

ABSTRACT

Rifqy Yazeed Habibi. 2023. **Teachers' Corrective Feedback in Speaking Class: Accentuating Students' Perceptions.** English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University, Tasikmalaya.

In speaking class, students are likely to encounter speaking difficulties, especially in grammar and pronunciation errors. Corrective feedback is one of the suitable approaches for overcoming those problems and has been implemented in many speaking classes to help students improve their speaking proficiency. Using the descriptive case study method, the current research explores the students' perceptions of corrective feedback enforcement in speaking class. The research uses semi-structured interviews involving four participants from 6th-semester students of the English Education Department of the University in Tasikmalaya, Jawa Barat. The researcher used thematic analysis (Braun & Clarke, 2006) to analyze the interview data. The study discovered that students' perceived corrective feedback helps them correct grammatical and pronunciation errors and enhance speaking proficiency by raising awareness of errors and preventing error repetition. Nevertheless, the students also have issues with inappropriate teacher delivery that negatively impact their emotions. Further, the alignment of appropriate corrective feedback and their expectations regarding teachers' provision of corrective feedback, the timing of corrections, and their expected result can be considered for implementing effective corrective feedback in speaking class.

Keywords: Teachers' Corrective Feedback, Speaking Error, Speaking Class, Students' Perceptions