

**AN INDONESIAN SECONDARY SCHOOL TEACHER'S VIEWS OF
ORAL CORRECTIVE FEEDBACK IN TEACHING SPEAKING:
A QUALITATIVE CASE STUDY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in
English Language Education**



Conveyed by:

Widia Wardatul Huwayana

18322104

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
2022**

APPROVAL SHEET

**AN INDONESIAN SECONDARY SCHOOL TEACHER'S VIEWS OF
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By

**WIDIA WARDATUL HUWAYANA
18322104**



Approved on 20 October 2023

By:

Supervisor

A handwritten signature in black ink, appearing to read "Nizamuddin Sadiq", with a horizontal line extending to the right.

Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.

NIP 197603012005011001

RATIFICATION SHEET

**AN INDONESIAN SECONDARY SCHOOL TEACHER'S VIEWS OF
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By

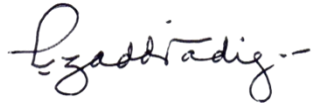
WIDIA WARDATUL HUWAYANA


18322104


Defended before the Board of Examiners on 28th November 2023 and Declared

Acceptable

Board Examiners

Chairperson : Nizamuddin Sadiq, S.Pd., M.Hum, Ph.D 

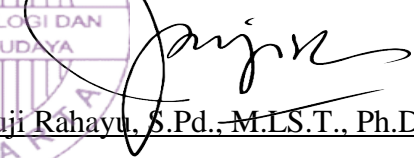
First Examiner : Dr. Adam Anshori, S.S., M.A 

Second Examiner : Rizki Farani, S.Pd., M.Pd 

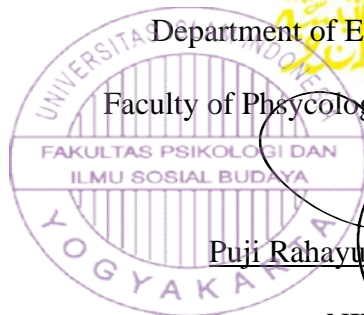
Yogyakarta, 28th November 2023

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences


Fuji Rahayu, S.Pd., M.LS.T., Ph.D

NIP: 053310402



STATEMENT WORK OF WORK'S ORIGINALITY

This thesis was originally written by me. I am really responsible for the content in this thesis. I declare clearly that this thesis contains no other people's work or references without quotation.

Yogyakarta,

The Author,



Widia Wardatul Huwayana
18322104

MOTTO

The best way to get started is to quit talking and begin doing.” – Walt Disney

DEDICATION

I dedicate this thesis to Allah SWT, who has blessed and mercy on me. My genuine gratitude for presenting this thesis for my lovely parents, Toe'f and Nurhasimah, for being a source of inspiration to finish this thesis and always supporting me.

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Alhamdulillahirrobil'amin, all praise be to Allah Swt, who has always provided me with blessings, health, and guidance in order for me to complete this thesis. Then salutations and sholawat to our beloved Prophet Muhammed Saw.

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Yogyakarta

The Author,



Widia Wardatul Huwayana

18322104

TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT WORK OF WORK'S ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURE	ix
LIST OF APPENDICES	ix
Abstract	x
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Identification of problem and limitation of study.....	2
1.3 Purpose of the study	2
1.4 Formulation of the Problem	2
1.5 Significance of the study	3
CHAPTER II	4
LITERATURE REVIEW	4
2.1 Defining Oral Corrective Feedback.....	4
2.2 Oral Corrective Feedback Strategies	5
2.3 Studies on Oral Corrective Feedback	6
2.4 Theory Activity	7
2.5 Flow of Reviewed Literature.....	9
CHAPTER III	10
RESEARCH METHODOLOGY	10
3.1 Research Design	10

3.2 Setting and Participant.....	10
3.3 Data Collection Technique & Instrument.....	11
3.4 Data Analysis	11
CHAPTER IV.....	13
FINDINGS AND DISCUSSION	13
4.1 Introduction	13
4.2 Findings	13
4.2.1 Student’s Motive.....	13
4.2.2 Stance.....	14
4.2.3 Pattern of Interaction	16
4.2.4 Division of Labor.....	16
4.2.5 Emergence Themes.....	17
4.3 Discussion	22
CHAPTER V	25
CONCLUSION AND SUGGESTION	25
5.1 Conclusion.....	25
5.2 Suggestion	25
REFERENCES.....	26
APPENDICES	28
Appendix 1. Permit Letter	28
Appendix 2. Draft of Interview Question.....	29
Appendix 2. 1 Draft of Interview Questions 1.....	29
Appendix 2.2 Draft of Interview Questions 2.....	30
Appendix 3. Interview Data Transcription and Coding	31

LIST OF FIGURE

Figure 2.1 Research Flow.....	9
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LIST OF APPENDICES

Appendix 1. Permit Letter.....	27
Appendix 2. Draft of Interview Question.....	28
Appendix 2. 1 Draft of Interview Questions 1.....	28
Appendix 2.2 Draft of Interview Questions 2.....	29
Appendix 3. Interview Data Transcription and Coding.....	30

**AN INDONESIAN SECONDARY SCHOOL TEACHER'S VIEWS OF ORAL
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STUDY**

Abstract

Oral corrective feedback (OCF) is currently used extensively in the teaching of speaking skills. The feedback given by the teacher as a correction on students' error production in speaking is known as oral corrective feedback (OCF). The current study examined the point of view of teacher on providing oral corrective feedback focused on speaking to students' errors using an activity theory perspective. This research was designed as a qualitative case study with an experienced secondary education teacher in Indonesian school. The result of the study shows that the participant provided oral corrective feedback in all activities in the classroom. Based on the theory activity perspective by Reynold and Teng (2020), the teacher and students are being engaged by creating interaction patterns including explain, question and answer activity, question recall, and discussion that affects students' outcome in terms of student's skills such as critical thinking, creativity, and activeness. The findings suggest that oral corrective feedback must be applied in learning activities that are beneficial to students' skill.

*Keywords: Activity Theory, Oral Corrective Feedback, Qualitative case study,
Teacher practice,*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the EFL classroom setting, corrective feedback, either oral or written, is essential to develop students' awareness of errors when they learn a second language in the classroom (Yang, 2016). In addition, corrective feedback is also effective for teachers to increase interaction among students in the classroom (Lyster, Kazuya, Masatoshi, 2013). The notion of corrective feedback has been well documented by scholars around the world such as Japan (Mori, 2011), New Zealand (Couper, 2019) and Iran (Rahimi & Zhang, 2015). These empirical studies show that many scholars around the world are focusing on corrective feedback.

For the last eight years, many scholars conducted their research by focussing on corrective feedback (Mori, 2011; Rassaei, 2015; Yang, 2016; and Couper, 2019). In a study on corrective feedback (CF) in classroom instruction, Mori's (2011) analyzed how teachers conceptualize corrective feedback and how they learn and practice it on a daily basis of the interaction, input and output that happened in the classroom. The result showed that the teacher used various techniques of feedback types, which include induce, recast, provide and elicit. The study by Rassei (2015) also analyzed the extent to which recasts and metalinguistic corrective feedback aid learners with high and low foreign language anxiety. Her findings showed that low-anxiety students benefited from both metalinguistic feedback and recasts, with metalinguistic input having a greater impact on their progress. Recasts, on the other

hand, benefited high-anxiety students' substantially more than metalinguistic corrective feedback. Yang (2016) focused his study on oral corrective feedback (OCF) that are related to phonological, lexical, grammatical, and pragmatic errors. He analyzed the preferences of learners for six types of oral corrective feedback based on learners' cultural background and proficiency levels. The result showed that learners prefer metalinguistic feedback, explicit correction, and recasts in all types of errors. Meanwhile, Couper (2019) studied techniques used by the teacher providing corrective feedback on pronunciation. The result showed that recasts and follow-up listen-and-repeat practice are mostly used by the teacher providing corrective feedback.

Those empirical studies cited above focus mostly on university teachers and students as their participants. Therefore, the participants need to extend to secondary school teachers in Indonesian secondary education so that the study could cover all domains of the research with various settings. Hence, this study aims to research a teacher's perception of oral corrective feedback in teaching speaking in an Indonesian secondary school.

1.2 Identification of problem and limitation of study

The researcher limits the study by focusing on teacher's perceptions of Indonesian secondary school in teaching speaking based on activity theory perspective that is given to the student in the classroom.

1.3 Purpose of the study

The study aims to dig deeper into information about oral corrective feedback teacher's comprehension or perception of oral corrective feedback (OCF) in teaching speaking in a secondary school of Indonesia.

1.4 Formulation of the Problem

To focus this study, the research question is formulated as follows: what is the teacher's perspective on providing oral corrective feedback and how to give the oral feedback?

1.5 Significance of the study

This study contributes practical insight for teachers in an Indonesian secondary school who use activity theory perspective to drive the interaction in classroom activities. According to this study, teacher beliefs that conduct oral corrective feedback is important to students' outcome.

CHAPTER II

LITERATURE REVIEW

2.1 Defining Oral Corrective Feedback

Corrective feedback (CF) is an information given to the learners which they can use to revise their error production (Ellis, 2006). As stated by Brookhart (2008), oral feedback is interactive feedback in which the teacher and learners have communication in class. From those definitions, it is implied that corrective feedback is believed to be important to be applied by the teachers to achieve the improvement of their knowledge they taught to the students. When students did an error production, give feedback directly in order to get clear information about the error. Students will improve their ability in speaking by the feedback.

In the teaching and learning process in English as Foreign Language (EFL), it is possible that an error occurs during the learning process. To improve students in speaking activity from the error production, oral corrective feedback is needed. Tavakoli and Zarrinabadi (2018), Lyster, Saito, and Sato (2013) identify corrective feedback in an EFL classroom either implicit or explicit. The distinction between implicit and explicit corrective feedback is important in corrective feedback studies. The use of explicit corrective feedback (CF) increases students' willingness and self-confidence in communicating while implicit feedback may be useful in some structures (Lyster & Ranta, 1997). However both are equally good given according to the focus, and the way the teacher gives the feedback.

In summary, oral corrective feedback is teacher correction or response to the learner utterances containing an error directly when a student makes a mistake

or error. Oral corrective feedback is important in revising students' errors. By the feedback, students can have opportunities to improve their knowledge and their ability in speaking.

2.2 Oral Corrective Feedback Strategies

The provision of corrective feedback by the teacher as a form of responsibility in correcting student errors is believed to improve student learning outcomes in speaking ability. To achieve this improvement certain strategies are required to provide corrective feedback. Yang (2016) identifies several strategies of oral corrective feedback (OCF) that teachers should implement, which include explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition. The first strategy, explicit correction, occurs when the teacher gave both the correct form and additionally pointed out that the students' utterances were incorrect. Second strategy is recast, a teacher's correct reformulation of a learner's incorrect utterance. Despite the argument by Rassaei (2015), one significant advantage in recast than other types of corrective feedback is teacher ability to correct and model while allowing students to focus on the utterance and further their oral communication targets. Clarification requests as the third strategy indicates asking learners to reformulate difficult-to-understand utterances.

Fourth strategy is metalinguistic feedback that points out an utterance that focuses on the explicit explanation of forms or comment related to the student's utterance. Metalinguistic feedback had an advantage over recasts for fostering both implicit and explicit L2 knowledge (Rassei, 2015). The function of metalinguistic strategies in that situation is to ensure that students understand the phonology rules

of the target language they are learning, and that by providing correction through these strategies, students gain competence as well as performance. This strategy includes comments, information, or questions about the correctness of the student's utterance which doesn't provide the correct form. Fifth strategy, elicitation, points out an utterance that uses pausing to direct learners' attention to their mistakes. First, the teacher elicits the students to complete the utterance. Next, the teacher asks students' understanding. Lastly, teachers sometimes ask students to find the error and change it by themselves. The last strategy is repetition that points out an utterance implies the repetition of errors with emphasis on stress or intonation.

2.3 Studies on Oral Corrective Feedback

Studies investigated OCF have been well documented. First, a research by Mori (2011) investigated how two EFL professionals' English teacher knowledge and beliefs influenced their corrective feedback practices in Japan. The result showed knowledge that influences teachers' practice is a huge knowledge on Japanese culture, education system in Japan, and pedagogical process of English language. Based on the knowledge that has been investigated by the researcher, the teachers practice types of oral corrective feedback including explicit correction, recast, clarification request, metalinguistic feedback, induce, provide and elicit.

Furthermore, the second study by Haifaa & Emma, (2014) looks into the effects of interactional corrective feedback in the form of recast and metalinguistic feedback in response to any erroneous utterance in English modals. The result of the research informs that types of corrective feedback in language classes were meaningful interactive activities and also provided concrete support for the

significant roles of recast and metalinguistic information corrective feedback techniques in second language development.

In addition, study by Rahimi & Zhang (2015) is focussed on analyzing novice and experienced non-native English-speaking teachers' cognitions about corrective feedback in teaching English oral communication. The result showed teachers' experiences impacted their beliefs about the importance of corrective feedback and the efficacy of various types and timing corrective feedback. Teachers' experiences increase their awareness of the role of mediating factors in their cognitions about the necessity, timing, and types of CF, such as learner factors, error frequency, types, and severity, target from difficulty, instructional focus, and task types. While novice teachers had complicated beliefs about corrective feedback because of insufficient teaching experience. The cognitions of novice teachers were related to their personal language learning experiences.

The last study by Couper (2019) is aimed to provide on teachers' knowledge, beliefs, perceptions and attitudes, and how these are reflected in classroom practice of corrective feedback (CF) on pronunciation. Based on the resulting data, that teacher chose which errors to correct depending on the level to which communication was restricted or how common and widespread a particular error was. In practice, phoneme or word level errors, such as syllables and word stress, are more common. In overcoming the error, most of the teachers provide corrective feedback, mostly including recast, follow-up, listen and repeat practice, and other techniques.

The empirical studies above focus on how to provide oral corrective feedback and types of oral corrective feedback and take university teachers and students as their participants. To extend the research into more various participants, this study needs to explore secondary school teachers in Indonesian settings.

2.4 Theory Activity

Developed by Engeström (2001), activity theory is a kind of theoretical framework for the analysis and understanding of human interaction through their use of tools or instruments. Hashim & Jones (2007) point out that an activity is the primary unit of analysis used to realize individual actions. Activity theory is visualized in a form of triangle that uses the activity as the unit of analysis, in which the activity is divided into the analytical components of subject, object and tool or instrument.

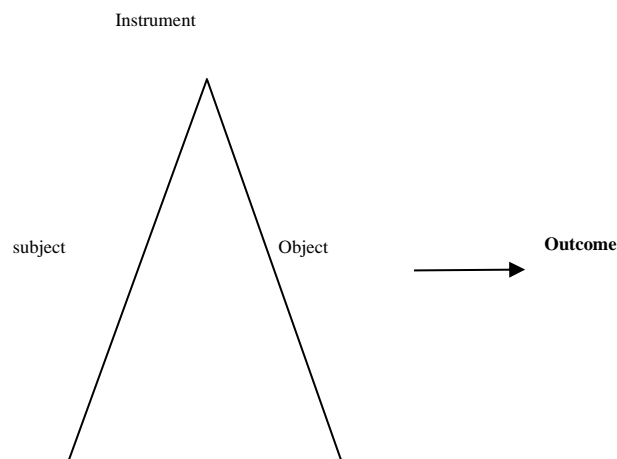


Figure 2.1 *triangle theory activity*

The subject in the activity theory is a person or group from which viewpoint the analysis of the activity system is done. The intended activity is an object and the tool is the method through which the action is carried out. Related to this research,

a teacher as the subject, object is the students' activity, then oral corrective feedback is as a tool or instrument of the teacher in doing activity in the classroom.

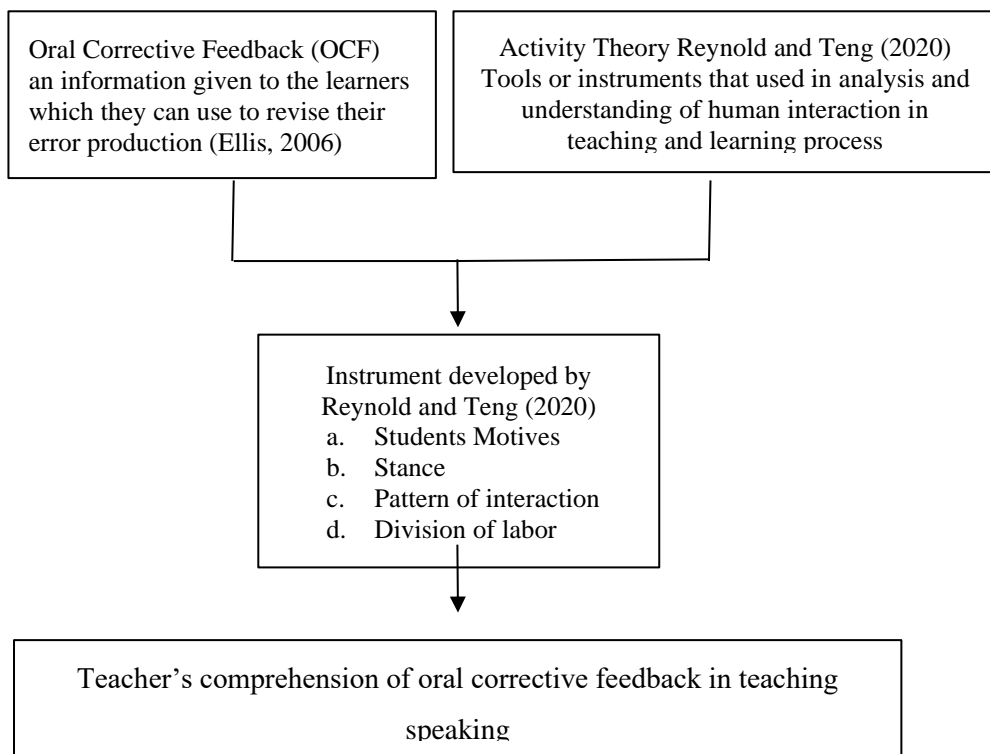
Reynolds and Teng (2020) believe that oral corrective feedback can be conceptualized from activity theory perspective, in which oral corrective feedback is also one type of human activity. Human activity happens when there's interaction between humans in the process of teaching and learning, especially when teachers give feedback to students. Yu & Lee (2015) assert that all human activity is driven by motives. Considering its motives, oral corrective feedback is no doubt an activity. The feedback itself may function as a scaffolding, which is expected to develop motivation. Through scaffolding, students can afford the teachers' feedback and when students can address teachers' feedback successfully, it can increase their motivation. Reynolds and Teng (2020) argue that activity is called an activity if students are motivated, it means that activity is not activity without a motive. Therefore motive is important to students participating in the oral corrective feedback activities. When students are not motivated to do a follow up action of teachers' oral corrective feedback, teachers' oral corrective feedback is not an activity. For the purpose of this study, I follow Engestrom (2001) activity theory from which interaction of students' activity in the class is seen from teachers' oral corrective feedback. Using activity theory, the research demonstrated that activity theory is appropriate to use in exploring teachers' oral corrective feedback.

2.5 Flow of Literature Review

This study emphasized oral corrective feedback strategy using activity theory in the class activities that connected to activity system Reynold and Teng

(2020) parameters, which include (1) students' motives, (2) stance, (3) patterns of interaction, (4) division of labor, are employed. The interview questions are formulated under these parameters. The flow of these research are concluded in the flowchart below.

Figure 2.2 *Literature review flow chart*



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method which was used for collecting data in this research. This chapter will discuss the research design, including research method and design, population and sample, data collection technique and data analysis technique.

3.1 Research Design

This study employed a qualitative case study as a research design which aims to define the phenomenon in the use of activity theory to explore oral corrective feedback (OCF) towards teachers and students in secondary school. Kosanke (2019) pointed out that a case study is a detailed description and analysis of a specific situation of a bounded system which deals with the one particular sufficient experience of a teacher and students motive. He continues to comment that a case study is a qualitative approach that focuses on investigating current, real-life case/s that are constrained by a bounded system through detailed and in-depth data collection. Thus, this qualitative study focuses on exploring current cases in reality situations that cover in real time.

3.2 Setting and Participant

The setting of this study is one secondary school in Yogyakarta Municipality. As one of the popular schools in this region, it has an English Club program as a program endorsed by the school to increase the student's ability in English. Through this program the interaction between teacher and students could be built well, including in their interaction to use English in daily communication.

For this reason, as communication is also part of the English learning and teaching process, the feedback from teachers to students, especially oral corrections can happen, formally and informally, outside or inside the classroom.

For the purpose of this study, an English teacher of this school was the main research subject. This teacher is coordinating the English Club program in this school. Therefore, she is used to doing interaction with students to give oral corrective feedback. She was also an experienced teacher who had been teaching English for more than 10 years.

3.3 Data Collection Technique & Instrument

The data collections of this study conduct one-on-one interviews with the participant. The one-on-one interview was chosen because the study required a depth of data findings and participants who were willing to share their experiences (Creswell, 2013). The interview protocol was designed using the parameters developed by Reynolds and Teng's (2020). The adaptation parameter consisted of four points: (1) students' motives, (2) stance, (3) pattern of interaction, and (4) division of labor.

Construct	Parameter	Definition	Question
Oral Corrective Feedback	Students' motives	In terms of the reasons for participating in the class that they are motivated based on the perception of teacher	Faktor apakah yang mempengaruhi murid-murid termotivasi dalam mengikuti kelas belajar bahasa inggris?
	Stance	Benefit from feedback activity	Hal apa yang mempengaruhi mereka untuk berpartisipasi

			dalam mengikuti activity di kelas dan kenapa tidak (contoh: takut salah)
	Patterns of Interaction	Dialogue among teacher and students about giving and receiving oral corrective feedback in order for them to stay contributing with the lesson in class	Bagaimana cara guru untuk membuat siswa tetap berkontribusi (active) dalam pembelajaran di kelas?
	Divisions of Labour	Students respond when they are receiving oral corrective feedback during feedback activity	Bagaimana respon murid ketika mereka menerima oral corrective feedback?

Interview Protocol

Introduction:

1. How long have you been teaching English?
2. Do you provide oral corrective feedback when teaching? What do you think about OCF?

Main questions:

1. How do you do OCF in general? Why?
2. Is there any special OCF carried out? What are your reasons for doing this?
3. Are there any special OCF strategies that you do? What's that? Why was this strategy implemented?
4. How often do you do OCF when teaching English?
5. Do you make OCF for every mistake the student makes? Why? practice

6. What is the general attitude of students when you do OCF?
7. With the OCF that you have carried out, what will be the next interaction between you and your students?
8. Are students able to improve their English skills with OCF? Please explain what skills are and how do you see this development?
9. In general, what are the benefits of OCF for students?
10. Do you think OCF has a positive impact on students' motivation to learn English? If yes, please explain how?

Closing

11. Is there anything else you would like to add regarding the OCF strategies that you use when teaching English?

The unstructured interview was relevant for researchers who did in-depth interviews (Fox & HunnHunn, 2002) to explore and learn of participant's oral corrective feedback in classroom activity because researcher only adapted the parameter and none of the questions were determined. During this interview, the participant was asked to share her experiences with applying oral corrective feedback in any activities that could improve students' performance and outcomes. The interview was done on Tuesday 22nd November 2022 for 32 minutes 27 second, the entire process was then recorded and transcribed as the primary source data.

3.4 Data Analysis

The interview transcripts are analyzed using thematic analysis. According to Kiger and Varpio (2020), thematic analysis is one of methods for describing data

that involves searching across a data set to identify, analyze, and report on repeated patterns. To determine the theme, I would employ three stages of coding consisting of Open Coding, Axial Coding, and Selective Coding. The relevant data were codified and added to an open coding column after the researcher performed data selection. Open coding is the first stage of coding; it contains the results of data selection, which form information about the phenomenon being studied. Following the open coding, the researcher categorized the data selection to a general theme, which is known as axial coding. The categorization results were then formed as sub-themes in the first column of selective coding, which shaped the outline of the two previous codings. Finally, in the final selective coding stage, the researcher summarizes all of the coding stages to form the core of themes that will later be the overarching theme (Kiger and Varpio, 2020).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents all the findings to answer the research questions and discusses. All the data of this research is presented and analyzed in the findings and elaborated in discussions.

4.1 Findings

4.1.1 Pattern of Interaction

The interaction is being engaged with the student by creating interaction patterns including explain, question and answer activity, question recall, discussion and many more activities that aim to create communication and chemistry. This interaction patterns prove in building a necessary relationship of teacher-student relationship as she expressed below:

Excerpt 5:

“They become more communicative simply by explaining it; the important thing is that they are intelligent enough to be active, for example, when asked a question, when they give an answer, ask the students again if there is another answer? As a result, other students will respond once more. So that different answers emerge from each student, it will give rise to several perspectives; usually, I discuss it with the students; it appears that this will lead to more frequent communication with the students and the development of good chemistry with them.” (English translation version, 22-12-2022)

Supporting activities, such as question and answer sessions for students, are also required when implementing feedback. The more perspectives each student has, the livelier the atmosphere will be, allowing for discussions between teachers and students, which can lead to good class chemistry.

4.1.2 Perceptions

The result of data analyzed about the teacher's perception of oral corrective feedback shows that the teacher believes OCF may help students to avert misunderstanding and get to know the better knowledge to the next with no repeat the mistake. It is hoped students could do the exercise better and evaluate their speaking conversation and also could evaluate student's knowledge of pronunciation and vocabulary as well as she expressed below:

Excerpt 7.

“Our job as corrective feedback providers is to tell the truth so that the students already know what is right and wrong for their next lesson. So the hope is that the students will perform well during the exercise. When I am conversing with students, I can assess their pronunciation as well as their vocabulary skills. So, in my opinion, giving corrective feedback is very important for children's learning because it makes them feel cared for by the teacher, which motivates them to be active in studying or exercising, which can automatically improve a student's learning abilities.”(English translation version, 22-12-2022)

The aim of this feedback is none other than improving students' ability to absorb material so they can perform well on exercises. Assessing pronunciation and vocabulary ability are two abilities that teachers can assess. Besides that, It is critical to deliver feedback orally in order to capture the attention of the teacher and motivate them to be active in learning or exercising, which will automatically improve a student's learning abilities.

4.1.3 Emergence Themes

4.1.3.1 Student's Motive

The results of data analyzed show that students' motives are considered elevated when the teacher did oral corrective feedback (OCF). The teacher indicates

students' motives by observing students' attitude such as being happy when students are corrected once they make mistakes. Through the OCF, students could evaluate their speaking performance and it is hoped that students do not repeat the mistake in the future. The teacher expresses this issue in her accounts below.

Excerpt 1

“Students will definitely be happy if they are corrected when they make errors, and this becomes an evaluation material for them, so that these errors are not repeated in the future.” (English translation version, 22-12-2022)

The feedback given by the teacher when students make mistakes when speaking is welcomed by the students because it becomes material for improvement for them to speak English on other occasions. With continuous feedback, students' mistakes in speaking on other occasions can be reduced.

In addition, the output and impact coming up from students by the teachers' OCF was seen from students' better vocabulary skills and proper use of tenses. With that the teacher assesses that students have knowledge about using tenses and vocabulary knowledge. Those influence the classroom situation including the learning process and also the atmosphere. Besides that the teacher is happy when students are active as she expressed in excerpt 2.

Excerpt 2.

“As a result, there are many positive effects on students' abilities, such as improved vocabulary skills, which allows them to understand tenses better. When students understand, the learning process in class becomes more enjoyable, the atmosphere becomes fluid and smooth, and I am pleased because the students become more active.” (English translation version, 22-12-2022)

The second excerpt demonstrated that feedback provided by the teacher when students make mistakes in speaking is welcomed by the students because it serves as material for improvement for them to speak English on other occasions. Students' mistakes in speaking on other occasions can be reduced with continuous feedback.

4.1.3.2 Stance

Student's participation in joining the activity in the classroom based on the perception of the teacher is driven by the motive to learn from a teacher's feedback to gain progress. The stance marked by the statement of the teacher that students benefited significantly from oral corrective feedback in speaking, writing and reading, exactly significant benefit in skills including knowledge, and attitudes for students. The detailed explanation is in excerpt 3.

Excerpt 3.

“Kinds of skills that give them improvement because of feedback are such as speaking, writing, and reading skills. Changes that look significant are such as verbs in the form 1 2 3, which they don't need to be asked for because, in addition to studying at school, they also learn outside of school through self-teaching, such as through the internet, movies, music, and others.” (English translation version, 22-12-2022)

The participant emphasizes that the significant benefit in skill, including the form of verbs (irregular verbs), is no longer required because they are well understood. The teacher believes that they learn self-taught outside of school from the internet, movies, music, and other sources.

Besides that, students gain significant benefit in terms of knowledge, skills and attitude by oral corrective feedback. Misunderstandings in receiving material is something that is often done by students in the teaching and learning process. Giving oral corrective feedback may help to avoid a misunderstanding. On the other hand, oral corrective feedback is also developing their confidence and having good performance in everything they did in the classroom with great results. Therefore, Oral corrective feedback shaped their stance. As she expressed on her accounts below.

Excerpt 4:

“In my opinion, the role of feedback in the teaching and learning process is very important, because it is impossible for students not to make errors while learning, so our job is to justify it, and there are definitely many benefits. The most important thing is that students understand what is correct. Aside from that, this corrective feedback can help them improve their critical thinking, vocabulary, tenses knowledge, be creative, innovative, have leadership, perform well in anything, and become better.”(English translation version, 22-12-2022)

The preceding excerpt demonstrated that it is critical to use feedback in the teaching process because feedback allows teachers to see students' abilities in capturing material, as well as improve their critical thinking, master tenses better, be creative, innovative, and have increased self-confidence, resulting in excellent performance.

4.1.3.3 Division of Labor

During the classroom activity, the way of giving oral corrective feedback affects students' attitudes in receiving material and also determines student responses. Therefore this teacher provides feedback by making separate notes in classroom activity, giving clear explanations after they perform with the aim that they don't feel blamed so that in the future students will not feel ashamed or hesitate

in answering or performing and also there is no fear of being wrong in study. In addition, in providing feedback, the teacher ensures that it is based on the correct source so that students can receive feedback confidently and well. She expressed in her accounts below:

Excerpt 6:

“If I give feedback to students, I first keep the errors and make my own notes for myself; then, after the students have performed, I will tell them about their errors, because I believe that if they are immediately blamed, the students will be afraid to answer or perform because they are afraid of making errors. However, as long as we provide feedback based on the appropriate resources, they are willing to accept it, and it is uncommon to find someone who rebels.”(English translation version, 22-12-2022)

Make separate notes to record errors made by students when participating in activities such as performing in front of the class, because it eliminates the fear of making mistakes, which reduces their confidence in their own abilities. However, providing feedback must still be based on reliable sources in order for students to comprehend it well.

4.1.3.4 Practice

The way of delivering the feedback determines the student's response and attitude. Therefore, this teacher delivers the feedback depending on the ability of students in each class because each class has different abilities. Using bilingual but more often is using Indonesian language in delivering the feedback with hopes they get the understanding of the material well and the teacher can determine how far they understand it. She expressed in her accounts below:

Excerpt 8:

“When delivering corrective feedback orally, I adjust it to the students' abilities because each class has different capabilities, but

more often than not, I use Indonesian to help them understand where their mistakes are and to ensure how far they understand the lesson first. What I emphasize there is the use of Indonesian; if most people use English, I'm afraid they won't understand and will misinterpret the lesson.”(English translation version, 22-12-2022)

When providing feedback, because each student has different capabilities in each class the teacher makes adjustments. However, what teachers often do when delivering feedback is using Indonesian. In this case, the teacher is focused on how they better understand where the errors are and how well they understand the lesson.

Furthermore, the teacher has storytelling activity in her classroom which asks students to tell about their experiences. As seen by the teacher, students still have inappropriate tenses during their speaking performance. In this situation, the teacher gives more explanation about the use of appropriate tenses in detail including the example. It means that the teacher used oral corrective feedback in classroom activity. Related to this, the teacher also needs consideration in delivering the feedback to ensure that the feedback is properly conveyed such as not to offend students when they make an error, taking care when talking, and avoiding high tones if possible. That's the important point that was highlighted by the teacher to keep them from any bad feelings if they make the errors because that will influence their confidence in learning. The detail explanation is in excerpt 9:

Excerpt 9:

“Of course there are, for example, when I assign students to tell stories about their experiences or stories from the past, there are sometimes lots of errors in using tenses, so that in the future there will be no missing in using the tenses, if the past is being told, it means using past tenses, not present tense.”

“Then, when it comes to the considerations I make when providing feedback, the first thing I always pay attention to is how to convey feedback so as not to offend the student's feelings when they make errors; always be careful when speaking, and avoid high pitched tones

if possible. It's important for me to consider my student's feelings so that they don't feel offended or embarrassed if they make something missing, because learning entails making the errors, which is understandable". (English translation version, 22-12-2022)

The teacher can assess the extent of the students' ability to master grammar during the story telling activity so that the teacher understands what needs to be conveyed and explained back to the students. During this activity, the teacher notices that students frequently make grammatical errors. As a result, a re-discussion of grammar tenses is required. In this case, the teacher has to be careful not to offend the students' feelings when providing feedback.

Moreover, because of the importance of feedback in the learning-teaching process, it is very influential in the development of student abilities. Through exercises such as making invitations and application letters the teacher can see the progress of a student's abilities during learning including the ability of creativity, having a sense of language, and improvement in spoken language and written language. It is also make the students be more communicative as she expressed below:

Excerpt 10:

"Of course, this feedback is very important in the learning process because I can see the development of students' abilities. For example, when students are assigned to make invitations, they must have a sense of art, then a sense of language, and then they can improve. Students can also be creative in the paper they use, which fosters an interest in being more creative and innovative. Then, write an application letter introducing letters to friends, parents, and others, and proceed to formal and informal letters, such as permission letters. Students become more communicative as a result, even in written language."(English translation version, 22-12-2022)

Teachers frequently give oral corrective feedback in the classroom because it is critical for students' abilities, particularly for increasing students' abilities. In this case, the teacher assigns students to write letters and application letters, which can assess students' creativity, innovation, and ability to communicate effectively even when they use written language.

The last, the detail in making the application letter or invitation, the grammar is the focus including all the components. The inappropriate use of those will get the clear and detailed explanation by the teacher including the example in order for the student to understand well. Statement by the teacher she suggests to always having a way to make students active in the classroom. As this teacher did in class, to have an active student is such as giving the students a picture of a big cat, a small cat and a dead bird. From those pictures will appear a different perspective about the picture in each student about what happened to the bird or what the cat did before, so we will see the skill in each student as her explained below:

Excerpt 11:

“Of course, I always emphasize grammar because there is a subject, a predicate, and an object in a sentence, so it must be appropriate in the use of the verb or to be, as well as sentences that use the passive voice. Sometimes grade 12 students don't know how to use the apostrophe s; this is where the OCF comes in, explaining again including the examples. Countable and uncountable nouns, how to use many, much, have, and what they are used for, then practice again by making sentences, later here students will know how to use these words correctly, as well as question words 5W 1H, which must be explained. As a result, as English teachers, we must be creative in motivating students to participate. In fact, in this independent curriculum, English has been used since time immemorial, students are expected to be more active rather than teachers providing extensive explanations because they will become bored after a while. For example, if you

are given a picture of a big cat and a small cat, then one bird dies, and the children are instructed to tell a story based on the picture based on their imagination, each student's story will be very different. So, this is where we can see each student's abilities.”(English translation version, 22-12-2022)

With several of the activities mentioned above, the teacher believes that grammar, specifically adjustments between subject and predicate, use of apostrophes, to infinitives, countable and uncountable nouns, question words 5w+1H, and irregular verbs, needs to be refocused. Aside from that, the teacher stated that being a teacher is critical to develop activities that improve critical thinking patterns. In this case, the teacher demonstrates one of the activities by drawing an illustration of a big cat and a small cat, followed by a dead bird. The students are instructed to create a story based on the image using their imaginations. Each student's experience will be unique.

4.1.3.5 Strategy

The strategy is also needed in directing oral corrective feedback for students to remember what they have directed such as implementing OCF in grammar and speaking. The teacher focus in the form of formula of the grammar, however in speaking if there are the error the teacher just let them to speak and did not directly blame because the teacher focus on developing their confident. The detailed explanation is in excerpt 12.

Excerpt 12:

“Concerning structure or tenses, I focus on them in the form of formulas, but in a conversation, I never blame; the important thing is to speak first, but if something is wrong later, I make a separate note and then explain that this is using the present form.”(English translation version, 22-12-2022)

In this case, the teacher's strategy for improving grammar instruction is to

repeat it in a more formal manner so that it is easier for students to understand. In this case, if a student makes an error while speaking, the guru will not hesitate to point it out in order to make the student feel more self-conscious.

Furthermore, all considerations are also needed on this implementation. The result of the interview data showed that the teacher must be create a happy feeling in teaching in order to it increase students' spirit such as using game based learning as she expressed below:

Excerpt 13:

*"There are many considerations, but first and foremost, teaching English must foster a sense of joy, so that when that feeling of joy exists, by implementing learning through games like Quizizz, the children are happy, and it increases their enthusiasm for learning."***(English translation version, 22-12-2022)**

As a teacher's strategy for providing feedback, it is critical to instill a sense of enjoyment in students so that they are motivated to learn. This strategy is learned by playing the Quizizz game. Last, the teacher always uses oral corrective feedback to correct students' errors because she taught that students need it. This teacher expressed that she desires students to be the best therefore students could increase their ability. Her explanation is below.

Excerpt 14:

*"Of course, because I believe they require it; if every error they make is not justified, they will continue to make errors." Don't let that happen, so I need to give feedback for every mistake or lack of understanding they have when they receive the material, because feedback means doing the right thing when they make an error, which means we want the best for our students in order to improve their learning abilities. And students can immediately understand what is wrong and be told what is correct, ensuring that the error is not repeated."***(English translation version, 22-12-2022)**

Students frequently report not understanding the material or making mistakes in an exercise during the teaching and learning process. As a result, teachers believe that this strategy is critical for providing feedback, especially oral corrective feedback on classroom activities. Because teachers want the best for their students in terms of improving their abilities.

4.2 Discussion

The result of this study provides teacher with corrective feedback that is by the pattern of interaction, which is engaged with the students by creating interaction patterns. The teacher was highly motivated to conduct oral corrective feedback to improve students' ability.

The findings found feelings of happiness or chemistry that happened by students and teachers are really influencing the learning process, so that students are motivated to learn. It has a significant impact on their participant, practice and engagement with feedback (Hyland & Hyland, 2006; Liu & Hansen, 2002; Nelson & Carson 1998). The findings showed that the impacts related to students' English skills are great. For example, the vocabulary ability is better, the tenses assessed based on the activity given by the teacher are better understood, and the learning process is well run. The data also show the students' motives influenced and interacted with their stance and patterns of interaction to have significant benefits in skills, knowledge, and attitudes in which the teacher took from any activities. The skills include critical thinking, creativity, confidence, and good performance in each class activity. However, those are components also influenced by the pattern of interaction that is done by the teacher using any kinds of patterns such as giving

an explanation and discussion that they engaged with to improve the students to be more communicative. It appears that the division of labor encountered by students during this activity influenced and interacted with his stance and patterns of interaction in order to act on his noticing and awareness of performing.

The findings of this study add to the field's knowledge by relating oral corrective feedback, so a new component appears by this research including perception, practice and strategy. Firstly, the perception about oral corrective feedback by the teacher is delivering the corrected errors spoken containing a grammar error, a pronunciation error, and a corrected vocabulary with corrected form. As said by the teacher, oral corrective feedback is also called as a form of teacher concern to students who notice spoken language production and an increase in student's motivation to learn as argued by (Jin & Zhu, 2010), that as students' have a direct influence on their reaction to and engagement with the feedback activity. Therefore, giving attention to students' feelings is important to not feel offended and embarrassed when they are making an error.

Second, telling a story about one's experiences is one of the assignments that the teacher used in the classroom. Based on the interview data, there are some errors in language production in this case, particularly a grammatical error. The teacher then uses examples to demonstrate the correct tense when discussing something from the past. In relation to this, teachers use a structure to get detail in each point of material and make it easy for students to understand. Aside from that, in order to keep students interested, the teacher will occasionally create a quiz using the platform Quizizz. According to the teacher, one of the strategies for creating a

quiz is to use the platform Quizizz.

To conclude, this study contributes knowledge to research on oral corrective feedback from an activity theory perspective. Related to this, giving feedback, as well as their beliefs in speaking and learning shaped their participation in the activities. Hence, through the activity system including motives, stance, patterns of interaction, rules and division of labor influence the outcome in classroom activities.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The study concludes with the teacher providing oral corrective feedback in classroom activities. Teacher beliefs that corrective feedback focused on oral significance to implement for students' errors. Informed by activity theory, this study reveals that teacher and student are engaged by the classroom activity consisting of explanation, question and answer activity, question recall, and discussion.

Furthermore, Teachers must be aware of their students' motivations and encourage positive goal orientation in their students. Related to this, students can be encouraged to be not only feedback receivers but also feedback givers. Teachers also need to notice that students with similar English proficiencies and motives toward the learning of English may form different motives, stances, and factors toward the end of a feedback activity.

5.2 Suggestion

This study is highly recommended for a more in-depth discussion by observing the classroom activities directly supported with videos and pictures to explore a larger sample of students' motives for feedback activities and examine their influence on students speaking. The potential of activity theory can be explored further in various contexts, such as with younger learners in secondary classrooms, to determine how student motivations interact with other factors and influence the effectiveness of corrective feedback. This study also needs to be

improved on the instrument for collecting the data. Therefore, it will gain more information about oral corrective feedback (OCF) applied by teachers when teaching.

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APPENDICES

Appendix 1. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsb.uii.ac.id

Tanggal : 24 Oktober 2022
Nomor : 2244/Dek/70/DURT/X/2022
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :
Yth. Kepala Sekolah MAN 3 Sleman

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Widia Wardatul H
Nomor Induk Mahasiswa : 18322104
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Nizamuddin Sadiq S.Pd., M.Hum., Ph.D
Judul Skripsi :

“USING ACTIVITY THEORY TO EXPLORE A TEACHER’S ORAL CORRECTIVE FEEDBACK STRATEGIES IN TEACHING SPEAKING: A QUALITATIVE CASE STUDY IN AN INDONESIAN SECONDARY SCHOOL”

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb



Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

[Signature]
Dr. phil. Qurotul Uyun, S.Psi., M.Si., Psikolog

NIP: 963200102

Appendix 2. Draft of Interview Question

Appendix 2. 1 Draft of Interview Questions 1

INTERVIEW DATA TRANSCRIPTION

Time : 07:50 - 08:25
 Place : Ruang ava, MAN 3 Sleman
 Length of interview : 32 minutes 27 seconds
 Desc : A for interviewer, B for interview

Interview Questions

Construct	Parameter (Reynolds & Teng, 2020)	Definition	Question
Oral Corrective Feedback	Students' motives	In terms of the reasons for participating in the class that they are motivated based on the perception of teacher	Faktor apakah yang mempengaruhi murid-murid termotivasi dalam mengikuti kelas belajar bahasa inggris?
	Stance	Benefit from feedback activity	Hal apa yang mempengaruhi mereka untuk berpartisipasi dalam mengikuti activity di kelas dan kenapa tidak (contoh: takut salah)
	Patterns of Interaction	Dialogue among teacher and students about giving and receiving oral corrective feedback in order for them to stay contributing with the lesson in class	Bagaimana cara guru untuk membuat siswa tetap berkontribusi (active) dalam pembelajaran di kelas?
	Divisions of Labour	Students respond when they are receiving oral corrective feedback during feedback activity	Bagaimana respon murid ketika mereka menerima oral corrective feedback? (contoh: Merasa tertantang)

Appendix 2.2 Draft of Interview Questions 2

Interview Protocol

Introduction:

1. Sudah berapa lama Ibu mengajar bahasa Inggris?
2. Apakah Ibu melakukan oral corrective feedback saat mengajar? Apa pendapat Ibu tentang OCF ini? Perception

Main questions:

1. Bagaimana Ibu melakukan OCF secara umum? Mengapa? practice
2. Apakah ada OCF yang dilakukan secara khusus? Apa pertimbangan Ibu melakukan hal ini? practice
3. Adakah strategi OCF khusus yang Ibu lakukan? Apa itu? Mengapa strategi itu yang dilakukan? strategi
4. Apa pertimbangan Ibu ketika memilih strategi tertentu ketika melakukan OCF? strategi
5. Seberapa sering OCF ini Ibu lakukan saat mengajar Bahasa Inggris? practice
6. Apakah setiap kesalahan yang dilakukan siswa, Ibu melakukan OCF? Mengapa? practice
7. Bagaimana sikap siswa secara umum ketika Ibu melakukan OCF? DoL
8. Dengan OCF yang Ibu lakukan, bagaimana interaksi antara Ibu dan siswa selanjutnya? POI
9. Apakah dengan OCF tersebut siswa mampu memperbaiki skill bahasa Inggris mereka? Mohon dijelaskan skil apa saja dan bagaimana Ibu melihat adanya perkembangan itu? STANCE
10. Secara umum, apa manfaat OCF bagi siswa? STANCE
11. Apakah menurut Ibu OCF ini berdampak positif terhadap motivasi siswa untuk belajar Bahasa Inggris? Kalau iya mohon dijelaskan seperti apa? MOTIVE

Closing

Apakah masih ada hal yang Ibu ingin tambahkan terkait dengan strategi OCF yang Ibu lakukan saat mengajar Bahasa Inggris

Appendix 3. Interview Data Transcription and Coding

Interview Transcript	Parameter (fixed themes)	Open Coding (Leksis/frase)	Axial Coding (Kategorisasi)	Selective Coding (Themes)
<p>11. Apakah menurut Ibu OCF ini berdampak positif terhadap motivasi siswa untuk belajar Bahasa Inggris? Kalau iya mohon dijelaskan seperti apa? B: B: jelas, <u>dengan sering dikasih feedback</u> pastinya <u>siswa senang jika dikoreksi</u> saat melakukan kesalahan dan <u>jadi bahan evaluasi</u> buat mereka, sehingga <u>kedepannya kesalahan tersebut tidak dilakukan lagi</u>. Sehingga <u>banyak dampak positif yang timbul</u> untuk <u>kemampuan siswa</u> seperti, <u>kemampuan vocabulary nya jadi lebih baik</u>, jadi <u>lebih faham tenses</u>. Kalau <u>siswa siswanya paham</u>, proses <u>pembelajaran di kelas jadi enak</u>, <u>suasananya juga cair</u>, dan <u>saya senang</u> karena <u>siswa jadi aktif</u>.</p>	<p>Students' motives</p>	<p><u>Dengan sering dikasih feedback</u> pastinya <u>siswa senang jika dikoreksi</u> saat <u>melakukan kesalahan</u> dan <u>jadi bahan evaluasi</u> buat mereka, sehingga <u>kedepannya kesalahan tersebut tidak dilakukan lagi</u>. <u>Banyak dampak positif yang timbul</u> untuk <u>kemampuan siswa seperti</u>, <u>kemampuan vocabulary nya jadi lebih baik</u>, jadi <u>lebih faham tenses</u>. Kalau <u>siswa siswanya paham</u>,</p> <p>Kalau <u>siswa siswanya paham</u>, proses <u>pembelajaran di kelas jadi enak</u>, <u>suasananya juga cair</u>, <u>lancar</u>, dan <u>saya senang</u> karena <u>siswa jadi aktif</u></p>	<p>Output dari OCF:</p> <ol style="list-style-type: none"> 1. <u>siswa senang jika dikoreksi</u> saat <u>melakukan kesalahan</u> 2. OCF <u>jadi bahan evaluasi</u> untuk <u>siswa</u> 3. <u>Siswa tidak melakukan kesalahan lagi</u> <u>kedepannya</u> <p><u>Dampak positif dari OCF terhadap kemampuan siswa</u>:</p> <ol style="list-style-type: none"> 1. <u>kemampuan vocabulary siswa jadi lebih baik</u>. 2. <u>Siwa menjadi lebih faham tenses</u>. 3. <u>Kalau siswa siswanya paham</u>, proses <u>pembelajaran di kelas jadi enak</u>, <u>suasananya juga cair</u>, <u>lancar</u>, dan <u>saya senang</u> karena <u>siswa jadi aktif</u>. 	<p>Motivasi siswa tercermin dari output dan dampak OCF guru</p>

<p>9. Apakah dengan OCF tersebut siswa mampu memperbaiki skill bahasa Inggris mereka? Mohon dijelaskan skil apa saja dan bagaimana Ibu melihat adanya perkembangan itu?</p> <p>B: Jelas, <u>semua skill speaking writing reading</u>. Klo sekarang <u>significant sekali</u>, misal <u>verb bentuk 1 2 3</u>, klo <u>sekarang gak perlu di tuntut begini begini</u> udah gak perlu, mereka sudah <u>lebih paham karena selain belajar di sekolah mereka juga belajar dr luar sekolah secara otodidak seperti internet, film, musik dll.</u></p> <p>10. Secara umum, apa manfaat OCF bagi siswa?</p> <p>B: menurut saya <u>peran feedback ini sangat penting ya dalam proses belajar mengajar</u>, karena <u>tidak mungkin siswa tidak melakukan kesalahan dalam belajar, jadi tugas kita kan membenarkan</u>, jadi pastinya banyak manfaatnya. Yang paling utama adalah <u>siswa jadi tau mana yang benar</u>. Selain itu <u>corrective feedback ini bisa meningkatkan critical thinking mereka, lebih teliti, menambah vocab juga, menguasai pengetahuan</u></p>	<p>Stance</p>	<p>Significant benefits in skills for students in speaking, writing, reading. misal <u>verb bentuk 1 2 3</u>, tidak perlu menjelaskan verb dalam bentuk verb 1 2 3, siswa sudah <u>lebih paham karena selain belajar di sekolah mereka juga belajar dr luar sekolah secara otodidak seperti internet, film, musik dll.</u></p> <p><u>Peran feedback sangat penting dalam proses belajar mengajar karena tidak mungkin siswa tidak melakukan kesalahan dalam belajar, jadi tugas kita kan membenarkan.</u> Yang paling utama adalah <u>siswa jadi tau mana yang benar</u>. Selain itu <u>corrective feedback ini bisa meningkatkan critical thinking mereka, lebih teliti, menambah vocab juga, menguasai pengetahuan tentang tenses, creative, inovatif, punya kepedean, good perform dalam apapun jadi lebih baik.</u></p>	<p>Significant benefits in skills</p> <ol style="list-style-type: none"> Verb bentuk 123 ga perlu dituntut Lebih paham karena diluar sekolah juga belajar secara otodidak dari internet, film, musik dll. <p>Manfaat dari OCF:</p> <ol style="list-style-type: none"> Siswa tau mana yang benar (p) Meningkatkan critical thinking Lebih teliti Menambah vocab Menguasai pengetahuan tentang tenses Creative Inovatif Percaya diri Good perform dalam apapun dan hasilnya jadi lebih baik 	<p>OCF bermanfaat positif dalam hal keterampilan, pengetahuan, dan sikap bagi siswa.</p>
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tentang tenses, creative,
inovatif, punya
kepdean, good perform
dalam apapun jadi lebih
baik.

<p>8. Dengan OCF yang Ibu lakukan, bagaimana interaksi antara Ibu dan siswa selanjutnya?</p> <p>B: dengan <u>diterangkan saja</u> mereka <u>jadi lebih komunikatif, yg penting pinter pinter pancing</u> mereka <u>untuk aktif</u>, contohnya dengan <u>diberi pertanyaan</u>, ketika mereka <u>memberikan jawaban di tanyakan lagi ke siswa apakah ada jawaban lain?</u> Nah disitu nanti <u>siswa lain akan menjawab lagi</u>. sehingga <u>muncul jawaban yg berbeda beda</u> dari setiap siswa jadi akan <u>menimbulkan beberapa perspektif</u>, biasanya saya <u>diskusikan bareng bareng</u> dengan anak anak, kan udah keliatan bakal <u>menimbulkan komunikasi yg lebih sering kepada siswa dan membangun chemistry yang bagus dengan anak anak</u>.</p>	<p>Pattern of interaction</p>	<p>Dengan <u>diterangkan saja</u> mereka <u>jadi lebih komunikatif, yg penting pinter pinter pancing</u> mereka <u>untuk aktif</u>, contohnya dengan <u>diberi pertanyaan</u>, ketika mereka <u>memberikan jawaban di tanyakan lagi ke siswa apakah ada jawaban lain?</u> Nah disitu nanti <u>siswa lain akan menjawab lagi</u>. sehingga <u>muncul jawaban yg berbeda beda</u> dari setiap siswa jadi akan <u>menimbulkan beberapa perspektif</u>, biasanya saya <u>diskusikan bareng bareng</u> dengan anak anak, kan udah keliatan bakal <u>menimbulkan komunikasi yg lebih sering kepada siswa dan membangun chemistry yang bagus dengan anak anak</u>.</p>	<p>Pola interaksi: Menerangkan Memberi pancingan Memberi pertanyaan Bertanya kembali Mendiskusikan</p> <p>Beragam kegiatan yang bertujuan meningkatkan komunikasi dan chemistry dengan siswa</p>	<p>Pola interaksi OCF dengan siklus kegiatan</p>
<p>7. Bagaimana sikap siswa secara umum ketika Ibu melakukan OCF?</p> <p>B: kalo saya ngasih feedback ke anak anak itu saya keep dulu kesalahannya, saya jadiin catatan sendiri untuk saya, nanti setelah anak anak</p>	<p>Division Labour</p>	<p>Terkadang jika langsung disalahkan_ menurut saya <u>anak anak nantinya malah ragu</u> untuk <u>menjawab atau perform</u> karena <u>takut salah</u>. Tapi selagi kita <u>memberikan feedback berdasarkan resource yang benar</u>, mereka <u>ya mau menerima, jarang</u></p>	<p>Cara guru memberi OCF: Jika langsung disalahkan a. Ragu menjawab atau perform b. Takut salah</p> <p>Memberikan feedback berdasarkan resource yang benar a. Mau menerima b. Jarang berontak</p>	<p>Cara guru memberi OCF berpengaruh kepada sikap siswa</p>

<p>perform baru saya kasih tau kesalahannya, karena terkadang jika langsung disalahkan menurut saya <u>anak anak nantinya malah ragu untuk menjawab atau perform karena takut salah</u>. Tapi selagi kita <u>memberikan feedback berdasarkan resource yang benar</u>, mereka <u>ya mau menerima, jarang menemukan yang berontak</u>.</p>		<p><u>menemukan yang berontak</u>.</p>		
<p>Intro: 2) Apakah Ibu melakukan oral corrective feedback saat mengajar? Apa pendapat Ibu tentang OCF ini?</p> <p>B: Tentu, dengan <u>pemberian corrective feedback secara lisan</u> ini, tugas kita kan <u>memberi tau yang benar jadi anak anak udah tau mana yang benar dan mana yang salah</u> untuk next pembelajarannya. Jadi harapannya paling tidak siswa <u>dapat mengerjakan dengan baik saat exercise</u>. Ketika <u>melakukan conversation</u> dengan siswa saya bisa <u>menilai pronunciation siswa</u> dan juga bisa <u>menilai kemampuan vocabulary siswa</u>. Jadi bagi saya <u>pemberian corrective feedback</u> ini sangat</p>	<p>Perception</p>	<p>Dengan <u>pemberian corrective feedback secara lisan</u> ini, tugas kita kan <u>memberi tau yang benar jadi anak anak udah tau mana yang benar dan mana yang salah</u> untuk next pembelajarannya. Jadi harapannya paling tidak siswa <u>dapat mengerjakan dengan baik saat exercise</u>.</p> <p>Ketika <u>melakukan conversation</u> dengan siswa saya bisa <u>menilai pronunciation siswa</u> dan juga bisa <u>menilai kemampuan vocabulary siswa</u>.</p> <p>Bagi saya <u>pemberian corrective feedback</u> ini sangat penting untuk anak anak dalam pembelajaran karena dengan <u>diberikan feedback</u> itu anak anak</p>	<p>Pemberian feedback secara lisan</p> <ol style="list-style-type: none"> Memberi tau yang benar Next siswa tau mana yang salah dan mana yang benar Dapat mengerjakan exercise dengan baik. <p>Melakukan conversation</p> <ol style="list-style-type: none"> Menilai pronunciation siswa Menilai kemampuan vocabulary siswa <p>Diberikan feedback</p> <ol style="list-style-type: none"> Anak anak merasa diperhatikan oleh guru Termotivasi untuk giat belajar atau exercise 	<p>Persepsi guru tentang Oral Corrective Feedback yang diyakini dapat meningkatkan kemampuan siswa</p>

penting untuk anak-anak dalam pembelajaran karena dengan diberikan feedback itu anak-anak juga merasa bahwa mereka diperhatikan oleh guru sehingga mereka termotivasi untuk giat dalam belajar atau exercise, otomatis itu bisa meningkatkan kemampuan belajar anak-anak juga.

juga merasa bahwa mereka diperhatikan oleh guru sehingga mereka termotivasi untuk giat dalam belajar atau exercise, otomatis itu bisa meningkatkan kemampuan belajar anak-anak juga.

c. Meningkatkan kemampuan belajar

<p>1. Bagaimana Ibu melakukan OCF secara umum? Mengapa?</p> <p>B: Ketika <u>menyampaikan corrective feedback secara lisan</u> itu saya <u>menyesuaikan dengan kemampuan siswa</u> karena di <u>setiap kelas capability nya beda beda</u>, namun lebih seringnya saya <u>menggunakan bahasa indonesia dalam menyampaikan feedbacknya</u> dengan tujuan agar mereka <u>lebih paham dimana letak kesalahannya</u> dan <u>memastikan seberapa jauh mereka memahami pembelajaran</u> dulu. Yang saya fokuskan disitu makanya menggunakan bahasa indonesia, kalo kebanyakan <u>menggunakan bahasa inggris</u> malah yang saya takutkan <u>mereka gak paham jadi malah salah paham sama pembelajarannya</u>.</p> <p>2. Apakah ada OCF yang dilakukan secara khusus? Apa pertimbangan Ibu melakukan hal ini?</p> <p>B: tentu saja ada, misalnya ketika saya <u>menugaskan siswa untuk menceritakan</u></p>	<p>Practice</p>	<p>Ketika <u>menyampaikan corrective feedback secara lisan</u> itu saya <u>menyesuaikan dengan kemampuan siswa</u> karena di <u>setiap kelas capability nya beda beda</u></p> <p>Seringnya saya <u>menggunakan bahasa indonesia dalam menyampaikan feedbacknya</u> dengan tujuan agar mereka <u>lebih paham dimana letak kesalahannya</u> dan <u>memastikan seberapa jauh mereka memahami pembelajaran</u> dulu.</p> <p>Kalau kebanyakan <u>menggunakan bahasa inggris</u> malah yang saya takutkan <u>mereka gak paham jadi malah salah paham sama materinya</u></p> <p><u>menugaskan siswa untuk menceritakan</u> pengalaman mereka ataupun story di masa lampau terkadang <u>masih banyak kesalahan dalam penggunaan tenses nya</u>, Disitulah saya melakukan OCF dengan <u>menjelaskan kembali penggunaan tenses yang tepat</u> dalam <u>menceritakan pengalaman yang lampau ataupun suatu kegiatan yang lampau dan masih berlangsung</u>, sehingga untuk <u>kedepannya tidak keliru lagi</u> dalam</p>	<p>Menyampaikan corrective feedback secara lisan</p> <p>a. Menyesuaikan kemampuan siswa</p> <p>b. Capability di setiap kelas berbeda</p> <p>Menggunakan bahasa indonesia</p> <p>a. Lebih paham dimana letak kesalahannya</p> <p>b. Memastikan seberapa jauh mereka memahami pembelajaran</p> <p>Menggunakan bahasa inggris</p> <p>a. Gak paham</p> <p>b. Salah paham sama materi</p> <p>Penugasan dalam bentuk speaking yaitu menceritakan pengalaman</p> <p>Kesalahan dalam penggunaan tenses</p> <p>Menjelaskan kembali penggunaan tenses yang tepat</p>	<p>Penyesuaian dalam menyampaikan oral corrective feedback</p> <p>Menggunakan bahasa indonesia adalah bahasa yang tepat dalam menyampaikan oral corrective feedback meskipun dalam mengajar bahasa inggris, guna menghindari kesalahpahaman terhadap materi. Penerapan oral corrective feedback oleh siswa</p> <p>Strategi recast oral corrective feedback yang diterapkan oleh guru</p>
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<p><u>pengalaman</u> mereka ataupun story di masa lampau terkadang <u>masih banyak kesalahan dalam penggunaan tenses nya</u>, disitulah saya melakukan OCF dengan <u>menjelaskan kembali penggunaan tenses yang tepat dalam menceritakan pengalaman yang lampau ataupun suatu kegiatan yang lampau dan masih berlangsung</u>, sehingga untuk <u>kedepannya tidak keliru lagi</u> dalam menggunakan tensesnya, jika <u>masa lalu yang diceritakan ya baarti menggunakan past tenses bukan present tenses</u>, seperti itu.</p> <p>Kemudian untuk <u>pertimbangan yang saya lakukan ketika menyampaikan feedback</u> itu hal pertama yang saya selalu perhatikan itu adalah bagaimana dalam <u>menyampaikan feedback itu tidak menyinggung perasaan anak anak</u> ketika mereka salah, <u>selalu berhati hati ketika berbicara</u>, kalau bisa <u>hindari nada tinggi</u>. Penting buat saya untuk <u>menjaga perasaan anak</u></p>		<p>menggunakan tensesnya, jika <u>masa lalu yang diceritakan ya baarti menggunakan past tenses bukan present tenses</u>, seperti itu.</p> <p><u>Pertimbangan yang saya lakukan ketika menyampaikan feedback</u> itu hal pertama yang saya selalu perhatikan itu adalah bagaimana dalam <u>menyampaikan feedback itu tidak menyinggung perasaan anak anak</u> ketika mereka salah, <u>selalu berhati hati ketika berbicara</u>, kalau bisa <u>hindari nada tinggi</u>. Penting buat saya untuk <u>menjaga perasaan anak sehingga mereka tidak merasa tersinggung dan malu jika anak anak salah</u></p> <p>Sering sekali pastinya, karena memang <u>feedback ini sangat berperan penting sekali dalam proses pembelajaran</u> karena saya <u>bisa melihat perkembangan kemampuan siswa</u></p> <p><i>ketika siswa ditugaskan untuk <u>membuat invitation</u>, bagaimana mereka membuat surat tersebut <u>secantik mungkin dan harus ada</u></i></p>	<p>Pertimbangan menyampaikan feedback</p> <ol style="list-style-type: none"> Tidak menyinggung perasaan anak anak Berhati hati ketika berbicara Hindari nada tinggi <p>Menjaga perasaan anak anak</p> <ol style="list-style-type: none"> Tidak merasa tersinggung Tidak malu jika salah <p>Feedback sangat berperan penting</p> <ol style="list-style-type: none"> Bisa melihat perkembangan kemampuan siswa <p>Contohnya, <u>membuat invitation</u>:</p> <ol style="list-style-type: none"> <u>secantik mungkin</u> <u>ada sense of art</u> <u>punya rasa bahasa</u> <u>bisa improve</u> <p>bisa <u>berkreasi juga dalam penggunaan kertas</u></p> <p><u>menumbuhkan minat untuk lebih kreatif dan inovatif</u>.</p> <p><u>membuat application</u></p>	<p>Penyampaian oral corrective perlu memperhatikan perasaan siswa</p> <p>Oral corrective feedback berpengaruh penting dalam perkembangan kemampuan siswa</p> <p>Yang dapat dilihat dan dinilai dalam sebuah praktek atau aktivitas, salah satunya dalam membuat surat invitation.</p> <p>Selain menilai pemahaman dalam materi, guru juga menilai seni kreatififan</p>
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<p>sehingga mereka <u>tidak merasa tersinggung</u> dan <u>malu jika anak anak salah</u>, karena namanya belajar pasti ada salahnya dan maklum hal itu terjadi. Begitu</p> <p>5. Seberapa sering OCF ini Ibu lakukan saat mengajar Bahasa Inggris?</p> <p>B: Sering sekali pastinya, karena memang <u>feedback ini sangat berperan penting</u> sekali dalam proses pembelajaran karena saya <u>bisa melihat perkembangan kemampuan siswa</u>. Contohnya seperti ketika siswa ditugaskan untuk <u>membuat invitation</u>, bagaimana mereka membuat surat tersebut <u>secantik mungkin</u> dan harus ada <u>sense of art nya</u>, kemudian <u>punya rasa bahasa</u>, kemudian <u>bisa improve</u>, anak anak</p>		<p><u>sense of art nya</u>, kemudian <u>punya rasa bahasa</u>, kemudian <u>bisa improve</u>, anak anak <u>bisa berkreasi juga dalam penggunaan kertas</u> yg mereka gunakan itu <u>menumbuhkan minat untuk lebih kreatif dan inovatif</u>.</p> <p>Kemudian membuat <u>application letter</u>, seperti itu nnti terus diarahkan ke letter yang formal dan informal, seperti surat izin. Dari situ anak anak juga lebih <u>komunikatif</u>, walaupun bahasa tulis.</p> <p><u>Grammar nya selalu saya tekankan</u> karena dalam sebuah kalimat kan ada <u>subject predikat object</u> jadi <u>harus sesuai dalam penggunaan verb atau to be nya</u>, begitu juga dengan <u>kalimat yang menggunakan passive voice</u>.</p> <p>Anak kelas 12 belum tau <u>penggunaan apostrof s, to be</u>, disinilah <u>peran OCF nya</u> dengan <u>menerangkan kembali</u> disertai dengan <u>dikasi contoh</u> contohnya. <u>Countable noun and uncountable noun</u> bagaimana <u>penggunaan many much have has</u> digunakan untuk apa, kemudian <u>berlatih lagi dengan membuat kalimat</u>, nanti disinikan siswa tahu</p>	<p><u>letter</u></p> <p>lebih <u>komunikatif</u>, walaupun bahasa tulis</p> <p>Grammar selalu ditekankan</p> <p>a. Subject, object dan predikat harus sesuai dalam menggunakan verb atau to be nya</p> <p>b. Passive voice</p> <p>Anak kelas 12 belum tau <u>penggunaan apostrophe s, to be</u></p> <p>Diterangkan kembali + dikasih contoh</p> <p>a. Countable noun dan uncountable noun</p> <p>b. Many much</p> <p>c. Have has</p> <p>d. Question word 5W+1H</p> <p>e. Penyebutan ber 1 2 3, contohnya drink drunk drunk</p> <p>Berlatih lagi dengan membuat kalimat</p>	<p>siswa dalam membuat surat invitation tersebut. Baik berupa tulisan maupun fisik.</p> <p>Tidak hanya speaking, grammar juga penting bagi guru untuk diperhatikan</p> <p>Memaksimalkan pemahaman siswa dengan menyertai contoh</p> <p>Selain itu, dengan latihan</p>
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bisa berkreasi juga dalam penggunaan kertas yg mereka gunakan itu menumbuhkan minat untuk lebih kreatif dan inovatif.
 Kemudian membuat application letter seperti itu nnti terus diarahkan ke letter yang formal dan informal, seperti surat izin. Dari situ anak anak juga lebih komunikatif, walaupun bahasa tulis.

A: dalam pembuatan suratnya apakah kata kata nya diperhatikan? Seperti grammar dll?

B: Iya tentu, grammar nya selalu saya tekankan karena dalam sebuah kalimat kan ada subject predikat object jadi harus sesuai dalam penggunaan verb atau to be nya, begitu juga dengan kalimat yang menggunakan passive voice. Terkadang juga anak kelas 12 belum tau penggunaan apostrof s, to be, disinilah peran OCF nya dengan menerangkan kembali disertai dengan dikasi contoh contohnya.
Countable noun and uncountable noun bagaimana penggunaan many much have has

bahwa penggunaan kata tersebut yang benar bagaimana, begitu juga dengan question word 5W 1H, itu harus diterangkan. seperti hal yang sepele dalam penyebutan verb 1 verb 2 yg sama drink drunk drunk.

Misalnya diberi sebuah gambar kucing besar dan kucing kecil kemudian ada seekor burung yang mati satu, itu anak anak disuruh cerita aja berdasarkan gambar tersebut berdasarkan imajinasi mereka, itu akan beda beda banget disetiap siwa. Nah disinilah kita bisa melihat kemampuan masing masing siswa.

Diberi sebuah gambar
 a. Disuruh cerita berdasarkan imajinasi mereka
 b. Beda beda setiap siswa
 c. Bisa melihat kemampuan masing masing siswa.

juga dapat menumbuhkan critical thinking siswa

digunakan untuk apa, kemudian berlatih lagi dengan membuat kalimat, nanti disinikan siswa tahu bahwa penggunaan kata tersebut yang benar bagaimana, begitu juga dengan question word 5W 1H, itu harus diterangkan. seperti hal yang sepele dalam penyebutan verb 1 verb 2 yg sama drink drunk drunk.

Jadi guru bahasa inggris itu kita harus pinter mancin memancing siswa untuk aktif, sebenarnya dalam kurikulum merdeka ini dalam bahasa inggris sudah dipakai dari dulu kala, siswa dituntut untuk lebih aktif daripada guru banyak memberi penjelasan karna akan bosan lama lama. Misalnya diberi sebuah gambar kucing besar dan kucing kecil kemudian ada seekor burung yang mati satu, itu anak anak disuruh cerita aja berdasarkan gambar tersebut berdasarkan imajinasi mereka, itu akan beda beda banget disetiap siwa. Nah disinilah kita bisa melihat kemampuan masing masing siswa.

<p>3. Adakah strategi OCF khusus yang Ibu lakukan? Apa itu? Mengapa strategi itu yang dilakukan?</p> <p>B: Mengenai <u>structure</u> ataupun <u>tenses</u> saya fokuskan mereka <u>dalam bentuk rumus</u>, namun jika dalam <u>conversation</u> saya <u>tidak pernah menyalahkan</u>, yang penting <u>berani untuk berbicara</u> dulu, namun jika ada yang <u>salah</u> nanti saya <u>bikin catatan tersendiri</u> kemudian <u>give explain</u> bahwasanya ini menggunakan bentuk present, seperti itu.</p> <p>4. Apa pertimbangan Ibu ketika memilih strategi tertentu ketika melakukan OCF?</p> <p>B: Banyak <u>pertimbangan</u>, yang namanya <u>mengajar bahasa inggris</u> itu pertama memang harus menumbuhkan rasa senang dulu sehingga ketika rasa senang itu ada dengan <u>menerapkan pembelajaran melalui game seperti quizizz</u> itu anak-anak senang, itu <u>menambah semangat belajar</u> mereka.</p> <p>6. Apakah setiap kesalahan yang dilakukan siswa, Ibu</p>	<p>Strategi</p>	<p><u>Structure</u> ataupun <u>tenses</u> saya fokuskan mereka <u>dalam bentuk rumus</u>, namun jika dalam <u>conversation</u> saya <u>tidak pernah menyalahkan</u>, yang penting <u>berani untuk berbicara</u> dulu, namun jika ada yang <u>salah</u> nanti saya <u>bikin catatan tersendiri</u> kemudian <u>give explain</u> bahwasanya ini menggunakan bentuk present, seperti itu.</p> <p><u>mengajar bahasa inggris</u> menumbuhkan rasa senang</p> <p><u>rasa senang pembelajaran</u> melalui <u>game</u> seperti <u>quizizz</u></p> <p><u>pembelajaran melalui game</u> <u>menambah semangat belajar</u></p> <p><u>Saya rasa mereka butuh itu</u>, setiap <u>error</u> yang mereka lakukan <u>tidak dibenarkan</u> akan <u>keliru terus</u>. Jangan sampai itu terjadi sehingga <u>saya perlu memberikan</u></p>	<p>Structure ataupun tenses</p> <p>a. Dalam bentuk rumus Conversation</p> <p>a. Tidak pernah menyalahkan</p> <p>b. Berani untuk berbicara</p> <p>Jika ada yang salah</p> <p>a. Bikin catatan tersendiri</p> <p>b. Give explain</p> <p>Learning English should be fun</p> <p>Menggunakan game seperti quiz untuk membuat pelajaran bhs inggris menyenangkan</p> <p>Siswa butuh feedback</p> <p>a. Jika tidak dibenarkan kedepannya akan keliru.</p> <p>b. Memberikan yang benar ketika mereka melakukan kesalahan</p>	<p>Menerapkan oral corrective feedback dalam bentuk lisan seperti melakukan conversation</p> <p>Menciptakan suasana senang dalam mengajar</p> <p>OCF dibutuhkan dalam proses pembelajaran</p>
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melakukan OCF?
Mengapa?

B: iya jelas, karena saya rasa mereka butuh itu, kalo setiap error yang mereka lakukan tidak dibenarkan ya akan keliru terus. Jangan sampai itu terjadi sehingga saya perlu memberikan feedback disetiap kesalahan ataupun ketidak fahaman mereka dalam menerima materi, karena namanya feedback kan memberikan yang benar ketika mereka melakukan kesalahan, itu artinya kita menginginkan yang terbaik untuk anak anak sehingga bisa meningkatkan kemampuan belajar anak anak. Dan siswa bisa langsung ngerti apa yang salah dan langsung dikasih tau aja yang bener bagaimana, biar tidak dilakukan lagi kesalahannya.

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- c. Menginginkan yang terbaik
- d. Bisa meningkatkan kemampuan belajar anak anak
- e. Bisa ngerti apa yang salah
- f. Langsung dikasih tau aja yang bener bagaimana