

**AN ANALYSIS OF ORAL CORRECTIVE FEEDBACK USED
BY THE TEACHER IN TEACHING SPEAKING
AT SENIOR HIGH SCHOOL 12 KERINCI
ACADEMIC YEAR 2023/2024**

THESIS



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K E R I N C I**

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024/1446 H**

**AN ANALYSIS OF ORAL CORRECTIVE FEEDBACK USED
BY THE TEACHER IN TEACHING SPEAKING AT SENIOR
HIGH SCHOOL 12 KERINCI ACADEMIC YEAR 2023/2024**

A THESIS

*Submitted as a Partial Fulfillments of The Requirements For Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Tarining State Islamic Institute of Kerinci*

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Kepada Yth,
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NOTA DINAS

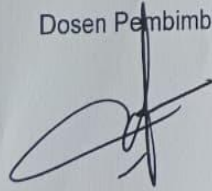
Assalamualaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Sintia Dewi, NIM 1810203034** yang berjudul **An Analysis Of Oral Corrective Feedback Used By The Teacher In Teaching Speaking At Senior High School 12 Kerinci Academic Year 2023/2024** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

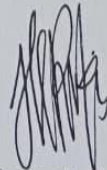
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CERTIFICATE OF ORIGINALITY

The researcher here by declares the thesis entitled “An Analysis Of Oral Corrective Feedback Used By The Teacher In Teaching Speaking At Senior High School 12 Kerinci Academic Year 2023/2024” is the researcher’s work and that to the best of the researcher’s knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by the researcher by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or else where is fully acknowledged.

The researcher also declares that the intellectual content to this thesis is product o the researcher’s work, except to the extent that assistance rom others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis entitled "An Analysis of Oral Corrective Feedback Used By The Teacher In Teaching Speaking At Senior High School 12 Kerinci Academic Year 2023/2024" by Sintia Dewi with students' number 1810203034 has been examined in the viva voice held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 5th Mei 2025

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ABSTRACT

Sintia Dewi , 2025

: An Analysis Of Oral Corrective Feedback Used By The Teacher In Teaching Speaking At Senior High School 12 Kerinci Academic Year 2023/2024

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Key words

: *Oral Corrective, Feedback, Speaking*

Oral Corrective Feedback is an essential part of the learning process that contributes to improving students' English speaking skills. It involves both positive and negative feedback used to correct students' mistakes in using language features that they have not yet mastered. This research aims to analyze the types of oral corrective feedback used by English teachers in teaching speaking at Senior High School 12 Kerinci and to investigate students' responses to the feedback during the 2023/2024 academic year. This research uses a descriptive qualitative method, and the data were collected through observation, interviews, and documentation. After the data were collected, they were analyzed to draw conclusions. The results show that not all types of corrective feedback are suitable for all speaking aspects. Different types of feedback are more effective depending on the nature of the students' speaking errors. Teachers need to provide feedback that motivates students and improves their speaking performance. Oral corrective feedback can be delivered either directly during speaking activities or afterward, depending on the situation and the students' needs. Overall, students responded positively to the feedback, as it helped them identify their mistakes and develop their speaking skills.

ABSTRAK

Sintia Dewi, 2025

**: Analisis Umpan Balik Korektif Lisan
Yang Digunakan Oleh Guru Dalam
Mengajar Berbicara Di SMA 12 Kerinci
Tahun Pelajaran 2023/2024**

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Kata Kunci

**: Korektif Lisan, Umpan Balik,
Berbicara**

Umpan balik lisan (Oral Corrective Feedback) merupakan bagian penting dalam proses pembelajaran yang berkontribusi terhadap peningkatan keterampilan berbicara bahasa Inggris siswa. Umpan balik ini mencakup tanggapan positif maupun negatif yang digunakan untuk mengoreksi kesalahan siswa dalam penggunaan fitur bahasa yang belum mereka kuasai. Penelitian ini bertujuan untuk menganalisis jenis-jenis umpan balik lisan yang digunakan oleh guru bahasa Inggris dalam mengajar keterampilan berbicara di SMA Negeri 12 Kerinci, serta mengetahui tanggapan siswa terhadap umpan balik tersebut pada tahun ajaran 2023/2024. Penelitian ini menggunakan metode deskriptif kualitatif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Setelah data terkumpul, data dianalisis untuk ditarik kesimpulan. Hasil penelitian menunjukkan bahwa tidak semua jenis umpan balik korektif sesuai untuk semua aspek berbicara. Jenis umpan balik yang efektif bergantung pada karakteristik kesalahan berbicara siswa. Guru perlu memberikan umpan balik yang dapat memotivasi siswa serta meningkatkan kemampuan berbicara mereka. Umpan balik dapat diberikan secara langsung saat kegiatan berbicara berlangsung maupun setelahnya, tergantung pada situasi dan kebutuhan siswa. Secara keseluruhan, siswa memberikan tanggapan positif terhadap umpan balik lisan karena membantu mereka dalam mengenali kesalahan dan mengembangkan keterampilan berbicara.

DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis to my beloved Allah SWT and Prophet Muhammad SAW.

To my loving parents, who always support me.

To my sister and brother, who are always there when I need them.

To my family at British English Course.

And most importantly, to myself for being strong and always working hard.

MOTTO

In surah Az-zumar verse 9 which reads.

قُلْ هَلْ يَسْتَوِي الَّذِينَ أُولُوايَتَذَكَّرُ إِنَّمَا يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ
(الْأَنْبَاءُ 9:39)

It means:

Say: "Are there people who know and people who don't know?" In fact, it is the intelligent person who can receive lessons. (QS. Azzumar: 9)

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الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَ
السَّلَامُ لِي أَصْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

Praise be to Allah SWT, who has bestowed His mercy and blessings, enabling the researcher to complete this thesis as a partial requirement for the undergraduate degree in the English Education Program at the Faculty of Education and Teacher Training, State Islamic Institute of Kerinci.

May peace and blessings always be upon the greatest figure in history, our beloved Prophet Muhammad SAW, who guided humanity from darkness to light through the religion of Islam and the Qur'an as the foundation of life.

This thesis, entitled "An Analysis of Oral Corrective Feedback Used by the Teacher in Teaching Speaking at Senior High School 12 Kerinci Academic Year 2023/2024," was completed with great effort and faced many challenges. However, with the help, guidance, advice, and encouragement of many parties, the researcher was able to finish it.

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10. The researcher is fully aware that this thesis is still far from perfect due to limitations in knowledge and experience. Therefore, constructive criticism and suggestions for improvement are warmly welcomed.

Finally, the researcher prays to Allah SWT that this thesis may be beneficial for all readers. May Allah bless us all. Aamiin.

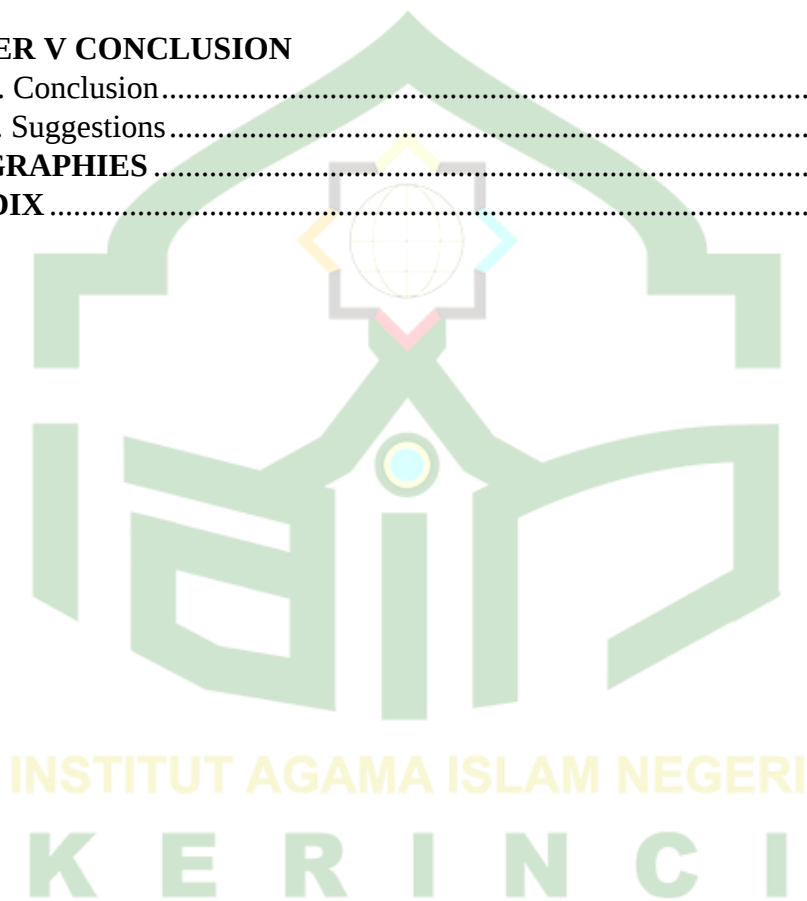
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CHAPTER I

INTRODUCTION

A. Background of the problem

Language was an essential tool for communication and played a vital role in human life. It reflected a person's thoughts, expressions, and actions. People used language both spoken and written to convey their ideas and interact with others. Someone who was multilingual could communicate effectively in various settings and was more likely to be accepted in diverse communities. Moreover, the more languages a person mastered, the broader their access to knowledge became (Mailani, 2022, p. 10).

The mastery of knowledge was closely related to language skills, as language facilitated comprehension and application of what was learned. In the 21st century, often referred to as the era of the Industrial Revolution 4.0, English had become one of the most crucial languages to master. The Indonesian government had designated English as the primary foreign language to be taught in schools. For students preparing to enter the workforce after graduation, strong English proficiency was a significant advantage. It increased their chances of achieving their career goals, especially in the context of global competition and the ASEAN Economic Community, where they would compete with workers from various countries (Magfiroh, 2022, p. 23).

The 21st century brought significant changes to many aspects of human life, including education. As globalization evolved, the education

sector was expected not only to adapt but also to preserve cultural identity and national values amidst foreign cultural influences and ideologies. Indonesia, as a multicultural country with a diverse society and culture, needed to become a self-reliant nation capable of fulfilling its people's needs in accordance with their hopes, ideals, and dreams (Daud, 2021, p. 252).

In learning English, there were four essential language skills that learners had to master to achieve comprehensive proficiency. According to Brown, these skills included listening, speaking, reading, and writing (Amaniasih, 2023, p. 149). These four skills were categorized into two types: productive skills (speaking and writing) and receptive skills (reading and listening). To achieve well-rounded language proficiency, students were expected to develop all four skills in a balanced manner.

Among these, speaking skills were considered one of the most critical competencies for students, especially in the era of globalization. However, speaking was often seen as the most challenging skill to acquire. This was due to the complexity involved learners had to be able to spontaneously use correct grammar, accurate pronunciation, and sufficient vocabulary during communication (Sari, 2019, p. 78).

The ability to speak English fluently had a significant impact on students' learning outcomes. When students were able to communicate effectively in English, the learning process could be considered successful (Kuncoro, 2017, p. 34). Speaking was not only one of the most difficult skills

for language learners but also one of the most essential. As stated by Bueno and Indah Sari (2018, p. 41), “Speaking is one of the most difficult skills language learners have to face.” Despite its challenges, speaking remained vital, as it dominated most forms of daily communication. Oral interaction played a major role in students' social and academic lives.

Speaking was defined as the ability to use language to perform a variety of oral tasks (Anggayana, 2017, p. 8). It was essential for conversations, sharing ideas, and exchanging information. Mastery of speaking was often viewed as the ultimate indicator of success in learning a second or foreign language, as it reflected one's ability to engage in real-life communication. In speaking classes, teachers typically implemented a range of interactive activities such as discussions, role plays, games, problem-solving, singing, or presentations. Given the importance of speaking in second language acquisition, teachers needed to actively engage students in speaking activities and foster their interest in communication.

However, in the process of learning to speak, many students faced challenges in applying classroom knowledge to real-life conversations. These difficulties included a lack of self-confidence, fear of making mistakes, and limited opportunities to practice speaking English. At Senior High School 12 Kerinci, these challenges were also evident. Students' speaking skills remained relatively weak compared to their reading and writing skills.

To address this issue, one effective strategy that teachers applied was the provision of appropriate feedback. Feedback referred to information given

to learners regarding their performance, including corrective feedback, which addressed students' errors in speaking. Corrective feedback could be explicit (direct) or implicit (indirect), and was often delivered orally during speaking activities.

Oral Corrective Feedback (OCF) played a crucial role in enhancing students' speaking proficiency. It involved both positive and negative responses aimed at helping students recognize and correct their errors in real time. OCF was a common practice in classroom interaction, where students received feedback from teachers or peers either formally or informally during or after completing oral tasks (Siagian, 2021, p. 287). By receiving timely and appropriate feedback, students were better able to refine their speaking abilities and improve their overall English proficiency.

Educators, teachers, and researcher were eager to study the benefits of oral corrective feedback, as it helped students monitor, reflect, and correct their errors. While many focused on its advantages, some also considered the potential drawbacks. For example, some students viewed feedback as a sign of failure, which reduced their self-confidence.

. The provision of oral corrective feedback by teachers was considered essential in speaking instruction, as it helped students become aware of their mistakes and correct them. With accurate and immediate feedback, students could learn from their errors and gradually improve their speaking skills. However, in practice, challenges remained regarding the effectiveness of oral corrective feedback. Some students became anxious or discouraged when

corrected directly, while others felt motivated to improve

Therefore, this research was conducted to analyze how English teachers at Senior High School 12 Kerinci used oral corrective feedback in teaching speaking and how the feedback influenced the development of students' speaking skills. The main concern was the effectiveness of this method within the teaching context at the school. Was the oral corrective feedback given by the teacher appropriate and helpful in improving students' speaking skills, or did it become a barrier to their learning process? These questions formed the foundation of this study.

B. Identification of the Problem

Based on the background described above, this research identified several core problems related to the use of oral corrective feedback in teaching speaking at Senior High School 12 Kerinci:

1. English teachers used oral corrective feedback in teaching speaking at Senior High School 12 Kerinci, but the types and delivery methods varied.
2. The effectiveness of oral corrective feedback in improving students' speaking skills remained uncertain and depended on several factor.
3. The oral corrective feedback provided by teachers might have supported students' improvement, or conversely, it might have created obstacles in the speaking learning proces.
4. Several factors influenced the success or failure of oral corrective feedback, including the quality of the feedback, teachers' communication

skills, students' motivation and interest, and how students perceived the feedback they received.

C. Limitation of the Problem

This research was limited to analyzing the oral corrective feedback used by English teachers in teaching speaking at Senior High School 12 Kerinci during the academic year 2023/2024. It focused specifically on the types of oral corrective feedback implemented by the teachers and the students' responses toward the feedback in the context of speaking classes. Other language skills such as listening, reading, and writing were not examined in this study.

D. Formulation of the Problem

Based on the background and identification of the problem, the research questions formulated in this study were as follows:

1. What types of oral corrective feedback were used by the English teachers in teaching speaking at Senior High School 12 Kerinci?
2. How did the students respond to the oral corrective feedback given by the teachers in teaching speaking at Senior High School 12 Kerinci during the academic year 2023/2024?

E. Purpose of the Research

Based on the formulation of the problem above, the purposes of this research were:

1. To find out the types of oral corrective feedback that were used by the English teachers in teaching speaking at Senior High School 12 Kerinci.

2. To find out how the students responded to the oral corrective feedback given by the teachers in teaching speaking at Senior High School 12 Kerinci during the academic year 2023/2024.

F. Significance of the Research

The expected benefits of this research were as follows:

1. For teachers and principals

This research provided insight into students' perceptions of oral corrective feedback in speaking at Senior High School 12 Kerinci in the academic year 2023/2024.

2. For the researcher

This research gave valuable findings and analysis related to students' perceptions of oral corrective feedback in speaking at Senior High School 12 Kerinci in the academic year 2023/2024.

G. Definition of the Key Term

1. Oral correction

Oral correction was a form of corrective feedback that was delivered verbally by teachers or peers during speaking activities. It was used when students made mistakes in using the target language, especially in pronunciation, grammar, or vocabulary. The purpose of oral correction was to help students notice and understand their errors, so they could improve their speaking skills.

In this study, oral correction referred to the teacher's oral responses

to student errors during classroom interactions. These responses could take various forms, such as explicit correction, recast, or metalinguistic clues, depending on the situation and the type of mistake made by the student.

2. Feedback

The term feedback was frequently used in the context of language learning, although it was not always clearly defined. Feedback functioned as an external stimulus that reinforced learner behavior, either positively or negatively. In providing feedback, it was important to identify and analyze students' errors accurately to avoid misunderstandings. Moreover, effective feedback required the provider to communicate the expected standards of performance clearly, so that students could understand and improve their language use accordingly.

In this study, feedback specifically referred to the teacher's oral corrective responses given during speaking activities, with the aim of helping students recognize and correct their mistakes in real time.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Oral Correction

a. The Definition of Oral Correction

Corrective feedback was practiced when there was an indication that the target language was incorrectly used. Also, the corrections were given as the responses to tell the students about the errors. The oral correction was ordinary dialogues and interactions between students and students related to the students' language performance error correction. Moreover, oral correction was also provided by peers. Besides that, the corrective feedback was the attempt of teachers to ask students to focus on grammatical rules in the language utterances produced (Sepehrinia, 2018: 483).

b. The Concept of Oral Correction

1). Stages of Giving Correction

There were stages of error correction formulated. The first was identification. The error was identified first then the teachers tried to interpret what kind of error had occurred in the classroom (Interpretation), and the final stage was to give or suggest correct forms of the structure of language (Correction). However, it was believed that error could only be found by knowing the sources of error and could be decided whether the teacher needed to provide the feedback or

correction or not. Also, the ways of giving correction were divided into several steps (Afrianto, 2019: 99).

The first step was to detect the errors made by students. After that, the teacher identified the types of errors, found the possibility of why the errors appeared, dealt with them or provided correction, and the last step was to prevent the errors from being made by students by providing more practices, etc.

2) The Choice of Error to Correct

Teachers had to concern with “global” rather than “local errors.” Global errors were errors that contributed to disorganized sentences. Examples of the errors were incorrect word order, missing or wrongly placed sentence connectors, and syntactic overgeneralizations. However, local errors were errors that modified single elements in a sentence. Corrective feedback should have been limited to features that were simple and portable (Indriani, 2018: 107).

Additionally, the corrective feedback had to be directly focused on grammatical features that the students had problems with. If the errors of the language utterances were not corrected but avoided by teachers, the students would have had an assumption that the language uttered was correct and needed no correction at all. Furthermore, it was important to correct the errors, and the practice of correcting errors was considered a crucial part of the teaching and learning

process.

3) **The Choice of the Correctors**

There were some strategies to correct errors. One of them was to clarify the errors by repeating them without giving the correct one, which was recognized as the halfway home. In contrast, the action of correcting errors by peers was effective to promote and acquire language acquisition. That was when the teachers provided the opportunity for students to correct themselves or their friends. If they did not address what had to be corrected, the teachers asked other students to take part in correcting errors (Hastuti, 2018: 4).

4) **Types of Error**

Errors were categorized into three main types. The first was lexical errors, which referred to mistakes in constructing words into sentences and relating them to appropriate meaning and context. The second was phonological errors, which involved the mispronunciation of words. The last was syntactic errors, which referred to inappropriate choices of tense forms and syntactic structures.

5) **Timing of Giving Oral Correction**

The teachers who are following the guides of course book usually correct students' errors at the end of the activity. However, they must deliberately choose when to correct errors of his or her students whether they deal with that immediately or delay until later.

In the English written course, the correction is all the time delayed after all students' works are turned in (Paramudia, 2020: 278)

c. The Types of Oral Correction

Here are some types of oral correction that are commonly used to improve pronunciation and examples (Hastuti, 2018: 4).:

- 1) **Models and simulations:** The teacher pronounces the word or sentence correctly and asks students to imitate the correct pronunciation. For example, the teacher thinks of the word "ship" correctly, then asks students to think about it the same way.
- 2) **Direct correction:** The teacher directly detects students' pronunciation errors by giving instructions or directions. For example, if a student thinks the word "three" is mispronounced, the teacher could say, "Try saying it with the correct 'th' sound, as in the word 'thank you'."
- 3) **Syllable breaking technique:** The teacher helps students understand how to put words together by breaking them down into syllable words. For example, if a student interprets the word "banana" incorrectly, the teacher can divide it into syllables "ba-na-na" and invite students to say each syllable.
- 4) **Recording and playback:** The teacher records students' speech using a recorder or cell phone, then plays the recording back. Students and teachers can listen together and identify pronunciation errors. Then, students can try to repeat and improve their pronunciation.

- 5) **Pronunciation-based games:** The teacher uses games or activities that focus on the pronunciation of certain words or sounds. For example, the game "Tongue Twisters" in which students are asked to repeat difficult sentences quickly and with the correct pronunciation.
- 6) **Continuous correction:** The teacher provides continuous feedback and correction over a longer period of time, for example in a series of lessons or a general grammar (grammar) session. This allows students to gradually improve their pronunciation over time.

Oral correction methods could be applied flexibly based on students' needs and the learning context. Teachers were expected to identify individual needs and provide suitable feedback to support students' pronunciation improvement.

d. **Error Types of Corrective Feedback**

When correcting, it is paramount to identify the type of error the learners make because it is not always the case teachers want or need to correct everything. Error types have been categorized by Ushba Rasool (2022: 67).

- 1) **Morphosyntactic error:** Learners incorrectly use word order, tense, conjugation and particles.
- 2) **Phonological error:** Learners mispronounce words (or we suggest it could also include suprasegmental errors such as stress and intonation).

- 3) Lexical error: Learners use vocabulary inappropriately or they code-switch to their first language because of their lack of lexical knowledge.
- 4) Semantic and pragmatic error: The misunderstanding of a learner's utterance, even if there are no grammatical, lexical or phonological errors.

Tiefu Zhang (2021) examine types of oral corrective feedback as the frequent techniques used in speaking class. Those techniques are as follows:

1) Recasts

Recast meant that the teacher gave feedback without directly indicating that the student was incorrect. The teacher implicitly reformulated the student's error or provided correction.

The following was an example of recast:

- S: He asked you why you didn't speak to him. He said that you were rude to him. (*Error – grammatical*)
- T: You were. (*Feedback – recast*)
- S: You were rude to him. (*Uptake – repetition*)

2) Explicit Correction

In explicit correction, the teacher clearly indicated that the student was incorrect. The teacher corrected the learner's error by directly stating “No” and then providing the correct form.

The following was an example of explicit correction:

- T: Press the (*pause*)?
- S: Record. (*Error – phonological*)
- T: Re'cord, not 'record button. (*Feedback – explicit correction*).

3) Repetition

□ In repetition feedback, the teacher repeated the student's error and adjusted the intonation to highlight it, making the error clearer and noticeable for the student.

- S: Do you got any suggestion? (*Error – grammatical*)
- T: Do you got? (*Feedback – repetition*)
- S: Do you have? (*Uptake – self-repair*)
- T: Go on. (*Continuation – teacher*)

4) Metalinguistic Feedback

In this technique of feedback, the teacher posed questions or provided comments or information related to the student's error without directly giving the correct form.

- S: I might ask her did she have a boyfriend. (*Error – grammatical*)
- T: Okay, when you were really asking a question, you said “*Did you have a boyfriend?*” It was a direct question, direct speech. But how would you say this question in reported speech? (*Metalinguistic – feedback*)
- S: Whether she had a boyfriend. (*Uptake – self-repair*)

5) Clarification request

In Zhang (2021), in clarification request, the teacher could use phrases such as “*Pardon*” or “*I didn’t understand*” after a learner’s error to indicate that his or her utterance was ill-formed in some way and that reformulation was required.

- T: What did you do? What did you eat? What other question could you ask?
- S: How many people? (*Error – grammatical*)
- T: Yes? (*Feedback – clarification request*)
- S: How many people went there? (*Uptake – self-repair*)

By using phrases such as “*Excuse me*” or “*I didn’t understand*”, the teacher indicated that the message had not been understood or that the student’s utterance contained some kind of mistake and required repetition or reformulation.

6) Elicitation

In elicitation, the teacher directly elicited the correct form from the student by asking questions such as “*What was the tense used?*”, by pausing to allow the student to complete the utterance, or by asking the student to reformulate it (Zhang, 2021: 8).

- T: Yes, this was the structure of past perfect “*had + been + past participle.*” I gave you one more chance. (*Feedback – elicitation*)
- S: Price had been increased. (*Uptake – self-repair*)

Elicitation differed from metalinguistic clues because it required more than a yes/no response.

According to Shen (2023), effective feedback had to contain three aspects. First, it needed to have a clear goal, so that teachers knew their purpose in giving feedback. Second, it had to show the progress made toward the goal, allowing teachers to evaluate whether they were on the right track. Third, it needed to arrange activities that led to further improvement, so that teachers could judge whether the feedback given was appropriate or not.

When dealing with errors, language instructors had to make many decisions, one of which was determining the type of error to correct. In practice, some types of errors were often neglected, while only the most serious errors were corrected. Although some errors did not hinder comprehension between the instructor and the learner, they could affect communication in real-world interactions with other speakers who were less tolerant of foreign accents or nonnative speech.

Making errors in using the target language was very common. Shadiev (2024) stated that students' errors in using the target language were unavoidable. Similarly, Shen (2023) argued that almost all language learners produced errors when learning a new language. This occurred because English was not the first language used in students' daily lives. In the EFL context,

Indonesian students had limited exposure to the target language, as it was only taught in schools as part of the national curriculum, with few opportunities to use it in society. Moreover, the time allocated in the classroom was insufficient for meaningful practice. Therefore, the teacher became the main source of corrective input. Shadiev (2024) claimed that teacher feedback was necessary when exposure to the target language was limited. Likewise, Qian (2022) asserted that students relied heavily on teachers in most EFL classes because they received little or no feedback from their environment.

Feedback, particularly corrective feedback, was one of the essential ways to improve students' ability in learning the target language. Gibbs and Simpson (2024) argued that feedback could: correct errors, develop understanding through explanations, generate more learning by suggesting further specific study tasks, promote the development of generic skills by focusing on evidence of skill use rather than content, foster meta-cognition by encouraging students' reflection on the learning process, and motivate students to continue studying (pp. 20–21).

In short, corrective feedback was the response given toward students' errors in learning. Corrective feedback was an indication that there were errors in a learner's use of the target language (Ima, 2024). Corrective feedback had to be regarded as helpful input for

the students if it was given at an appropriate time. This meant that the teacher had to consider the students when providing feedback. The majority of students, when corrected in the middle of their speaking, faced difficulty in continuing after the interruption of their ideas. Even worse, they often felt anxious, which could lead them to speak very cautiously afterwards. As a result, they were not able to speak as fluently as they could have. It was noted that:

“Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralizing. Additionally, students sometimes reported that they were not given guidance as to how to use feedback to improve future performances. Even worse, students sometimes noted that the feedback was provided too late to be of any use or relevance at all” (p. 2).

Furthermore, oral corrective feedback could be given as a response to correct students’ errors in using the target language, particularly spoken errors. Qian (2022) stated that oral corrective feedback was a direct indication or clue given when there was an error produced by a student in using the L2. Similarly, Ima (2024) noted that oral corrective feedback was a teacher’s verbal feedback in response to students’ errors in speaking performance and often focused on pronunciation, vocabulary, language patterns, communication skills, ideas, and organization. In conclusion, oral

corrective feedback was oral feedback given by a teacher or a peer as an indication that there were errors in a student's use of the target language.

2. Feedback

The term feedback had been frequently used, but it had no clear and fixed meaning (Iwashita, 2023). Feedback was considered an external stimulus that strongly influenced people's behaviors through positive and negative reinforcement (Oliver, 2023). Furthermore, identifying and diagnosing errors had to be included in the process of giving feedback to avoid misunderstanding. Moreover, the feedback giver had to provide the expected standards of correction accurately (Ima, 2024).

a. The Concept of the Feedback

The large quantity of feedback did not assure that the feedback receivers learned more as well (Syed, 2021). Additionally, basic perspectives about the processes of teaching and learning determined how the practices and roles of feedback were perceived. Moreover, teachers who provided feedback included knowledge as the experts to develop students' meta-cognitive skills in the learning activity. Feedback was correlated with the nature of correction (Syed, 2021).

The corrective actions aimed to correct students' errors clearly and to provide unambiguous instructions, especially when the practices took place in higher education. Feedback was also considered as an assessment process to evaluate students' language performances that

required multi-dimensional practices (Icy, 2021). Therefore, in response, feedback had to match that complexity. On the other hand, feedback was not frequently used in the assessment process entirely but played a limited role as one of the criteria in assessing students' performances (Syed, 2021). The feedback had several purposes that had not been explicitly acknowledged.

There were five roles of feedback in assessment processes: correction, reinforcement, forensic diagnosis, benchmarking, and longitudinal development. These roles could lead to ambiguous standards in providing, receiving, and interpreting feedback. As a consequence, the practice of feedback in higher educational institutions had a limited role, often focusing only on correcting more general performances of students (Agudo, 2024). The practice of giving feedback in higher education focused more on developing new comprehension (Dilans, 2023).

Furthermore, feedback had to explicitly identify what needed to be added or revised in students' future performances and not merely serve as general comments (Liu, 2023). This approach guaranteed sustainable language development by not only helping students improve their performances for the next activity but also guiding them to gradually explore other references (Han, 2022). However, the purposes of providing feedback were still questioned, whether they were concerned with pure correction or with its impact on future

development (Loewen, 2023).

If the practice of feedback was merely telling students the correct version of their errors, it was possible to assess its effectiveness. However, if feedback was intended to prevent students from repeating the same erroneous utterances, the assessment process became more complex and often seemed unattainable. In this case, feedback functioned more as advice rather than instruction, since students needed to position themselves and act upon the advice provided (Choi, 2022).

The reasons why students sometimes directly acted or chose not to respond at all were related to the positive and negative feedback as well as the distrust toward teachers providing feedback. It was often considered as a one-way communication, a “gift” given by teachers to students (Salima, 2024). On the contrary, socio-constructivist experts argued that the process of providing feedback within classroom activities was very helpful to develop the quality of classroom dialogues between students and teachers (Tomczyk, 2023).

b. Types of Feedback

1) Oral Feedback

Oral feedback was teachers’ or instructors’ oral responses toward errors that were identified as unacceptable language utterances produced by students (Li, 2018). The teachers were responsible for correcting the errors because only they could make them right, as students considered the errors made as something

beyond their understanding.

2) Written Feedback

Oral feedback was teachers' or instructors' oral responses toward errors that were identified as unacceptable language utterances produced by students (Li, 2018). The teachers were responsible for correcting the errors because only they could make them right, since students considered that errors were beyond their understanding.

Written feedback was defined as an explanation of language utterance errors and the delivery of information about what the wrong and acceptable forms were and needed to be revised (Calderón, 2023). Moreover, it also directly provided students with a grammatical explanation to inform them of the correct version. In conclusion, both oral and written feedback played essential roles in helping students identify, understand, and correct their language errors effectively.

3. Oral Corrective Feedback

a. The definition of oral corrective feedback

Oral corrective feedback (CF) was defined as teachers' and peers' oral responses to language errors produced in learners' utterances (Li, 2018). CF was divided into two types: positive and negative feedback. Negative feedback referred to teachers' responses toward students' language utterances that were considered "wrong" and

unacceptable, while positive feedback referred to teachers' acknowledgment of students' correct language utterances (Icy, 2021). Feedback was crucial to develop students' language competences.

Several experimental studies proved that oral corrective feedback significantly developed students' language competences. However, factors such as context and learners' characteristics sometimes constrained the implementation of feedback (Brown, 2024). Corrective feedback was regarded as an “umbrella term” covering direct and indirect feedback in teachers' instruction and classroom interaction. It was any reaction from teachers that demanded students to improve their language performances, attitudes, or expressions (Sheen, 2021). Corrective feedback was also defined as teachers' actions in responding to students' errors in language production (Moinzadeh, 2022). Teachers' responses could take three forms: omitting incorrect forms, providing the correct versions, or giving additional explanations beyond students' current language levels.

Oral corrective feedback (OCF) was an important concept in language learning, particularly in speaking classes. The definitions of OCF could be summarized into five main aspects:

1. Correction of Pronunciation Errors – OCF referred to the act of correcting learners' pronunciation of sounds or words to help them produce accurate utterances (Lyster, 2023).
2. Grammar Improvement – OCF involved correcting

grammatical errors such as word choice, sentence structure, and tense use (Shaofeng, 2021).

3. Vocabulary Development – OCF helped learners expand their vocabulary by offering more appropriate alternatives when words were used incorrectly (Roothoof, 2022).

4. Speech Style Adjustment – OCF addressed speaking style issues, including speech rate, intonation, and clarity.

5. Support in Speaking – OCF provided not only correction but also positive support, such as praise, motivation, and constructive hints to encourage improvement.

b. Types of Oral Corrective Feedback

There are several types of oral corrective feedback used in language teaching. Here are some of them: (Roothoof, 2023)

- 1) Immediate Correction: This involves the teacher or instructor providing immediate correction to learners when they make speaking errors. For example, teachers can repeat incorrectly pronounced words correctly.
- 2) Delayed Correction: This type of correction occurs after the learner has finished speaking or is done with the speaking activity. This gives learners the opportunity to express themselves without distraction and then hear correction and guidance afterward.
- 3) Half-Delayed Correction: In this case, the teacher may provide partial

correction immediately and partly after the learner has finished speaking. This gives learners the opportunity to correct their mistakes while speaking, but also receive additional guidance afterwards.(Roothoof, 2023)

- 4) Peer Correction: In group learning situations, peers (study partners) can provide correction to each other. This can increase social interaction and provide variety in feedback.
- 5) Task-Based Correction: Oral feedback can be tailored to specific tasks. For example, in a role play or structured conversation, the teacher can provide corrections that focus more on the context of the task.
- 6) Correction Focus: This involves determining a specific focus for correction, such as pronunciation, grammar, or vocabulary usage. Teachers can provide more specific feedback according to learner needs.
- 7) Alternative Correction: Apart from correcting mistakes, the teacher can also provide correct alternatives in the conversation. This helps learners see more appropriate ways to convey information.

The use of oral corrective feedback will depend on the learning context, the learner's ability level, and the learning objectives. A combination of these types can provide a balanced approach in helping students improve their speaking skills (Roothoof, 2023)

B. Review of Related Findings

To obtain maximum research results and to make the discussion clearer, a review of previous studies related to this topic was conducted.

Cindy Ayu Kusuma Ningrum (2018), a student of Semarang State University, conducted a study entitled “Analysis of Oral Corrective Feedback on Student Speaking Performance in EFL Classes.” This research used a quantitative method. The findings showed that teachers corrected students’ speech errors, most of which were related to grammatical structures and pronunciation. The teacher mainly provided oral corrective feedback through recasts, which appeared as the most frequently used type of feedback. Each teacher applied specific strategies in giving corrective feedback. They tended to provide simple corrections without lengthy explanations in order to avoid the negative effect of interrupting students’ speaking flow. The similarity with the present study was that both analyzed oral corrective feedback. However, the difference was that Ningrum focused only on the feedback types, while the present research focused on both teachers’ and students’ perceptions.

Perdi Karliza (2018), a student of Ar-Raniry State Islamic University Banda Aceh, conducted a study entitled “The Perception of Students on Oral Corrective Feedback.” This research employed a qualitative method. The findings revealed that most students perceived oral corrective feedback positively, particularly when teachers applied recast, repetition, and clarification. Students expected teachers to focus more on detailed errors in

order to improve their English skills. The similarity with the present study was that both examined oral corrective feedback; however, the difference lay in the focus. Karliza's study focused only on students' perceptions in general, while the present research focused on both students' and teachers' perceptions in pronunciation.

Andi Mastang (2019) conducted a study entitled "Students' Perceptions of Teachers' Oral Corrective Feedback on Students' English Speaking." This research used a quantitative method. The results indicated that the majority of students had positive perceptions toward teachers' use of oral corrective feedback, while only a few expressed negative perceptions. Data were collected through 15 statements and interviews, which confirmed that most students accepted corrective feedback as useful in improving their speaking performance.

Alafia Bakti Muyasoha (2020), a student of IAIN Palangkaraya, wrote a thesis entitled "Students' Perceptions toward Oral Corrective Feedback in Speaking Class at the English Department of IAIN Palangkaraya." This research employed a qualitative method. The results contributed to a better understanding of how lecturers should provide oral corrective feedback when students made errors in the classroom. The study concluded that comparing students' and lecturers' perceptions could give further insights for future researchers. The similarity with the present study was the shared focus on perceptions of oral corrective feedback, while the difference lay in the research focus, location, and participant level.

C. Conceptual Framework

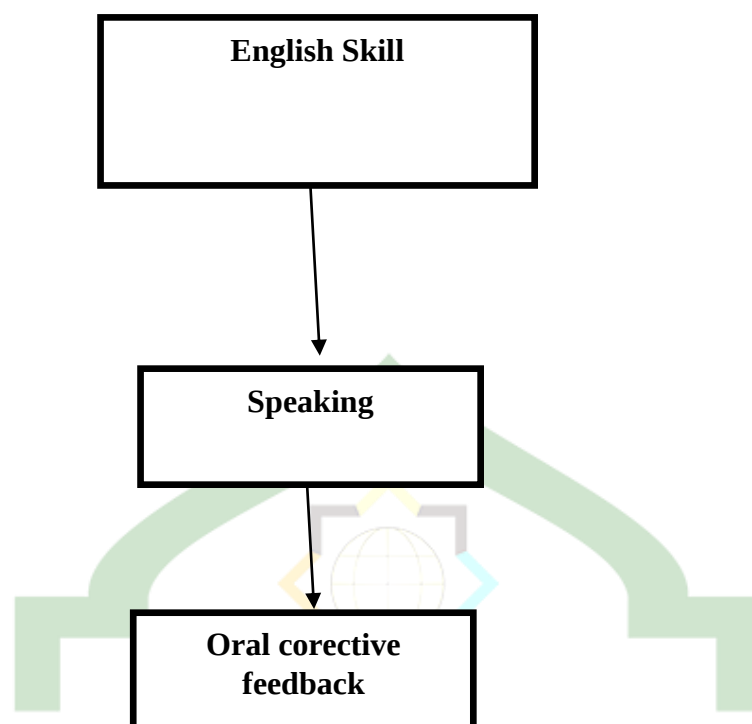


Figure 2.1 Conceptual Framework

The issue of this research focuses on the analysis of oral corrective feedback used by teachers in teaching speaking at Senior High School 12 Kerinci in the academic year 2023/2024. The problem may arise from various factors, such as the quality and appropriateness of the feedback given, the teachers' communication skills, the students' motivation and interest, as well as other factors that may influence students' perceptions of the feedback. Therefore, further investigation is needed to identify the root causes of this issue and to propose appropriate solutions in order to improve students' perceptions of oral corrective feedback in learning pronunciation at Senior High School 12 Kerinci.

CHAPTER III

RESEARCH METHOD

A. Type and design of research

This research employed a descriptive qualitative method, in which the data collected were in the form of words and sentences rather than numbers. According to Bogdan and Taylor, as quoted by Moleong (2000:51), qualitative research was a research procedure that produced descriptive data in the form of written or spoken words from people and observable behavior.

Based on the approach and type of data used, this study belonged to qualitative research, since it produced narrative data in the form of words. The data analyzed were descriptive, not numerical, as was the case in quantitative research. Therefore, qualitative research was considered appropriate for this study because it enabled the researcher to explore and reveal the phenomena in depth.

Furthermore, this study was categorized as descriptive research, which aimed to describe or portray existing events, either natural phenomena or those resulting from human activities (Moleong, 2000:17). The choice of research method was crucial, as it served as a scientific way to obtain data with specific purposes and uses.

B. Location and time of research

This research aims to obtain a clearer, more complete picture and information, making it possible and easier for researchers to conduct observational research. Therefore, the researcher determines the research

location as the place where the research will be carried out. In this case, the research location is located at Senior High School 12 Kerinci.

C. Research Subjects

In qualitative research, the data collected was closely related to the research focus. The data came from human sources and non-human sources. Human data was obtained from individuals who were directly involved as research subjects. Non-human data, on the other hand, was derived from documents such as notes and observation records related to the research focus (Itok, 2023, p. 35).

The data sources were divided into the following categories:

1. Primary Data

Primary data referred to information obtained directly from individuals who had experienced an event, such as the subjects themselves or eyewitnesses. According to Sugiyono, as cited in Heryati (2022), primary data sources were those that directly provided data to the researcher.

In the context of observations at Senior High School 12 Kerinci, primary data was obtained to gather direct information for analyzing the oral corrective feedback used by teachers in teaching speaking. The primary data in this study came from the school principal, English teachers, and students at Senior High School 12 Kerinci.

D. Data collection techniques

According to Arikunto, data collection techniques were methods that could be used by researchers to collect data. These methods were abstract and could not be realized in visible objects but could be demonstrated through their application (Romadhan, 2022).

In this study, the researcher visited the research site directly to obtain valid data by employing the following methods:

1. Observation Method

Observation was the systematic process of watching and recording phenomena that appeared in the research object. This study applied participant observation, in which the researcher was directly involved in the daily activities of the subjects being observed or used as sources of research data (Zuchri, 2021). Direct observation was conducted to gather comprehensive data on the types of oral corrective feedback used by the teachers in teaching speaking at Senior High School 12 Kerinci in the academic year 2023/2024.

2. Interview Method

An interview was a purposeful conversation conducted between two parties: the interviewer, who posed questions, and the interviewee, who provided responses (Nasution, 2023). In this study, the researcher used a structured interview, where the interviewer prepared a predetermined set of questions to obtain data relevant to the research focus (Nartin, 2024, p. 7). During the interview process, the interviewer

maintained a good rapport with the informants to encourage cooperation, ensure they felt comfortable, and obtain accurate information. This method helped keep the conversation focused on the intended topic while allowing flexibility to explore additional points raised during the discussion (Sari, 2022, p. 8).

3. Documentation Method

Documentation came from the word document, which referred to written records. In implementing this method, researchers investigated written materials such as books, magazines, official documents, regulations, meeting minutes, diaries, and similar sources (Sari, 2022). In this study, the documentation method was used to collect data in the form of documents related to teachers and the school principal, including syllabi, lesson plans, assessment records, learning schedules, facility and infrastructure records, and photos of activities.

E. Research Instruments

In accordance with the qualitative approach used, the main instrument for collecting data in this study was the researcher. As the key instrument, the researcher was responsible for interpreting meanings, interacting with local values, and establishing a good relationship with the research subjects. The presence of the researcher at the research site was essential, in line with the principles of qualitative research.

In this study, the researcher carried out the processes of planning, implementation, data collection, data analysis, and interpretation of the

findings. An instrument grid was developed based on the research indicators, from which the researcher compiled the items or questions to be answered by the informants. The data collection involved classroom observations and interviews, where the researcher directly observed the participants in the field and interacted with them to gather relevant information.

Questions for Teachers:
1. How do you usually provide corrective feedback when teaching speaking to students? 2. What types of speaking errors do you most often encounter in your classroom? 3. Do you have a particular method or strategy for providing effective corrective feedback? 4. How do you ensure that students respond to and capture the corrective feedback you provide? 5. Do you more often provide feedback directly while students are speaking or after they have finished speaking? 6. How would you assess the effectiveness of the corrective feedback you provide in helping students improve their speaking skills? 7. Do you adapt your corrective feedback methods depending on the student's speaking level? 8. How do you manage situations where some students may feel embarrassed or reluctant to speak up in class?

9. Have there been any particular changes or improvements in your approach to providing corrective feedback during this academic year?
10. How do you involve students in the process of providing corrective feedback to help each other?
11. Do you believe that oral corrective feedback has a positive impact on students' speaking abilities at Senior High School 12 Kerinci?
12. How did you successfully achieve your corrective feedback method in achieving your speaking learning goals?

Questions for Students:

1. What types of verbal corrective feedback do you often receive from teachers during speaking lessons?
2. How do you feel when you receive corrective feedback from a teacher in a speaking class?
3. Do you feel that the corrective feedback helped you improve your speaking skills? Why or why not?
4. How do you engage yourself in the corrective feedback process? Do you actively seek feedback or are you more passive?
5. What types of speaking errors are often the focus of corrective feedback from teachers?
6. How do you feel about corrective feedback given in front of the class or individually?
7. Do you feel that teachers consider students' speaking ability levels

when providing corrective feedback?

8. Are there any specific strategies you have found effective in responding to corrective feedback and correcting your speaking errors?
9. Do you feel there has been a change in the way teachers provide corrective feedback during this academic year?
10. How do you see the role of verbal corrective feedback in helping you become more confident in public speaking?

F. Data Analysis Techniques

The data analysis in this study employed a descriptive analytical method, which described the collected data in the form of words and images, not numbers. Data obtained from manuscripts, interviews, field notes, documents, and other sources were described to provide clarity regarding the reality or truth (Sudarto, 1997).

In qualitative research, data analysis was conducted before entering the field. As stated by Nasution, “The analysis began when formulating and explaining the problem, before going into the field, and continued until the writing of the research results. Data analysis became a guide for researchers to arrive at a grounded theory. However, in qualitative research, data analysis was more focused during the process in the field along with data collection. In fact, data analysis in qualitative research was an ongoing activity that occurred throughout the investigative process

rather than after the process. In reality, qualitative data analysis took place during the data collection process rather than after data collection was complete” (Sari, 2022).

The data analysis process consisted of three activity streams: data reduction, data presentation, and drawing conclusions.

1. Data Reduction

Data reduction was the process of simplifying the data through selection, focusing, and transforming raw data into meaningful information, making it easier to draw conclusion.

2. Data Presentation

In qualitative research, data was often presented in narrative form. The presentation was arranged systematically to make the information clear and easy to understand.

3. Drawing Conclusions

This stage involved reviewing the results of data reduction in relation to the research questions and objectives. The compiled data was compared and analyzed to produce conclusions that served as answers to the research problems (Sari, 2022).

G. Data Validity Techniques

Data validity tests in qualitative research according to Sugiyono (2016) included credibility tests, transferability tests, dependability tests, and confirmability. In this research, data credibility tests were used to examine the validity of the data. The credibility tests were conducted through

triangulation. According to William Wiersma (as cited in Sugiyono, 2023), triangulation was defined as checking data from various sources, using various techniques, and at different times.

The types of triangulation applied in this study were as follows:

1. Source triangulation, namely checking data that has been obtained through various sources.
2. Technical Triangulation, namely data checking carried out on the same data with different techniques. For example, data obtained from interviews is checked with observation, documentation or questionnaires.
3. Time Triangulation Checking data using interviews, observation or other techniques in different times or situations. In this research, data checking was carried out by triangulating sources, checking data obtained from several sources such as interviews and observations.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The oral corrective feedback used by the teacher in teaching speaking at Senior High School 12 Kerinci

In this section, the researcher describes data descriptions related to the type of teacher in providing feedback to students at Senior High School 12 Kerinci. The participants in this research were English teachers at the school. Researcher took English teachers who taught in class. The researcher chose 2 teachers who taught English classes at Senior High School 12 Kerinci as participants in this research. The data is oral corrective feedback used by the English teacher at Senior High School 12 Kerinci.

The observation process was carried out until the researcher obtained the required data. During the observation, the researcher used an observation checklist and made several notes to ensure that all data could be obtained optimally. From the observation list and field notes, the researcher found that teacher A used rearrangement and teacher B used rearrangement and repetition in correcting students' utterances when speaking students' English.

Researcher also found that teachers used rearrangement and repetition in correcting students' speech. Teacher A uses recasts and teacher B uses two types of teacher oral corrective feedback, namely recasts and repetitions which are used by teacher B when students speak and pronounce incorrect words.

Researcher also interviewed the two teachers to validate the observation data. From the interview with teacher A, the researcher found that teacher A mostly used rearrangements when correcting students' speech, while teacher B used rearrangements and repetitions when correcting students' speech in dialogue performances. After the researcher obtained data from observation, and validated the data by interviewing the teacher, the researcher stopped the observation.

Observations showed that teachers provided corrective feedback by means of Recast (RC feedback), Explicit Correction (EC feedback), Repetition (RP feedback), Request for Clarification (CR feedback), Elicitation (feedback EL) and Metalinguistics. Instructions (MC feedback).

Based on the results of interviews conducted by researcher with teacher A about what you know about oral corrective feedback in the context of teaching speaking, they are as follows:

“Oral corrective feedback is a strategy I use to help students correct their mistakes in speaking English directly as they speak. I provide corrections or directions when they make mistakes, whether in terms of pronunciation, grammar, or basic usage. The goal is not just to point out mistakes, but rather to help them learn from them and correct them the next time. In the context of teaching speaking, this feedback is especially important because speaking is a skill that requires constant practice, and prompt feedback can help students develop their confidence and abilities more quickly.” (researcher interview with English teacher A, May 13 2024).

Based on the results of the interview, it can be seen that the teacher has an understanding of oral corrective feedback which will help students to

correct their mistakes in English pronunciation. The teacher provides correction or direction when they make mistakes, whether in terms of pronunciation, grammar or vocabulary use. The goal is not just to point out mistakes, but rather to help them learn from them and correct them the next time. In the context of teaching speaking, this feedback is especially important because speaking is a skill that requires constant practice, and prompt feedback can help students develop their confidence and abilities more quickly.

Based on the results of classroom observations conducted by researchers, it is known that the results of researcher observations regarding teachers' understanding of oral corrective feedback in the context of speaking teaching show that teachers understand oral corrective feedback as an important part of the speaking learning process in English classes. Teachers consider it a means to help students correct mistakes directly when speaking, especially regarding pronunciation, grammar or vocabulary use. Teachers recognize that the primary purpose of oral corrective feedback is not simply to point out errors, but rather to provide guidance that allows students to learn from those errors. Teachers also see the importance of striking a balance between providing correction in a constructive way and maintaining student motivation, so that they do not feel pressured when learning to speak.

In practice, teachers tend to use varied approaches, such as correcting directly, providing indirect instructions, or directing students to correct their

own mistakes. This observation also found that teachers understand oral corrective feedback as an important element in building students' speaking skills effectively and increasing their confidence in using English.

This is in accordance with the results of research conducted by Lyster & Ranta (2024) which found that verbal corrective feedback is very important in language learning because it allows students to make improvements independently after they realize errors. This research also highlights that the most effective types of feedback are those that encourage students to think and reflect on their mistakes, such as elicitation and clarification techniques.

Panova & Lyster (2022) examined the types of corrective feedback given by teachers and their impact on language learning. The results of their research showed that students who received direct corrective feedback learned more quickly to correct their pronunciation and grammatical errors in speaking contexts. They also found that students responded more to feedback that was less judgmental or harsh in nature.

Sheen (2024) examined the difference between explicit feedback (where students' mistakes are clearly explained) and implicit feedback (where mistakes are simply corrected without additional explanation). His research shows that explicit feedback is more effective in improving students' understanding of the correct use of grammatical structures.

Based on the results of interviews conducted by researchers with teacher B about how you apply verbal corrective feedback when students make mistakes in speaking, they are as follows:

“When students make mistakes in speaking, I usually provide corrective feedback in a way that doesn't immediately interrupt their flow of speech. For example, if their mistake is related to pronunciation, I will repeat the mispronounced word or phrase with the correct pronunciation, without abruptly interrupting them. I also often use an elicitation approach, where I cue students to their mistakes and encourage them to try to correct them themselves. Additionally, if the error is related to grammar or sentence structure, I provide gentle correction after they have finished speaking. I avoid giving corrections that are too direct in the middle of a conversation, because I don't want to reduce students' confidence. Instead, I prefer to give correct examples or ask questions again using the correct sentences, so they can catch the difference. (English B teacher interview, 14 May 2024).

Based on the results of the interview, it can be seen that when students make mistakes in speaking, the teacher usually provides corrective feedback in a way that does not immediately stop their flow of speech. For example, if their mistake is related to pronunciation, I will repeat the mispronounced word or phrase with the correct pronunciation, without abruptly interrupting their conversation. Teachers also often use an elicitation approach, where the teacher signals to students about their mistakes and encourages them. them to try to fix it themselves.

In addition, if the error is related to grammar or sentence structure, the teacher provides gentle correction after they have finished speaking. Teachers avoid giving corrections that are too direct in the middle of a conversation,

because the teacher does not want to reduce students' self-confidence. Instead, teachers prefer to give correct examples or ask questions again using the correct sentences, so that they can catch the difference.

However, in certain cases, for example if the error is significant or repeated frequently, I will provide more explicit feedback and explain what went wrong and how to fix it. Teachers always try to keep the atmosphere positive so that students do not feel embarrassed or pressured when they make mistakes. The goal is for them to learn from their mistakes and feel more confident to try again

Based on the results of observations made by the researcher, it can be seen that the teacher provides classroom conversations between students and then the teacher provides corrective feedback to correct errors in speaking English. The following is a conversation between students and students in class:

Theme: Hobbies

Student A: "Hi Daniel! What are your hobbies?"

Student B: "Hi, Sarah! My hobby is playing soccer. Every Saturday I play it with my friends."

Student A: "That's cool! How long have you been playing soccer?"

Student B: "I have been playing soccer since I was 10 years old."

Student A: "Nice! Do you have a favorite team?"

Student B: "Yes, I like Barcelona. They are the best team in the world!"

Student A: "I agree! I like them too. What about you? What is your hobby?"

Student B: "I love painting. I paint every Sunday in my free time."

Student A: "Wow! That sounds interesting. What do you like to paint?"

Student B: "I like to paint landscapes and portraits."

Student A: "That's impressive! Have you ever painted something for an exhibition?"

Student B: "No, I never had. But I want to join an exhibition someday."

Oral Corrective Feedback by Teacher

Teacher: "Great job, Sarah and Daniel! I love the way you both expressed your hobbies. However, Daniel, I noticed a small mistake when you said, '*I have been playing soccer.*' It should be '*I have been playing soccer.*' Remember to use the -ing form after '*have been.*'"

Student B: "Oh, I see! It should be '*I have been playing soccer.*' Thank you!"

Teacher: "You're welcome! Also, when Sarah asked about painting for an exhibition, Daniel, you said, '*I never had.*' It would be

better to say, *'I have never had'* to make it sound more natural."

Student B: "Got it! So, *'I have never had.'*"

Teacher: "Exactly! Keep practicing your tenses, and you'll improve a lot. Overall, you both did a fantastic job discussing your hobbies!"

In this conversation, students A and B discussed their hobbies fluently. Teachers provide constructive feedback and focus on correcting specific errors, while still encouraging students to continue practicing.

1) Recast

Theme: Traveling

Student A: "Hi, Lisa! Have you ever traveled to another country?"

Student B: "Yes, I have been to Japan last year."

Student A: "Oh, that's awesome! What do you like the most about Japan?"

Student B: "I really like the food, especially sushi. It was delicious!"

Student A: "I love sushi too! Did you visit any interesting places?"

Student B: "Yes, I visited Tokyo and Kyoto. The temples in Kyoto are beautiful."

Student A: "I've heard that. Did you take any pictures?"

Student B: "Yes, I took many pictures. I want to show you some of them."

Student A: "I'd love to see them! What's your favorite picture?"

Student B: "My favorite picture is when I was at the cherry blossom park."

Oral Corrective Feedback by Teacher (*Recasts Type*)

Teacher: "Great conversation, Lisa and Mark! I enjoyed hearing about your travels. Lisa, when you say, '*I have been to Japan last year,*' it should be, '*I went to Japan last year.*' The present perfect tense is used for experiences without a specific time mentioned."

Student B: "Oh, okay! So, '*I went to Japan last year.*'"

Teacher: "Yes, perfect! And when you mentioned, '*The temples in Kyoto are beautiful,*' it should be '*The temples in Kyoto are beautiful.*' Remember, '*temples*' is plural, so we use '*are*.'"

Student B: "Got it! '*The temples are beautiful.*' Thank you!"

Teacher: "Great job! Keep practicing, and you'll continue to improve your speaking skills!"

2) Explicit Correction

Theme: School Life

Student A: "Hi, Kevin! How do you like your new school?"

Student B: "Hi, Lisa! I like it very much. The teachers are nice and the classes are interesting."

Student A: "That's great! What is your favorite subject?"

Student B: "My favorite subject is mathematics. I enjoy solving problems."

Student A: "Really? I don't like mathematics that much. I prefer English because I like to read and write."

Student B: "I understand. English is important too! Do you have any projects coming up?"

Student A: "Yes, we have a project in history. We have to present about ancient civilizations."

Student B: "That sounds interesting! Are you excited?"

Student A: "I am a little nervous because I have to speak in front of the class."

Oral Corrective Feedback by the Teacher (*Explicit Correction Type*)

Teacher: "Good job, Kevin and Lisa! I enjoyed your conversation about school life. However, Lisa, when you say, '*We must present about ancient civilizations,*' it should be '*We must present about ancient civilizations.*' The word '*to*' is not needed after '*must*.'"

Student A: "Oh, I see! So, it should be '*We must present.*' Thank you!"

Teacher: "Exactly! And later, when you say, '*I must speak in front of the class,*' it should also be '*I must speak in front of the class.*' Remember, we don't use '*to*' after '*must*.'"

Student A: "Got it! 'I must speak in front of the class.' Thanks for correcting me!"

Teacher: "You're welcome! Keep practicing, and don't hesitate to ask if you have any questions."

The teacher provides explicit feedback by explaining the error and providing the correct version. This helps students understand their mistakes clearly and improves their understanding of the correct use of grammar

This research reveals that teachers at Senior High School 12 Kerinci use various types of oral corrective feedback in teaching English speaking, which contributes to improving students' speaking abilities. The types of feedback used include recasts, explicit correction, clarification requests, and elicitation. Each type of feedback has different characteristics and purposes in helping students correct speaking errors.

Recasts: This type of feedback is the most frequently used by teachers. In recasts, the teacher repeats the student's mistakes in the correct form without explicitly explaining the mistake. This is used to provide corrections without interrupting the flow of student conversation. Although subtle, recasts are effective in correcting student errors, especially in the context of pronunciation and grammar.

Explicit Correction: Explicit feedback, in which the teacher directly points out student errors and provides correct form, is used when students

make significant or repeated errors. This method is especially useful for correcting more complex errors, such as sentence structure or grammar usage.

Clarification Requests: Teachers also often ask for clarification when students use unclear sentence structures or vocabulary. This encourages students to revise or repeat their sentences in a clearer and more precise manner, helping students be more careful in speaking.

Elicitation: Teachers use elicitation techniques to encourage students to correct their own mistakes. By providing clues or questions that encourage students to look for the correct answer, this technique helps increase students' active involvement in the learning process.

Contextual and Situational Use: Teachers tend to use different types of verbal corrective feedback according to the situation and level of student error. More explicit feedback is often given for more significant errors, while recasts are more often used for minor errors that do not disrupt communication.

Implications and Recommendations:

Effectiveness of a Combination of Feedback Types: A combination of different types of oral corrective feedback provides positive results in learning to speak English. Students can understand and correct their mistakes better when they get various types of feedback.

Expanding the Use of Feedback: This research recommends that teachers use techniques such as elicitation and clarification requests more

frequently to encourage students to think more critically about their mistakes and engage more actively in learning.

Overall, this research shows that diversity in the use of types of oral corrective feedback is very important in teaching English speaking at Senior High School 12 Kerinci, helping students correct their mistakes and improve their speaking skills effectively.

2. The Students' Responses to Oral Corrective Feedback Used by the Teacher in Teaching Speaking at Senior High School 12 Kerinci Academic Year 2023/2024.

According to Suherdi (2010), in responding to instruction, students' responses can be categorized into three types: relevant response (*Rr*), no response (*Ro*), and irrelevant response (*Irr*). This study adopts these categorizations in analyzing the data.

1. Vocabulary Aspect

In the vocabulary aspect, several types of corrective feedback produced relevant student responses. Explicit correction was the most frequent feedback type that resulted in relevant responses (4 times), followed by recast (once), metalinguistic clue (once), and elicitation (once).

a. Explicit Correction

Explicit correction was the most frequently used feedback that elicited relevant responses in vocabulary. This feedback involves directly

providing the correct form and indicating the location of the error. The teacher gave feedback immediately after the students' performance, ensuring clarity and accuracy.

Extract 4.5

S: Egy plays football in the mm yard, halaman belakang. (*Error – Vocabulary*)

T: Halaman belakang is backyard. If only yard, it means halaman. (*Explicit Correction*)

S: Yes. Egy plays football in the backyard. (*Rr*)

In this case, the student was unsure of the English term for halaman belakang. The teacher directly provided the correct term and explained the difference between yard and backyard. The student successfully reformulated the sentence, showing improvement in vocabulary and sentence structure.

b. Recast

In vocabulary, there was one recast feedback that resulted in a relevant response.

Extract 4.6

S: They like Tony.

T: Why?

S: Hmm... because he has... hmm... suaranya bagus sir. (*Lack of vocabulary*)

T: He has a good voice. (*Recast*)

S: Yes, good voice. (*Rr*)

Here, the student did not know the English equivalent of *suaranya bagus*. The teacher reformulated the student's utterance correctly, and the student repeated it accurately.

c. Metalinguistic Clue

There was one metalinguistic clue feedback in the vocabulary aspect that resulted in a relevant response.

Extract 4.7

T: So, how is the sentence?

S: Have you seen the cinema? (*Error – Vocabulary*)

T: Have you seen the? (*Repetition*)

S: Cinema. (*Irr*)

T: Not cinema, cinema is bioskop, but...? (*Metalinguistic Clue*)

S: Movie. (*Rr*)

The student intended to say film but used cinema instead. The teacher first repeated the sentence, but when the error persisted, the teacher provided a metalinguistic clue about the meaning of cinema, prompting the student to produce the correct word.

d. Elicitation

There was one elicitation feedback in the vocabulary aspect that produced a relevant response.

Extract 4.8

T: This one, what is this?

S: Kertas.

T: Yes, what do we call it in English? (*Elicitation*)

S: Paper. (*Rr*)

T: Paper, right.

Here, the student did not initially know the English word for kertas. By prompting the student with a question, the teacher guided them to produce the correct term.

2. Grammatical Aspect

In the grammatical aspect, there were 22 instances of corrective feedback that produced relevant responses. The most frequent type was metalinguistic clue (9 times), followed by clarification request (5 times), repetition (4 times), recast (2 times), explicit correction (once), and elicitation (once).

a. Metalinguistic Clue

Extract 4.9

S: Ronaldo has much cars. (*Error – Grammar*)

T: Cars is countable. Many or much? (*Metalinguistic Clue*)

S: Many. Ronaldo has many cars. (*Rr*)

This type of feedback encouraged the student to self-correct by choosing the appropriate quantifier. The student successfully reformulated the sentence.

b. Clarification Request

Extract 4.10

T: I am a student, Rosa...?

S: Rosa hmm student. (*Error – Grammar*)

T: Rosa? (*Clarification Request*)

S: Rosa is a student. (*Rr*)

The teacher's request for clarification prompted the student to include the missing to be verb in the sentence.

c. Repetition

Extract 4.11

T: And they?

S: Where they go? (*Error – Grammar*)

T: Where they go? (*Repetition*)

S: Where do they go? (*Rr*)

The teacher repeated the student's sentence with adjusted intonation to highlight the error, leading to the correct reformulation.

d. Recast

Extract 4.12

T: I am a student, you?

S: You student. (*Error – Grammar*)

T: You are a student. (*Recast*)

S: You are a student. (*Rr*)

The student repeated the teacher's corrected form, showing understanding of the missing to be verb.

e. Elicitation

Extract 4.13

T: Now, have and has.

S: They has gone. (*Error – Grammar*)

T: They... they pake apa? (*Elicitation*)

S: They have gone. (*Rr*)

The teacher prompted the student to recall the correct verb form, leading to successful self-correction.

f. Explicit Correction

Extract 4.14

S: Much patient in hospital. (*Error – Grammar*)

T: Patient is a countable noun. Many or much? (*Metalinguistic Clue*)

S: Many. (*Irr*)

T: Many or much? (*Repetition*)

S: ... (*Ro*)

T: Yes, many patients, not much patient. (*Explicit Correction*)

S: Many patients, ma'am, in hospital. (*Rr*)

Initially, the student was confused about the correct quantifier. After attempts with metalinguistic clues and repetition, the teacher provided the explicit correction, and the student then responded correctly.

B. Discussion

1. The oral corrective feedback used by the teacher in teaching speaking at Senior High School 12 Kerinci

The oral corrective feedback used by the teacher in teaching speaking at Senior High School 12 Kerinci covered several types, namely Recast (*RC*), Explicit Correction (*EC*), Repetition (*RP*), Clarification Request (*CR*), Elicitation (*EL*), and Metalinguistic Clue (*MC*).

In the pronunciation aspect, the feedback that most facilitated students in correcting their mistakes was Explicit Correction. The way teachers provided the correction helped students realize the errors they made while still giving them the opportunity to produce the correct utterance. This finding was consistent with the results of student interviews, which revealed that although explicit correction sometimes made students feel slightly upset about their mistakes, it increased their awareness and motivated them to fix the errors. Other types of feedback used in correcting pronunciation errors were Recast, Repetition, Metalinguistic Clue, Clarification Request, and Elicitation. This is in line with the findings of Windarsih (2016), who stated that explicit

correction enables students to recognize their errors while still allowing them the opportunity to produce the correct form.

In the grammatical aspect, Metalinguistic Clue was the most frequently used feedback type and received the most positive responses from students. Since the teacher provided comments or information related to the error without directly giving the correct form, students were encouraged to think critically, deepen their understanding, and reformulate their utterances correctly. Interview data showed that Metalinguistic Clue also prompted students to review grammatical structures, especially tenses, and to avoid repeating the same errors. Other feedback types used in correcting grammatical errors included Recast, Repetition, Explicit Correction, Clarification Request, and Elicitation. This finding supports Margaret (2021), who also found that metalinguistic instruction was the most frequently used feedback type that encouraged positive student responses.

In the vocabulary aspect, Explicit Correction was the feedback most often given by teachers and was also positively received by students. This type of feedback often led students to perform self-repair because the correction was provided explicitly. Moreover, explicit correction sometimes introduced new vocabulary items that students had not encountered before. Other feedback types used in addressing vocabulary errors included Recast, Repetition, Metalinguistic Clue, and Elicitation.

2. The students respond of oral corrective feedback used by the teacher in teaching speaking at senior high school 12 Kerinci academic 2023/2024

Based on the findings regarding teachers' feedback on the three aspects of speaking, it was revealed that the most relevant students' responses predominantly occurred in Explicit Correction (EC feedback) and Metalinguistic Clue (MC feedback).

In pronunciation errors, EC feedback generated the highest number of relevant student responses. This type of feedback was given by explicitly providing the incorrect form along with the correct one, prompting students to reconsider their initial answers. Out of 32 relevant responses to pronunciation errors, 14 were the result of explicit correction. This finding aligns with Rudobertus Talan (2021), who also found that the most relevant student responses in speaking activities were triggered by EC feedback and MC feedback. In practice, teachers often give explicit feedback after students perform speaking tasks, directly pointing out and correcting errors. Such feedback helps students immediately recognize their mistakes, understand the correct form, and feel supported, thereby increasing their motivation to learn and improve their English skills.

In grammar errors, MC feedback was the most effective in eliciting relevant student responses. By providing clues or prompts about the correct grammatical structure without giving the exact answer, students were

encouraged to think critically and self-correct. From 23 relevant responses to grammar errors, 9 were triggered by MC feedback.

In vocabulary errors, EC feedback again proved to be the most influential. Out of 7 relevant responses in this category, 4 were the result of explicit correction. In these instances, teachers directly corrected students' word choice, prompting them to immediately recognize and rectify their mistakes. This direct approach encouraged students to revise their answers based on the teacher's clarification and heightened their awareness of correct vocabulary use.

Overall, EC feedback was particularly effective for pronunciation and vocabulary errors, while MC feedback played a key role in addressing grammar errors. The combination of these feedback types fostered greater student engagement, encouraged self-correction, and contributed to the improvement of their speaking skills.

CHAPTER V

CONCLUSION

A. Conclusion

This study analyzed teachers' oral corrective feedback (OCF) in teaching speaking at Senior High School 12 Kerinci in the academic year 2023/2024, focusing on three speaking aspects: pronunciation, grammar, and vocabulary. The findings revealed that the teachers employed various types of oral corrective feedback, including explicit correction, recast, metalinguistic clue, elicitation, repetition, and clarification request. In the vocabulary aspect, only five types were used: recast, repetition, elicitation, metalinguistic clue, and explicit correction.

From the analysis, several conclusions can be drawn:

1. Explicit correction was the most frequently used feedback in addressing pronunciation and vocabulary errors. This feedback type provided students with the correct form immediately, enabling them to clearly recognize and understand their mistakes.
2. Metalinguistic clue was the most effective feedback for grammatical errors, as it encouraged students to think critically about sentence structure and reformulate their responses based on linguistic understanding.
3. Students responded positively to oral corrective feedback, particularly when it was delivered in a supportive and non-threatening manner. They were more inclined to make self-corrections and demonstrated increased awareness of their speaking errors.

4. The use of varied oral corrective feedback contributed significantly to the improvement of students' speaking skills, boosted their confidence in using English, and supported their overall language development.

In conclusion, the implementation of diverse oral corrective feedback strategies in English speaking instruction at Senior High School 12 Kerinci has proven to be effective in enhancing students' speaking competence.

B. Suggestions

Based on the conclusions of this study, the following suggestions are proposed for teachers, students, and future researchers:

1. For English Teachers

It is recommended that teachers continue to apply a variety of oral corrective feedback types to address different speaking errors.

Teachers should balance the use of explicit correction with other feedback types, such as elicitation and metalinguistic clues, to encourage active student participation and self-correction.

Feedback should be delivered in a supportive and encouraging tone to maintain students' motivation and confidence.

2. For Students

Students are encouraged to view corrective feedback as a valuable learning tool rather than criticism.

They should actively reflect on the feedback received, attempt self-correction, and practice regularly to improve pronunciation, grammar, and vocabulary.

3. For Future Researchers

Future studies may explore the long-term effects of oral corrective feedback on students' speaking proficiency.

Further research could investigate students' perceptions and preferences regarding different feedback types in various classroom contexts.

Comparative studies across different educational levels or regions could provide broader insights into the effectiveness of oral corrective feedback.

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Appendix 1 Supervisory Decree



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Desa Sumur Gedang, Kecamatan Pesisir Bukit, Kota Sungai Penuh
Telp. (0748) 21065, Fax. (0748) 22114, Kode Pos. 37112, Web: fik.iainkerinci.ac.id, Email: info@fik.iainkerinci.ac.id

SURAT PENETAPAN JUDUL DAN PEMBIMBING SKRIPSI
Nomor : In.31/D.1/PP.00.9/ 2039 /2022

Berdasarkan Rapat TIM Seleksi Judul Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan tentang Penetapan Judul dan Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci menetapkan:

1. Nama	: Aridem Vintoni, S.Pd, M.Pd.
NIP	: 197909252009121003
Pangkat/Golongan	: Penata Tk. I/IIId
Jabatan	: Lektor
Sebagai	: Pembimbing I
2. Nama	: Herayati, M.Pd
NIP	: 198903292020122018
Pangkat/Golongan	: Penata Muda Tk. I /IIId
Jabatan	: Asisten Ahli
Sebagai	: Pembimbing II

Dalam penulisan skripsi:

Mahasiswa	: Sintia Dewi
NIM	: 1810203034
Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris (TBI)
Judul Skripsi	: An analysis of students' perception of oral corrective feedback in pronunciation at the state high School number 12 kerinci academic year 2022/2023

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya

DITETAPKAN DI : Sungai Penuh
PADA TANGGAL : 05 Desember 2022



Tembusan:

1. Wakil Dekan I Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan/Program Studi
3. Dosen Pembimbing



Dr. Hadi Candra, S.Ag., M.Pd.
NIP. 197305061999031004

Appendix 2 Research Permit Letter

PEMERINTAH KABUPATEN KERINCI
BADAN KESATUAN BANGSA DAN POLITIK
Komplek Perkantoran Bukit Tengah
SIULAK

Email : kesbangpolkabupatenkerinci@gmail.com
Website : kesbangpol.kerincikab.go.id

Kode pos : 37162

REKOMENDASI IZIN PENELITIAN
Nomor : 071/ 124 /Kesbang-Pol/2024

Membaca : Surat dari : IAIN KERINCI
Tanggal : 02 Februari 2024
Nomor : In.31/d.1/pp.00.9/233/2024
Perihal : Izin Penelitian

1. Undang-undang Nomor 18 Tahun 2002 tentang sistem Nasional Penelitian Pengembangan dan Penerapan Ilmu Pngetahuan dan Teknologi;
2. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan Melakukan Penelitian dan Pengembangan Bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Organisasi Asing;
3. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
4. Peraturan Daerah Nomor 11 Tahun 2009 tentang Pembentukan Organisasi Tata Kerja Perangkat Daerah Kabupaten kerinci sebagaimana telah diubah terakhir dengan Peraturan Daerah Nomor 6 Tahun 2013 tentang Perubahan ketiga atas Peraturan Daerah Nomor 11 Tahun 2009 tentang Pembentukan, Organisasi dan Tata Kerja Perangkat Daerah Kabupaten Kerinci;
5. Peraturan Bupati Nomor 6 Tahun 2014 tentang Uraian Pokok, Fungsi dan Tata Kerja Badan Kesatuan Bangsa dan Politik Kabupaten Kerinci.

Memperhatikan : Proposal yang bersangkutan

Membenkan izin kepada : Nomor Urut : 124
Nama : SINTIA DEWI
NIM / NPM : 1810203034
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan
Agama : Islam
Kebangsaan : Indonesia
No HP : 082281805348
Alamat : Desa Simpang tulup

Untuk : Mengadakan Penelitian

Judul : AN ANALYSIS OF ORAL CORECTIVE FEEDBACK USED BY THE TEACHER IN TEACHING SPEAKING AT SMAN 12 KERINCI ACADEMIC YEAR 2023/2024

Tempat Penelitian : SMAN 12 Kerinci

Waktu : 05 Februari s/d 05 April 2024

Dengan Ketentuan : 1. Sebelum melakukan Penelitian terlebih dahulu melaporkan kepada Kaban/Kadis/Kakan/Instansi yang bersangkutan untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan dan adat istiadat yang berlaku ditempat penelitian.
3. Tidak dibenarkan melakukan penelitian yang tidak ada kaitannya dengan Judul Penelitian dimaksud.
4. Laporan Hasil Penelitian disampaikan kepada Bupati Kerinci melalui Badan Kesbangpol dan Politik Kabupaten Kerinci dan disampaikan kepada OPD dan atau Lembaga yang menjadi Objek Penelitiannya.
5. Tidak menggunakan Surat Rekomendasi Izin Penelitian ini untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
6. Tetap patuh dan mentaati protokol kesehatan selama melaksanakan penelitian.
7. Surat Rekomendasi Izin Penelitian ini akan dicabut kembali apabila pemegangnya tidak mentaati ketentuan tersebut diatas

Demikianlah untuk dapat dipergunakan sebagaimana mestinya.

Siulak, 13 Februari 2024/ 3 Sya'ban 1445 H
KEPADA BADAN KESATUAN BANGSA DAN POLITIK
KABUPATEN KERINCI


REDI ASRI SH. MH
Peminda Urutua Muda
NIP. 19680528 199302 1 001

Tembusan disampaikan kepada Yth:
1. Bapak Bupati Kerinci (sebagai laporan)

Appendix 3 Research Completion Letter




PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 12 KERINCI

Alamat : Jln. Raya Sulak Deras- Desa Sulak Tenang Kec. Gunung Kerinci *Kode Pos. 37162*

SURAT KETERANGAN
Nomor. **073.1/A22 /SMA N 12 KRC/ IV / TH. 2024**

Yang bertanda tangan dibawah ini Kepala SMA Negeri 12 Kerinci dengan ini menerangkan :

Nama : **SINTIA DEWI**
NIM/NPM : **1810203034**
Program Studi : **Tadris Bahasa Inggris**
Fakultas : **Fakultas Tarbiyah dan Ilmu Keguruan**

Bahwa yang namanya tersebut diatas benar telah melakukan penelitian guna penyusunan Skripsi, pada tanggal 05 Februari s.d 05 April 2024. Dengan judul : **"AN ANALYSIS OF ORAL CORRECTIVE FEEDBACK USED BY THE TEACHER IN TEACHING SPEAKING AT SMA 12 KERINCI ACADEMIC YEAR 2023/2024"**

Demikianlah Surat Keterangan ini dibuat, Agar dipergunakan seperlunya. Kerima kasih.

Sulak Tenang, 5 April 2024
Kepala Sekolah,



MOHAMED AL AR, S.Pd., M.Pd
NIP. 19721215 199802 1 002

Appendix 3 Instrumen Of The Research

Petunjuk pengisian

Isilah data siswa dan skor perolehan serta berilah tanda centang pada masing masing error type

M= Kesalahan morfosintaksis: Peserta didik salah menggunakan susunan kata, tense, konjugasi dan partikel.

P= Kesalahan fonologis: Pelajar salah mengucapkan kata-kata (atau kami menyarankan itu juga mencakup kesalahan suprasegmental seperti tekanan dan intonasi).

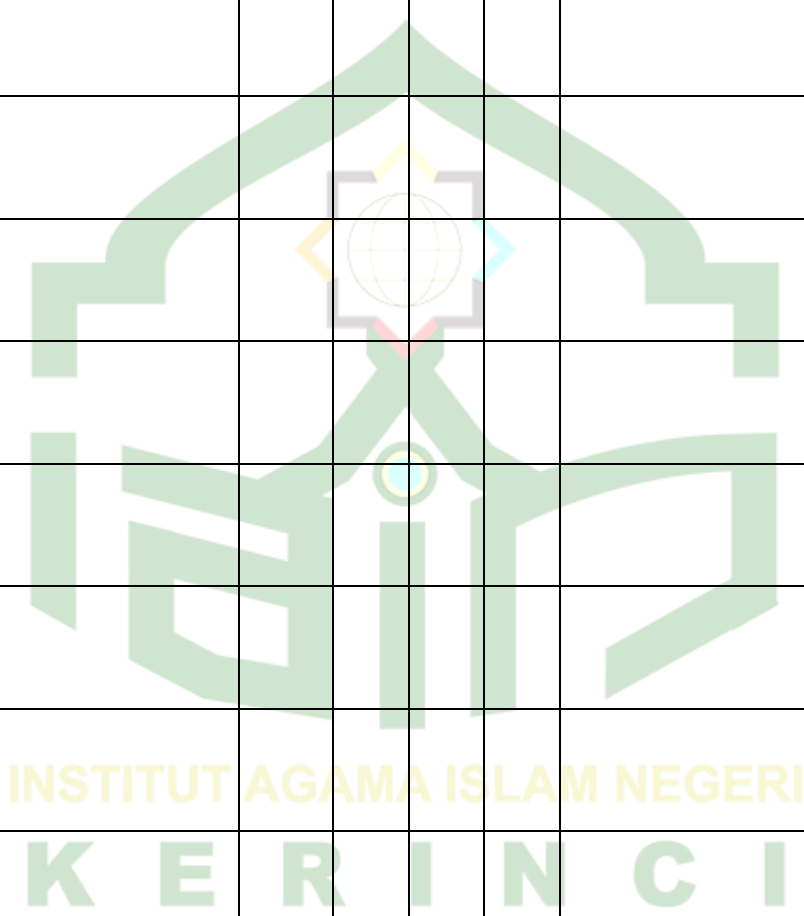
L= Kesalahan leksikal: Pelajar menggunakan kosakata secara tidak tepat atau mereka beralih kode ke bahasa pertama karena kurangnya pengetahuan leksikal.

S= Kesalahan semantik dan pragmatis: Kesalahpahaman terhadap ucapan pelajar, meskipun tidak ada kesalahan tata bahasa, leksikal, atau fonologis.

No		Data	Errors Types				Oral Corective	Total
	Students	Skors	M	P	L	S		
1								
2								
3								

4								
5								
6								
7								
8								
9								
10								
11								

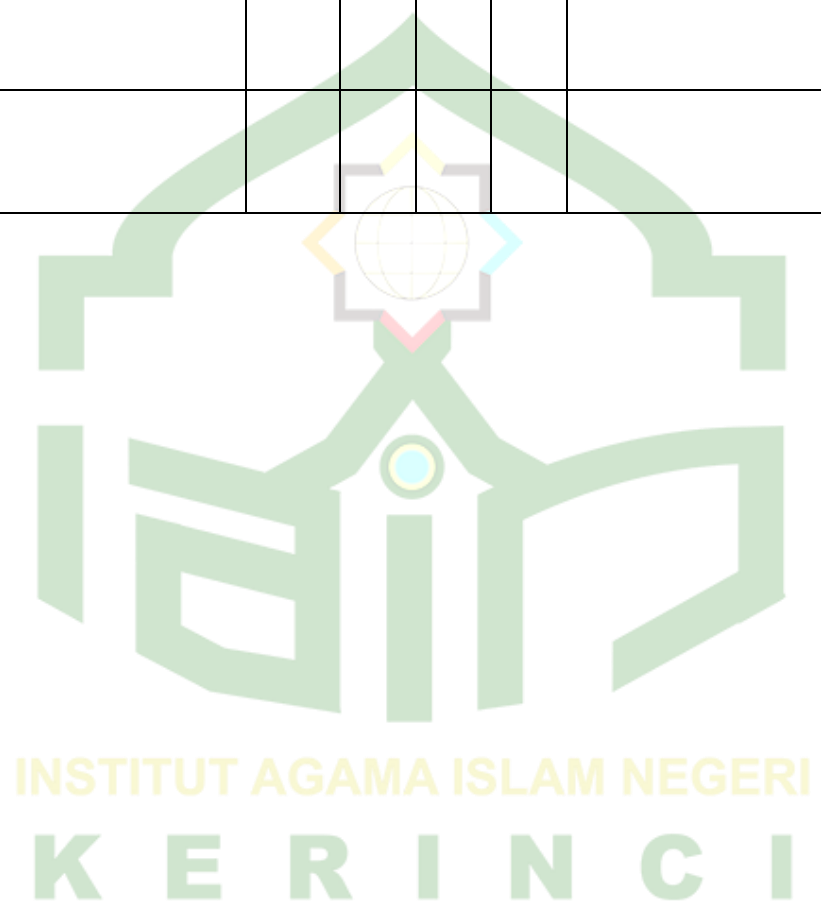
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13								
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15								
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19								



The logo of Institut Agama Islam Negeri Kerinci is centered on the page. It features a green geometric design with a central yellow and blue emblem. Below the emblem, the text "INSTITUT AGAMA ISLAM NEGERI" is written in yellow, and "KERINCI" is written in green.

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Appendix 3 Research Instrument

Questions for Teachers:

13. How do you usually provide corrective feedback when teaching speaking to students?
14. What types of speaking errors do you most often encounter in your classroom?
15. Do you have a particular method or strategy for providing effective corrective feedback?
16. How do you ensure that students respond to and capture the corrective feedback you provide?
17. Do you more often provide feedback directly while students are speaking or after they have finished speaking?
18. How would you assess the effectiveness of the corrective feedback you provide in helping students improve their speaking skills?
19. Do you adapt your corrective feedback methods depending on the student's speaking level?
20. How do you manage situations where some students may feel embarrassed or reluctant to speak up in class?
21. Have there been any particular changes or improvements in your approach to providing corrective feedback during this

academic year?

22. How do you involve students in the process of providing corrective feedback to help each other?

23. Do you believe that oral corrective feedback has a positive impact on students' speaking abilities at Senior High School 12 Kerinci?

24. How did you successfully achieve your corrective feedback method in achieving your speaking learning goals?

11. What types of verbal corrective feedback do you often receive from teachers during speaking lessons?

12. How do you feel when you receive corrective feedback from a teacher in a speaking class?

13. Do you feel that the corrective feedback helped you improve your speaking skills? Why or why not?

14. How do you engage yourself in the corrective feedback process? Do you actively seek feedback or are you more passive?

15. What types of speaking errors are often the focus of corrective feedback from teachers?

16. How do you feel about corrective feedback given in front of the class or individually?

17. Do you feel that teachers consider students' speaking ability levels

when providing corrective feedback?

18. Are there any specific strategies you have found effective in responding to corrective feedback and correcting your speaking errors?

19. Do you feel there has been a change in the way teachers provide corrective feedback during this academic year?

20. How do you see the role of verbal corrective feedback in helping you become more confident in public speaking?

Appendix 7 Research Documentation





