

ABSTRACT

Widia Tiara Suciati. 2017. *Teacher's Oral Corrective Feedback in Speaking Activity (A Descriptive Qualitative Study at SMPN 198 Jakarta). A Skripsi.* Jakarta, English Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

This study is aimed to find the types of oral corrective feedback used by teacher related to the three speaking aspects: vocabulary, pronunciation and grammatical aspect and students' response toward the teacher corrective feedback in classroom speaking activity. The subjects of this study are two classes of second year students of SMPN 198 Jakarta and the English teacher. This study employed a descriptive qualitative research, used a video and audio recorder to collect the data. The findings showed that teacher use six types of oral corrective feedback; they are recast, repetition, elicitation, metalinguistic feedback, clarification request and explicit correction. The most corrective feedback used by the teacher is recast in pronunciation aspect, explicit correction in vocabulary aspect, and metalinguistic clue in grammar aspect. Explicit correction feedback found having good rank that got relevant students' response in vocabulary and pronunciation aspect. In grammar aspect, students gave the most relevant responses for metalinguistic clue. By the corrective feedback given, the teacher built communicative atmosphere and students' confidence in the class.

Key words: corrective feedback, speaking activity, students' response.