

ABSTRACT

Kezia Angelina, Registration Number 2203121054, Oral Corrective Feedback in Oral Classroom Interaction at SMP Taman Siswa Medan, A Thesis, English Department, Faculty of Language and Arts, State University of Medan, 2024.

The goal of this study was to investigate the types of Oral Corrective Feedback (OCF) used by the teacher in oral classroom interaction and the process of giving Oral Corrective Feedback (OCF) in oral classroom interaction at SMP Taman Siswa Medan. Based on Lyster and Ranta's (2007) theory, this study examined the types of Oral Corrective Feedback (OCF) used by the teacher in oral classroom interaction. The data were collected through observation and interview. Results indicated that the teacher used three types of Oral Corrective Feedback (OCF) over six types proposed by Lyster and Ranta (2007). Recast (54.84%) is the most commonly used feedback, followed by explicit correction (35.48%), and repetition (9.68%). The teacher did not use metalinguistic feedback, clarification requests, and elicitation. There were three steps used in the process of giving Oral Corrective Feedback (OCF) in the classroom; analyzing, providing feedback, and waiting for the student's response. This research highlights the use of Oral Corrective Feedback (OCF) in providing correction for students and suggesting potential areas for further exploration. The conclusion shows the types and process of using Oral Corrective Feedback (OCF) in improving student's speaking skills.

Keywords: Oral Classroom Interaction, Speaking Skill, Oral Corrective Feedback

