

ABSTRACT

Over few last year, corrective feedback roles give a high impact for students' ability in learning English. Corrective feedback can give positive or negative impact for the students' depend on how the teacher give the corrections so that it is important for the teacher to know what students preference and how their attitudes toward the corrections.

This research aims to investigate students' preference towards oral corrective feedback and to reveal students' attitude towards oral corrective feedback in speaking skill. This research uses qualitative approach with 9 participants of Al-Ittihad boarding school students in science class. The researcher uses interview, questionnaire and classroom observation to obtain the data.

The result of the first research problem is students prefer metalinguistic and elicitation technique for the correction. Furthermore, the study also explores students' attitude towards oral corrective feedback in speaking skill. From the finding, three elements of attitude/attitude (cognitive, affective, and behavior) shows that the students have positive attitude towards oral corrective feedback in speaking skill.

Therefore, it is recommended for the teacher to consider what technique should be used before correcting the students, how it is implemented, and how the students' respond toward it because the role of oral corrective feedback give a high impact for their learning.