

**EFL STUDENT'S EMOTIONAL ENGAGEMENT WITH ORAL  
CORRECTIVE FEEDBACK IN SPEAKING CLASS**



**RESEARCH PAPER**

submitted in partial fulfillment of the requirements for the degree of  
Sarjana Pendidikan at the English Education Department

by

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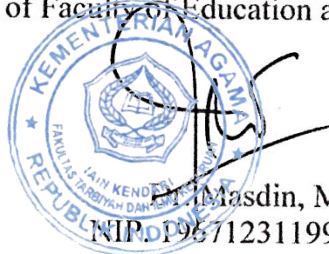
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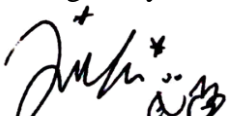
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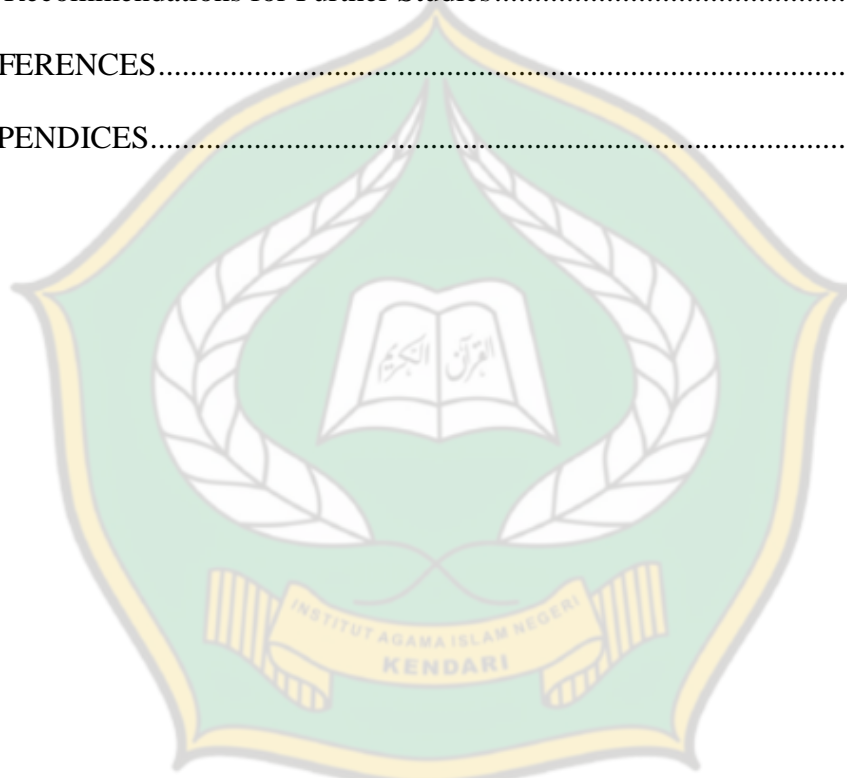
  
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## LIST OF ABBREVIATIONS

EFL	: English foreign Language
e.g	: Exempli gratia (example)
ETC	: Et cetera (Other Similar things)
P	: Participant
OCF	: Oral Corrective Feedback
WA	: Whatapps



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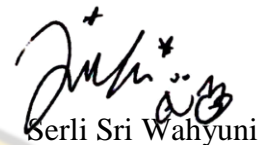
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## ABSTRACT

Serli Sri Wahyuni. SID. 19010106010. EFL Student's Emotional Engagement With Oral Corrective Feedback in Speaking Class. Supervised by; Sarjaniah Zur, S.Pd. I., M.Pd, and Nur Hasanah Safei, M.Pd.

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This study aims to determine the EFL student's emotional engagement in giving kind of oral corrective feedback such as kind oral corrective feedback such as types of explicit correction, recast, clarification requests, and metalinguistics: feedback, elicitation, and repetition in speaking class. This research applied qualitative methodology as qualitative research. The participants of this study were 12 EFL students with speaking program experiences. Thematic analysis was used in this study to determine the classification of participant opinions related to emotional engagement after receiving oral corrective feedback. This study shows that participants' emotional engagement is motivated in class from various participant data. Then, several participants also revealed their desire to interact and talk to the lecturer was reduced after being given oral corrective feedback. Besides, only one participant felt an increase in grades after being given oral corrective feedback frequently in class. The implications of this study for teachers/lecturers, schools/universities, and students in raising awareness and improving the teaching system to improve the quality of learning in the classroom.

Keywords: *Case study, EFL Student's perception; Emotional engagement; oral corrective feedback; speaking class.*