

**EXPLORING EFL STUDENTS' PERCEPTIONS ON THE TYPES
OF FEEDBACK IN SPEAKING SKILLS: A CASE AT ENGLISH
EDUCATION DEPARTMENT**

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1. (.....)
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MOTTO AND DEDICATION

"Allah is the best planner."

(QS. Ali 'Imran: 54)

THIS SKRIPSI IS DEDICATED FOR:

Lovely Parents, **Alm. Sudirman** and **Halimatus Sa'diyah**

My brother, sister, my family, and for people I love

All my comrades

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ABSTRACT

Laili, Putri Nur. 2024, *Exploring EFL Students' Perceptions on The Types of Feedback in Speaking Skills: A Case at English Education Department.*
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Keywords: Feedback, Speaking Skills, and Students' Perceptions.

Feedback is crucial in language acquisition, particularly in EFL contexts where speaking skills are vital. This research explores EFL students' perceptions of feedback types at the English Education Department of Nurul Jadid University. The aims in this research are identify the types of feedback provided by lecturers to EFL students in the context of speaking skills, investigate how students perceive the feedback they receive regarding their speaking performance, and examine the influence of feedback on the speaking proficiency of EFL students. Using a qualitative approach and analyzed thematically. Data were collected through semi-structured interviews with five students of sixth semester in English Education Department at Nurul Jadid University. The participants were selected by purposive sampling, which was based on certain criteria relevant to the purpose of the study, such as level of engagement in speaking classes, experience of receiving feedback from lecturers, and students who clearly remembered the feedback they received from lecturers. The findings in this research show that lecturer feedback has positive effects in various aspects, including improved speaking skills, self-confidence, and a focus on specific improvements. Students found it helpful in recognizing and correcting their mistakes, as well as getting encouragement to practice further. EFL students received various types of feedback from lecturers regarding their speaking skills, including suggestions, praise, and criticism. Suggestions were aimed at improving technical aspects, praise reinforced positive behavior, and criticism corrected deficiencies. Overall, students had a positive perception of the feedback, seeing it as a crucial part of the learning process. The feedback not only enhanced their technical skills but also boosted their confidence and motivation to practice more, playing a vital role in their speaking development.

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The Researcher,

PUTRI NUR LAILI

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