

**THE USE OF ORAL CORRECTIVE FEEDBACK BY TEACHERS IN  
ENGLISH CLASSROOM AT SMA NEGERI 3 BANJARMASIN**

**SARJANA'S THESIS**

**MUHAMMAD REYHAN  
REG NUMBER. 2110117210001**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2025**

**THE USE OF ORAL CORRECTIVE FEEDBACK BY TEACHERS IN  
ENGLISH CLASSROOM AT SMA NEGERI 3 BANJARMASIN**

**SARJANA'S THESIS**

**Presented to the Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the Sarjana Pendidikan  
Program in English Language Education Study Program**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
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BANJARMASIN**

**2025**

## LETTER OF APPROVAL

This is to certify the Sarjana's Thesis of MUHAMMAD REYHAN Reg. Number 2110117210001 entitled **"THE USE OF ORAL CORRECTIVE FEEDBACK BY TEACHERS IN ENGLISH CLASSROOM AT SMA NEGERI 3 BANJARMASIN"** has been approved by the advisor for oral examination.

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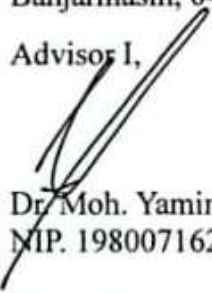
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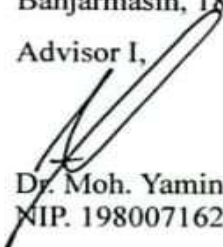
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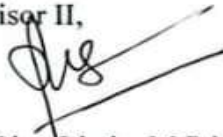
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**PERNYATAAN KEASLIAN TULISAN  
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Banjarmasin, 8 Desember 2025

Yang membuat pernyataan,

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## ABSTRACT

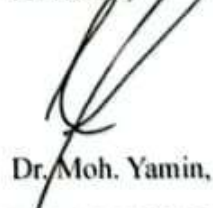
Reyhan, Muhammad. 2025. *The Use of Oral Corrective Feedback by Teachers in English Classroom at SMA Negeri 3 Banjarmasin*. Sarjana's Thesis, English Language Education Study Program, Faculty Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Moh. Yamin, M.Pd., the second advisor: Dr. Rina Listia, M.Pd.

Keyword: Oral Corrective Feedback, Teachers Roles, Strategy, Classroom Interaction

The ability to provide effective feedback plays a crucial role in the process of language learning and teaching. Oral corrective feedback, in particular, serves as an essential component in helping learners notice their linguistic errors and refine their spoken performance. Despite its significance, teachers often vary in how they perceive and apply feedback in classroom contexts. Therefore, this study set out to explore how English teachers at SMA Negeri 3 Banjarmasin perceive and implement oral corrective feedback in their classrooms. This study employed a qualitative, phenomenological design, using classroom observations and interviews as data collection methods. The collected data were analyzed using thematic analysis, which involved identifying recurring patterns, themes, and categories related. The participants were two English teachers selected for their relevance to the use of oral corrective feedback in English lessons and their availability to be observed and interviewed. The findings reveal that teachers at SMA Negeri 3 Banjarmasin consistently view oral corrective feedback as a valuable instructional strategy. The findings underscore the importance of balancing accuracy and fluency in language teaching, with maintaining student motivation, and confidence. The implementation of oral corrective feedback varied depending on the type of activity, the nature of the errors, and the emotional state of students. However, the strategy that teacher uses to correct students was to patterned. This research suggested that the teachers apply more variety of oral corrective feedback strategically, with also considering students' proficiency levels and emotional state.

Banjarmasin, 05/01/2026

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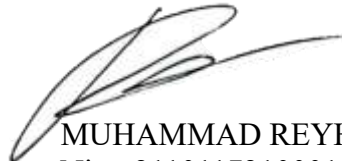
All praise and gratitude to Allah SWT. For His abundant grace and blessings. Me as the writer of this study has successfully completed this thesis entitled “*The Use of Oral Corrective Feedback by Teachers in English Classroom at SMA Negeri 3 Banjarmasin.*”

The success in completing this thesis cannot be separated from the support of various parties who have helped, guided, and provided direction throughout the process. Therefore, at these pages of the research, with sincere gratitude and deepest appreciation, the writer would like to express thanks to...:

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Banjarbaru, November 05, 2025  
The Researcher



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## TABLE OF CONTENTS

	Page
LETTER OF APPROVAL.....	ii
STATEMENT OF ORIGINALITY.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENTS.....	x
CHAPTER I INTRODUCTION	
1.1 Background of The Study.....	1
1.2 Research Questions.....	7
1.3 Objectives of The Study.....	7
1.4 Scope of The Study.....	7
1.5 Significances of The Study.....	8
1. Theoretical Significance.....	8
2. Practical Significance.....	8
1.6 Definition of Key Terms.....	8
CHAPTER II REVIEW OF LITERATURE	
2.1 Theoretical Framework.....	10
1. Feedback.....	10
2. Oral Corrective Feedback.....	12
3. Teachers and Their Beliefs About Teaching.....	15
4. Teaching Strategy.....	17
5. Student Errors and Mistakes.....	18
6. English Classroom.....	19
2.2 Previous Study.....	21
CHAPTER III METHOD OF THE RESEARCH	
3.1 Research Approach.....	25
3.2 Subject of The Research.....	26
3.3 Setting of The Research.....	26

3.4 Research Instrument.....	27
3.5 Source of Data.....	30
3.6 Data Collection Procedure.....	31
3.7 Analysis Data.....	32
3.8 Data Triangulation.....	34
3.9 Research Stages.....	35

#### CHAPTER IV FINDINGS AND DISCUSSIONS

4.1 Description of the Data.....	38
4.2 Research Findings.....	40
1. Teacher Perception.....	41
2. Teacher Implementation.....	47
4.3 Research Discussion.....	58

#### CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion.....	69
5.2 Suggestions.....	70
REFERENCES.....	73

## LIST OF TABLES

Table	Page
3.4.1 Observation design .....	28
3.4.2 Interview design .....	29
4.1.1 Schedule of the research .....	39
4.1.2 Coding of The Research.....	30
4.2.1 Teachers' Understanding .....	43
4.2.2 The importance of oral corrective feedback .....	44
4.2.3 Impact of oral corrective feedback .....	45
4.2.4 Students' reaction .....	47
4.2.5 Teacher preferred strategy .....	51
4.2.6 Timing of using oral corrective feedback .....	52
4.2.7 Teacher pedagogical consideration .....	54
4.2.8 Teachers' Concern for students' emotion .....	57
4.2.9 Challenges in Implementing Oral Corrective Feedback.....	58

## **LIST OF APPENDICES**

Appendix 1: Research Letters.....	77
Appendix 2: Expert Validator Sheets.....	80
Appendix 3: Instrument Guideline.....	82
Appendix 4: Observation Sheets.....	84
Appendix 5: Interview Transcripts.....	103
Appendix 6: Documentations.....	109
Appendix 7: Scores of Result Seminar.....	112
Appendix 8: Consultation Record.....	113