

## ABSTRACT

Anindita, E. S. 2019. *EFL Learners Emotional Response toward Teacher's Oral Corrective Feedback in Students Speaking at NU Trate Gresik Junior High School*. A thesis of English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (I) Dr. Khoirul Anwar, M.Pd., (II) Ulfatul Ma'rifah, M.Pd.

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In the learning of second language (L2), there are many strategies that can be used. One of those is oral corrective feedback. It becomes teacher's way to correct the errors made by students especially in their speaking. Some studies reported the effectiveness of OCF and how it can influence the students' perception, attitude, preference, and motivation. But students' emotional response influences the successful applying oral corrective feedback in the classroom. It is important for a teacher to know how their students' response toward OCF, so they will know how to provide feedback appropriately in order to optimize the implementation of oral feedback more successful in the classroom.

In analyzing students' emotional response, quantitative research by using survey is used in this study. First step is collecting data in which the researcher adapts the questionnaire and gives it to the students. In the questionnaire, there are 13 statements that must be answered by 40 participants in VII grade at NU Trate Gresik Junior High School. After collecting data, researcher analyzes the result of questionnaire by using SPSS descriptive statistic. The researcher creates the result of calculating of SPSS with table and chart to make it more easily to read and understandable.

The result of questionnaire from 13 statements, the researcher found that the teacher's verbal feedback could highly motivate students in improving their second language especially in speaking and also increase their self-confidence in speaking English. Students also realize that feedback given by teacher caused them not to experience the same mistake again. The students also perceived that their feeling need to be considered. Students' positive feeling will arise when the teacher's feedback communicated clearly then when the teacher correct every oral mistake and give them oral feedback immediately. Students also give their positive feeling when they get often and much feedback just when they make a lot mistakes. Then the teacher should provide proper feedback to make students' know about their mistake and indicate their positive attitude to understand with what teacher's talking about. Students will be sure to improve their performance and ability in speaking when they understand with what teacher is correcting,

The researcher hopes that the result of this study can be useful for the teacher and other researchers. For teachers, they can adjust and reform his or her way of giving oral feedback to students in order to make L2 learning process more successful, effective and better. For the other researchers, they may develop better study in the future and this research can be used as a reference toward the study about students' emotional response toward teachers' verbal feedback in students speaking.