

PREFACE

Oral corrective feedback plays a crucial role in language learning, especially in helping students refine their English-speaking skills. However, many Indonesian university classrooms regularly overlook students' perceptions of the feedback they receive. This research, titled “*Students' Perceptions of Oral Corrective Feedback in English Speaking Classrooms: A Case Study at One of the Indonesian Universities,*” investigates how students experience, interpret, and respond to oral corrective feedback during their speaking activities. By analyzing their perceptions, this study aims to gain a deeper understanding of the effectiveness of diverse feedback strategies in supporting speaking development.

This thesis presents the study's background, a survey of related theories, the research methodology, and findings regarding students' attitudes toward oral corrective feedback. It emphasizes the significance of adapting feedback practices to students' needs to foster their language proficiency and confidence. Through this study, I hope to contribute to more responsive and effective feedback approaches in English language education and encourage further research.

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