

ABSTRACT

The study aims to investigate teachers' corrective feedback techniques used to correct students' pronunciation in teaching learning process. It also aims to identify teachers' preference toward the use of corrective feedback on students' pronunciation, and students' responses toward teachers' corrective feedback on students' pronunciation. This qualitative case study involved one English teacher and thirty students of the eleventh grade science at SMA Plus Al-Hasan Banjarsari. The data were obtained from observation, interview, and questionnaire.

The results showed that, the first, it revealed the teachers' corrective feedback techniques implemented on students' pronunciation error. There were five corrective feedback used by the teacher in teaching learning process. Those were explicit, recast, clarification request, metalinguistic feedback, and elicitation. Based on the observation, interview, and questionnaire, it was found that the most frequent correction used by the teacher were explicit and recast in teaching learning process.

The second, it discovered the teachers' preference toward the use of corrective feedback on students' pronunciation. It was obtained from the findings, the teacher preferred choosing explicit techniques as her choice of corrector. Besides, in the timing of giving correction, the teacher tended to choose both immediate and delayed correction based on the students' activities in teaching learning process because she did not want to interrupt their students even though she recognized pronunciation errors.

The third, it explored the students' responses toward the use of corrective feedback on students' pronunciation. This response was divided into three classification, namely; students' opinion about the content of teaching, students' opinion about error correction generally, and students' opinion about different corrective feedback techniques. The results of the study showed that the students gave positive responses to the English activities especially the lesson taught by their teachers in teaching learning process. Besides, the students had positive attitude towards the implementation of corrective feedback. Then, the study reported that the most of students did not like clarification request, metalinguistic feedback, and also elicitation implemented by the teacher in teaching learning process.

Therefore, it is suggested that it is important for the teachers to consider the corrective feedback techniques which would be implemented in a classroom.

