ABSTRACT

Ulfah, Nuriyah (2021). Exploring the Teachers' Corrective Feedback on Students' Pronunciation Errors in Virtual Classroom

The purpose of this study is to look into the corrective feedback strategies that teachers use to correct students' pronunciation errors during the teaching-learning process in the virtual classroom. This study investigates teachers' preferences and students' responses to implementing corrective feedback. One English teacher and twenty-two seventh-grade junior high school students from SMP Al-Hasan Panyileukan in Bandung, Indonesia, participated in this qualitative case study. The information was gathered through observation, interviews, and a questionnaire. According to the findings of the study, the teacher preferred to use the metalinguistic type to correct students' pronunciation errors. Furthermore, the teacher chose immediate correction based on students' activities in the teaching-learning process because he believes it will help students avoid continuous errors more effectively. As a result, teachers should consider implementing corrective feedback strategies in the classroom, particularly in the virtual classroom.

Keywords: Corrective Feedback, Pronunciation Error, Preference, Responses, Teacher, Students