

**A PRE-SERVICE TEACHER'S ORAL CORRECTIVE FEEDBACK  
STRATEGIES IN AN EFL VOCATIONAL SCHOOL: AN  
OBSERVATIONAL STUDY**

**Presented to the Department of English Language Education**

**as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan***

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**APPROVAL SHEET**

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OBSERVATIONAL STUDY**

By

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## RATIFICATION SHEET

### A PRE-SERVICE TEACHER'S ORAL CORRECTIVE FEEDBACK STRATEGIES IN AN EFL VOCATIONAL SCHOOL: AN OBSERVATIONAL STUDY

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## STATEMENT OF WORK'S ORIGINALITY

This thesis is originally completed by myself. I declare wholeheartedly that this thesis does not contain any other people's work or references without quotation.

Yogyakarta, 21<sup>th</sup> of July 2020

The Author,



**Al-hidayatul Qorni Untung Pratama**

16322081

## MOTTO

*“Yakin Usaha Sampai”*

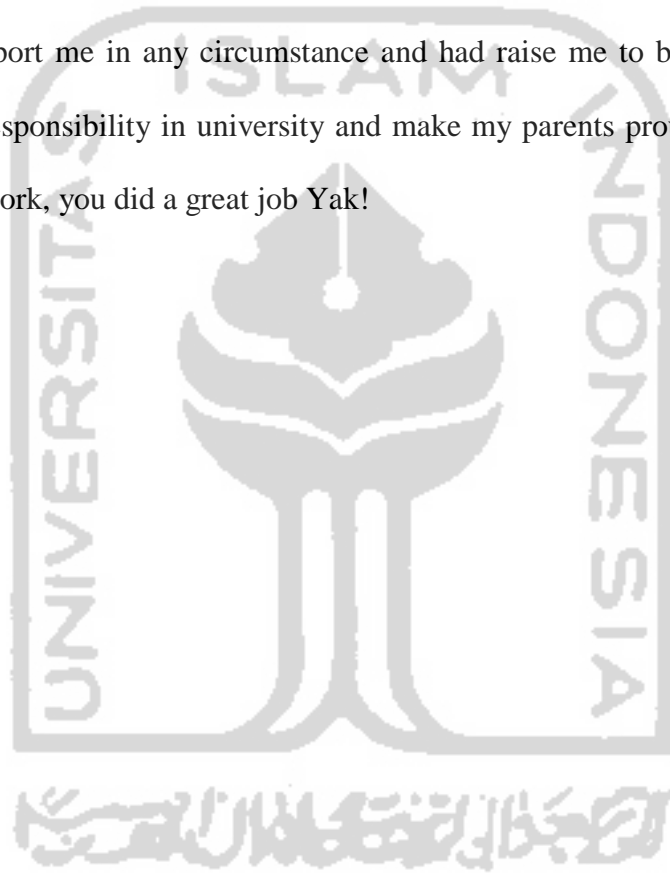
“If you can’t do what you loved, please love everything you do right now and otherwise”

“Be brave like a lion, although alone in a crowd of thousands of sheep but still not afraid”



## DEDICATION

*Alhamdulillahirobbil 'alamin*, I finally finished this extraordinary thesis because I did this in the pandemic era where so many obstacles are facing by the time. I dedicate this thesis to Allah Swt who giving me its blessing and mercy. I also present this thesis to my parents Waisul Qorni, Alm. Awirniati and all of my family who always support me in any circumstance and had raise me to be a great man. I finally did my responsibility in university and make my parents proud of it. I am so grateful of this work, you did a great job Yak!



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This research has some lack and far from the perfection. Thus, the researcher will appreciate if there are any comments, suggestions and critics to complete this research then being helpful in its field.

Yogyakarta, 21<sup>th</sup> of July 2020

The Researcher,

**Al-hidayatul Qorni Untung Pratama**

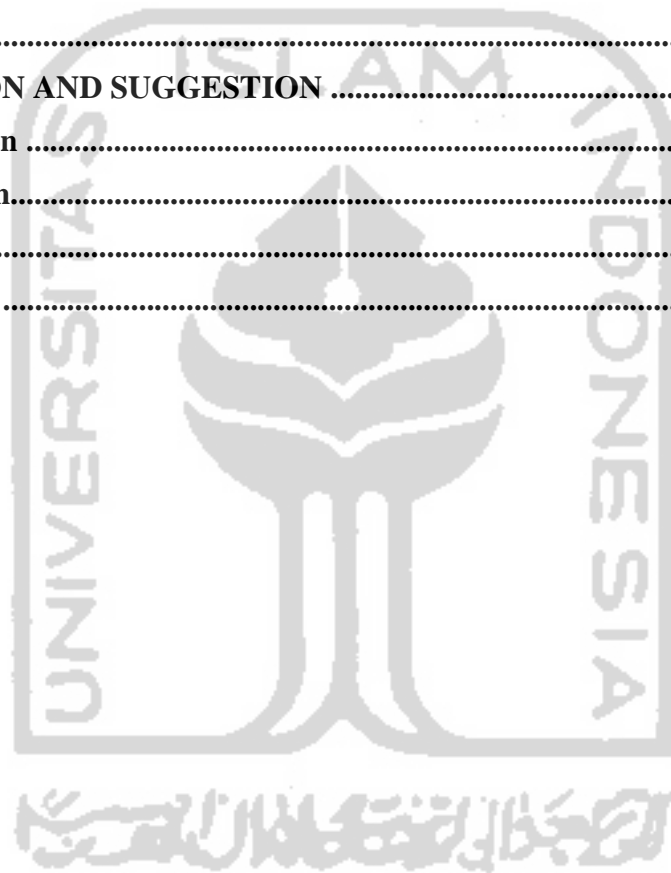
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## **A Pre-Service Teacher's Oral Corrective Feedback Strategies in an EFL Vocational School: An Observational Study**

### **Abstract**

Currently oral corrective feedback (OCF) has a big role in teaching EFL speaking skills. Oral corrective feedback (OCF) is the feedback which is given by the teacher as a correction on their error production in speaking. Sometimes students do not notice their mistake and teacher has to take action on this by giving oral corrective feedback (OCF). This study aims to describe oral corrective feedback (OCF) of a pre-service teacher in an EFL vocational high school. This research was designed as an observational study. The participant was a pre-service English teacher in a vocational high school in Yogyakarta. The result of this study shows that the participant used recasts, clarification request, explicit correction and elicitation as oral corrective feedback (OCF) strategies by Lyster and Ranta (1997) theory. As a conclusion, the participant mostly use recast (4 out of 7 total of correction) as the oral corrective feedback (OCF) strategy. The results of this study also have been confirmed by the participant through member checking after the analyses were completed that recast is considering to use depends on student's English proficiency. It can be seen that students have low-intermediate English proficiency with limited vocabulary knowledge based on their responses and work on assignment in the classroom.

*Keywords: Oral Corrective Feedback, EFL Pre-service teacher, Observational study*

## CHAPTER I

### INTRODUCTION

This chapter presents about the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, research question, the objectives of the study and the significance of the study.

#### 1.1 Background of the study

Learning how to give feedback is important for a language teacher because some students may produce errors in their learning process. A language teacher should understand how to deliver the feedback without offending the students. Ellis (2009) argues that corrective feedback (CF) is important because provides massive support and has purpose to encourage the students on language development. Corrective feedback (CF) is divided into oral and written feedback which are for speaking production and writing production. When teachers give feedback or also known well as corrective feedback (CF) they should give noticeable feedback which is followed by reason for students' error production either implicitly or explicitly through oral or written way. Therefore, teachers are expected to understand well about giving appropriate feedback to students' error production.

Teacher needs to consider about when possibly to use the corrective feedback (CF) strategies. It rather provides as a guidance for students to learn more about the target language when they produce the error than as a barrier of their learning process itself. Macintyre and Bums' (2007), as cited in Rashidi, Basiro & Motlag (2016), found that corrective feedback (CF) both could possible to increases and decreases the

students' willingness to communicate using language target based on how it was delivered by the teacher. It is an issue when teachers do feedback to students' error, but make them unmotivated to communicate using the target language because the teachers' way of giving feedback was improper. This happens since each student has different English proficiency level and confidence to communicate in the classroom. There are students feel more supported because they consider the correction as a guidance, but some of them may think it is as shameful action. This leads teacher to be a crucial part of framing students understanding about the provided feedback of their error production.

Oral corrective feedback (OCF) in speaking activity usually has a problem when each student has different error production. it is because each of the error production has to treat differently regarding of its minor or major mistake. Some of error that occurs in the classroom might not corrected if it indicates as a minor mistake. According to Otschi (2005) he classify the five major of error categories that happen in the English learning process in the classroom such as verb errors, noun ending errors, article errors, wrong word, and sentence. Firwana (2010) found that teacher should to selective on the error production that occur in the classroom because it will be wasting time if correct the whole class whereas the learning process is not finished yet. The teacher needs to consider a right time of correcting students' error production without taking much time of the learning objective. Then, the appropriate oral corrective feedback (OCF) strategy also used regarding of its context.

In general, there are six types of oral corrective feedback (OCF) that teacher should understand (Lyster & Ranta, 1997). First, an explicit correction refers to direct

correction by providing the correct form and state students mistake (e.g., “Oh, you mean,” “You should say”). Second, recast refers to reformulation all of students’ utterance into the correct form without giving more explanation. Third, clarification request refers to students’ utterance has been misunderstood by the teacher and repetition or reformulation is required (e.g., “Pardon me” “What do you mean by,”). Fourth, metalinguistic feedback refers to commenting or questioning based on students’ utterance without directly provides the correct form (e.g., “Can you find your error?” “Do you really mean go to school yesterday?”). Fifth, elicitation refers to commenting students’ utterance and elicit the correct form (e.g., “No, not that. It’s a . . .” “How do we say if...”). The last, repetition refers to teacher repeat students’ error by some of adjusting intonation (e.g., “He **take**?” “I **go** to school yesterday?”).

According to Septi (2016) teacher tends to used recast and repetition as feedback strategies towards student’ error directly because less intimidate for them in the classroom when produce a mistake. In correlation with Anggoro (2013) students are more brave to speak up because the teacher will help them if there is a mistake, but the problem is the students tends to less on thinking and more passive by waiting feedback from teachers. This event shows that teacher should to give noticeable feedback and recheck student’s understanding of their mistakes.

Currently, research about oral corrective feedback (OCF) has conducted and there is a debate between effective way to give oral corrective feedback (OCF) on students who have errors in speaking. Rassaei (2013) found that explicit correction is more effective than recast because some of students may not be sure whether the recast

is just echoing their utterance for message confirmation or is intended to correct them. On the other hand, Sheen (2010) found that metalinguistic corrective feedback (CF) in both the oral and written way produced higher levels of learner awareness than others corrective feedback (CF). In Indonesia context, there is research by Fitriana, Suhatmady and Setiawan (2016) which conducted in EFL vocational school found that students preferred to corrected by elicitation and metalinguistic feedback because draw student's knowledge and more challenging for them. Then also Ninkrum (2019) found that Recast is being the most dominant oral corrective feedback (OCF) used by the teachers and they admit it because recast does not provide a complex explanation in the middle of students' performance in order to keep motivating students communicate in the classroom. It has opened a wide vision about explicit and implicit oral corrective feedback (OCF) strategies toward students' error production. The explanation shows that each of explicit and implicit way of oral corrective feedback (OCF) has advantage of learner awareness of their error in speaking activity.

Thus, this research aims to identify oral corrective feedback (CF) strategies used by Pre-service teacher in EFL Vocational school on speaking activities based on theory and its funded research. In addition, in Indonesia there is still a lack of research on this field, especially conducted in EFL vocational school and there are some controversial about appropriate oral corrective feedback (OCF) depends on its context.

## **1.2 Problem limitation**

The researcher limits the study by focusing on vocational students in speaking activities to examine pre-service teacher's oral corrective feedback (OCF) strategies



towards students' error production. The data will gain by observation of video record in speaking activities.

### **1.3 Formulation of the problem**

1. What strategies does the pre-service teacher use to give oral corrective feedback (OCF) in speaking activities?

### **1.4 Objective of the study**

Based on the research problem, this paper aims to:

1. Identify the strategies used by pre-service teacher to give oral corrective feedback (OCF) in speaking activities.

### **1.5 Significance of the study**

The researcher hopes this paper will give benefit towards future English research, especially for oral corrective feedback (OCF) strategies in EFL Vocational School. There are two kinds of benefits provided by the researcher as follows:

1. Empirical benefit

This research will benefit for further research in English as Foreign Language (EFL) context. Then, it will give the description about Pre-service teacher's oral corrective feedback (OCF) strategies towards speaking error production in EFL vocational school on speaking activities.

2. Practical benefit

- a) This research will give information about oral corrective feedback (OCF) used by pre-service teacher in speaking activities.

- b) This research will give description about how do the pre-service teacher give oral corrective feedback (OCF) strategies in speaking activities.



## CHAPTER II

### LITERATURE REVIEW

In this chapter, the researcher elaborates literature reviews that used in this study. It covers about the importance of corrective feedback (CF) for language learners and its usage in EFL context.

#### 2.1 The Importance of Corrective Feedback for Language Learners

Language learning usually faces an obstacle by students such as lack of knowledge about the correct language form. They tend to produce error in the language learning process. In this case, corrective feedback (CF) appears as a guidance of students to reformulating their error production. Sheen and Ellis (2011) found that corrective feedback (CF) is a key feature to assist students achieve self-regulation through the correction and ultimately learn how to use the form without assistance anymore. Thus, teachers should understand about using corrective feedback (CF) in order to help students achieve their target language.

Corrective feedback (CF) is also being a social interaction form between teacher and students that assist them in language learning when incapable of performing independently (Ellis, 2009). It shows that corrective feedback (CF) is important because offer a support system to students in their language learning stage and not only as correction but also as an interaction. Then, Havranek (2002) conducted another research and found that most students who had made an error and had corrected show high score in subsequent language test with the same structure. Students showed more understand about their mistake or error after receiving corrective feedback (CF)

by the teacher. Thus, corrective feedback (CF) should to give into students' performance as a motivation of their language learning process.

Other research conducted by Kainvanpanah's (2015), as cited in Sepehrinia & Mehdizadeh (2018), found that teachers assume students will not like if being corrected, in fact they expected more corrected from their teacher. This is because students argued that corrective feedback (CF) is important to assist them understand whether the error has been produced or not. In similar with Lee (2013) finds that most of the students prefer to receive directly correction in the middle of students and teacher interaction. It showed that students have positive respond on corrective feedback (CF) and even expect more corrected explicitly by the teacher in order to help them learn from their error production. Thus, teachers should more consider of giving students' corrective feedback (CF) but also provide it regarding its context.

## **2.2 Corrective Feedback in EFL Contexts**

Teaching and learning process in English as Foreign Language (EFL) countries have challenges and may occurring an error during the process of learning itself including in Indonesia. Then, the teacher is needed to aware of the students' error and should to give feedback as the way to teach them. The way of giving feedback is divided into oral and written corrective feedback (Ayu & Umi, 2017). This two types of corrective feedback (CF) are helpful to guide the teachers to give correction into students' error production. Therefore, this corrective feedback (CF) also should have understood by teachers comprehensively to help them using proper feedback strategies in their classroom.

Both oral and written corrective feedback research has been conducted in EFL school. In fact, a good relationship between teacher and students able to contribute to the EFL students' writing improvement (Sermsook, Liamnimitr & Pochakorn 2017). It means that corrective feedback (CF) is not only about giving correction, but also build an interaction.

Another fact about corrective feedback (CF) was found on Li and Hi (2017) research that gender difference also influence on their preference for choosing metalinguistic as the written corrective feedback (WCF) by their Chinese EFL teacher. The student's gender difference might have different choice depends on its relationship with the teacher or the difference English proficiency level.

Forty-three out of sixty-two EFL Iranian teachers prefer to use implicit types of corrective feedback rather than the explicit one (Motlagh, 2015). On the other hand, Roothoof and Breeze (2016) found that students much like metalinguistic feedback as the type of corrective feedback which is an explicit way. Students have positive responses towards teacher's explicitly corrective feedback (CF) strategy for their error production. Similarly, Tavakoli and Zarrinabadi (2018) mention that explicit way of corrective feedback (CF) increases student's willingness and their self-confidence to communicate using the target language. It showed that teacher and students have different belief about the effective corrective feedback (CF) strategy.

As the research has conducted in EFL school, we can assume that both oral or written, explicit or implicit are all better than not provide corrective feedback (CF) at all. In similarly with Almasi and Tabrizi (2016), direct corrective feedback group (DF)

has significant on writing accuracy test rather than indirect corrective feedback (IF) or no feedback (NF) group in EFL school. Thus, corrective feedback (CF) is important and needs to provide by the teacher in the student's language learning process in the classroom.

According to Sheen (2010), there are some identification of oral and written corrective feedback (CF). Oral corrective feedback (OCF) tends to be noticed by students as a correction, it happens directly in spoken language and some case intended for the whole class as multiple correction. In contrast, written corrective feedback (WCF) privately intended for individual student who get errors and sometimes only receive few of corrections in their writing project. It means corrective feedback (CF) depends on context used by the teacher. Corrective feedback (CF) in oral way seems to be more beneficial because the correction will give to the all students' knowledge about the correct form of the target language. Meanwhile, in a written way of corrective feedback (CF) used privately into particular students and the whole class has difference correction of their error production. Oral corrective feedback (OCF) also being an important thing in foreign language acquisition because helps students improving their ability in oral production (Aranguiz & Espinoza, 2016).

Oral corrective feedback (OCF) is better than written way when purpose to give correction in the whole class about the mistakes instead of privately by written corrective feedback (WCF). However, Firwana, (2010) mentions that some students feel embarrassed, angry, teased and afraid to participate during the learning activity anymore because corrected in front of their friends in the classroom. This occurs in a

class that has low confidence level when students produce mistake and corrected directly by the teacher. This showed that teacher should to consider well either use implicit or explicit way of corrective feedback (CF) based on its situation.

Oral corrective feedback (OCF) was first developed by Lyster & Ranta (1997) which the result indicates on their study six oral corrective feedback (OCF) types based on how teacher giving correction and student's uptake, defined below.

First, recast refers to giving correction into students' error by reformulating all of the students' utterance without explaining more about the error. It might have a lack because sometimes students are not noticed about its error and only listen to the correct form or ignore it as the follow example:

S: Because he wants just him to be warm.

T: Oh. Someone who wants to have the heat just for himself

Second, explicit correction refers to provide the error in the correct form explicitly and sometimes change the grammatical error. The teacher gives the correction and students are expected to respond to the correction and change it into the correct form.

S: Call the meterologist

T: No. Try again. Me-te-o-ro-lo-gist. Say it.

Third, Clarification Request refers to error of an utterance from students that has been misunderstood by the teacher and should ask for clarification or reformulating it.

S: I have difficulty with . . . how to explain that, uhm . . . for him to . . . to send us a letter in the future

T: I don't understand

Fourth, metalinguistic feedback refers to giving information, questioning or comments on students' error utterance without directly provide the correct form. Students are expected here to find their mistake by the guidance of the teacher.

S: Uhm, the, **the** elephant. The elephant growls  
T: Do we say **the** elephant?"

Fifth, elicitation refers to three ways of giving feedback by the teacher of students' error production. First, teacher elicits the students to complete the utterance (e.g., "it's a..."). Next, the teacher asking students' understanding (e.g., "how do we say x in English?"). The last, teacher sometimes ask students to find the error and change it by themselves.

S: The dog can runs  
T: The dog can **runs**? The dog can . . .

The last, repetition refers to teacher repeat the students' error production and sometimes adjust it with high intonation, then expect that students notice it as an error. This method has a lack when students respond the repetition feedback as a questioning.

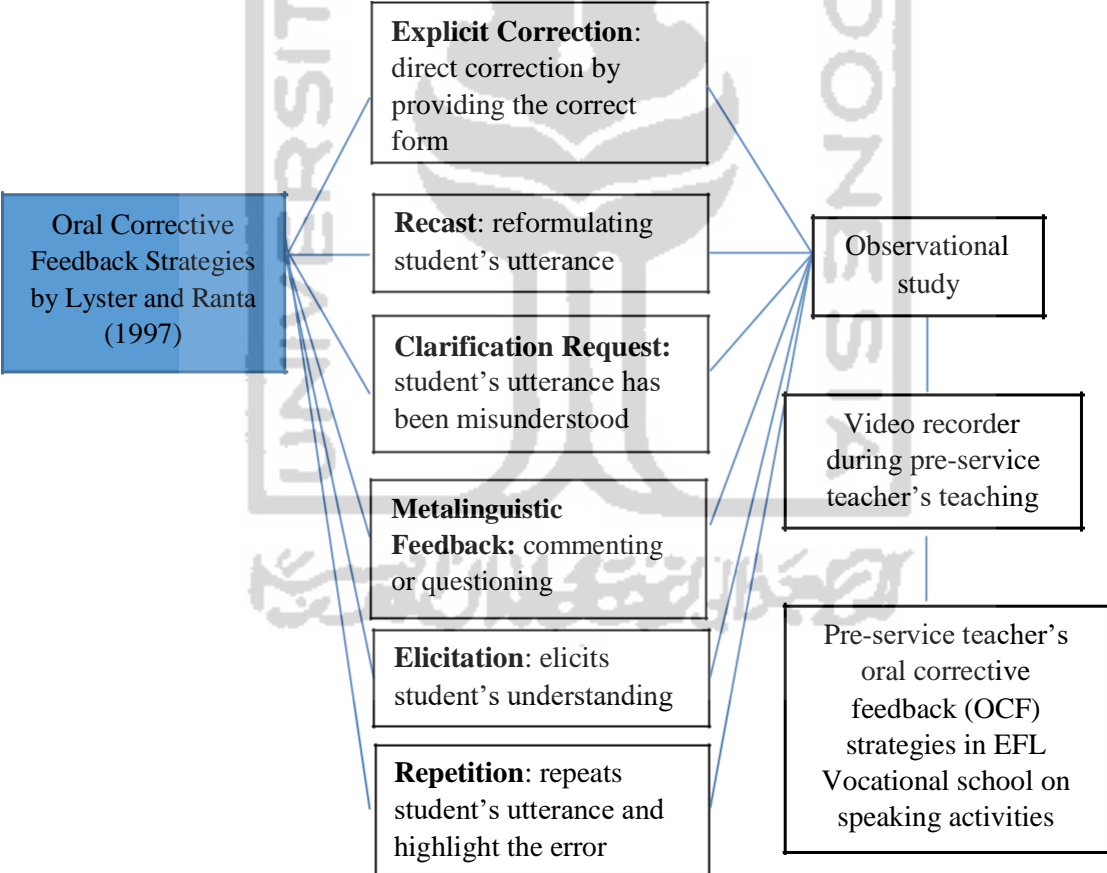
S: Now, I wanna, now I'm gonna do it on foot."  
T: ... with my foot.  
S: ... with my foot.

Sheen (2010) said that in many of previous studies recasts are the most frequently used in classroom settings as corrective feedback (CF) (Braid, 2002; Lyster, 1998; Lyster and Ranta, 1997; Oliver, 1995; Sheen, 2004). On the other hand, he also mentions that the teacher's recasts may not be useful enough if learners are failing in recognizing their correction of mistakes. According to Lyster's (1998), as cited in Lightbown & Spada (2013), has found that students are less likely to notice recasts that



the other forms of corrective feedback (CF), because they may assume that the teacher is responding to the content rather than the form of their speech. On other hand Ellis, Loewen & Erlam (2006) mention that metalinguistic feedback is more effective because promotes the guidance of its correct form. It shows that teacher should consider the use of oral corrective feedback (OCF) strategy because sometimes the recast (implicit) is not noticeable enough to students and metalinguistic (explicit) might not good if used to low students English proficiency with limited vocabulary knowledge.

**2.3 Theoretical Framework**



**Figure 2.1** Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

#### **3.1 Research Design**

This study will use observational as a method to collect data because the main purpose of this research is to identify oral corrective feedback (OCF) strategy used by a pre-service teacher naturally. Kabir (2016) mentions that observational study aims to examine people in natural settings of their field. In this case, the researcher uses a qualitative design where aims to define the phenomenon in the using of pre-service teacher's oral corrective feedback (OCF) strategies towards its students in EFL Vocational school on speaking activities at Grade 10. Then, in the final result of this study will provide a recommendation of oral corrective feedback (OCF) used in teaching learning process of speaking activities.

#### **3.2 Setting**

This study was observed video recording of one meeting a pre-service teacher in Yogyakarta Vocational school during its teaching experience program (PPL). it was chosen because there were only 1 video from participant. The video itself was taken on 07 August 2019 at grade 10 with duration 1 hour 20 minutes and learning topic was introducing ourselves. The class was containing about 40 students.

### **3.3 Participant**

The participant of this study is a pre-service teacher who doing teaching experience program (PPL) in Vocational school at 2019. The participant was chosen because it's placed in vocational school based on this research gap and has teaching practice video recording involved oral corrective feedback (OCF) strategy. The researcher actually will take the data by observing directly into the classroom of an English teacher in the same Yogyakarta Vocational School but due to the condition of pandemic Covid-19 there is no chance to make it happen and the researcher took data from pre-service teacher performance in the vocational school last year. The researcher also already asked all of the pre-service teachers' Yogyakarta Vocational School about their teaching video but only one participant has teaching record video

### **3.4 Data Collection Procedures**

In this study, the researcher uses several steps to collecting the data in order to find out the answer of this research question. Firstly, searching the video recording by asking all of undergraduate students who had a teaching experience program (PPL) in Yogyakarta Vocational School. Then, conduct a transcript of the video recording and analyze the data based on Lyster and Ranta (1997) oral corrective feedback (OCF) theory. Next, the researcher sends back the analyzed data to the respondent to recheck it and provide comments or clarification as a member checking of validation data. This data collecting procedure is called as uncontrolled observation which aims to get spontaneous and the naturalness of data because the learning-teaching process in this research is unconstructed Kabir (2016).

### **3.5 Data Analysis**

In this study, the researcher analyzes the founding data which from a video recording of pre-service teacher's teaching process use checklist observation. The checklist observation itself used Lyster & Ranta's (1997) types of oral corrective feedback (OCF) strategies. It has six components of each oral corrective feedback (OCF) strategy with indicator and the example of its utterance. The researcher firstly observed the video and conduct a transcript of it. Next, use the checklist observation to find out pre-service teacher's way of giving oral corrective feedback (OCF) based on the indicators. Then, the founding data will examine deeper using the oral corrective feedback (OCF) theories. Then a validation data also was conducted on 18 June 2020 by member checking.

### **3.5 Instrument**

This study uses observation as the collecting data instrument. In general, the researcher observes the video record of Pre-service teacher performance in EFL classroom. By observation, the researcher will gain clearly and directly information about Pre-service teacher's classroom method and strategy to correcting students' errors in the learning process.

### Observation checklist

Date of observation : 22 June 2020  
 Pre-service teacher name : Salma Maulani  
 Duration : 1 hour 19 minutes  
 Class : Grade 10 in Yogyakarta Vocational School

*Types of Oral Corrective Feedback Strategies by Lyster and Ranta (1997)*

No.	Types of Oral Corrective Feedback	Indicator	Example	Indication		Field Notes	Time
				Yes	No		
1.	Recast	The corrector reformulation all of students' utterance that contains error production into the correct form without giving more explanation	S: Because he wants just him to be warm." T: Oh. Someone who wants to have the heat just for himself."				
2.	Repetition	The corrector repeats the repeat students' error and highlight it by some of adjusting intonation	S: Now, I wanna, now I'm gonna do it on foot." T: ... with my foot. S: ... with my foot.				

**Figure 3.1** Observational Checklist

3.	Clarification Request	Students' utterance has been misunderstood by the corrector and repetition or reformulation is required	S: I have difficulty with ... how to explain that, uhm ... for him to ... to send us a letter in the future." "I have difficulty with ... how to explain that, uhm ... for him to ... to send us a letter in the future." T: I don't understand				
4.	Explicit Correction	The corrector indicates the error and directly correct it by provide the correct form and state students mistake	S: Call the meterologist T: No. Try again. Me-te-o-ro-lo-gist. Say it.				
5.	Elicitation	The corrector commenting students' utterance and elicit the correct form	S: The dog can runs T: The dog can runs? The dog can ...				
6.	Metalinguistic Feedback	The corrector commenting or questioning based on students' utterance without directly provides the correct form	S: Uhm, the, the elephant. The elephant growls T: Do we say the elephant?"				

**Figure 3.2** Observational Checklist

### 3.6 Validity

The founding data of this research need to be validated and reliable. Therefore, I used member checking as one of validity strategies by Creswell (2014) to gain the validity of a data. The participant in this research will involve to clarify or comments on the founding data as a checker.



## CHAPTER IV

### RESEARCH FINDING 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 Observational Results

In this part, the researcher provides the observational result of the video record and found some of the oral corrective feedback (OCF) strategies used by the pre-service teacher. The explanation of the observational result could be seen as follow:

No.	Types of oral corrective feedback (OCF)	Utterances	Time
1.	Recast	S: I can speak in 3 languages, Javanese, Indonesian and English. But currently /Sɔrtənt.li/ T: Currently /'kʌr. ənt.li/ S: Currently /'kʌr.li/ T: Currently /'kʌr. ənt.li/ S: Currently /'kʌr. ənt.li/ I learn to speak Korean as well	06.44
		S: When I was a child /tʃɪld/ T: Child /tʃɪld/ S: child /tʃɪld/ T: Okay	13.52
		S: I always love to draw and I spent /spɪnt/ T: Spent /spɪnt/ S: Spent /spɪnt/	13.59

		<p>S: I Spent hours /hɔ:rrs/on creating picture”  T: Hours /'aʊəz/  S: Horse /hɔ:rrs/  T: Hours /'aʊəz/  S: Hours /'aʊəz/  S: I Spent hours /'aʊəz/on creating pictures and read a comic</p>	14.01
2.	Clarification request	<p>S: Miss, I can't see the script on the whiteboard. May I ekskus /ek'skus/ me?  T: Pardon?"  S: Excuse /ɪk'skju:z/ me, please?  T: (The teacher move to another side of whiteboard)</p>	35.09
3.	Explicit correction	<p>T: Let's discuss it together. The question is 'I Don't know her sister, do you know .....?'. So, what is the pronoun of 'her sister'? What word we can change for 'her sister'?</p> <p>S: She? Do you know she?</p> <p>T: Wrong. We can't use she because in this context 'her sister' is object and 'her sister' is 'she' so we need to change it into 'her' as the possessive adjective</p>	49.51
4.	Elicitation	<p>T: Okay you got 5, 1 2 3 4 5. The question is 'Mail loves Mei-Mei, but she doesn't love....'. what is the answer?</p> <p>S: Her</p> <p>T: Her is pronoun for who?</p> <p>S: Mail</p> <p>T: Mail is Man or Woman</p> <p>S: Woman, hmmm Man</p> <p>T: Okay, so the pronoun for man is?</p> <p>S: His...hmm the answer is Him</p> <p>T: Good</p>	56.51

**Table 4.1** Observational Result

As presented in the table 4.1 above, there were 4 types of Oral Corrective Feedback (OCF) strategies used by the Pre-service teacher which Recast, Clarification



Request, Explicit Correction and Elicitation. It shows that Recast occurs four times out of seven corrections and being the dominant Oral Corrective Feedback (OCF) strategies used by the Pre-service teacher. Then, Clarification Request occurs only one time out of seven corrections same as Explicit Correction and Elicitation. There are 2 others of Oral Corrective Feedback (OCF) strategies that does not occur which are Metalinguistic Feedback and Repetition.

Besides that, a data validation also conducted which is member checking method and showed that the Pre-service teacher admit mostly used recast as the Oral Corrective Feedback (OCF) strategy because of the learners' English proficiency level. The participant said that Yogyakarta Vocational School students have low to intermediate English proficiency. Then, the students tend to have limited vocabulary and grammar knowledge. It caused the Pre-service teacher use directly language feedback which is recast rather than the implicit one to facilitate students with limited English ability. However, some students show good performance in speaking activities and caused the Pre-service teacher use elicitation and clarification as others Oral Corrective Feedback (OCF). They need to more elicited of their knowledge and confidence to speak correctly.

## **4.2 Discussion**

### **4.2.1 The Types of Oral Corrective Feedback in Speaking Activities**

#### **a. Recast**

The use of recast as the oral corrective feedback (OCF) strategy by the pre-service teacher will discuss more in the following. The recast itself occurs four times and being as the dominant feedback type used by the pre-service teacher. In this recast,

the pre-service teacher provided the feedback when students were assigned to read introducing ourselves paragraph but error has appeared.

Recast 01 (06.44)

S: I can speak in 3 languages, Javanese, Indonesian and English.

But **currently** /Sərtənt.li/

T: Currently /'kʌr. ənt.li/

S: **Currently** /'kʌr.li/

T: Currently /'kʌr. ənt.li/

S: Currently /'kʌr. ənt.li/ I learn to speak Korean as well

The pre-service teacher directly gave a correction when student did mispronunciation 'currently /Sərtənt.li/' by recast which provided the correct target language form 'currently /'kʌr. ənt.li/'. The student noticed the error and tried to change into the correct form, but it took 2 times because did the mispronunciation twice. In this case, the student was more motivated to do the correct form and proved that this recast is not decreasing student's willingness to speak in speaking activity.

S: When I was a **child** /tʃild/

T: Child /tʃaɪld/

S: Child /tʃaɪld/

T: Okay

On recast 02 Student indicates produced mispronunciation of child which 'child /tʃild/' and pre-service teacher directly corrected it into the correct form. Then student noticed trigger from the pre-service teacher and student only needed one time to reformulate it which differs with the recast 01.

S: I always love to draw and I **spent** /spɪnt/

T: Spent /spɛnt/

S: Spent /spɛnt/

On recast 03, the pre-service teacher reformulated student's mispronunciation which 'spent /spint/' into the correct pronunciation '/spent/'. The student was confused about the pronunciation of word 'e' from s-p-e-n-t which not pronounce 'i' same as in the English alphabet of word 'e'. It is same as word 'red' r-e-d, we did not pronounce it like 'i' alphabet but 'e' because if we changed the pronunciation into 'i' it would sound same as 'read' r-e-a-d.

Recast 04 (14.01)

S: I Spent **hours** /hɔ:rrs/on creating picture”

T: Hours /'aʊəz/

S: **Hours** /hɔ:rrs/

T: Hours /'aʊəz/

S: Hours /'aʊəz/

S: I Spent hours /'aʊəz/ on creating pictures and read a comic

On recast 04, there is a uniqueness because after the student reformulating the correct form on recast 03 a mispronunciation was occurred again. Then the pre-service teacher here fixed the utterance that contains error production. The student tried to spell the correct pronounce of 'Hours /'aʊəz/' but keep mispronouncing it twice. In the end, the student has pronounced it better, although little misspell was heard regarding on the video recording.

Saito (2017) mentions that recast have been known as the most frequently used as an Oral Corrective Feedback (OCF) because it draws students' attention of their error production directly. It showed that recast will more benefit when the correction is noticeable by the students and change the error immediately. As we can see from the data of recast 01 when the pre-service teacher gave first trigger, the students directly noticed it as a correction and change into the correct form even for twice. It was also

demonstrated on recast 02, 03 & 04 when students produced error which mispronunciation, the pre-service teacher directly triggered it by reformulating the word into the correct form. Gooch, Saito and Lyster (2016) also mentioned the benefit of recast is when students unable to do a self-correction where teacher only give a clue. On recast 01 & 04 the pre-service teacher gave two times correct form of the pronunciation. It means the student needs pre-service teacher's help to pronounce the correct pronunciation same as the previous study demonstrate when students unable to correct themselves it is better to use recast. Therefore, recast is very beneficial to students because noticeable by them and easy to reformulate it into the correct form provided by the pre-service teacher.

#### **b. Clarification Request**

The use of clarification request as the oral corrective feedback (OCF) strategy by the pre-service teacher will discuss more in the following. The clarification request itself occurs one time during the learning process in the classroom. In this part, the student unable to saw the script on the whiteboard then asked the pre-service teacher to moved aside but the student used utterance to asked for leave the class and mispronounce 'excuse'.

#### Clarification Request (35.09)

S: Miss, I can't see the script on the whiteboard.

**May I excuse /ek'skus/ me?**

T: Pardon?"

S: Excuse /ɪk'skju:z/ me, please?

T: (The teacher move to another side of whiteboard)

As we can see, the student asked the pre-service teacher to moved aside because need to saw the script on the whiteboard. However, there was error contain on the student's utterance and make the pre-service teacher asked for clarification as an oral corrective feedback (OCF) strategy. There were two errors in the student's utterance. First, grammatical error in the use of 'May I excuse me?' when student asked to move is wrong because in grammatical or semantic it doesn't make sense. In other word, this 'may I excuse me?' could possible if the student said 'may I be excused?' but has a different meaning which is asking permission to leave the classroom whereas the student asked the teacher to moved aside. Second, the student has mispronounced the word 'excuse /ek'skus/' but the student noticed pre-service teacher's feedback and changed into the correct form. It also showed that the student has an intermediate level of English proficiency because able to change the mispronounce and wrong sentence grammar directly.

According to Ghariblaki & Poorahmadi (2017), clarification request show more positive effects on student's error production rather than recast because more interactively. This happens when students and the teacher has a connection to communicate. The teacher only gives a clue when students have error production and students will change it because it is noticeable feedback. It also has benefited because the teacher does not give more approach to the correct form, students are more feel confidence and no embarrassing them to communicate in the target language. Clarification request is good, but using recast also appropriate decision when students unable to correct their error production as mention on recast part. If the student's

English proficiency level is low, then teacher only gives clues as clarification request, the students will be unable to understand and correct their mistake. In fact, clarification request is better to use when the student's English proficiency level is intermediate.

### c. **Explicit Correction**

The use of explicit correction as the oral corrective feedback (OCF) strategy by the pre-service teacher will be discussed more in the following. The explicit correction itself occurs one time during the learning process in the classroom. The pre-service teacher played board game and students needed to answer each question on the board but a student in a group has lack of understanding about the correct answer.

#### Explicit Correction (49.51)

T: Let's discuss it together. The question is 'I Don't know her sister, do you know .....?'. So, what is the pronoun of 'her sister'? What word we can change for 'her sister'?

S: **She? Do you know she?**

T: Wrong. We can't use she because in this context 'her sister' is object and 'her sister' is 'she' so we need to change it into 'her' as the possessive adjective

On this explicit correction pre-service teacher asked firstly to the student a question on the board game. In this situation the pre-service teacher has already gives clue about the answer by said 'What is the pronoun of her sister?' even two clues have provided 'What word we can change for 'her sister''. However, the student still has a lack of knowledge about the use of pronouns and answered it 'she' which is a subject not for an object 'her sister'. When the student answered incorrectly the pre-service teacher corrected explicitly and provided the explanation of pronoun. If we look to the transcript, the student looks dissatisfied the information and just speechless.

According to Kaivanpanah, Alavi and Sepehrinia (2015), there is a different reference of teacher and students chosen of oral corrective feedback (OCF). Students prefer to explicit correction and metalinguistic feedback besides teacher prefer only metalinguistic feedback was more effective. It showed that students are like to corrected with explanation of its error by the teacher. This is same as Smith (2010) mentions on his research when ninety percent of the participants, which is students are having a positive feeling when being corrected by the teacher especially with an explanation as explicit correction.

#### **d. Elicitation**

The use of elicitation as the oral corrective feedback (OCF) strategy by the pre-service teacher will discuss more in the following. The elicitation itself occurs one time during the learning process in the classroom. A student has answer incorrectly the question on board game but the pre-service teacher elicited student's knowledge instead of directly provided the correct answer.

#### Elicitation (56.51)

T: Okay you got 5, 1 2 3 4 5. The question is 'Mail loves Mei-Mei, but she doesn't love....'. what is the answer?

S: **Her**

T: Her is pronoun for who?

S: **Mail**

T: Mail is Man or Woman

S: **Woman, hmmm Man**

T: Okay, so the pronoun for man is?

S: His...hmm the answer is Him

T: Good

In this oral corrective feedback (OCF) type, the pre-service teacher use elicitation as a correction of student's answer. The student was expected to answer the

question box of the board game by choosing the possessive pronoun of Mail but it was answered wrong and elicited slowly by the pre-service teacher. As we can see, the student has produced error of using pronouns in many times, then corrected by the pre-service teacher using elicitation. The student actually has good English ability as seems when asked ‘what is the pronoun of a man?’ then answered ‘His...hmm the answer is Him’. It immediately changed into ‘him’ as the possessive pronoun of ‘his’ after elicited by the pre-service teacher. In fact, Ito (2015) conducted research and found that elicitation is more benefit than recast in terms of student’s reformulating its error because students are more had opportunity to notice the error by elicited from the teacher. It also happens because in recast the teacher only reformulating the error utterance without mention which one is the error then ambiguous usually appears. However, elicitation itself does not correct directly, but elicit the students’ understanding to the particular error production. Therefore, elicitation is more benefit than recast in terms of giving students opportunity to correcting themselves and having a communication approach between students and teacher.

#### **4.2.2 The Dominant Type of Oral Corrective Feedback in Speaking Activities**

According to the founding data of this research, it showed that recast has the dominant type of oral corrective feedback (OCF) used by the pre-service teacher four times. The other type elicitation, clarification request and explicit correction only have one time each of them occurred in the classroom interaction. The pre-service teacher also being a member checker and admit used recast rather than the other oral corrective feedback (OCF) strategies. The pre-service teacher says that the reason uses mostly



recast because considered of students' English proficiency level. It can be seen that students have low-intermediate English proficiency with limited vocabulary knowledge based on their responses and work on assignment in the classroom. However, there are a few students showing incredible respond, then the pre-service teacher only use elicitation to elicit the students' knowledge and confidence to communicate.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The conclusion of this study is the pre-service teacher use four types of oral corrective feedback (OCF) strategy to correct student's error production. The four types of it was recast, clarification request, explicit correction and elicitation. Then, recast is the most dominant oral corrective feedback (OCF) strategies used by the Pre-service teacher in the Yogyakarta Vocational School by four times out of seven correction occurred. It is also has admitted by the participant that mostly used recast as oral corrective feedback (OCF) strategy because consider of student's English proficiency. It can be seen that students have low-intermediate English proficiency with limited vocabulary knowledge based on their responses and work on assignment in the classroom.

#### 5.2 Suggestion

This study is highly recommended to discuss deeper by observing more participant of the Pre-service teacher even if it possible observe the in-service teacher in Vocational School. It is caused in this study only occur four types of oral corrective feedback (OCF) with seven times happened during the learning process in the classroom. 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) strategy used in EFL vocational school.

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## APPENDICES

### Data Transcription

<b>Place</b>	<b>: Grade 10 in Yogyakarta Vocational School</b>
<b>Duration</b>	<b>: 1 hour 19 Minutes</b>
<b>T</b>	<b>: Teacher</b>
<b>SS</b>	<b>: Students</b>
<b>S</b>	<b>: Student</b>
<b>L1</b>	<b>: First Language (<i>Bahasa Indonesia</i>)</b>
<b>T</b>	: “Assalamualaikum Warahmatullahi Wabarakatu”
<b>SS</b>	: “Wa’alaikumsalam Warahmatullahi Wabarakatu”
<b>T</b>	: “Good Morning everyone!”
<b>SS</b>	: “Good Morning Miss”
<b>T</b>	: “How are you today?”
<b>SS</b>	: “I’m fine, and you?”
<b>T</b>	: “I’m awesome, thank you”
<b>T</b>	: “So, today we are going to learn about introducing ourselves and others again. Do you understand?”
<b>S</b>	: “No”
<b>S</b>	: “Little Little”
<b>T</b>	: “So, today all of you are going to make a paragraph”
<b>T</b>	: “Are you ready to learn?” (The teacher ask twice to the students but still do not get proper respond)
<b>T</b>	: “You need to sit on this chair” (The teacher point out to some students that be noisy to sit in front of the class)
	: “Or you can sit on my desk” (The teacher are trying to warning the noisy students)
	(3 Students are just arrived fill on the chair in front of the class)
<b>T</b>	: “I want to ask something; do you remember what we have learn in previous meeting?”

S : “No”

S : “Yes”

T : “Do you remember what we have learn in previous meeting?”  
*“apakah kalian ingat pelajaran kita minggu lalu?”* (The teacher again and using L1)

T : “Ok, so let’s review it”

: “In the previous meeting, we have learned about introducing ourselves and other. When we need to introduce ourselves?”

SS : (some students are noisy and play with their phone)

T : “If you play your phone again, I will take it okay?!” (The teacher are warning the student)

T : “So, when we need to introduce ourselves?”

S : “When we meet new people” (The student using L1)

T : “How do we say in English? (The teacher try to elicit the student)

S : “When we meet new people”

T : “What kind of information we can share when meet new people?”  
 (The teacher elicit the students and write down their answer in the whiteboard)

S : “Full name, nickname, address” (The student using L1)

T : “In English please!”

S : “Full name, nickname, address”

S : “Hobby”

S : “Birthday”

S : “Uniqueness”

T : “and then?”

SS : “Drink, food, color, animal”

T : “Okay, drink, food, color and animal”

: “Now, I have an example of introducing-self short passage. Who wants to read it for me?” (The teacher show PowerPoint slide of introducing-self short passage)

S : “Me!” (The student read the short passage)

“Hi, my name is Salma Maulani. All of my student usually call Miss Salma. I was born on new year day, 1<sup>st</sup> January 1997. I am 170cm tall and mu favorite sport is volleyball. I can speak in 3 languages, Javanese, Indonesian and English. But currently I

- T : “Currently” (The teacher correcting student’s miss pronounciation)
- S : “Currently”
- T : “Currently”
- S : “Currently, I learn to speak Korean as well. I have a brother and he is very tall, 180 cm. He loves to play online game.
- T : “Now, try to identify where is the part of full name, nick name and other information” (The teacher ask students to identify information of introducing ourselves while points the white board with some words that has written”
- S : “Salma Maulani”
- T : “Okay, Good”
- S : “Birthday”
- SS : “Food”
- T : “Good, smart”
- : “Now, I want all of you to pay attention and watch the video carefully. Okay?” (The teacher plays video about introducing ourselves”
- T : “Before we watch the video, I will give handout to you” (The teacher gives students handout)
- (The teacher are moving around to check the students and warning some students who still play with their phone)
- T : “Silent, please!”
- T : “Listen to the video carefully and pay attention to the handout”
- SS : (Watching the video)
- T : “Okay, when you look to the handout you can see the passage of introduction ourselves. Does anyone want to read it for me?”
- S : “Me”
- T : “No, you have already. Give your friends a chance”
- S : “Me”



T : “Okay, please”

S : “Hi, my name is Dennis and I am a designer, so what do I design? Well, I design this cartoon version of myself, which looks almost like me, but apart from that I do a lot of other stuff.” (The student read the passage)

T : “Please read the remain on line 2” (The teacher suddenly point out another student to continue the passage)

S : “So let’s go a bit back in time. When I was a child” (The student continue to read the passage)

T : “Child” (The teacher correcting student’s miss pronunciation)

S : “child”

T : “Okay”

S : “I always love to draw and I spint”

T : “Spent”

S : “Spent”

S : “I Spent horse on creating picture”

T : “Hours”

S : “Horse”

T : “Hours”

S : “Hours”

S : “I Spent hours on creating pictures and read a comic, and I even made some of my first animation”

T : “stop, now you continue read the passage” (The teacher suddenly stop the student and point out another noisy student to continue it)

S : “So, it was always true to me that I want to become some sort of artist. Then, a few years later after I finished school, I decide to go to university in order to study communication design where I specified on the fields of motion graphic and interaction design”

T : “You, please continue it” (The teacher asks another student to read it)

S : (The student only silent and mumbling)

T : “Okay, so I will play the video once again please pay attention to your handout” (The teacher show again the video)

SS : (The students watch again the video)

T : (The teacher are moving around to check students’ attention)

T : “Okay, now I want all of you pay attention on the first sentence. Hi, my name is Dennis and I am a designer. What is that mean?

SS : “He introducing himself”

T : “Yes, that is one of the example expression we can use to introducing ourselves. Now I want all of you to look at the table on your handout”

T : So, in this table shows that there any many expressions of introducing ourselves. Please read the expression number 1 and 2” (The teacher asks the 2 students to read the example of introducing ourselves expressions)

S : “My names is.... Dani”

S : “My Full name is.... Jaya”

T : “So, there are many expressions we can use instead of ‘my name is’ to introducing ourselves”

: “Now, take a look at this video” (The teacher shows video about introducing two people)

SS (The students watch the video)

T : “Hey, please pay attention!” (The teacher warning the noisy students)  
(The teacher are moving around to check students’ attention)

S (The student sleep in the class)

T : “Please go to wash your face, fast” (The teacher ask the sleepy student to wash his face)

S : (The student go to the bathroom to wash his face)

T : “You can see from the video ‘have you met Joana?’ what is it mean? (To check the students’ understanding, the teacher asks in L1)

S : “have you met Joana?” (The student answer in L1)

T : “Yes, so there are many ways to introduce others for example ‘let me introduce you to...’, ‘allow me to introduce you to...’, may I introduce my friend....”

T : “Do you understand? Is there any question?” (The teacher check students’ understanding)

SS (no sound)

T : “Can you introduce your friend to me?” (The teacher test the students understanding)

SS : “Ms. Salma, let me introduce you to my friend. His name is Anwar”

T : “Okay, Good job”

T (The teacher show slide of PowerPoint)

T : “Have you ever heard about subject, object and possessive?”

S : “Yes, subject is people”

T : “Okay. So, subject is the first person, and object is the thing. Do you remember SPOK in Indonesian? It is same in English”

T : “for example, ‘I buy a chicken fried’. The ‘I’ is subject which means me and the ‘chicken fried’ is the thing or the object. Do you remember?” (The teacher explain the material in whiteboard)

SS : “Yes Miss”

T : “How about possessive, what is it mean?”

SS : “I don’t know Miss”

T : “Possessive means owning. For example, my chicken. So, the chicken is mine. (The teacher explain the material in whiteboard)

(Suddenly the school’s bell is ringing and it is time for recess)

(Recess time is over)

T : (The teacher try to give warming up in the second period)

: “Pay attention everyone, if I say ‘clap 1’ you need to clap 1 time and ‘clap 2’ for clap 2 time then so on. Do you understand?” (The teacher give clap 123 game)

SS : “Yes, Miss”

T : “Clap 1”

SS : (The students clap 1 time together)

T : “Clap 2”

SS : (The students clap 2 times together)

T : “Clap 3”

SS : (The students clap 3 times together)

T : “Clap 2”

SS : (The students clap 2 times together)

T : “Clap 2”

SS : (The students clap 2 times together)

T : “Clap 1”

SS : (The students clap 1 time together)

T : “Clap 3”

SS : (The students clap 3 times together)

S : (There is student who wrong to clap, and he need to answer question by the teacher)

T : “Ok, so what is the possessive of she?”

S : “Her”

T : “Good. How about we?”

S : “Our”

T : “Great. How about you? If I say ‘*your chicken?*’ (The teacher elicit the students by translating in using L1)

S : “Your”

T : “Good. Now, please write on your book, okay? This is very important. ‘I’ the possessive adjective is ‘me’. ‘you’ the possessive adjective is ‘your’. ‘we’ the possessive adjective is ‘our’. ‘he’ the possessive adjective is ‘his’. ‘she’ the possessive adjective is ‘her’. And the last ‘they’ the possessive adjective is ‘their’” (The teacher write down on the whiteboard about possessive adjective)

SS : (The students copy the possessive adjective that written in the whiteboard)

S : (There is student sleep in the class and the teacher ask him to go to wash his face)

T : “Please go to wash your face, fast” (The teacher ask the sleepy student to wash his face)

S : (The student go to the bathroom to wash his face)

S : “Miss, I can’t see the script on the whiteboard. May I ekskus me?”

T : “Pardon?” (The teacher try to elicit students’ error production)

- S : “Excuse me, please?”
- T : (The teacher move to another side of whiteboard)
- T : “4 Minutes left then I will erase this in the whiteboard”
- T : “If you have any question, don’t hesitate to ask me okay”
- (The teacher warning the noisy student in the back by knocking the whiteboard)
- (The teacher ask sleepy student to wash his face while moving around to check students’ work)
- (The teacher erase the work in the whiteboard)
- T : “So, here I want all of you to count 1 until 3. And sit together with your same number as your group. Do you understand?” (The teacher will divide the students into group)
- SS : “Yes, understand” (Students count 1 until 3 and sit with their friends in the same number as a group)
- T : “Come on, move move” (The teacher ask students to move with their group faster)
- T : “Good, now we will play snake and ladders. I will tell you about the rules. First, we start from this line and the finish on that one. In every square you need to answer the question box. If your answer is right you will go to the next question, but if your answer is wrong you go backward 1 line. The winner is who get first on the finish line. Do you understand?”
- SS : (The students are noisy)
- T : (The teacher warning the students by say ‘ssst’)
- T : “Now, please each group has one delegate to come forward”
- SS : (The students discuss with their friend who will represent each of their group)
- T : “Okay, group 1 please roll the dice to determine your place in the board game” (The teacher asks the students to roll the dice on the application)
- S : (The student roll the dice on the application)
- T : “Ok, number 1. So, you place in this box and have to answer this question. ‘I Don’t know her sister, do you know ?’. you need to fill the blank space. What is the answer?”
- S : (Group 1 discuss with their friends to answer the question)

- T : “1 2 3 4 5 6 7 8 9 10. Time is out, you got 0 point” (The teacher count 1 until 10 and the students still don’t have any answer)
- T : “Let’s discuss it together. The question is ‘I Don’t know her sister, do you know ?’. So, what is the possessive of ‘her sister’? What word we can change for ‘her sister’?”
- S : “She? Do you know she?”
- T : “Wrong. We can’t use she because in this context ‘her sister’ is object and ‘her sister’ is ‘she’ so we need to change it into ‘her’ as the possessive adjective”
- T : “Group 1 is still on the same place because wrong answer”
- T : “Next, is group 2. Roll the dice, please”
- S : (The student roll the dice on the application)
- T : “Okay, you got 6. 1 2 3 4 5 6. The question is ‘I don’t like dogs, I am afraid of....?’ What is the answer?”
- S : (Group 2 discuss with their friends to answer the question)
- T : “What is dog? What is the pronoun?”
- T : “1 2 3 4” (The teacher count only on 4 and the student answer the question directly)
- S : “It”
- T : “Good, smart”
- T : “The answer is ‘it’ because the pronoun of dog is ‘it’”
- T : “Now, group 3 please”
- S : (The student roll the dice on the application)
- T : “Okay, five. 1 2 3 4 5. The question is ‘I Don’t know her sister, do you know ..... ? this is same as the group 1”
- S : “her?”
- T : “Yes, same as group 1”
- T : “Okay, next group 1”
- S : (The student roll the dice on the application)
- T : “Okay, you got 2. 1 2. The question is ‘We are going to eat, do you want to come with... .. ?’. what is the answer?”
- S : “We, so the answer is ‘us’”

T : “Good, smart. Why the answer is ‘us’?”

S : “Because the use ‘we’ so we change it into ‘us’”

T : “Good, smart”

T : “Okay, next group 2”

S : (The student roll the dice on the application)

T : “You got 1, so the question is ‘You can go to the airport first, I am going to meet.... there’ what is the answer?”

S : “You”

T : “Nice,”

T : “Okay, next group 3”

S : (The student roll the dice on the application)

T : “Okay, the question is ‘I like that camera, I am going to buy...’ what is the answer?”

S : “It”

T : “Are you sure? If you wrong, you will go backward 1 box. Camera, what is it? And the pronoun is?”

S : “It”

T : “Good, smart”

T : “Okay, next group 1”

S : (The student roll the dice on the application)

T : “Okay, you got same question as group 2. The question is ‘You can go to the airport first, I am going to meet.... there’ what is the answer?”

S : “You”

T : “Good”

T : “Okay, next group 2”

S : (The student roll the dice on the application)

T : “Okay you got 5, 1 2 3 4 5. The question is ‘Mail loves Mei-Mei, but she doesn’t love....’. what is the answer?”

S : “Her”

T : “Her is pronoun for who?”

S : "Mail"

T : "Mail is Man or Woman?"

S : "Woman, hmmm Man"

T : "Okay, so the pronoun for man is?"

S : "His...hmm the answer is Him"

T : "Good"

T : "Okay, next group 3"

S : (The student roll the dice on the application)

T : "You got 2, 1 2. The question is 'I don't know those people. Do you know....?'. what is the answer?"

S : (Group 2 discuss with their friends to answer the question)

T : "What is the meaning of people" (The teacher asking in L1)

S : "orang" (The students answer in L1)

T : "So, what is the object for people?"

S : "We"

T : "We? How can it be 'do you know we?'. Then, your group has to move backward 1 box"

T : "Okay, next group 1"

S : (The student roll the dice on the application)

T : "You got 5, 1 2 3 4 5. The question is 'how is your sister? Give my best wishes to...?' what is the answer?"

S : "Her"

T : "Okay, good"

T : "Okay, next group 2"

S : (The student roll the dice on the application)

T : "Wow, you got 6 and you have on the finish line. The winner is group 2"

T : "Let's discuss some question because some of you still don't understand it well. The first question is 'I don't know his sister, do you know ....?' What is the answer?"

T : "What is the pronoun of 'his sister'?"



- S : (The students are silent)
- T : “‘his sister’ is one person right? The pronoun is ‘she’ right? So the pronoun for ‘his sister’ is ‘she’. Due to it is on the object, so ‘she’ change to be ‘her’”
- T : “Okay, number 2. ‘I don’t know his brother, do you know...?’. What is the pronoun for ‘his brother’?”
- S : “He”
- T : “‘he’ because in object becomes?”
- S : “Him”
- T : “That’s right ‘him’”
- T : “Number 10, ‘who is that girl? Why are you looking at...?’. What is the pronoun of ‘that girl’?”
- S : “She”
- T : “Okay, so the adjective possessive of she? How it can be ‘why are you looking at she? What is the adjective possessive of she? Looks on the table”
- S : “Her”
- T : “Good. Now number 11 ‘I am going to your house, can you come to the shopping with...?’
- S : “Me”
- T : “Why ‘me’? because object. The pronoun of ‘I’ is ‘me’. Next, ‘I don’t know those people, do you know...?’ what is people?”
- S : “*orang*” (The students answer in L1)
- T : “so the answer is ‘them’ because the pronoun for ‘they’ is ‘them’. We are not including in there right? So the answer is ‘them’”
- T : “Next is ‘where is Tata? I want to talk with....?’. Tata is a man or woman?”
- S : “Woman”
- T : “so the answer for ‘I want to talk with...?’”
- S : “Her”
- T : “Yes, good. Next is ‘Mail loves Mei-Mei, but she doesn’t love....’ What is the pronoun for Mail?”

SS : “He”

T : “How about ‘he’ become subject?”

SS : “Him”

T : “Okay. Next ‘how is your sister, give my best wishes to....’ What is the pronoun for ‘your sister’?”

S : “She”

T : “Okay, how about ‘she’ become object?”

S : “Her”

T : “Right, so the answer ‘how is your sister, give my best wishes to...’ is ‘her’. Do you understand?”

SS : “Understand”

T : “Number 19, ‘I am talking to you, please listen to....’. what is the answer?”

S : “Me”

T : “Smart. Number 21 ‘where is Robert and Wilson, I am waiting for....’. How many people in there?”

S : “Two”

T : “So, the pronoun is?”

S : “They”

T : “Okay, how about ‘they become object?’”

S : “Them”

T : “Right, so the answer for ‘where is Robert and Wilson, I am waiting for....’ Is ‘them. Next, number 22 ‘I have a sister and brother, I love.... both’. how many people for sister and brother?”

S : “Two”

T : “So, the pronoun is?”

S : “They”

T : “Okay, how about ‘they become object?’”

S : “Them”

T : “Right. So you need to memorize this one. When we use I, me, my and the others. Do you understand? Is there any question?”

- S : (The students are silent)
- T : “Iqbal, please translate this into English. ‘*Ibu marah kepada saya*’ (The teacher elicit the students by using L1)
- S : “I am Father”
- T : “Be serious. Let me help you, ‘Mom is mad to...’”
- S : “Me”
- T : “Right, we use ‘me’ instead of ‘I’ because it becomes object. Do you understand?”
- T : “Next is the last activity. I want all of you to make introduction paragraph. you must to introduce your important people in your life (idol/role model). In the early meeting I already give the example. So, I want you make like this but with your identity. Here, I introduce my brother. He is tall and loves playing online games. You need to introduce your important people in your life too. “Do you understand? Is there any question?”
- T : “This is the example. Don’t forget to write down your name and it will have collected in the end of the meeting (The teacher shows slide of power point about introducing paragraph)”
- S : (There is student ask again about the instruction to the teacher)
- T : “Ok, I will speak slowly”
- T : “I want all of you to make paragraph like this but with your identity. Here I introduce my brother but you introduce one of your important people in your life.”
- SS : (The students are doing the task)
- T : (The teacher are moving around to check students’ work and answer students question)

=====The end=====

# Observation Checklist

## Observation checklist

Date of observation : 22 June 2020  
 Pre-service teacher name : Salma Maulani  
 Duration : 1 hour 19 minutes  
 Class : Grade 10 in Yogyakarta Vocational School

*Types of Oral Corrective Feedback Strategies by Lyster and Ranta (1997)*

No.	Types of Oral Corrective Feedback	Indicator	Example	Indication		Field Notes	Time
				Yes	No		
1.	Recast	The corrector reformulation all of students' utterance that contains error production into the correct form without giving more explanation	S: Because he wants just him to be warm." T: Oh. Someone who wants to have the heat just for himself."		✓	S: I can speak in 3 languages, Javanese, Indonesian and English. But currently /Sɔrtɔnt.li/ T: Currently /kɔr.ɔnt.li/ S: Currently /kɔr.li/ T: Currently /kɔr.ɔnt.li/ S: Currently /kɔr.ɔnt.li/ I learn to speak Korean as well	06:44
						S: When I was a child /tʃild/ T: Child /tʃild/ S: child /tʃild/ T: Okay	13:52
						S: I always love to draw and I spent /spɪnt/ T: Spent /spɛnt/	13:59
						S: Spent /spɛnt/ S: I Spent hours /hɔ:rrs/on creating picture" T: Hours /auəz/ S: Horse /hɔ:rrs/ T: Hours /auəz/ S: Hours /auəz/ S: I Spent hours /auəz/on creating pictures and read a comic	14:01
2.	Repetition	The corrector repeats the repeat students' error and highlight it by some of adjusting intonation	S: Now, I wanna now I'm gonna do it on foot." T: ... with my foot. S: ... with my foot.		✓		
3.	Clarification Request	Students' utterance has been misunderstood by the corrector and repetition or reformulation is required	S: I have difficulty with ... how to explain that, uhm ... for him to ... to send us a letter in the future." "I have difficulty with ... how to explain that, uhm ... for him to ... to send	✓		S: Miss, I can't see the script on the whiteboard. May I eksklus /ek'skus/ me? T: Pardon?" S: Excuse /ɪk'skju:z/ me, please? T: (The teacher move to another side of whiteboard)	35:09

			us a letter in the future." T: I don't understand				
4.	Explicit Correction	The corrector indicates the error and directly correct it by provide the correct form and state students mistake	S: Call the <del>meterologist</del> T: No. Try again. Me-te-o-ro-logist. Say it.	✓		T: Let's discuss it together. The question is 'I Don't know her sister, do you know.....?'. So, what is the pronoun of 'her sister'? What word we can change for 'her sister'? S: She? Do you know she? T: Wrong. We can't use she because in this context 'her sister' is object and 'her sister' is 'she' so we need to change it into 'her' as the possessive adjective	49.51
5.	Elicitation	The corrector commenting students' utterance and elicit the correct form	S: The dog can runs T: The dog can <del>runs</del> ? The dog can...	✓		T: Okay you got 5, 1 2 3 4 5. The question is 'Mail loves Mei-Mei, but she doesn't love...'. what is the answer? S: Her T: Her is pronoun for who? S: Mail T: Mail is Man or Woman	s56.51

						S: Woman, hmmm Man T: Okay, so the pronoun for man is? S: His...hmm the answer is Him T: Good	
6.	Metalinguistic Feedback	The corrector commenting or questioning based on students' utterance without directly provides the correct form	S: <del>Uhm</del> the, the elephant. The elephant growls T: Do we say <del>the</del> elephant?"		✓		