**STATEMENT OF ORIGINALITY**

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for undergraduate degree and submitted to the English Education Department, Faculty of Education and Teacher Trainee wholly constitutes my own original scientific writing.

As for the other persons’ works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is later on proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

 Serang, October, 2018

 Winta Windanti

 SRN: 142301663

**WINTA WINDANTI, 2018 *Students’ Perception of Oral Corrective Frrdback in English Language Tecahing. ( A Case Study at Second Grade Students of MAN 2 Kota Serang ).*** *Undergraduate research paper, Department of English Education, Education and Teacher Training Faculty, University Of Islamic State, Sultan Maulana Hassanuddin Banten. Adviser : Dr. H. Abdul Muin, S.Ag, M.M. and Eulis Rahmawati. M.Pd.*

**ABSTRACT**

The present study investigates the students’ perception of oral corrective feedback in English language teaching. it also aims to know how oral corrective feedback implemented by teacher in English language teaching. Since this research explores the students’ perception which come from the students’ experience, qualitative approach is considered as an appropiate research design. Conducted in MAN 2 Kota Serang, the second grade students were respondents of this study. The researcher used three instruments to gathering data: observation, questionnaire and interview.

Analyzed descriptively, two findings are obtained. First, in the implementation of oral corrective feedback, the teacher gave oral corrective feedback immediately and delayed depend on the situation, focus on certain topics and collaboratively. As for the type of oral corrective feedback, explicit correction and recast was the most frequently used in English language teaching. Second, students generally have good perception of oral corrective feedback. They like to be corrected when they made a mistake. Oral corrective feedback help them to know what their error, avoid the same mistake, improve their English and increase their knoewledge about English. However, students believe that not all the mistakes need to be corrected.

**THE ADVISERS’ APPROVAL**

This is to certify that undergraduate research paper of Winta Windanti entitled “Students’ Perception of Oral Corrective Feedback in English Language Teaching (A Case Study at Second Grade Students of MAN 2 Kota Serang)”

has been approved by the research paper advisers for further approval by the Board of Examiners.

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**STUDENTS’ PERCEPTION OF ORAL CORRECTIVE FEEDBACK IN ENGLISH LANGUAGE TEACHING**

(A Case Study at Second Grade Students of MAN 2 Kota Serang)

By :

**Winta Windanti**

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**DEDICATION**



*This Paper is dedicated to my beloved parents Mr. Mansur and Mrs. Yati. For all love, prayer, motivation and every single thing you give me, leading me to the right path and prepare everything well related to my better future.*



**MOTTO**



*“Never give up on what you really want to do. The person with big dreams is more powerful than the one with all the facts.”*

 [ *Albert Einstein* ]



**A BRIEF BIOGRAPHY**

The writer, Winta Windanti was born in Air Naningan, on December 30th, 1995. She is the last daughter of four children from Mr. Mansur and Mrs. Yati. She finished her elementary education at Madrasah Ibtidaiyah Al-Khairiyah Talangpadang Lampung in 2007. Then, she finished her junior high school at SMP N 2 Talangpadang in 2010 and senior high school at SMA N 1 Talangpadang in 2013.

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**ACKNOWLEDGEMENT**

In the Name of Allah, the Merciful, the Compassionate there is no valuable words to be said but all the praises be to all praises to be Allah, the almighty God, who has sent Muhammad, peace be upon him, to be His prophet and mesenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me to finish the paper.

The writer has already finished writing this paper after having sacrificed all energy, struggle, and time for many months. This paper title “ *Students’ Perception of Oral Corrective Feedback in English Language Teaching* ”( A Case Study at Second Grade Students of MAN 2 Kota Serang Banten ), to fulfill the requirement of getting Sarjana Degree in teaching English. Furthemore, the writer is really in debt to Dr. H. Abdul Muin, S.Ag, M.M and Eulis Rahmawati, M.Pd as the advisers.

The writer also expreses the deepest gratitude to those who helper the writer in finishing this work, they are:

1. Prof. Dr. H Fauzul Iman, M.A., as the Rector of State University for Islamic Studies Sultan Maulana Hasanudin Banten who gave permission to the writer to write the paper
2. Subhan, M.Ed. The Dean of the Faculty of Education and Teacher Training who gave the writer valuable advice.
3. Dr. H. Abdul Muin, S.Ag., M.M. The Head of English Education Department and as first advisor, who has given guidance and afvice to finish this paper.
4. Eulis Rahmawati, M.Pd, as second advisor, who give the correction and invaluable criticism and suggestions, she has rendered to the writer in she lies completion of the paper.
5. All the lectures of English Education Study Program
6. The writers’ brother and sister for love and prayer.
7. The writers’ beloved friends who has given sadness and happiness for their helps and supports in finishing this paper

Finally, the writer submits everything to Allah SWT and the writer hope it will be useful for increasing quality and also for all readers.

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