6.7                |
| Strongly Disagree | 2         | 13.3    | 13.3          | 20.0               |
| Partially Agree   | 4         | 26.7    | 26.7          | 46.7               |
| Agree             | 5         | 33.3    | 33.3          | 80.0               |
| Strongly Agree    | 3         | 20.0    | 20.0          | 100.0              |
| Total             | 15        | 100.0   | 100.0         |                    |

Based on the table above, it can be seen that out of 15 students, 1 student (6.7%) stated disagree, 2 students (13.3%) stated strongly disagree, 4 student (26.7%)

stated that they partially agreed, 5 students (33.3%) stated that they agreed and 3 students (20.0%) stated strongly agree. So, we can conclude that most students at the eleventh grade of SMA Pancasila Kota Bengkulu were agree that they consider oral corrective feedback by the teacher as an evaluation of their strengths and weaknesses in public speaking.

Based on the students interviewed, the researcher found the data of students' perceptions toward Teachers' Oral Corrective Feedback in Teaching English. The data interview was translated into descriptive codes and the print out enclosed in appendix. Questions Items of Interview :

1) Question

What is your perception about your teacher's questions in the classroom?

2) Feedback

What is your perception about feedback that is used by your teacher during the classroom?

The result of class interview that tells what each of the 5 students' perceptions toward teachers' oral corrective feedback in speaking English showed that the students had very good responses about corrective feedback that were given by the teachers in the classroom. The average of students likes if their teacher give them a correct answer when their is wrong because when teacher give them correct answer it make them not repeat the mistake they hadmade before, the students also felt happy and motivated to improve their English and speaking skills after their teacher gave the oral corrective feedback.

## **B. Discussion**

In this section the researcher discusses about EFL Students' Perceptions toward Teacher Oral Corrective Feedback in Teaching English at the Eleventh Grade Students of SMAPesantren Pancasila Kota Bengkulu in the Academic Year 2022/2023”.

As has been presented on finding, the result in questionnaire show that average the respondent have positive

perception toward the use of feedback used by the teacher in correcting their oral errors. It can be seen from the result of questionnaires. Below were the detail answer of the research questions. The researcher found that almost all of the students have positive perceptions toward feedback used by the teacher in correcting errors made by the students in oral activity.

This finding is similar to the previous study that the researcher choose and this study done by Nuratika (2018) the study entitled "Students' Perceptions toward Teacher's Talk in Calassroom" which stated that students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The research findings showed that in average the students have positive perceptions while there are only very few number of students have negative perceptions toward the use of feedback used by the teacher in correcting their oral errors. It is regarded by the 15 statements asked and interview. It can concluded that almost all of the students have positive perceptions toward the types

of feedback used by the teacher in correcting errors made by the students in oral activity.

Talking about positive perceptions there is an expert stated about it (Robbins, 2002: 14) said that positive perception comes from the individual satisfaction about certain object that becomes his/her source perception the individual knowledge, and the individual experience of the object of the object perceived. Therefore positive perception can be a personal judgment about certain object positively or as expected about the certain object.

However, only a few students have negative perception that they did not want to be corrected by the teacher in front of the classroom because they could feel embarrassed or frustrated. There are 5 students that do not want to be corrected every time when they speak English. The researcher assumed that the students might feel shy in front of their classmates of being always corrected or they do not understand the correction given by the teacher through feedback. Fang and Xue-Mei (2007) stated that the students

often feel upset and do not like the teacher always correct their errors because there is a great gap between themselves and their teachers in understanding error correction.

They also feel interrupted while the teacher is correcting their errors. Regarding the attitude showed by the students toward the feedback used by the teacher in correcting their errors in an oral activity, it is important to be paid attention to how the teacher should correct the students' errors.

Furthermore, oral feedback is needed that can motivate the student in gaining some more language input of Language learning performance. Based on the questionnaire items number 10 and 11, the students think that error correction helps them identify their weak areas in English and it is good for language learning. Regarding this, it is better for the teacher always correct the students' errors nicely by giving feedbacks.

Lewis (2002) stated that teachers should be careful when giving feedback in an oral activity because students may feel bad or misunderstand their teachers' correction.

Moreover, the students' emotions might be affected. It is not an easy job for the teacher while giving the feedback in correcting students' errors in classroom setting. If the teacher wrongly gives the feedback, it might cause some learning problems.



## CHAPTER V

### CONCLUSION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

#### A. Conclusion

Based on the findings and discussions, the researcher concludes that almost all of the students have positive perceptions toward the teachers' feedback in an oral corrective activity, it was shown by the frequency of students, Item 1, 10 students strongly agree from 15 students, Item 2, 6 students strongly agree from 15 students. Item 3, 11 students strongly agree and 1 students agree from 15students, Item 4, 8 students strongly agree from 15 students, item 5, 7 students agree from 5 students, item 6, 7 students agree and 5 students strongly agreefrom 15 students, Items 7, 7 students disagree from 15 students, item 8, 10 students strongly agree from 15 students and 3 students agree from 15students, item 9, 11 students agree from 15 students, item



10, 10 students agree from 15 students, item 11, 10 students agree and 1 students strongly from 15 students, item 12, 8 students agree from 15 students, item 13, 7 students strongly agree and 7 students agree from 15 students, item 14, 6 students strongly agree and 1 students strongly disagree from 15 students. Item 15, 10 students agree from 15 students, item 16, 8 students strongly agree and 2 students partially agree from 15 students, item 17, 6 students agree and 1 students strongly disagree from 15 students, item 18, 6 students agree and 1 students disagree from 15 students, item 19, 6 students agree and 1 students disagree from 15 students and the last one item 20, 5 students agree and 4 partially agree from 15 students.

## **B. Suggestion**

Based on the conclusion above, the researcher presents some suggestions as follow:

1. For English Teacher at the Eleventh Grade students of SMA Pesantren Pancasila Kota Bengkulu, It is suggested to use oral corrective feedback in teaching English in

learning process, Moreover, this research implies that the use of teacher oral corrective feedback it is important and support the implementation of speaking in teaching learning process.

2.For next researcher use this thesis as an addition reference or futher research with different discussion.



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**A**

**P**

**P**

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**N**

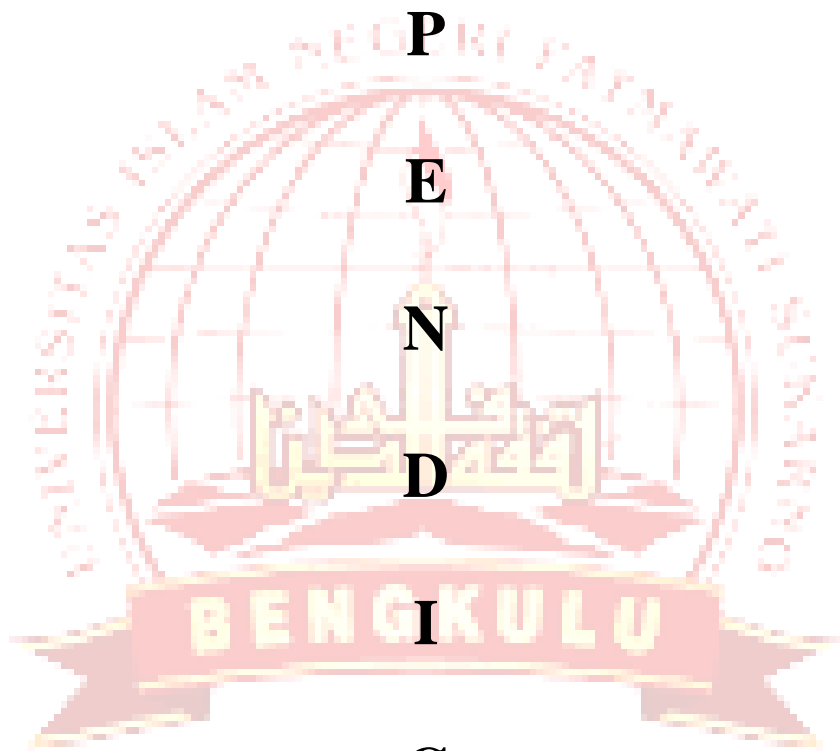
**D**

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**E**

**S**





## DOCUMENTATIONS

### 1.1 The English Teacher's Activities in Boarding Learning Center X IPS at SMA Pancasila



### 1.2 The English Teacher's Activities in EFL Classroom X IPS at SMA Pancasila



### 1.3 The Experienced Teacher's Activities in the Class X IPA at SMA Pancasila



**1.4 The Experienced Teacher's Activities in EFL Classroom  
X IPA at SMA Pancasila**



**1.5 Documentation with Novice Teacher's in EFL Classroom  
XI IPA at SMA Pancasila**



**1.6 Documentation with a student in EFL Classroom XI IPA  
at SMA Pancasila**



**1.7 Documentation giving students the questionnaire  
instruments**



**1.8 Documentation of collecting the questionnaire instruments**



## Analysis of the data obtained through item of questionnaire

| N<br>O | RESPO<br>NDEN | English<br>Attitude |   |   |   |   | Affection |   |   |   |    | Mentally |    |    |    |    | Behaviour |    |    |    |    | JUM<br>LAH |
|--------|---------------|---------------------|---|---|---|---|-----------|---|---|---|----|----------|----|----|----|----|-----------|----|----|----|----|------------|
|        |               | 1                   | 2 | 3 | 4 | 5 | 6         | 7 | 8 | 9 | 10 | 11       | 12 | 13 | 14 | 15 | 16        | 17 | 18 | 19 | 20 |            |
| 1      | Student<br>1  | 5                   | 4 | 5 | 4 | 5 | 4         | 4 | 5 | 5 | 4  | 4        | 4  | 5  | 5  | 5  | 4         | 5  | 4  | 4  | 5  | 90         |
| 2      | Student<br>2  | 4                   | 2 | 3 | 4 | 5 | 3         | 4 | 5 | 3 | 4  | 4        | 4  | 5  | 3  | 4  | 4         | 5  | 3  | 2  | 3  | 74         |
| 3      | Student<br>3  | 4                   | 2 | 4 | 4 | 4 | 3         | 4 | 4 | 4 | 4  | 3        | 4  | 4  | 3  | 3  | 4         | 4  | 3  | 4  | 73 |            |
| 4      | Student<br>4  | 5                   | 4 | 5 | 4 | 4 | 4         | 4 | 5 | 4 | 4  | 2        | 4  | 4  | 4  | 5  | 4         | 3  | 4  | 3  | 78 |            |
| 5      | Student<br>5  | 5                   | 4 | 5 | 4 | 4 | 3         | 2 | 4 | 4 | 3  | 1        | 3  | 4  | 4  | 4  | 5         | 5  | 5  | 4  | 77 |            |
| 6      | Student<br>6  | 4                   | 4 | 5 | 5 | 5 | 5         | 5 | 5 | 4 | 5  | 4        | 5  | 5  | 5  | 5  | 5         | 5  | 4  | 5  | 95 |            |
| 7      | Student<br>7  | 3                   | 2 | 3 | 4 | 2 | 2         | 3 | 3 | 3 | 4  | 4        | 3  | 4  | 3  | 3  | 4         | 3  | 3  | 3  | 62 |            |
| 8      | Student<br>8  | 5                   | 5 | 5 | 5 | 5 | 5         | 5 | 5 | 4 | 3  | 4        | 5  | 4  | 5  | 5  | 4         | 5  | 2  | 3  | 86 |            |
| 9      | Student<br>9  | 5                   | 5 | 5 | 5 | 2 | 5         | 5 | 5 | 4 | 5  | 4        | 5  | 5  | 2  | 5  | 5         | 5  | 5  | 2  | 89 |            |
| 10     | Student<br>10 | 2                   | 3 | 2 | 3 | 3 | 4         | 3 | 2 | 3 | 2  | 1        | 3  | 2  | 3  | 4  | 3         | 4  | 1  | 1  | 50 |            |
| 11     | Student<br>11 | 5                   | 4 | 5 | 5 | 4 | 4         | 4 | 4 | 5 | 4  | 4        | 5  | 5  | 4  | 4  | 4         | 4  | 4  | 4  | 87 |            |
| 12     | Student<br>12 | 5                   | 5 | 5 | 5 | 4 | 4         | 5 | 5 | 4 | 4  | 4        | 4  | 5  | 5  | 5  | 4         | 4  | 3  | 3  | 87 |            |
| 13     | Student<br>13 | 5                   | 5 | 5 | 5 | 4 | 4         | 5 | 5 | 4 | 4  | 4        | 4  | 4  | 5  | 4  | 4         | 4  | 4  | 3  | 86 |            |
| 14     | Student<br>14 | 5                   | 5 | 5 | 5 | 5 | 5         | 5 | 4 | 4 | 4  | 4        | 4  | 5  | 4  | 5  | 4         | 5  | 5  | 4  | 90 |            |
| 15     | Student<br>15 | 5                   | 5 | 5 | 5 | 4 | 4         | 5 | 5 | 4 | 4  | 4        | 4  | 5  | 5  | 5  | 4         | 5  | 4  | 3  | 89 |            |

## INSTRUMENT OF QUESTIONNAIRE

Name :

Class :

Beri tanda (√) pada kolom SS = Sangat Setuju, S = Setuju, N = Netral, TS = Tidak Setuju, STS = Sangat Tidak Setuju yang mewakili mana yang mewakili diri Anda selama membaca pengalaman.

| No | Pertanyaan/Questions   | SA/<br>SS | A/<br>S | N/<br>N | DS/<br>TS | SDS/<br>STS |
|----|--|-----------|---------|---------|-----------|-------------|
| 1  | In global communication, the ability to speak English is very necessary.<br>(Dalam komunikasi global, kemampuan berbahasa Inggris sangat diperlukan)   |           |         |         |           |             |
| 2  | The school needs to require the use of English in the school environment<br>Mastery of language.<br>(Pihak sekolah perlu mewajibkan penggunaan Bahasa Inggris di lingkungan sekolah/Penguasaan bahasa) |           |         |         |           |             |
| 3  | Mastery of English makes my English learning easier at school.<br>(Penguasaan Bahasa Inggris mempermudah pembelajaran Bahasa Inggris saya di sekolah)  |           |         |         |           |             |
| 4  | Knowledge of English must be supported by good language attitudes and behavior.<br>(Pengetahuan berbahasa Inggris harus ditunjang oleh   |           |         |         |           |             |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
|   | sikap dan perilakuberbahasa yang baik)  |  |  |  |  |  |
| 5 | For me, continuous practice and use of English is necessary<br>(Bagi saya, latihan dan penggunaanBahasa Inggris secara terus menerusperlu dilakukan)  |  |  |  |  |  |
| 6 | I like it when my teacher explicitly tells mewhen I make a mistake and gives me theright version of what I had said<br>(Saya suka ketika guru saya dengan jelasmemberi tahu saya bahwa saya membuatkesalahan dan memberi saya versi yangtepat dari apa yang saya katakan) |  |  |  |  |  |
| 7 | I like it when my teacher asks me to correctmyself.<br>(Saya suka ketika guru saya meminta sayauntuk mengoreksi diri saya sendiri)  |  |  |  |  |  |
| 8 | I like it when my teacher corrects my English without letting me knowshe/he iscorrecting me.<br>(Saya suka ketika guru saya mengoreksibahasa Inggris saya tanpa   |  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | memberi tahu saya bahwa dia mengoreksi saya)  |  |  |  |  |  |
| 9  | I like it when my teacher tells me what kind of mistake I made and asks me to correct myself<br>(Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahan saya sendiri) |  |  |  |  |  |
| 10 | Teachers should correct students every time they make a mistake when speaking English.<br>(Guru harus mengoreksi kesalahan siswa setiap kali mereka melakukan kesalahan saat berbicara bahasa Inggris)                                |  |  |  |  |  |
| 11 | Error correction helps me identify my weak areas in English.<br>(Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemah dalam bahasa Inggris)  |  |  |  |  |  |
| 12 | Teachers should never correct their students' mistakes when speaking English.<br>(Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicara bahasa Inggris)  |  |  |  |  |  |



|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 13 | <p>I always know when my teacher is correcting me even if she/he doesn't tell me.<br/>(Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidak memberi tahu saya)</p>         |  |  |  |  |  |
| 14 | <p>Every time my teacher corrects me, I feel I learn more.<br/>(Setiap kali guru saya mengoreksi saya, saya merasa saya belajar lebih banyak)</p>  |  |  |  |  |  |
| 15 | <p>Error correction is good for language learning.<br/>(Koreksi kesalahan baik untuk pembelajaran bahasa)</p>  |  |  |  |  |  |
| 16 | <p>Teachers should correct students when students cannot communicate clearly.<br/>(Guru harus mengoreksi siswa ketika siswa tidak dapat berkomunikasi dengan jelas)</p>                      |  |  |  |  |  |
| 17 | <p>I usually feel embarrassed when my teacher corrects me in front of the whole class.<br/>(Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas)</p> |  |  |  |  |  |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 18 | Generally, I feel improved, after my teacher corrects me.<br>(Pada umumnya, saya merasa bertambah baik setelah guru saya mengoreksi kesalahannya).      |  |  |  |  |  |
| 19 | Generally, I feel like learn more every time my teacher corrects me.<br>(Pada umumnya, saya merasa lebih belajar setiap kali guru saya mengoreksi saya) |  |  |  |  |  |
| 20 | I would be try feel more comfortable if my teacher corrected me.<br>(Saya akan mencoba merasa lebih nyaman jika guru saya mengoreksi)                   |  |  |  |  |  |

### INSTRUMENT OF INTERVIEW

Name:

Class:

1) Question

What is your perception about your teacher's questions in the classroom?

2) Feedback

What is your perception about feedback that is used by your teacher during the classroom?

## TRANSCRIPTIONS OF INTERVIEW

| A1= interviewer, A2= interviewee Transcriptions |   |
|---|---|
| A1.1  | Selamat siang A1, ini saya mau bertanya seputar pelajaran bahasa Inggris, terutama terkait masalah gurunya. Seperti bagaimana ketika guru itu memberikan pertanyaan di kelas dan juga bagaimana saat guru melakukan feedback atau umpan balik di kelas. |
| A2.2  | Oh iya kak.   |
| A1.3  | Hm.. A2 suka pelajaran bahasa Inggris? jujur.   |
| A2.4  | Ya...Inggris apa dulu kak ?   |
| A1.5  | Ya semua pelajaran bahasa Inggris. Baik inggris yang kelas biasa atau pun yang kelas conversation.  |
| A2.6  | Kalau conversation tidak begitu suka, karena belum begitu lancar ngomong bahasa inggris.  |
| A1.7  | Tapi kalau inggris yang lain?semisal kaya reading?  |
| A2.8  | suka  |
| A1.9  | Terus, kalau A2 sendiri ketika guru bahasa inggris bertanya pakai bahasa inggris bagaimana pendapatnya? Selalu paham?   |
| A2.10   | Ya kalau tidak bisa jawab, kadang grogi. Tapi selama ini kosa kata yang digunakan yang simple dan mudah dipahami. Jadi insyallah paham.   |
| A1.11   | Ok, next question. What is your perception about feedback that is used by your teacher during the   |

|       |  |
|-------|--|
|       | classroom?   |
| A2.12 | Artinya kak ? ..   |
| A1.13 | Hm.. Apa persepsi A2 tentang feedback atau umpan balik yang digunakan oleh guru bahasa inggris A2 selama di kelas?   |
| A2.14 | Apa itu umpan balik kak ?  |
| A1.15 | Umpan balik itu responnya guru terhadap siswanya. Contohnya kalau sudah ki di kasi pertanyaan sama guru ta, baru bisa ki jawab pertanyaannya. Ada itu biasa responnya guru bilang “good” atau “yah agree”.                     |
| A2.16 | Oh yang itu kak. Kalau menurut ku saya kak, feedback yang digunakan guru selama mengajar di kelas itu penting, soalnya murid itu merasa di respon, tidak didiamin saja. Apalagi kalau responnya itu kayak dipuji-puji ki. hehe |
| A1.17 | Oh jadi suka ki di puji ? haha   |
| A2.18 | Iya dong kak karena tadi kan bisa jawab pertanyaan dari guru, ada rasa-rasa tersendiri kalo di puji jawaban ta.  |
| A1.19 | Ok A2, terimakasih atas waktunya.  |
| A2.20 | Iya kak, sama-sama.  |

## Transcriptions

| B1= interviewer, | B2= interviewee   |
|------------------|---|
| Transcriptions   |   |
| B1.1             | Ini dengan B2 ya?   |
| B2.2             | Iya kak.  |
| B1.3             | Ok langsung saja yah. What is your perception about your teacher's questions in the classroom?  |
| B2.4             | Pakai bahasa indonesia saja pertanyaan ta kak, tidak mengerti ka.   |
| B1.5             | Hm..begini, menurut B2 ketika guru bahasa inggris bertanya pakai bahasa inggris bagaimana pendapatnya?  |
| B2.6             | Tergantung dari cara gurunya bertanya kak. Kadang mengerti, kadang juga tidak   |
| B1.7             | Tergantung bagaimana maksudnya B2 ?   |
| B2.8             | Kalau gurunya bertanya pakai bahasa yang bisa ku mengerti, ku jawab ji pertanyaannya tapi kalau tidak ku mengerti saya diam. Hehe.. jadi menurutku kalau bisa, saat guru mau bertanya kepada siswanya sebaiknya itu kak, guru pakai bahasa indonesia saja karena dengan begitu kami akan mengerti pertanyaannya, kan sia-sia ji saja guru bertanya tapi tidak ada yang paham sama pertanyaannya. Kalau pun guru mau bertanya menggunakan bahasa inggris, gunakan tingkat bahasa yang kami mengerti. Begitu menurutku kak. |

|       |  |
|-------|--|
| B1.9  | Oh, seperti itu. Ok, kita masuk ke pertanyaan kedua.   |
| B2.10 | Iye kak.   |
| B1.11 | Apa persepsi B2 tentang feedback atau umpan balik yang digunakan oleh guru bahasa inggris B2 selama di kelas?  |
| B2.12 | Menurutku, guru harus selalu melakukan feedback saat mengajar karena itu penting, bisa jadi motifasi kita. Misalnya saat guru memberikan pertanyaan terus kita jawab, walaupun jawaban kita salah atau bener terus dikasih feedback itu kan kita bisa merasa dihargai. |
| B1.13 | Hm... jadi menurut B2 guru harus selalu melakukan feedback saat mengajar karena itu salah satu motifasi untuk belajar lebih giat lagi.   |
| B2.14 | Iye kak.   |
| B1.15 | Oke B2, terimakasih ya buat waktunya.  |
| B2.16 | Sama-sama kak.   |

### Transcriptions

|   |  |
|---|--|
| C1= interviewer, C2= interviewee Transcriptions |  |
| C1.1  | Baiklah C2, ini saya mau bertanya soal pelajaran bahasa Inggris, terutama tentang gurunya sendiri, tapi sebelumnya, C2 suka sama |

|       |  |
|-------|--|
|       | pelajaran bahasa Inggris?  |
| C2.2  | Suka kak.  |
| C1.3  | Kenapa suka ?  |
| C2.4  | Karena kan nanti saya mau jadi guru bahasa inggris juga kayak kakak. hehe  |
| C1.5  | Oh begitu yah. Oke deh, selanjutnya, kalau C2 sendiri bagaimana pendapatnya ketika guru bahasa Inggris bertanya pakai bahasa Inggris? Selalu paham?                          |
| C2.6  | Ya pernah paham.   |
| C1.7  | Maksudnya? Berarti pernah tidak paham?hehehe   |
| C2.8  | Ya pernah, kalau kosakatanya tidak tau ya tidak paham. Tapi biasanya tanya teman, kalau teman tidak paham juga ya langsung tanya ke guru.                                    |
| C1.9  | Ok. Lanjut ya, bagaimana pendapat C2 ketika guru bahasa inggris itu memberikan pertanyaan yang jawabannya sudah diketahui pasti, semisal yang sudah ada di teks atau materi? |
| C2.10 | Ya tidak apa-apa kak, kan kita malah senang karena bisa liat jawabannya di teks. Dan mungkin guru hanya ingin mengecek pemahaman kita saja.                                  |
| C1.11 | Apa persepsi C2 tentang feedback atau umpan balik yang digunakan oleh guru bahasa inggris B2 selama di   |

|       |   |
|-------|---|
|       | kelas?  |
| C2.12 | Apa di""? begini kak, menurutku feedback yang digunakan oleh guru di kelas itu sebaiknya feedback seperti yang tdi kita sebutkan tadi kak. Positif feedback, kan kalau positif feedback digunaka oleh guru kita sebagai siswa kalau salah dalam menjawab tidak akan takut lagi. |
| C1.13 | Oh..jadi maunya C2, gurunya menggunakan positive feedback kalau mengajar dalam kelas.   |
| C2.14 | Iya kak.  |
| C1.15 | Oke C2, terimakasih ya buat waktunya.   |
| C2.16 | Iya kak. Sama-sama  |

### Transcriptions

|   |   |
|---|---|
| D1= interviewer, D2= interviewee Transcriptions |   |
| D1.1  | Ini dengan D1 ya?   |
| D2.2  | Iya kak.  |
| D1.3  | Oke. Saya mau sedikit tanya-tanya tentang pelajaran bahasa Inggris, terutama tentang masalah - gurunya. Oke, pertanyaan pertama nih, kalau D2 sendiri ketika guru bahasa inggris bertanya pakai bahasa inggris bagaimana pendapatnya? Selalu paham? |
| D2.4  | Kadang paham, kadang juga tidak kak.  |
| D1.5  | Jadi fifty-fifty kalo gurunya sedang bertanya   |



|       |  |
|-------|--|
|       | menggunakan bahasa inggris.  |
| D2.6  | Iya kak.   |
| D1.7  | Kenapa bisa begitu ?   |
| D2.8  | Karena kadang tidak ku mengerti apa yang ditanyakan sama gurunya kak.  |
| D1.9  | Jadi maunya D2, guru harus bagaimaa kalau kasi pertanyaan ?  |
| D2.10 | Seharusnya ibu guru kasi soal yang gampang-gampang saja, jangan yang susah-susah.  |
| D1.11 | Hmm..begitu yah.   |
| D2.12 | Iya kak.   |
| D1.13 | Ok, next question. What is your perception about feedback that is used by your teacher during the classroom?   |
| D2.14 | Pendapatku ini diminta kak ?tentang feedback.?   |
| D1.15 | Iya  |
| D2.16 | Menurut ku saya kak, feedback guru saat mengajar, seharusnya kalau guru sudah kasi pertanyaan sama siswa, terus jawabannya salah jangan langsung dibilangi siswanya "salah" karena kayak down dirasa kalau begitu responnya guru kak, padahal kita sudah berusaha semampunya. hehe |
| D1.17 | Jadi D2 mauya D2 feedback yang bagaimana yang harus dilakukan oleh guru ?  |
| D2.18 | Kalau misalnya salah jawabannya siswa, sebaiknya guru memberikan komentar  |

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|-------|--|
|       | atau petunjuk supaya bisa kasi jawaban yang benar. |
| D1.19 | Oh..seperti itu.                                   |
| D2.20 | Iya kak.   |
| D1.21 | Ok deh, terima kasih untuk waktunya D2.            |
| D2.22 | Iya kak, sama-sama.                                |

### Transcriptions

| E1= interviewer, E2= interviewee Transcriptions |  |
|---|--|
| E1.1  | Ini dengan E2 ya?  |
| E2.2  | Iya kak.   |
| E1.3  | Ok langsung saja yah. What is your perception about your teacher's questions in the classroom?   |
| E2.4  | Persepsi saya adalah cara bertanya guru dalam kelas saat mengajar itu harus bertahap, mulai dari yang rendah sampai yang tinggi. Sehingga siswanya mudah mengerti. |
| E1.5  | Maksudnya pertanyaannya harus dimulai dari yang mudah dulu baru ke pertanyaan yang sulit ?   |
| E2.6  | Iya, karena kalau dimulai dari yang sulit bagaimana caranya siswa memahami dasarnya.   |
| E1.7  | Ok, next question. What is your perception about feedback that is used by your teacher during the classroom?   |

|       |   |
|-------|---|
| E2.8  | Menurut saya. Guru harus memberikan umpan balik, supaya siswa bisa memahami bahwa tugas-tugasnya itu salah atau tugas itu perlu dikoreksi atau diperbaiki lagi. |
| E1.9  | Ok, sudah ?   |
| E2.10 | Iyaa..  |
| E1.11 | Terima kasih.   |
| E2.12 | Sama-sama kak.  |

### STUDENTS' INSTRUMENT OF QUESTIONNAIRE

Name : Lova Novera

Class : XI IPA

Beri tanda (√) pada kolom SS = Sangat Setuju, S = Setuju, N = Netral, TS = Tidak Setuju, STS = Sangat Tidak Setuju yang mewakili mana mewakili diri Anda selama membaca pengalaman.

| No | Pertanyaan/Questions   | SA<br>/S<br>S | A<br>/S | N/<br>N | DS/<br>TS | SDS/<br>STS |
|----|--|---------------|---------|---------|-----------|-------------|
| 1  | In global communication, the ability to speak English is very necessary.<br>(Dalam komunikasi global, kemampuan berbahasa Inggris sangat diperlukan)   | ✓             |         |         |           |             |
| 2  | The school needs to require the use of English in the school environment<br>Mastery of language.<br>(Pihak sekolah perlu mewajibkan penggunaan Bahasa Inggris di lingkungan sekolah Penguasaan bahasa) |               | ✓       |         |           |             |

|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| 3 | <p>Mastery of English makes my English learning easier at school.</p> <p>(Penguasaan Bahasa Inggris mempermudah pembelajaran Bahasa Inggris saya di sekolah)</p>  |   |   | ✓ |  |  |
| 4 | <p>Knowledge of English must be supported by good language attitudes and behavior.</p> <p>(Pengetahuan berbahasa Inggris harus ditunjang oleh sikap dan perilaku berbahasa yang baik)</p>   |   | ✓ |   |  |  |
| 5 | <p>For me, continuous practice and use of English is necessary</p> <p>(Bagi saya, latihan dan penggunaan Bahasa Inggris secara terus menerus perlu dilakukan)</p>   |   | ✓ |   |  |  |
| 6 | <p>I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said</p> <p>(Saya suka ketika guru saya dengan jelas memberi tahu saya bahwa saya membuat kesalahan dan memberi saya versi yang tepat dari apa yang saya katakan)</p> | ✓ |   |   |  |  |

|    |   |   |   |  |  |  |
|----|---|---|---|--|--|--|
| 7  | I like it when my teacher asks me to correct myself.<br>(Saya suka ketika guru saya meminta saya untuk mengoreksi diri saya sendiri)  | ✓ |   |  |  |  |
| 8  | I like it when my teacher corrects my English without letting me know she/he is correcting me.<br>(Saya suka ketika guru saya mengoreksi bahasa Inggris saya tanpa memberi tahu saya bahwa dia mengoreksi saya)                       |   | ✓ |  |  |  |
| 9  | I like it when my teacher tells me what kind of mistake I made and asks me to correct myself<br>(Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahan saya sendiri) |   | ✓ |  |  |  |
| 10 | Teachers should correct students every time they make a mistake when speaking English.<br>(Guru harus mengoreksi kesalahan siswa setiap kali mereka melakukan kesalahan saat berbicara bahasa Inggris)                                | ✓ |   |  |  |  |
| 11 | Error correction helps me identify my weak areas in English.  | ✓ |   |  |  |  |

|    |  |   |   |   |  |  |
|----|--|---|---|---|--|--|
|    | (Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemah dalam bahasa Inggris)   |   |   |   |  |  |
| 12 | Teachers should never correct their students' mistakes when speaking English.<br>(Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicara bahasa Inggris) |   | ✓ |   |  |  |
| 13 | I always know when my teacher is correcting me even if she/he doesn't tell me.<br>(Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidak memberi tahu saya)       | ✓ |   |   |  |  |
| 14 | Every time my teacher corrects me, I feel I learn more.<br>(Setiap kali guru saya mengoreksi saya, saya merasa saya belajar lebih banyak)  |   | ✓ |   |  |  |
| 15 | Error correction is good for language learning.<br>(Koreksi kesalahan baik untuk pembelajaran bahasa)  |   |   | ✓ |  |  |
| 16 | Teachers should correct students when students cannot communicate  |   | ✓ |   |  |  |

|    |  |   |   |  |  |  |
|----|--|---|---|--|--|--|
|    | clearly.<br>(Guru harus mengoreksi siswa ketika siswa tidak dapat berkomunikasi dengan jelas)  |   |   |  |  |  |
| 17 | I usually feel embarrassed when my teacher corrects me in front of the whole class.<br>(Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas) | ✓ |   |  |  |  |
| 18 | Generally, I feel improved, after my teacher corrects me.<br>(Pada umumnya, saya merasa bertambah baik setelah guru saya mengoreksi kesalahan saya).                                 | ✓ |   |  |  |  |
| 19 | Generally, I feel like learn more every time my teacher corrects me.<br>(Pada umumnya, saya merasa lebih belajar setiap kali guru saya mengoreksi saya)                              |   | ✓ |  |  |  |
| 20 | I would be try feel more comfortable if my teacher corrected me.<br>(Saya akan mencoba merasa lebih nyaman jika guru saya mengoreksi)  | ✓ |   |  |  |  |

## INSTRUMENT OF QUESTIONNAIRE

Name : Shelfy Khasary

Class : XI IPA

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| No | Pertanyaan/Questions   | SA/<br>SS | A<br>/S | N/<br>N | DS/<br>TS | SDS/<br>STS |
|----|--|-----------|---------|---------|-----------|-------------|
| 1  | In global communication, the ability to speak English is very necessary. (Dalam komunikasi global, kemampuan berbahasa Inggris sangat diperlukan)  | ✓         |         |         |           |             |
| 2  | The school needs to require the use of English in the school environment Mastery of language. (Pihak sekolah perlu mewajibkan penggunaan Bahasa Inggris di lingkungan sekolah Penguasaan bahasa) |           |         |         | ✓         |             |
| 3  | Mastery of English makes my English learning easier at school. (Penguasaan Bahasa Inggris mempermudah belajar Bahasa Inggris saya di sekolah)  |           |         | ✓       |           |             |
| 4  | Knowledge of English must be supported by good language attitudes and behavior. (Pengetahuan berbahasa   |           | ✓       |         |           |             |



|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
|   | Inggris harus ditunjang oleh sikap dan perilaku berbahasa yang baik)  |   |   |   |  |  |
| 5 | For me, continuous practice and use of English is necessary (Bagi saya, latihan dan penggunaan Bahasa Inggris secara terus menerus perlu dilakukan)   |   |   | ✓ |  |  |
| 6 | I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said (Saya suka ketika guru saya dengan jelas memberi tahu saya bahwa saya membuat kesalahan dan memberi saya versi yang tepat dari apa yang saya katakan) | ✓ |   |   |  |  |
| 7 | I like it when my teacher asks me to correct myself. (Saya suka ketika guru saya meminta saya untuk mengoreksi diri saya sendiri)   |   | ✓ |   |  |  |
| 8 | I like it when my teacher corrects my English without letting me know she/he is correcting me. (Saya suka ketika guru saya mengoreksi bahasa Inggris saya tanpa memberi tahu saya bahwa   |   | ✓ |   |  |  |

|    |   |   |   |  |  |   |
|----|---|---|---|--|--|---|
|    | dia mengoreksi saya)  |   |   |  |  |   |
| 9  | I like it when my teacher tells me what kind of mistake I made and asks me to correct myself<br>(Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahannya sendiri) |   | ✓ |  |  |   |
| 10 | Teachers should correct students every time they make a mistake when speaking English.<br>(Guru harus mengoreksi kesalahan siswa setiap kali mereka melakukan kesalahan saat berbicara bahasa Inggris)                              |   | ✓ |  |  |   |
| 11 | Error correction helps me identify my weak areas in English.<br>(Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemah dalam bahasa Inggris)  | ✓ |   |  |  |   |
| 12 | Teachers should never correct their students' mistakes when speaking English.<br>(Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicara bahasa Inggris)  |   |   |  |  | ✓ |
| 13 | I always know when my   | ✓ |   |  |  |   |

|    |   |   |   |   |  |  |
|----|---|---|---|---|--|--|
|    | <p>teacher is correcting me even if she/he doesn't tell me.<br/>         (Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidak memberi tahu saya)</p>                               |   |   |   |  |  |
| 14 | <p>Every time my teacher corrects me, I feel I learn more.<br/>         (Setiap kali guru saya mengoreksi saya, saya merasa saya belajar lebih banyak)</p>  |   | ✓ |   |  |  |
| 15 | <p>Error correction is good for language learning.<br/>         (Koreksi kesalahan baik untuk pembelajaran bahasa)</p>  | ✓ |   |   |  |  |
| 16 | <p>Teachers should correct students when students cannot communicate clearly.<br/>         (Guru harus mengoreksi siswa ketika siswa tidak dapat berkomunikasi dengan jelas)</p>                      |   | ✓ |   |  |  |
| 17 | <p>I usually feel embarrassed when my teacher corrects me in front of the whole class.<br/>         (Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas)</p> |   |   | ✓ |  |  |

|    |   |   |   |  |  |  |
|----|---|---|---|--|--|--|
| 18 | Generally, I feel improved, after my teacher corrects me.<br>(Pada umumnya, saya merasa bertambah baik setelah guru saya mengoreksi kesalahannya).      | ✓ |   |  |  |  |
| 19 | Generally, I feel like learn more every time my teacher corrects me.<br>(Pada umumnya, saya merasa lebih belajar setiap kali guru saya mengoreksi saya) |   | ✓ |  |  |  |
| 20 | I would be try feel more comfortable if my teacher corrected me.<br>(Saya akan mencoba merasa lebih nyaman jika guru saya mengoreksi)                   | ✓ |   |  |  |  |

**INSTRUMENT OF QUESTIONNAIRE**

Name : Lova Novera

Class : XI IPA

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| No | Pertanyaan/Questions   | SA/<br>SS | A<br>/S | N/<br>N | DS/<br>TS | SDS/<br>STS |
|----|--|-----------|---------|---------|-----------|-------------|
| 1  | In global communication, the ability to speak English is very necessary.<br>(Dalam komunikasi global, kemampuan berbahasa Inggris sangat diperlukan) | ✓         |         |         |           |             |

|   |   |   |   |   |  |  |
|---|---|---|---|---|--|--|
| 2 | The school needs to require the use of English in the school environment<br>Mastery of language.<br>(Pihak sekolah perlu mewajibkan penggunaan Bahasa Inggris di lingkungan sekolah<br>Penguasaan bahasa) |   | ✓ |   |  |  |
| 3 | Mastery of English makes my English learning easier at school.<br>(Penguasaan Bahasa Inggris mempermudah belajar Bahasa Inggris saya di sekolah)  |   |   | ✓ |  |  |
| 4 | Knowledge of English must be supported by good language attitudes and behavior.<br>(Pengetahuan berbahasa Inggris harus ditunjang oleh sikap dan perilaku berbahasa yang baik)                            |   | ✓ |   |  |  |
| 5 | For me, continuous practice and use of English is necessary<br>(Bagi saya, latihan dan penggunaan Bahasa Inggris secara terus menerus perlu dilakukan)  |   | ✓ |   |  |  |
| 6 | I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said   | ✓ |   |   |  |  |

|    |   |   |   |  |  |  |
|----|---|---|---|--|--|--|
|    | (Saya suka ketika guru saya dengan jelas memberi tahu saya bahwa saya membuat kesalahan dan memberi saya versi yang tepat dari apa yang saya katakan)   |   |   |  |  |  |
| 7  | I like it when my teacher asks me to correct myself.<br>(Saya suka ketika guru saya meminta saya untuk mengoreksi diri saya sendiri)  | ✓ |   |  |  |  |
| 8  | I like it when my teacher corrects my English without letting me know she/he is correcting me.<br>(Saya suka ketika guru saya mengoreksi bahasa Inggris saya tanpa memberi tahu saya bahwa dia mengoreksi saya)                       |   | ✓ |  |  |  |
| 9  | I like it when my teacher tells me what kind of mistake I made and asks me to correct myself<br>(Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahan saya sendiri) |   | ✓ |  |  |  |
| 10 | Teachers should correct students every time they make a mistake when speaking English.<br>(Guru harus mengoreksi  | ✓ |   |  |  |  |

|    |   |   |   |  |  |  |
|----|---|---|---|--|--|--|
|    | kesalahan siswasetiap kali mereka melakukan kesalahan saatberbicara bahasa Inggris)   |   |   |  |  |  |
| 11 | Error correction helps me identify my weakareas in English.<br>(Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemahdalam bahasa Inggris)                        | ✓ |   |  |  |  |
| 12 | Teachers should never correct their students' mistakes when speaking English.<br>(Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicarabahasa Inggris) |   | ✓ |  |  |  |
| 13 | I always know when my teacher is correcting me even if she/he doesn't tell me.<br>(Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidakmemberi tahu saya)       | ✓ |   |  |  |  |
| 14 | Every time my teacher corrects me, I feel Ilearn more.<br>(Setiap kali guru saya mengoreksi saya, sayamerasa saya belajar lebih banyak)   |   | ✓ |  |  |  |

|    |  |   |   |   |  |  |
|----|--|---|---|---|--|--|
| 15 | Error correction is good for language learning.<br>(Koreksi kesalahan baik untuk pembelajaran bahasa)  |   |   | ✓ |  |  |
| 16 | Teachers should correct students when students cannot communicate clearly.<br>(Guru harus mengoreksi siswa ketika siswa tidak dapat berkomunikasi dengan jelas)                      |   | ✓ |   |  |  |
| 17 | I usually feel embarrassed when my teacher corrects me in front of the whole class.<br>(Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas) | ✓ |   |   |  |  |
| 18 | Generally, I feel improved, after my teacher corrects me.<br>(Pada umumnya, saya merasa bertambah baik setelah guru saya mengoreksi kesalahannya).                                   | ✓ |   |   |  |  |
| 19 | Generally, I feel like learn more every time my teacher corrects me.<br>(Pada umumnya, saya merasa lebih belajar setiap kali guru saya mengoreksi saya)                              |   | ✓ |   |  |  |



|    |  |   |  |  |  |  |
|----|--|---|--|--|--|--|
| 20 | I would be tryfeel more comfortable if myteacher corrected me.<br>(Saya akan mencoba merasa lebih nyaman jikaguru saya mengoreksi) | ✓ |  |  |  |  |
|----|--|---|--|--|--|--|

## INSTRUMENTOF QUESTIONNAIRE

Name : Efri Erosa Feronika

Class : XI IPA

Beri tanda (✓) pada kolom SS = Sangat Setuju, S = Setuju, N = Netral, TS = Tidak Setuju, STS = Sangat Tidak Setujuyang mewakili mana mewakilidiri Anda selama membaca pengalaman.

| No | Pertanyaan/Questions  | SA/<br>SS | A<br>/S | N/<br>N | DS/<br>TS | SDS/<br>STS |
|----|---|-----------|---------|---------|-----------|-------------|
| 1  | In global communication, the ability to speak English is very necessary.<br>(Dalam komunikasi global,kemampuan berbahasa Inggris sangat diperlukan)   | ✓         |         |         |           |             |
| 2  | The school needs to require the use of English in the school environment<br>Mastery of language.<br>(Pihak sekolah perlu mewajibkan penggunaan Bahasa Inggris di lingkungan sekolahPenguasaan bahasa) |           | ✓       |         |           |             |

|   |  |   |   |   |  |  |
|---|--|---|---|---|--|--|
| 3 | Mastery of English makes my English learning easier at school.<br>(Penguasaan Bahasa Inggris mempermudah pembelajaran Bahasa Inggris saya di sekolah)  |   |   | ✓ |  |  |
| 4 | Knowledge of English must be supported by good language attitudes and behavior.<br>getahuan berbahasa Inggris harus ditunjang oleh sikap dan perilaku berbahasa yang baik)   | ✓ |   |   |  |  |
| 5 | For me, continuous practice and use of English is necessary<br>(Bagi saya, latihan dan penggunaan Bahasa Inggris secara terus menerus perlu dilakukan)   |   | ✓ |   |  |  |
| 6 | I like it when my teacher explicitly tells me when I make a mistake and gives me the right version of what I had said<br>(Saya suka ketika guru saya dengan jelas memberi tahu saya bahwa saya membuat kesalahan dan memberi saya versi yang tepat dari apa yang saya katakan) | ✓ |   |   |  |  |

|    |  |   |   |  |  |  |
|----|--|---|---|--|--|--|
| 7  | I like it when my teacher asks me to correct myself. (Saya suka ketika guru saya meminta saya untuk mengoreksi diri saya sendiri)  |   | ✓ |  |  |  |
| 8  | I like it when my teacher corrects my English without letting me know she/he is correcting me. (Saya suka ketika guru saya mengoreksi bahasa Inggris saya tanpa memberi tahu saya bahwa dia mengoreksi saya)                       |   | ✓ |  |  |  |
| 9  | I like it when my teacher tells me what kind of mistake I made and asks me to correct myself (Saya suka ketika guru saya memberi tahu saya kesalahan apa yang saya buat dan meminta saya untuk memperbaiki kesalahan saya sendiri) |   | ✓ |  |  |  |
| 10 | Teachers should correct students every time they make a mistake when speaking English. (Guru harus mengoreksi kesalahan siswa setiap kali mereka melakukan kesalahan saat berbicara bahasa Inggris)                                |   | ✓ |  |  |  |
| 11 | Error correction helps me identify my weak areas in  | ✓ |   |  |  |  |

|    |  |   |   |   |  |   |
|----|--|---|---|---|--|---|
|    | English.<br>(Koreksi kesalahan membantu saya mengidentifikasi area saya yang lemah dalam bahasa Inggris)   |   |   |   |  |   |
| 12 | Teachers should never correct their students' mistakes when speaking English.<br>(Guru seharusnya tidak pernah memperbaiki kesalahan siswa mereka ketika berbicara bahasa Inggris) |   |   |   |  | ✓ |
| 13 | I always know when my teacher is correcting me even if she/he doesn't tell me.<br>(Saya selalu tahu kapan guru saya mengoreksi saya bahkan jika dia tidak memberi tahu saya)       |   |   | ✓ |  |   |
| 14 | Every time my teacher corrects me, I feel I learn more.<br>(Setiap kali guru saya mengoreksi saya, saya merasa saya belajar lebih banyak)  |   | ✓ |   |  |   |
| 15 | Error correction is good for language learning.<br>(Koreksi kesalahan baik untuk pembelajaran bahasa)  | ✓ |   |   |  |   |
| 16 | Teachers should correct  |   | ✓ |   |  |   |

|    |  |   |   |  |  |  |
|----|--|---|---|--|--|--|
|    | <p>students when students cannot communicate clearly.<br/>(Guru harus mengoreksi siswa ketika siswa tidak dapat berkomunikasi dengan jelas)</p>  |   |   |  |  |  |
| 17 | <p>I usually feel embarrassed when my teacher corrects me in front of the whole class.<br/>(Saya biasanya merasa malu ketika guru saya mengoreksi kesalahan saya di depan seluruh kelas)</p> | ✓ |   |  |  |  |
| 18 | <p>Generally, I feel improved, after my teacher corrects me.<br/>(Pada umumnya, saya merasa bertambah baik setelah guru saya mengoreksi kesalahannya).</p>                                   | ✓ |   |  |  |  |
| 19 | <p>Generally, I feel like I learn more every time my teacher corrects me.<br/>(Pada umumnya, saya merasa lebih belajar setiap kali guru saya mengoreksi saya)</p>                            |   | ✓ |  |  |  |
| 20 | <p>I would be try feel more comfortable if my teacher corrected me.<br/>(Saya akan mencoba merasa lebih nyaman jika guru saya mengoreksi)</p>  | ✓ |   |  |  |  |



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Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: [www.uinfaibengkulu.ac.id](http://www.uinfaibengkulu.ac.id)

### PENGESAHAN PEMBIMBING SKRIPSI

Proposal yang berjudul, A Survey Study on EFL Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu (A Survey Study at the Eleventh Grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023), Telah diseminarkan, dibimbing, diperiksa dan di perbaiki. Atas nama


Nama : Inka Meliza  
Nim : 1811230057  
Jurusan : Tadris Bahasa  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tabiyah dan Tadris


Oleh karena itu proposal skripsi tersebut sudah memenuhi persyaratan untuk melakukan penelitian.

Bengkulu, 2022

Pembimbing I,

Pembimbing II,

  
Dr. Svamsul Rizal, M.Pd  
NIP. 196901291999031001

  
Feny Martina, M.Pd  
NIP.198703242015032002



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,  
Saya yang bertanda tangan di bawah ini:  
Nama : Inka Meliza  
NIM : 1811230057  
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

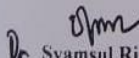
Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Ada pun judul saya sebelumnya adalah: **Students' Perceptions Toward Teachers' Oral Feedback in Teaching English (A Descriptive Quantitative Study at the Eleventh Grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2021/2022)**

Menjadi : **A Survey Study on EFL Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu (A Survey Study at the Eleventh Grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2021/2022)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

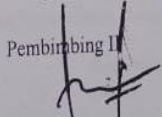
Pembimbing I

  
Dr. Svamsul Rizal M.Pd  
NIP. 196901291999031001

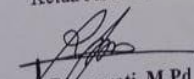
Disetujui oleh,

Bengkulu, Juli 2022

Pembimbing II

  
Feny Martina, M.Pd  
NIP.198703242015032002

Diketahui oleh,  
Ketua Jurusan Bahasa

  
Risnawati, M.Pd  
NIP. 197405231999032002



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Website: www.uinfasbengkulu.ac.id

Nomor : ~~464~~ / Un.23/F.II/TL.00/10/2022

26 Oktober 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Kepala SMA Pesantren Pancasila Kota Bengkulu  
Di -  
Kota Bengkulu

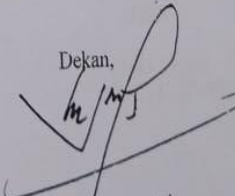
*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "***A SURVEY STUDY ON EFL STUDENTS' PERCEPTIONS TOWARD TEACHERS' ORAL CORRECTIVE EFEDBACK IN TEACHING ENGLISH AT SMA PESANTREN PANCASILA KOTA BENGKULU***".

Nama : Inka Meliza  
NIM : 1811230057  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : SMA Pesantren Pancasila Kota Bengkulu  
Waktu Penelitian : 28 Oktober s/d 02. Desember 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,  
  
Mus Mulyadi ↓



SURAT PERMOHONAN

Perihal : Permohonan Penelitian di SMA Pancasila Bengkulu

Kepada Yth. Zamriyan Toni, S.Pd.I  
Selaku Kepala Sekolah SMA Pancasila Bengkulu

Dengan hormat, yang bertanda tangan dibawah ini:

Nama : Inka Meliza

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Judul : A Survey Study on EFL Students' Perceptions Toward Teachers' Oral  
Corrective Feedback in Teaching English at SMA Pesantren  
Pancasila Kota Bengkulu (A Survey Study at the Eleventh  
Grade of SMA Pesantren Pancasila Kota Bengkulu in  
Academic Year 2022/2023)

Dengan surat ini saya memohon izin kepada Bapak Kepala Sekolah untuk melaksanakan penelitian di SMA Pancasila Kota Bengkulu sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terima kasih.

Mengetahui

Kepala SMA Pancasila  
  
Zamriyan Toni, S.Pd.I  
NIP. 0418100046



Pemohon



Inka Meliza  
NIM. 1811230057



YAYASAN SEMARAK BENGKULU  
PONDOK PESANTREN PANCASILA BENGKULU  
SEKOLAH MENENGAH ATAS (SMA) PESANTREN PANCASILA  
STATUS TERAKREDITASI A (SK NO.1347/BAN-SM/SK/2021)  
Jalan Rinjan! Jembatan Kecil Kota Bengkulu Tlp. ( 0736 ) 20262  
NDS : 3026040007 NSS : 302266001031 NPSN : 10702438  
E-mail : sma.pancasila89@gmail.com

### SURAT KETERANGAN SELESAI PENELITIAN

Nomor: No. 105/SMAP/SIS/K/22

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Pancasila Bengkulu, menerangkan bahwa :

Nama : Inka Meliza  
NIM : 1811230057  
Prodi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Tadris

Nama di atas telah selesai melakukan penelitian dengan judul: "A SURVEY STUDY ON EFL STUDENTS' PERCEPTIONS TOWARD TEACHERS' ORAL CORRECTIVE FEEDBACK IN TEACHING ENGLISH AT SMA PESANTREN PANCASILA KOTA BENGKULU". Dari tanggal 28 Oktober s/d 02 Desember 2022

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 03 Desember 2022





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Nomor : 467 /Un.23/F.II/PP.00.9/09/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd (Penyeminar I)
2. Heny Friantary, M.Pd (Penyeminar II)

*Assalamu 'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 09 September 2022

Tempat : Ruang Munaqasah Jurusan Tadris Bahasa Lantai 3 Dekanat

| NO. | NAMA/NIM                       | WAKTU (WIB)     | JUDUL   |
|-----|--------------------------------|-----------------|---|
| 1.  | Azry Setiawan<br>1811230137    | 13.30-14.15 WIB | EFL Teachers Barriers in Implementing Authentic Assessment to Measure Student's Reading Comprehension   |
| 2.  | Pengki Kemadi A.<br>1811230148 | 14.15-15.00 WIB | The Effect of Cooperative Intograted Reading and Composition (CIRC) Teaching and Student Reading Comprehension at Tenth Grade of MA Pancasila Kota Bengkulu |
| 3.  | Ongki Saputra<br>1811230069    | 15.00-15.45 WIB | EFL Teacher Challenges in Teaching Speaking to Secondary School   |
| 4.  | Inka Meliza<br>1811230057      | 15.45-16.00 WIB | A Survey Study on EFL Students' Perceptions Toward Teacher' Oral Corrective Feedback in Teaching English  |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, September 2022  
Dekan,

  
Agus Mulyadi



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Nomor : 2555 /Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal: Ujian Komprehensif

Kepada Yth.

1. Dr. Hery Noer Ali, M.Ag  
(kompetensi UIN)

2. Feny Martina, M.Pd  
(kompetensi jurusan/Prodi)

3. Dr. Adisel, M.Pd  
(Kompetensi Keguruan)

*Assalamu'alaikum Wr. Wb.*

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022

Waktu : 08.00 -12.00 WIB

Tempat : Ruang Munaqasah Tadris Bahasa Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

| NO | NAMA MAHASISWA    | NIM        |
|----|-------------------|------------|
| 1  | Inka Meliza       | 1811230057 |
| 2  | Nanda Nur Asah    | 1811230065 |
| 3  | Diana anggraini   | 1811230046 |
| 4  | Tenti Nopita Sari | 1811230138 |
| 5  | Nurul Aulia       | 1811230042 |
| 6  | Penti Anggraini   | 1811230011 |

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022

Dekan,



M. Mulyadi



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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama :Inka Meliza, NIM : 1811230057 yang berjudul  
"A SURVEY STUDY ON EFL STUDENTS' PERCEPTIONS TOWARD  
TEACHERS' ORAL CORRECTIVE FEEDBACK IN TEACHING  
ENGLISH AT SMA PESANTREN PANCASILA KOTA BENGKULU".  
Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 09 September 2022

Pukul : 13.30 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim  
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan  
surat penelitian (SK Penelitian)

Bengkulu, September 2022

Penyeminar I

Feny Martina, M.Pd  
NIP. 198703242015032002

Penyeminar II

Heny Friantary, M.Pd  
NIP. 198508022015032002



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website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nomor : 0245 /Un.23/F.II/PP.00.9/01/2023  
Lampiran : -  
Perihal : Jadwal Munaqasyah Skripsi

Bengkulu, 6 Januari 2023

Kepada Yth.

Dr. Ahmad Suradi (Ketua)  
Heny Friantary, M.Pd (Sekretaris)  
Feny Martina, M.Pd (Penguji 1)  
Anita, M.Pd (Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuhu  
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,  
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 12 Januari 2023  
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

| NO | NAMA / NIM                                | WAKTU (WIB)     | JUDUL  |
|----|---|-----------------|--|
| 1. | Farbah Millenia Bahraq<br>(1811230143)    | 08.00-<br>09.00 | EFL Students' Anxiety in Foreign Language Classroom at SMA IT IQRA' Kota Bengkulu  |
| 2. | Yorin Romadina<br>(1811230040)            | 09.00-<br>10.00 | A Survey Study on EFL Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu |
| 3. | Inka Meliza<br>(1811230057)               | 10.00-<br>11.00 | A Survey Study on EFL Students' Perceptions Toward Teacher's Oral Corrective Feedback in Teaching English  |
| 4. | Meilana Raisyahdi<br>Gita<br>(1811230068) | 11.00-<br>13.00 | Parents, Teachers and Students' Perception of English Learning Provision for Young Learners in Seluma District.                                    |

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,



Mus Mulyadi



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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Inka Meliza  
NIM : 1811230157  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

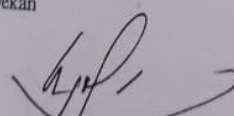
Pembimbing I: Syamsul Rizal, M.Pd  
Judul Skripsi :  
Students' Perception Toward Teachers'  
Talks in English Classroom  
( A descriptive Study at the Eleventh  
Grade of SMA Pesantren Pancasila Kota  
Bengkulu in Academic Year 2021/2022)

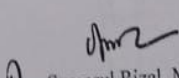
| No | Hari/Tanggal        | Materi Bimbingan | Saran Pembimbing I  | Paraf Pembimbing |
|----|---------------------|------------------|---|------------------|
| 1  | Senin, 20 Juni 2022 | Bab I            | Temukan teori atau siapa (expert) yang digunakan.                   | I                |
| 2  | Kamis, 7 Juli 2022  | Bab I-III        | Perbaiki di setiap bab (dari chapter I-III).                        | h                |
| 3  | Jumat, 8 Juli 2022  | Bab II - bab III | Perbaiki Penulisan dengan benar, rapikan terutama tabel/kotak-kotak | h                |
| 4  | Jumat, 29 Juli 2022 | Bab I - bab III  | Perbaiki beberapa dari pada setiap bab.                             | h                |
| 5  | Rabu 10, April 2022 | chapter I-III    | A C   | U                |

Bengkulu, April 10, 2022

Mengetahui,  
Dekan

Pembimbing I

  
Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

  
Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001



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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Inka Meliza Pembimbing I : Dr. Syamsul Rizal, M.Pd  
NIM : 1811230057 Judul Skripsi : A Survey Study on EFL  
Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English at  
SMA Pesantren Pancasila Kota Bengkulu (A Survey Study at the Eleventh Grade of SMA  
Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023)  
Jurusan : Bahasa  
Program Studi : Bahasa Inggris

| No | Hari/Tanggal                | Materi Bimbingan | Saran Pembimbing I         | Paraf Pembimbing |
|----|-----------------------------|------------------|----------------------------|------------------|
| 1. | Kamis, 15<br>Desember 2022  | Bab IV-V         | Lengkapi Appendix          | f                |
| 2. | Selasa, 20<br>Desember 2022 | Bab XI           | Perbaiki halaman<br>33-35  | h                |
| 3. | Kabu, 21<br>Desember 2022   | Bab IV-V         | Findings and<br>Discussion | h<br>g           |
| 4. | 23 Dec 2022                 | Chapter 1-V      | A/C                        |                  |

Bengkulu, Dec 25, 2022

Mengetahui,  
Dekan

Dr. Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing I

Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001





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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Inka Meliza  
NIM : 1811230157  
Pembimbing II : Feny Martina, M.Pd  
Judul Skripsi: A Survey Study On EFL Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu (A Survey Study at the Eleventh Grade of SMA Pesantren Pancasila Kota Bengkulu in Academic Year 2022/2023)  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing II        | Paraf Pembimbing |
|----|--------------|------------------|----------------------------|------------------|
| 1. |              | Bab III          | Perbaikan                  |                  |
| 2. |              | Bab IV           | Perbaiki beberapa Paragraf |                  |
| 3. |              | Bab IV           | Perbaikan                  |                  |
| 4. |              | Bab III-IV       | Perbaikan                  |                  |
| 5. |              | Bab V            | lengkapi appendiknya       |                  |
| 6. |              | Ace Managayah    | Ace Managayah              |                  |

Mengetahui,  
Dekan

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Bengkulu,

Pembimbing II

Feny Martina, M.Pd  
NIP. 198703242015032002



KEMETERIAN AGAMA REPUBLIK INDONESIA  
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(UINFAS) BENGKULU  
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Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

Nama Mahasiswa : Inka Meliza  
NIM : 1811230157  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

Pembimbing II: Feny Martina, M.Pd  
Judul Skripsi :  
Students' Perception Toward Teachers'  
Talks in English Classroom  
( A descriptive Study at the Eleventh  
Grade of SMA Pesantren Pancasila Kota  
Bengkulu in Academic Year 2021/2022)

| No | Hari/Tanggal            | Materi Bimbingan | Saran Pembimbing II  | Paraf Pembimbing |
|----|-------------------------|------------------|--|------------------|
| 1  | 16-09-2022              |                  | - Cari jurnal yang relate dengan judul<br>- Temui pembimbing I     |                  |
| 2  | Senin,<br>18 April 2022 |                  | - Bab II   |                  |
| 3  | Kamis<br>21 April 2022  |                  | - Cari types of oral feedback                                      |                  |
| 4  | Selasa<br>26 April 2022 |                  | - Tambahkan instruksi di bab III<br>- Repository UPI Bandung bab 3 |                  |
| 5  | Kamis<br>7 Mei 2022     |                  |  |                  |

Au kempop

Au Supri

Bengkulu, 16 Juni 2022

Pembimbing II

Mengetahui,  
Dekan

Dr. Mulyadi, M.Pd  
NIP. 197005142000031004

Feny Martina, M.Pd  
NIP. 198703242015032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI  
 BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
 Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172  
 Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : *NIKA NURULITA*  
 NOMOR INDIK. MAHASISWA : *1911230037*  
 PRODI : TADRIS BAHASA INGGRIS

| NO | Hari / Tanggal               | Jam                  | Nama Mahasiswa Seminar         | NIM               | Judul Proposal  | TTD Dosen Pengujii |
|----|------------------------------|----------------------|--------------------------------|-------------------|---|--------------------|
| 1  | <i>Selasa / 9 Maret 2021</i> | <i>08:00 Selesai</i> | <i>Weda Nofian Futra</i>       | <i>1911230037</i> | <i>The Influence of Speed Reading Techniques on Reading Skill At the Creek N 5 Semina</i>                                 | <i>[Signature]</i> |
| 2  | <i>Selasa / 9 Maret 2021</i> | <i>08:00 Selesai</i> | <i>Tatang Kusuma</i>           | <i>1911230036</i> | <i>THE EFFECT OF COMPARE - DIAGNOSE - OPERATE (CDO) STRATEGY TO STUDENTS' WRITING ABILITY IN</i>                          | <i>[Signature]</i> |
| 3  | <i>Selasa / 9 Maret 2021</i> | <i>08:00 Selesai</i> | <i>Syakhir Farhi</i>           | <i>1911230060</i> | <i>THE EFFECT OF TEACHER'S PROBLEM IN DESIGNING LESSON PLAN AT ISLAMIC BOARDING SCHOOL OF AL-DUNAN BANGSAWAN BENGKULU</i> | <i>[Signature]</i> |
| 4  | <i>Selasa / 9 Maret 2021</i> | <i>08:00 Selesai</i> | <i>Tri Ningsi Puspita Sari</i> | <i>1911230059</i> | <i>An Analysis of English Students' Motivation in Spokenure Class During New Normal</i>                                   | <i>[Signature]</i> |
| 5  | <i>Selasa / 9 Maret 2021</i> | <i>08:00 Selesai</i> | <i>Yuni Fitri Armanata</i>     | <i>1911230073</i> | <i>THE USE OF COUNTER ARGUMENT METHOD TO IMPROVE STUDENTS WRITING SKILLS OF DESCRIPTIVE TEXT AT MTs Al-Izzah Bengkulu</i> | <i>[Signature]</i> |
| 6  |                              |                      |                                |                   |   |                    |

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