

ABSTRACT

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Corrective feedback is the technique that is used by a teacher to correct the student's mistakes. The aim of this study is to find out what corrective feedback used by a teacher in teaching students in kindergarten. This study was conducted with qualitative approach to find out types of corrective feedback that occurred in conversation between a teacher and students in class during the learning process. To analyze the data, the writer used the theory of types of corrective feedback proposed by Brown (2007). Brown describes types of feedback, they are recast, clarification request, elicitation, explicit correction, repetition, and metalinguistic feedback. The findings showed that the total corrective feedback that used by teacher are 51 corrections, as follows: The findings of the data show that there are seven types of corrective feedback occurred between the teacher and the students. They are recast (7.84%), translation (1.96%), clarification request (7.84%), elicitation (23.53%), explicit correction (23.53%), repetition (11.77%), metalinguistic feedback (23.53%). Repetition, Metalinguistic feedback, Elicitation, Explicit correction, and Metalinguistic feedback are the most frequent types of corrective feedback that occur in conversation between the teacher and students during the class. The teacher provides corrective feedback only when the students answer the teacher's question incorrectly and also when the students make a mistake.

Keywords: *Corrective Feedback, A case study.*