

ABSTRAK

SRI NANDA NURZAKIYAH, 2025 **“THE TEACHER’S ORAL CORRECTIVE FEEDBACK ON THE STUDENTS’ ENGLISH MISPRONUNCIATION: FOCUSING ON THE STUDENTS’ PERCEPTIONS”**. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Penelitian ini bertujuan untuk menggali persepsi siswa sekolah menengah terhadap umpan balik korektif lisan (oral corrective feedback/OCF) yang diberikan guru terhadap kesalahan pengucapan bahasa Inggris dalam konteks pembelajaran EFL di Indonesia. Menggunakan desain studi kasus deskriptif, empat siswa kelas X dipilih melalui purposive sampling berdasarkan keaktifan dan pengalaman mereka menerima OCF terkait pengucapan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik Braun dan Clarke. Temuan penelitian menunjukkan empat tema utama: (1) Siswa Mengenali Berbagai Jenis Umpan Balik Korektif Lisan Guru, (2) Koreksi Eksplisit dan Repetisi sebagai Umpan Balik Paling Menguatkan, (3) Dampak Emosional Negatif dari Koreksi Eksplisit, dan (4) Preferensi Siswa terhadap Umpan Balik Pengucapan yang Jelas dan Mendukung. Siswa menilai koreksi eksplisit dan repetisi sebagai strategi yang paling membantu dalam meningkatkan pengucapan karena keduanya meningkatkan kesadaran, kepercayaan diri, serta pembentukan kebiasaan baru. Namun, beberapa siswa juga merasakan gugup, malu, dan kehilangan fokus ketika dikoreksi secara langsung di depan teman sebaya. Secara keseluruhan, penelitian ini menekankan pentingnya keseimbangan antara pemberian koreksi yang jelas dengan sensitivitas emosional agar pembelajaran pengucapan lebih efektif. Temuan ini memberikan implikasi praktis bagi pengajaran pengucapan dan memperkaya pemahaman tentang OCF dalam pembelajaran EFL tingkat sekolah menengah.

Kata Kunci: Kesalahan Pengucapan, Koreksi Eksplisit, Persepsi Siswa, Repetisi, Umpan Balik Korektif Lisan

ABSTRACT

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This study investigates senior high school students’ perceptions of their teacher’s oral corrective feedback (OCF) on English mispronunciation in an Indonesian EFL classroom. Using a descriptive case study design, four tenth-grade students were selected through purposive sampling based on their active participation and prior experience with pronunciation-related OCF. Data were collected through semi-structured interviews and analyzed using Braun and Clarke’s thematic analysis. The findings reveal four major themes: (1) Students’ Understanding of Multiple Types of Teacher’s Oral Corrective Feedback, (2) Explicit Correction and Repetition as the Most Reinforcing Corrective Feedback, (3) Negative Emotional Impact of Explicit Correction, and (4) Students’ Preference for Clear and Supportive Pronunciation Feedback. Students perceived explicit correction and repetition as the most helpful strategies for improving pronunciation, as these methods enhanced awareness, confidence, and habit formation. However, some students also experienced nervousness, embarrassment, and loss of focus when corrected directly in front of peers. Overall, the study emphasizes the importance of balancing clear corrective instruction with emotional sensitivity to maximize learning effectiveness. The findings offer practical implications for pronunciation teaching and contribute to a deeper understanding of OCF in secondary EFL classrooms.

Keywords: Explicit Correction, Mispronunciation, Oral Corrective Feedback, Repetition, Students’ Perception