

ABSTRACT

Gea Febiana Ayu Nurfitri (2019). Oral Corrective Feedback and Uptake of EFL Students in Speaking Interaction (A Case Study at Second Semester Students of English Education Department at Universitas Islam Negeri Sunan Gunung Djati). 1142040043.

There is one crucial problem of the English learning process as a foreign language: fossilization of erroneous. Oral corrective feedback (OCF) holds some functions in lecturer-students speaking interaction: helps the students aware of their incorrect form of utterance, helps students realize what has done right and what could be improved, and makes the speaking interaction into more varied and continuous.

This research study aims to investigate the types of oral corrective feedback which commonly given to the learners and the types of learners' uptake following the oral corrective feedback in an EFL speaking class at the university level. The types of oral corrective feedback and learners' uptake will be established in this research based on a theory proposed by Panova & Lyster (2002).

By using a qualitative case study with a stratified random sampling, the researcher focuses on analyzing a lecturer in a regular group class that consists of thirty-nine students from the second semester at UIN Bandung. The data were obtained from the observation in two meetings, and a semi-structured interview.

The finding of the research discovered that the common type of oral corrective feedback given to the learner is *recast*. Meanwhile there are four out of ten types of learners' uptake that occurred.

In conclusion, the teacher need to use the types of oral corrective feedback during learners' speaking interaction. The researcher recommends to the teacher to use the types of oral corrective feedback in various ways.

Key words: *Oral Corrective Feedback, Uptake, EFL, Speaking Interaction.*