

**AN OBSERVATION OF AN EFL TEACHER’S ORAL CORRECTIVE  
FEEDBACK IN A COMMUNICATION-ORIENTED CLASSROOM**

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



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YOGYAKARTA**

**2024**

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**AN OBSERVATION OF AN EFL TEACHER'S ORAL CORRECTIVE  
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## STATEMENT WORK'S ORIGINALITY

I honestly declare that this thesis was originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as scientific papers should.

Yogyakarta, 28 June 2024



Nanda Safira

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## **MOTTO**

*“Always be nice to people, no matter how bad they are to you. To show them, you are not like them.”*

*(Louis Tomlinson)*

*“If you want more, you must do more.”*

*(Marc Marquez)*

## **DEDICATION**

In the name of Allah SWT with his grace and his permission, I have completed this thesis. I dedicate this thesis to my beloved parents, especially my mom who is always giving all her best and prayer for me. To my dearest sisters and friends who are always supportive and always there in my ups and downs. Also, to myself who is always trying to complete this education and keep getting up in many challenges and doubts. I hope this is a good new beginning for my future.

## ACKNOWLEDGMENT

Alhamdulillahirobbil‘alamin, all praise to Allah SWT, the Most Merciful and the Most Powerful for all the blessings that have been given to me. Sholawat is also sent to the Prophet Muhammad sallallaahu „alaihi wa sallam who has given the truth to humans and Muslims. I want to appreciate all parties who have important roles in my learning process. May Allah SWT bless you all with kindness. I would like to express my gratitude to:

1. My beloved mother, Mrs. Sutarsih who always gave me strength. My father (Alm.) Sudirman, my older sisters Sri Setianingsih and Isharyanti. I sincerely thank you for all the love, endless support and prayers that you always gave me until this moment. I never imagined that I would be able to finish this thesis without your encouragement and support.
2. My thesis supervisor, Mrs. Irma Windy Astuti, S.S., M.Hum who has patiently guided, responded, and supported during the process of writing this thesis. Thank you for helping me a lot in working on my thesis. This thesis could not be completed without your support, advice, and guidance.
3. All of the lecturers and staff of the English Language Education Department who have provided guidance and assistance during my study process at Islamic University of Indonesia.
4. My Kertolesono family included my step father and step sisters. Thank you for your encouragement and support.
5. My dearest college friends (Anak Pak Mamat) Dinda, Lia, Nabila, Richla, Tina who always shared laughs and stories. Thank you for always

accompanying me throughout the college process and always staying beside me in my ups and downs.

6. My dearest senior high school friends Hanna and Aryan who are always asking about my condition. Thank you for always giving encouragement, support, and motivation that means a lot to me.
7. My favorite singers (Olivia Rodrigo, BLACKPINK, AKMU, Treasure, NewJeans, BABYMONSTER) and my Spotify playlists that always accompanied me with their masterpiece songs while writing this thesis.
8. All participants in this research have contributed and helped to make this research successful.
9. All the good people that I cannot mention one by one. Thank you for your support, kindness, help, motivation, and many things I did not even realize. Thank you for being part of this journey.

Since this research is still far from perfect and there is still a lot of improvement, the researcher realizes that this research requires any suggestions and recommendations from the readers. Hopefully this thesis can provide benefits for readers. Aamiin.

Yogyakarta, 28 June 2024



Nanda Safira

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**ABSTRACT**

Teacher's oral corrective feedback is one of the ways to facilitate and improve students' EFL speaking skills by helping students recognize and correct their mistakes. This research aims to identify the type of oral corrective feedback used by an EFL teacher in an English communication-oriented classroom. An observational study was used in this research by observing a class of 36 students with a range of speaking ability from beginner to intermediate. The main participant observed in this study was an English teacher at a senior high school in Yogyakarta who was familiar with oral corrective feedback. This research revealed that out of the six types of oral corrective feedback classified by Lyster and Ranta (1997), the participant used four types during English communication-oriented class: explicit corrections, recasts, requests for clarification, and metalinguistic comments. Meanwhile, elicitation and repetition were not used during a communication-oriented class. In addition, these findings showed that explicit corrections were the most frequently used type and recast were the second frequently used types of teacher's oral corrective feedback during a communication-oriented class. Then, request for clarification and metalinguistic comment were used once.

*Keywords: Communication-oriented Class, Observational Study, Oral Corrective Feedback*

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

#### **1.1 Background of Study**

In EFL learning, making mistakes is commonplace. This phenomenon proves that learning is going through stages in the process of learning English. According to Behroozi & Karimnia (2017), the mistakes itself is an inseparable part of the learning process and shows that learning is taking place. Students' mistakes are something that cannot hamper the progress of their language learning (Yule, 2010). This shows that students are active in the communication process. Student mistakes can be a challenge for the teacher to provide feedback when students cannot correct their own mistakes. Leiter (2010) stated that mistakes are students' incorrect pronunciation which can be corrected by themselves, while mistakes refer to a lack of competence in linguistics and need teacher assistance to correct them. Genrup et al. (2020) revealed that teacher feedback can help students to find out their mistakes and can be used to develop students' speaking skills. Teacher feedback is an important part of students' EFL learning process, especially in speaking skills. In order to do this, teachers must be

able to understand corrective feedback (CF) strategies for correcting student mistakes.

Moreover, teachers used corrective feedback (CF) to help students find their mistakes. According to Lyster et al. (2013), corrective feedback is the basis of learning in various EFL classes. To make the corrective feedback easy to convey to students, corrective feedback can be done in two ways. Ha (2022) stated that corrective feedback can be done in oral form (teacher's response to student mistakes in speaking) and written form (teacher's written comments). In the EFL speaking class, teacher oral corrective feedback is needed to develop students' speaking skills. Khunaivi and Hartono (2015) stated that in speaking classes, oral corrective feedback should be given to reduce the possibility of mistakes in the use of the target language.

In the contrary, giving oral corrective feedback (OCF) either can make students realize their mistakes or can make students feel embarrassed and do not even realize their mistakes. Some researchers argue about giving oral corrective feedback to students. Calsiyao (2015) argued that a teacher's oral corrective feedback can make students feel embarrassed when it is used frequently. This statement is in line with the statement from Li and Vuono (2019), that in OCF practice, teachers tend to show more inconsistency. This disagreement about giving teacher's OCF should be a consideration for teachers in using and choosing the types of OCF that suit the needs of students. The use of OCF has been discussed by Lyster and Ranta (1977) who was well-known as a master of OCF.

Lyster and Ranta (1997) classified OCF into six different strategies, such as explicit correction, recast, request for clarification, metalinguistic comments, repetition, and elicitation. Thus, based on those six classifications, the teacher should know the type of OCF used during a communication-oriented classroom.

Furthermore, many researchers then used the theory of OCF classification from Lyster and Ranta (1997). In the Turkey context, Öztürk (2016) conducted a study to investigate the use of oral corrective feedback in Turkish EFL classrooms. Then, Öztürk (2016) revealed that recasts and explicit correction were found to be the most used corrective feedback during learning activities. Moreover, the study was conducted in Thailand by Kaewkascholkul and Jaturapitakkul (2023) using classroom observation investigated teacher's corrective feedback on adult learners' mistakes in speaking found that recast was a type of OCF that is frequently used by the teacher. These Turkey and Thailand contexts used the same theory from Lyster and Ranta (1997) and both revealed the result of the frequent type of OCF used by the teacher. In Indonesian context, the study from Syakira and Nurul (2022) investigated the use of oral corrective feedback in one-to-one EFL classroom by using students and teacher's perception revealed that the teacher often used explicit correction and recast to direct accurate learner responses in speaking. More study from Indonesia was conducted by Rozak et al. (2023) investigated implicit correction feedback preferences on students' speaking performance. The findings of this study revealed that recasts

helped students focus on the meaning of words which can correct students' mistakes.

Although many studies on teacher oral corrective feedback use observation as their main data, such as Ozturk (2016); Syakira and Nurul (2022); Kaewkascholkul and Jaturapitakkul (2023), related research still does not specifically discuss the use of teacher oral corrective feedback at the senior high school level. Therefore, to fill this gap, especially in Indonesian context, this study seeks to identify the types of teacher's oral corrective feedback used during an English communication-oriented classroom in senior high school in Yogyakarta.

## **1.2 Identification of the Problem**

In EFL speaking, students' mistakes are a normal part of the English learning process. The teacher's role is needed to provide oral corrective feedback to make students understand and correct their mistakes. However, oral corrective feedback to students can make students embarrassed or even did not realize their mistakes (Calsiyo, 2015). This is in accordance with research conducted by Amalia et al. (2019), revealed that oral corrective feedback, specifically request for clarification type, did not show student mistakes and seemed ambiguous. Despite that, the teacher should be able to choose appropriate types of oral corrective feedback based on students' level of English proficiency. The teacher's choice of types of oral corrective feedback can have an impact on students'

speaking skills. Then, classroom observation is carried out to identify the type of oral corrective feedback used by the teacher in an English communication-oriented classroom.

### **1.3 Limitation of the Problem**

This research will only focus on observing the type of oral corrective feedback used by the teacher in an English communication-oriented classroom at a senior high school in Yogyakarta.

### **1.4 Formulation of the Problem**

This research is conducted to answer a question about:

What types of the teacher's oral corrective feedback are used in an English communication-oriented classroom?

### **1.5 Objective of the Study**

This study aims to identify the types of the teacher's oral corrective feedback used in an English communication-oriented classroom.

### **1.6 Significance of the Study**

Conceptually, it is expected to provide additional discussion regarding the types of teacher's oral corrective feedback used in an English communication-oriented classroom in the context of English as Foreign Language (EFL), especially in Indonesia. On a more practical side, the result of this research is

expected to help teachers to identify their types of oral corrective feedback and examine their use in EFL communication-oriented classroom.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains the theories that support and are relevant to this research. It includes the theory of teacher's oral corrective feedback and EFL speaking skills in the context of English as a Foreign Language (EFL). Then, to support the research, this chapter contains a literature review and research theoretical framework.

#### **2.1 Teacher's Oral Corrective Feedback**

Feedback is one of the ways the teacher reacts to students' work. Feedback is divided into two, oral and written feedback. Oral feedback is used to correct students' mistakes and is referred to as corrective feedback or also known as oral corrective feedback. Chaudron (1977) described that corrective feedback was a teacher's reaction that can change, referred to disapproval, or asked for improvements in the learner's pronunciation. In a different year, Chaudron (1988) defined corrective feedback as various types of teacher behavior that followed mistakes and tried to inform students about the reasons for mistakes made. Another researcher defined corrective feedback as the teacher's effort to encouraged students to pay attention to the grammatical accuracy of student speech (Sheen, 2007). Anggunsari and Mahmudah (2023) also defined corrective feedback as applying corrections to student production where the teacher can easily provide direct and indirect comments on student mistakes. To improve

students' pronunciation, oral corrective feedback is needed. Lee and Lyster (2015) defined oral corrective feedback (OCF) as "the teacher's verbal response in correcting students' linguistic mistakes." Thus, the teacher's verbal response can help students to find out and correct their mistakes and influences the development of their EFL learning.

Furthermore, in delivering oral corrective feedback, the teacher must determine the type of oral corrective feedback that wants to use. The teacher also has to pay attention to the characteristics of students to give them the appropriate type of OCF. Since oral corrective feedback is needed in communication-oriented classroom, Lyster and Ranta (1997) in their research classified corrective feedback into six types such as explicit correction, recast, requests for clarification, metalinguistic comments, elicitation, and repetition. They were then categorized into two, reformulation and prompt. In reformulation, there were explicit corrections and recast because both focused on the way words or sentences were pronounced correctly. Meanwhile, prompts, previously known as negotiation forms, include various signals such as elicitation, metalinguistic comments, requests for clarification, and repetition as compared to reforms. As Lyster and Ranta (1997) mentioned, corrective feedback was categorized into two, reformulation (explicit) and prompts. Another researcher who classified oral corrective feedback was Li et al. (2016) which classified OCF into two, immediate and delayed. Immediate OCF was type that was given immediately after mistakes occurred. In Lyster and Ranta (1997)'s classification, immediate can be seen such as explicit correction, recast, repetition and elicitation.

Meanwhile, delayed OCF was type that was given at the end of the lesson as a complete correction, such as metalinguistic comment and request for clarification in Lyster and Ranta (1997)'s classification. Both classification of oral corrective feedback can help the teacher in applying corrective feedback. However, Lyster and Ranta (1997) classification of oral corrective feedback is more specific and detail. The six types of oral corrective feedback by Lyster and Ranta (1997) has already embraced another classification of oral corrective feedback. The following explain the six types of oral corrective feedback by Lyster and Ranta (1997) in detailed:

### **2.1.1 Explicit Correction**

According to Lyster and Ranta (1997), explicit correction refers to correct form provisions. Explicit corrections were used when students made mistakes and the teacher correct students' mistakes by giving them the correct form (e.g. "Not.., but...", "It's pronounced...", "Oh, you mean..").

Example:

S: "When I was at high school, I was used to wear..."

T: "Not was used to, but used to."

S: "I used to wear school uniform."

Explicit correction is the type of OCF that is easy to understand to students because this type is delivered clear and direct (Amalia, et al., 2019). The use of explicit correction also can increase students' awareness and deeper understanding

of their mistakes (Ha, et al., 2021). However, even there are advantages the use of explicit corrections, Öztürk (2016) stated that the excessive use of explicit correction can hinder negotiation between the teacher and students.

### **2.1.2 Recast**

Recast refers to the teacher's reformulation of students' mistakes by providing corrections without pointing out to students' mistakes (Lyster & Ranta, 1997). In the use of recast, it was not introduced by phrases such as "It's not.., but..." or "It's pronounced..."

Example:

S: "She doesn't never drink alcohol."

T: "She never drinks alcohol."

The use of recast is to help students find their mistakes without disrupting communication (Kaewkascholkul and Jaturapitakkul, 2023). Rozak, et al. (2023) stated that recast also can be used quickly and immediate without students being distracted. Contrary, the use of recast can be quickly and immediate but it will not always make students realize their mistakes (Ha, et al., 2021).

### **2.1.3 Request for Clarification**

Request for clarification refers to students' mistakes being misunderstood by the teacher or the students' statement being incorrect so that the teacher asks for clarification (Lyster & Ranta, 1997). The phrases that is used in request for clarification such as, "Pardon me," "Sorry?" "Will you repeat again?"

Example:

S: "I don't like person who, himm, they never I can't say true things."

T: "I don't understand what you mean, can you repeat please?"

Request for clarification is used to get clear meaning from students (Öztürk, 2016). Rozak, et al. (2023) also stated that request for clarification is used to ask for validation or repetition of an utterance. Although this type is used to get clear meaning, the use of request for clarification can create ambiguity and uncertainty for students (Amalia, et al., 2019).

### **2.1.4 Metalinguistic Comment**

According to Lyster and Ranta (1997), metalinguistic comment refers to providing questions, comments, or information related to students speech without providing correct example. Metalinguistic comment is also used to ask students for their understanding.

Example:

T: "Okay. Another sentence. "I don't like watermelon."

S: "He said he don"t like watermelon."

T: "There is a small mistake about the tense. What is it?"

Ss: "didn"t like, he didn"t like."

This type is used to make students understand their mistakes by providing opportunities to self-correct (Ha, et al., 2021). The use of self-correction itself can help students recall their knowledge. However, students" lack of understanding of the material before can make students difficult to remember and respond to the teacher" correction (Syakira & Nur, 2022).

### **2.1.5 Elicitation**

Elicitation refers to the correction techniques the teacher uses to correct students" mistakes (Lyster & Ranta, 1997). The use of elicitation is by the teacher gives questions to students by providing incomplete sentences and not mentioning the students" incorrect parts to make students can reformulate their mistakes.

Example:

S: "She said me she didn"t..."

T: (interrupting) She...?"

S: "She said me."

T: "She...?"

Ss: "told me."

Elicitation is used to give students the opportunity to self-correct and to explore their knowledge (Amalia, et al., 2019). On the other hand, the use of

elicitation can interrupt communication and can make students did not notice their mistakes (Kaewkascholkul and Jaturapitakkul, 2023).

### 2.1.6 Repetition

Repetition refers to correction given by the teacher by repeating students' mistakes without providing correct examples (Lyster & Ranta, 1997). Repetition is given to recall students' knowledge by correcting their own mistakes.

Example:

T: "When is Tarkan's concert?"

S: "Tomorrow /təʊməʊrɹəʊ/, sir."

T: "Tomorrow /təʊməʊrɹəʊ/?"

S: "Yes. Tomorrow /təʊməʊrɹəʊ/."

T: "Tomorrow /təʊməʊrɹəʊ/?"

Ss: "Heee. Tomorrow /tə'mɒrəʊ/."

The use of repetition can be done with little effort because it repeats students' mistakes. Kaewkascholkul and Jaturapitakkul (2023) stated that repetition is given to make students realize and correct their mistakes. However, the use of repetition can be ambiguous and can make students assume that the correction given is a form of correct correction, not a repetition of students' mistake (Amalia, et. al., 2019).

Therefore, from the advantages and disadvantages of six types of OCF by Lyster and Ranta (1997), the teacher's oral corrective feedback is needed in communication-oriented classroom. Sakiroglu (2020) stated that providing oral corrective feedback during second or foreign language teaching was one way to improve accuracy in oral communication. Students can increase their competence and their confidence in doing assignments and communication because they have received corrections from the teacher that used OCF (Anggunsari & Mahmudah, 2023). From these statements, the teacher's OCF has an important role in developing students' speaking skills during EFL learning. This statement was also consistent with Pratiwi et al. (2013) who stated that oral corrective feedback was an important part of learning to speak because without the teacher's OCF, students would not be aware of their abilities and mistakes. Pratiwi et al. (2013) also stated that in teaching speaking, there were things that require teacher OCF such as content, organization, pronunciation, grammar, and vocabulary. In short, a teacher's OCF has an effect on students' communication skills. Teacher's OCF can get students out of their comfort zone by recognizing and correcting their mistakes. In addition, the teacher must know the advantages and disadvantages of using the type of OCF by Lyster and Ranta (1997) to provide appropriate corrective feedback to students.

## 2.2 Previous Studies

In the literature, many researchers used the oral corrective feedback (OCF) classification model proposed by Lyster and Ranta (1997). In their model, OCF was classified into six types: explicit correction, recast, request for clarification, metalinguistic comments, elicitation, and repetition. A study by Lyster and Ranta (1997) conducted in French immersion classrooms revealed that recast was the most widely used type of OCF. However, it was also shown that in the corrective feedback process, there was negotiation of the form when the signal was given to the learner because this signal helped in reformulating the correct pronunciation.

Furthermore, several researchers used and applied the OCF classification model from Lyster and Ranta (1997) in their research. Öztürk (2016) study conducted in a Turkish EFL classroom investigated the use of oral corrective feedback. This study was in line with Lyster & Ranta (1997) by revealing that recasts and explicit correction were found to be the most used corrective feedback during learning activities. Recasts and explicit corrections were used to provide the correct form which may hinder negotiation with students. A similar study using the OCF model from Lyster and Ranta (1997) was conducted in Vietnam by Ha et al. (2021) investigated oral corrective feedback in English as a foreign language classroom. The finding of Ha et al. (2021) study revealed that explicit correction was frequently used by the teacher while metalinguistic comments was second type of OCF that was most used by the teacher. In contrast to Öztürk (2016), the most widely used type of OCF from this study was metalinguistic

comments. Metalinguistic comment was used to engage students in learning by giving them self-correction. Additionally, Kaewkascholkul and Jaturapitakkul (2023) study conducted in Thailand investigated teacher's corrective feedback on adult learners' mistakes in speaking revealed that recast was the most frequently used type of oral corrective feedback. Recast was used to provide correction by reformulating students' mistakes without interrupt students' communication.

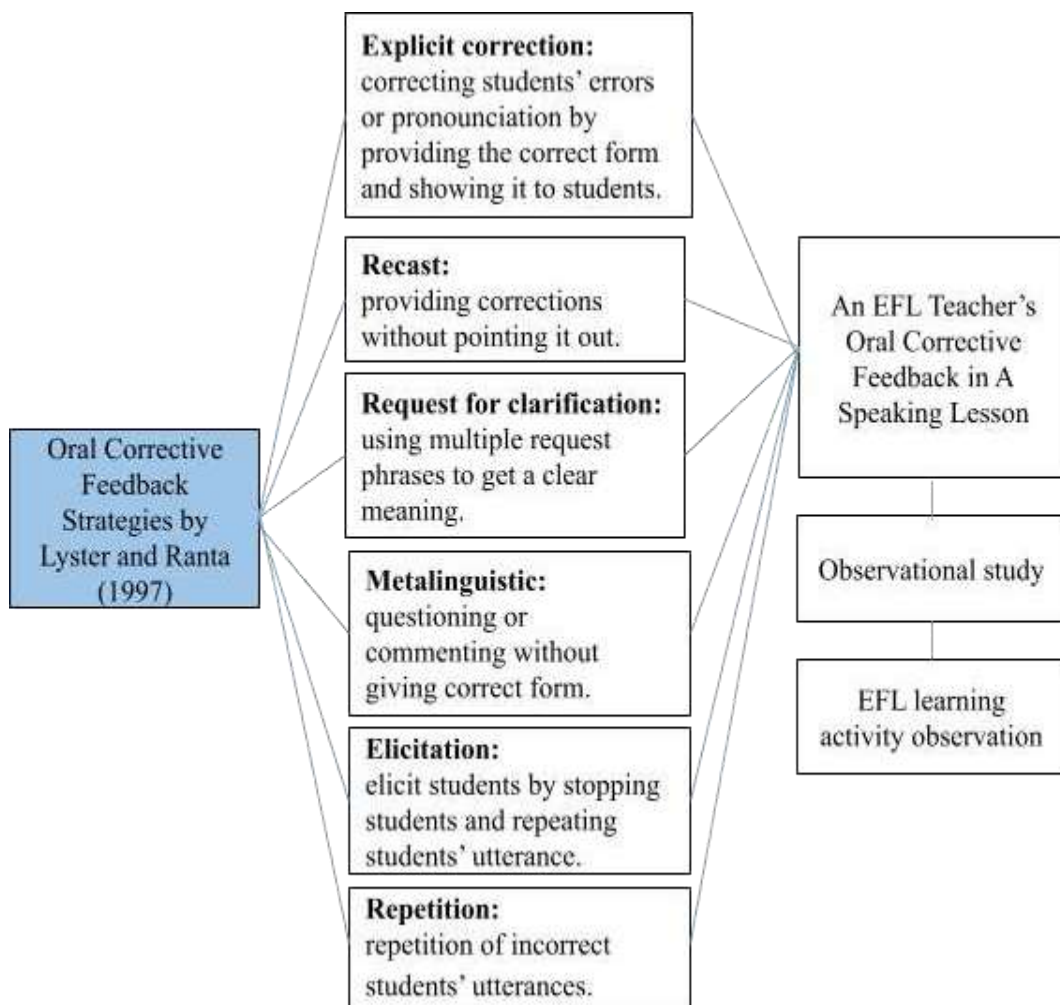
Moreover, studies conducted in Indonesia also used types of OCF by Lyster and Ranta (1997) with different types of data collection. Amalia et al. (2019) in Sebelas Maret University, Indonesia investigated male and female students' preferences on the oral corrective feedback. This study revealed that the most used OCF by the teacher was explicit correction. According to the students, explicit correction was the type of correction that was easiest to understand because the correction given was clear and immediate. Another study from Syakira and Nur (2022) conducted in Amsterdam Institute Makassar, Indonesia, revealed that the teacher often used explicit correction and recast to direct accurate learner responses in speaking. The teacher used explicit correction to correct students' mistakes and give students hint or encouraged them to recall their memories. In addition, recent study conducted by Rozak et al. (2023) implicit corrective feedback preferences on students' speaking performance in Indonesia revealed that recasts were frequently used type of OCF by the teacher. Recast was used to help students focus on the meaning of words which can correct student mistakes.

## 2.4. Theoretical Framework

This study employed Lyster and Ranta's (1997) classification regarding oral corrective feedback as its theoretical framework. In their classification, Lyster and Ranta (1997) classified oral corrective feedback into six types. Figure 2.1 below illustrates the theoretical basis of this study:

**Figure 2. 1**

*Theoretical Framework*



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research was aimed to identify the type of teacher's oral corrective feedback used in an English communication-oriented classroom. To identify this, this study used a qualitative research design. According to Creswell (2012), qualitative research was carried out by investigating, exploring, and understanding individuals or groups that originate from human social problems. In this qualitative research, the researcher used observation for the research methodology. Observation was conducted to find conclusion about an issue that occurred to the subject by observing individuals or groups directly in their environment (Carlson & Morrison, 2009). Therefore, this study used observation to identify the type of teacher's oral corrective feedback used during the EFL communication-oriented classroom in grade eleven in a senior high school.

#### **3.2 Setting & Participant**

This research was conducted at a senior high school in Yogyakarta in an English class by observing it one time during their learning activities. The class that was directly observed has 36 students with beginner to intermediate English proficiency. The main participant in this research was a male English teacher who has been teaching English since 2001 at a senior high school. The participant was

a senior teacher who taught English in grades eleven and twelve. He has also been involved as a coach for the school's English debate team which has achieved several achievements. Then, the researcher ensured that the English teacher was familiar with the oral corrective feedback by giving the teacher an overview of oral corrective feedback while checking his background knowledge about OCF before conducting the classroom observation. The researcher did this by giving examples of six types of oral corrective feedback by Lyster and Ranta (1997): explicit corrections, recasts, metalinguistic comments, request for clarification, elicitation, and repetition. This aim was to make the teacher able to identify and have an idea of the types of oral corrective feedback. After providing an overview of the six types of OCF by Lyster and Ranta (1997), the participant confirmed that he did use the types of OCF by Lyster and Ranta (1997) during learning activities. This indicated that the participant has a good capability of teaching English that will enrich data when observing his communication-oriented classroom. Moreover, before conducting observation, the researcher asked the participant for permission to record the teaching-learning process by using a video-recorder that can help the researcher to review the results of the observation.

### **3.3 Data Collection Technique & Instrument**

In this research, observation was used to collect data. Before conducting the observation, the researcher sent a letter to the school principal and English teacher requesting permission to conduct a classroom observation. After the principal and English teacher agreed, the researcher provided a consent form and

asked for permission from the English teacher to observe the speaking lesson. In addition, before the observation began, the researcher also asked for students' permission to observe their speaking lesson. Then, the researcher made direct observation during one English lesson with the duration of approximately 90 minutes. During the observation, a communication-oriented classroom was video-recorded using a camera placed at the back of the classroom to show learning activities and to show how the teacher provided oral corrective feedback. In the observation, the researcher was a complete observer that only observed the participants by sitting in place and made the participants not easily aware of the researcher's presence while the participants were interacting (Creswell, 2016). The research was also conducted using an observational checklist adapted from Kaewkascholkul and Jaturapitakkul (2023) based on the six types of oral corrective feedback from Lyster and Ranta (1997). The use of video-recording was to cross-check with the field notes from observation. Next, the researcher transcribed the video-recording and analyzed it to identify the type of oral corrective feedback used during a communication-oriented classroom.

In this study, an observation checklist was used to determine the type of oral corrective feedback that the teacher used during a communication-oriented classroom. Table 3.1 below is an observation checklist adapted from Kaewkascholkul and Jaturapitakkul (2023) that the researcher used during the classroom observation:

**Table 3.1***Observation Checklist Instrument*

No.	Types of OCF	Example	Notes	Time	Frequency
1.	<p><b>Explicit Correction</b></p> <p>Explicit correction refers to the teacher correcting the student's mistakes or pronunciation by the teacher providing the correct form and showing it to students.</p>	<p>S: Excuse /ˈɛkˈsjuːz/me</p> <p>T: Sorry, It's not „excuse“ /ˈɛkˈsjuːz/ me, but „excuse“ /ɪkˈsjuːz/ me.</p> <p>S: Excuse /ɪkˈsjuːz/ me, can you help me the way to the museum, please?</p>			
2.	<p><b>Recast</b></p> <p>Recast refers to teacher reformulation by providing corrections where students make mistakes without pointing them out.</p>	<p>S: Can I ask a question?</p> <p>T: Yes, please.</p> <p>S: How many questions on the paper?</p> <p>T: How many questions are there on the paper?</p> <p>Hımmm. I think, thirty.</p> <p>S: Ok. Thank you.</p>			
3.	<p><b>Request for clarification</b></p> <p>Request for clarification refers to the teacher using multiple request</p>	<p>S: She never eats chocolate /ʃəkoleyt/.</p> <p>T: What doesn't she eat?</p> <p>S: Chocolate /ʃəkoleyt/.</p>			

	phrases to get a clear meaning.	T: Chocolate /tʃɒk(ə)lət/.
4.	<b>Metalinguistic Comments</b>  Metalinguistic Comments refers to the teacher asking questions or commenting on students' speech without giving the correct form.	T: Ok. Another sentence, "I don't like watermelon." S: She said she don't like watermelon. T: There is a small mistake here, about the tense. What is it?" S: didn't like. She said she didn't like watermelon.
5.	<b>Elicitation</b>  Elicitation refers to the teacher's technique of eliciting students' pronunciation by stopping students' sentences and repeating students' mistakes.	S: He <u>said me</u> he didn't... T: He..? S: He <u>said me</u> . T: He...? S: told me.He told me.
6.	<b>Repetition</b>  Repetition refers to the teacher's repetition of the wrong student's utterances.	T: Guys, when is Tulus's concert? S: Tomorrow /təʊməʊrɹəʊ/, hocam. T: Tomorrow? /təʊməʊrɹəʊ/ S: Yes. Tomorrow /təʊməʊrɹəʊ/ T: Tomorrow? /təʊməʊrɹəʊ/. S: Heee. Tomorrow. /tə'mɔrəʊ/ T: Good.

### **3.4 Data Analysis Technique**

The observational data obtained from video-recording was transcribed. Then, the data was verified by using an observation checklist which has been categorized into six types of oral corrective feedback according to Lyster and Ranta (1997): explicit correction, recasts, metalinguistic comments, request for clarification, elicitation, and repetition. From the observation checklist, the data was then sorted and categorized based on the types of oral corrective feedback that were often used, averagely used and not used in the teacher's learning activities. After finding the type of oral corrective feedback that was used by the teacher, the data was then compared and analyzed with previous studies. The researcher also provided the teacher with the observational result to confirm the type of oral corrective feedback which was used and identified during his communication-oriented classroom.

### **3.5 Trustworthiness**

Trustworthiness is needed to achieve valid findings in this research. The researcher used credibility, transferability, confirmability, and dependability to ensure the trustworthiness of research analysis results. The credibility of this research guaranteed the data by reviewing the observation transcript, synchronizing the observation results with the transcript, and confirming to the participant about the type of oral corrective feedback used according to the observation results. As Suter (2012) stated, credibility was belief in the truth of

findings through verification by participants, collection of evidence such as transcriptions and observation notes. Thus, the research result must be compatible with actual data.

Furthermore, transferability provided background data to establish the research context and a description of the phenomenon in question to enable comparison (Shenton, 2004). To ensure transferability, the researcher defined the research setting in detail by transcribing video recordings to present all data as transparently as possible. The findings of this research can be applied by English teachers during a speaking lesson and can be used as a reference for further research. In addition, confirmability was one way to find out whether research has been verified (Trochim, 2020). To describe the confirmability of the research, the researcher recorded video of the observation, took notes, and confirmed observation results with the participant to obtain objectivity. These steps were taken to avoid the researcher's personal views or judgments.

Then, dependability is re-checking research results to ensure consistency during data collection and analysis (Trochim, 2020). To ensure the dependability of this research, the researcher used an observation checklist during data collection and confirmed with participants to guarantee consistency of data collection and analysis.

**CHAPTER IV**  
**RESEARCH FINDING AND DISCUSSION**

This chapter presents the data obtained from observation to identify and describe the types of teacher’s oral corrective feedback used in an English speaking lesson. All data from this research are presented and analyzed in the findings and described in the discussion.

**4.1 Findings**

**4.1.1 Observational Study Result**

The observation was carried out by video recording during English learning activities in the classroom. The result of the observations had identified the type of oral corrective feedback that the teacher used during a communication-oriented classroom. The explanation of the observation result can be seen as follows:

**Table 4. 1**

*Classified Observation Result*

Types of Oral Corrective Feedback (OCF)	Utterances	Frequency
Explicit Correction	S: “Is it Wendy believes that...” T: “Wait, wait, wait. Not, is it, but it is.”  S: “Even if you are not a student /“stadnt/.” T: “Wait. Student /“stu:dnt/ not /“stadnt/ but	6 times

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/'stu:dnt/.

T: "Open the next file, write down your cost from the previous month /mʌnθ/. How did you pronounce month /mʌnθ/?"

S: "Month /mʌθ/.

T: "It's pronounced month /mʌnθ/. Not /mʌθ/ but /mʌnθ/. There's a „th“ in it. Month /mʌnθ/."

S: "Month /mʌnθ/."

T: "Good."

S: "... local bus /bʊf/."

T: "Local bus /bʌs/ not bus /bʊf/."

T: "What that you mispronounced is complete /kəm'pli:t/. How did you pronounce it?"

Complete /kʌm'pli:t/? It should be pronounced complete /kəm'pli:t/."

S: "Complete /kəm'pli:t/."

T: "Great."

S: "Remember to prioritize /pri:ɔrətaɪz/ your..."

T: "Prioritize /praɪ'ɔrətaɪz/ not /pri:/ but prioritize /praɪ'ɔrətaɪz/."

S: "Prioritize /praɪ'ɔrətaɪz/."

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Recast

S: "In the field of business and economy at university so definitely considered something basic in the world of finance /'fi.næns/."

4 times

T: "Finance /'faɪ.næns/."

S: "Finance /'faɪ.næns/."

S: "Something like bla bla bla office /'ɑ:.faɪs/."

T: "Office /'ɑ:.fɪs/."

S: "Office /'ɑ:.fɪs/."

S: "We can ask a special discount."

T: "We can ask for a special discount."

S: "Student /'stʌdnt/ must be..."

T: "Student /'stʌdnt/."

S: "Student /'stʌdnt/."

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Request for Clarification	S: "We can ask a specific discount." T: "Repeat again. Will you?" S: "We can ask a special discount."	1 time
Metalinguistic Comments	T: "Remember students, how to pronounce bus?" SS: "Bus /bʌs/."	1 time
Elicitation	-	-
Repetition	-	-

As shown in table 4.1, from six types of oral corrective feedback by Lyster and Ranta (1997), there were four types that the teacher used during an English communication-oriented classroom. Those four types were explicit corrections, recasts, requests for clarification, and metalinguistic comments. Meanwhile, from transcription results, out of six types of oral corrective feedback, two types: elicitation and repetition were not used by the teacher during a communication-oriented classroom. In observational result, it can be seen that explicit correction was most frequently used types of oral corrective feedback by Lyster and Ranta (1997) that appeared six times during learning activities. Another frequently used type was reacts which appeared four times during learning activities. Then, requests for clarification and metalinguistic comments were both used once.

## 4.1.2 Types of Teacher’s Oral Corrective Feedback

### a. Explicit Correction

Explicit correction was the most frequently type of OCF used by the teacher. It appeared six times a communication-oriented class. Based on the observation result, the teacher provided various forms of explicit correction, such as direct instruction, “It’s not... but, ...” and also provided explanations about students’ mistakes, such as, “It pronounced...” These are the following examples of explicit correction that teacher provided during a communication-oriented class:

**Table 4. 2**

*Observation Result of Explicit Correction*

Type of Teacher’s OCF	Utterances	Time
E2	S: “Even if you are not a student / <sup>o</sup> stadnt/.” T: “Wait. Student / <sup>o</sup> stu:dnt/ not / <sup>o</sup> stadnt/ but / <sup>o</sup> stu:dnt/.	23.22
E3	T: “Open the next file, write down your cost from the previous month /mʌnθ/. How did you pronounce month /mʌnθ/?” S: “Month /maʊθ/.” T: “It’s pronounced month /mʌnθ/. Not /maʊθ/ but /mʌnθ/. There’s a „th“ in it. Month /mʌnθ/.” S: “Month /mʌnθ/.” T: “Good.”	26.00

*Note.* E2 (the 2nd Explicit Corrections), T (Teacher), S (Student)

## b. Recasts

Recast was the second frequently type of OCF used by the teacher. It appeared four times in a communication-oriented class. According to the results of observation, the teacher used recast to correct students' grammatical mistake and students' mispronounced words, such as, "finance, students, bus" without pointing them out. The examples of the use of recasts during a communication-oriented class can be seen below:

**Table 4. 3**

*Observation Result of Recast*

Type of Teacher's OCF	Utterances	Time
R3	S: "We can ask a special discount." T: "We can ask for a special discount."	55.08
R4	S: "Student /'stadnt/ must be..." T: "Student /'stu:dnt/." S: "Student /'stu:dnt/."	63.21

*Note.* R3 (the 3th Recasts), T (Teacher), S (Student)

## c. Request for Clarification

Request for clarification was only used once by the teacher during a communication-oriented class. Based on observation result, the teacher used request for clarification to get a clear meaning by using the phrase, "Repeat again. Will you?" The following is an example of request for clarification the teacher provided to the student:

**Table 4. 4***Observation Result of Request for Clarification*

Type of Teacher"s OCF	Utterances	Time
Q1	S: "We can ask a specific discount." T: "Repeat again. Will you?" S: "We can ask a special discount."	54.58

*Note.* Q1 (the 1st Explicit Corrections), T (Teacher), S (Student)

**d. Metalinguistic Comment**

Metalinguistic comment was only used once by the teacher during a communication-oriented class. According to observation result, the teacher used metalinguistic comment to ask students a question about the correct pronunciation of "bus." The following is an example of metalinguistic comment that the teacher provided during a communication-oriented class:

**Table 4. 5***Observation Result of Metalinguistic Comments*

Type of Teacher"s OCF	Utterances	Time
M1	T: "Remember students, how to pronounce bus?" SS: "Bus /bʌs/."	27.58

*Note.* M1 (the 1st Metalinguistic Comments), T (Teacher), S (Student)

## 4.2 Discussion

According to the data findings, it was found that the types of teacher's oral corrective feedback used during a communication-oriented class were explicit corrections, recasts, requests for clarification, and metalinguistic comments. Meanwhile, elicitation and repetition were not used by the teacher during a communication-oriented class. Based on observation results, explicit corrections were most frequently used type of oral corrective feedback while recasts were second frequently used type of oral corrective feedback by the teacher. From these results, it can be seen that the teacher used reformulation, which was a type of oral corrective feedback that did not require negotiation with students, such as explicit corrections and recasts. As Öztürk (2016) found that recasts and explicit corrections were types of oral corrective feedback that can be done quickly and did not waste much time in correcting student mistakes.

In this research, explicit corrections were the most frequently type of oral corrective feedback used by the teacher during a communication-oriented class. Based on data findings, the teacher provided explicit corrections six times by using explicit phrases such as, "It's not..., but..." and "it's pronounced..." to correct students. Amalia et al. (2019) in their research found that explicit correction was a type that was delivered clearly, directly, and easily understand by students. According to observation findings, the way the teacher provided explicit corrections was clear and direct which made students easily find out and correct their mistakes. This statement was in line with research conducted by Ha, et al.

(2021) that found that the use of explicit correction can increase students' awareness deeper understanding of their mistakes. Contrary, Öztürk (2016) stated that the excessive use of explicit correction can hinder negotiations between teachers and students because the teacher did not give students the opportunity to correct their mistakes. Although the use of explicit correction can hinder negotiations, based on observation results, the explicit corrections that the teacher provided during a communication-oriented class did not waste time and did not interfere with students' communication. In addition, explicit correction made students quickly understand their mistakes and correct their mistakes immediately.

Furthermore, recast was the second frequently type of oral corrective feedback used by the teacher during a communication-oriented class. According to findings, the teacher provided recasts four times by correcting students' grammatical mistakes and students' mispronounced words such as, "finance, office, and students" without pointing them out. Kaewkascholkul and Jaturapitakkul (2023) in their research found that the use of recasts can help students find their mistakes without disrupting communication. Another research conducted by Rozak, et al. (2023) also found that recasts can be used quickly and immediate without students being distracted. However, based on observation results, when the teacher used recast to correct students' grammatical mistakes by adding preposition "for", the recast given by the teacher was not noticed and made the student did not realize the mistakes. Ha, et al. (2021) stated that the use of recasts can be done quickly and immediately but it will not always make students

realize their mistakes. Thus, the use of recasts should be carefully considered and may be used in tandem with another correction technique.

In the meantime, requests for clarification and metalinguistic comments were only used once in a communication-oriented class. From observation result, request for clarification was used by the teacher to get a clear meaning by using a phrase, "Repeat again. Will you?" Then, instead correct the mistake, student repeat the same mistake. The use of request for clarification might be unclear and ambiguous that made the student did not even realize the mistake. Amalia, et al. (2019) stated that request for clarification was a type of OCF that was unclear and ambiguous to indicate students' mistakes. This proved that the use of request for clarification in this class was not effective, especially for students who have beginner to intermediate English proficiency. Apart from that, metalinguistic comment was also a type of OCF that used once by the teacher. Based on observation result, the teacher used metalinguistic comment to ask students question of the correct pronunciation of "bus." The use of metalinguistic comment during a communication-oriented class helped students recall their knowledge and pronounce the word "bus" with the correct pronunciation without having hint from the teacher. This statement was in line with research conducted by Ha, et al. (2021) that found the use of metalinguistic comments can help students to understand mistakes by providing opportunities to self-correct. However, even though there were different responses from requests for clarification and

metalinguistic comments, these two types did not have much influence on students' speaking skills during a communication-oriented class.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the research summary in reference to the research findings in the previous chapter and recommendations for further research.

#### 5.1 Conclusion

This research has discussed the types of teacher's corrective feedback used in a communication-oriented classroom. Based on the finding and discussion, it can be concluded that of the six types of oral corrective feedback by Lyster and Ranta (1997), only four types were used by the teacher during a communication-oriented classroom. They were explicit correction, recast, request for clarification, and metalinguistic comment. Meanwhile, elicitation and repetition were types of OCF that did not used by the teacher during a communication-oriented class. Despite that, of the four types of OCF used, explicit corrections were the most frequently used type of OCF by the teacher and it appeared six times during a communication-oriented class. Explicit corrections in this class were used to provide explanation about students' mistakes by using phrases such as, "It's not..., but..." and "It's pronounced..." The use of explicit corrections by the teacher during a communication-oriented class was direct and immediate that did not take up time. Then, the second frequently used type of oral corrective feedback by the teacher was recast. During a communication-oriented class, the teacher used recast four times. The use of recasts were to correct students'

grammatical mistakes and students' mispronounced words such as, "finance, students, bus" without pointing them out. According to findings, the teacher used recast directly and immediate as students made mistakes. The result was that students can follow the teacher's correction and correct their mistakes. However, when it turned to correct students' grammatical mistakes, the use of recast made students did not realize their mistakes and repeat the mistakes.

Furthermore, others types of OCF by Lyster and Ranta (1997) that were used by the teacher were request for clarification and metalinguistic comments. Both request for clarification and metalinguistic comment were just used once by the teacher during a communication-oriented class. Then, it can be conclude that the findings showed that the teacher prefer used reformulation form, such as explicit correction and recast to correct students' mistakes rather than negotiation such as, request for clarification, metalinguistic comment, elicitation, and repetition. The reformulation form was most frequently used by the teacher because this form did not require negotiation between the teacher and students like negotiation form which can be time consuming. In addition, it can be seen that the teacher also used both immediate feedback such as, explicit correction and recast and delay feedback such as, request for clarification and metalinguistic comment. Therefore, from the types of oral corrective feedback and correction form given, the teacher must pay attention to the type of oral corrective feedback used by taking notice of students' characters and also students' level of English proficiency.

## **5.2 Recommendations**

This research focused on observing the type of teacher's oral corrective feedback used in a communication-oriented classroom. There were several things to keep in mind in this research. First, the research was carried out by observing one meeting of a communication-oriented classroom. Future research can conduct two or multiple observations to see the consistent use of the type of oral corrective feedback employed by the teacher. Second, this research is limited to identifying the type of teacher's oral corrective feedback used during a communication-oriented classroom that might show different results with other speaking classes with different levels of English proficiency or in other language skill class or in other education levels. Therefore, the researcher would like to suggest for the future studies to involve more teacher-participants from different educational level while also finding out different teachers' perspectives towards the use of oral corrective feedback besides identifying the type of OCF that they use. Additionally, a mix-method research can be employed by adding survey instruments to investigate students' perspectives on oral corrective feedback.

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## APPENDICES

### Appendix 1

#### *Observation Checklist*

No.	Types of OCF	Example	Field Notes	Time	Frequency
1.	<b>Explicit Correction</b>  Explicit correction refers to the teacher correcting the student's mistakes or pronunciation by the teacher providing the correct form and showing it to students.	S: Excuse / <sup>h</sup> ek <sup>h</sup> sjuz/me... T: Sorry, It's not „excuse“ / <sup>h</sup> ek <sup>h</sup> sjuz/ me, but „excuse“ /ik <sup>h</sup> sjuz/ me. S: Excuse /ik <sup>h</sup> sjuz/ me, can you help me the way to the museum, please?	S: “Is it Wendy believes that...” T: “Wait, wait, wait. Not, is it, but it is.”	23.08	6 times
			S: “Even if you are not a student.” T: “Wait. Student / <sup>h</sup> stu:dnt/ not / <sup>h</sup> stadnt/ but / <sup>h</sup> stu:dnt/.	23.22	
			T: “Open the next file, write down your cost from the previous month. Tadi month bacanya apa?” S: “Month / <b>maʊθ</b> /.” T: “Itu dibaca month / <b>manθ</b> /. Bukan / <b>maʊθ</b> / tapi / <b>manθ</b> /. Ada „th <sup>h</sup> nya. Month / <b>manθ</b> /.” S: “Month / <b>manθ</b> /.” T: “Good.”	26.00	
			S: “... local bus / <b>bʊʃ</b> /.” T: “Local bus / <b>bʌs</b> / bukan bus / <b>bʊʃ</b> /.”	27.35	
			T: “What that you mispronounced is complete / <b>kəm'pli:t</b> /.” Tadi bilangnya apa? Complete / <b>kəm'pli:t</b> /? Harusnya complete / <b>kəm'pli:t</b> /.” S: “Complete / <b>kəm'pli:t</b> /.” T: “Great.”	32.09	

			<p>S: “Remember to prioritize /<b>pri:ɒrətaɪz</b>/ your...”</p> <p>T: “Prioritize /<b>praɪ'ɒrətaɪz</b>/ bukan /pri:/ tapi prioritize /<b>praɪ'ɒrətaɪz</b>/.”</p> <p>S: “Prioritize /<b>praɪ'ɒrətaɪz</b>/.”</p>	35.12	
2.	<p><b>Recast</b></p> <p>Recast refers to teacher reformulation by providing corrections where students make mistakes without pointing them out.</p>	<p>S: Can I ask a question?</p> <p>T: Yes, please.</p> <p>S: How many questions on the paper?</p> <p>T: How many questions are there on the paper? Himm. I think, thirty.</p> <p>S: Ok. Thank you.</p>	<p>S: “In the field of business and economy at university so definitely considered something basic in the world of finance /'fɪ.næns/.”</p> <p>T: “Finance /'fai.næns/.”</p> <p>S: “Finance /'fai.næns/.”</p>	23.04	4 times
			<p>S: “Something like bla bla bla office /'ɒfɪs/.”</p> <p>T: “Office /'ɒfɪs/.”</p> <p>S: “Office /'ɒfɪs/.”</p>	31.29	
			<p>S: “We can ask a special discount.”</p> <p>T: “We can ask <b>for</b> a special discount.”</p>	55.08	
			<p>S: “Student /'stʌdnt/ must be...”</p> <p>T: “Student /'stʌ:dnt/</p> <p>S: “Student /'stʌ:dnt/</p>	63.21	
3.	<p><b>Request for clarification</b></p> <p>Request for clarification refers to the teacher using multiple request phrases to get a clear meaning.</p>	<p>S: She never eats chocolate /ʃəkəleɪt/.</p> <p>T: What doesn't she eat?</p> <p>S: Chocolate /ʃəkəleɪt/.</p> <p>T: Chocolate /tʃɒk(ə)lət/.</p>	<p>S: “We can ask a special discount.”</p> <p>T: “Repeat again. Will you?”</p> <p>S: “We can ask a special discount.”</p>	54.58	1 time

4.	<p><b>Metalinguistic Comments</b></p> <p>Metalinguistic Comments refers to the teacher asking questions or commenting on students' speech without giving the correct form.</p>	<p>T: Ok. Another sentence, "I don't like watermelon."  S: She said she don't like watermelon.  T: There is a small mistake here, about the tense. What is it?"  S: didn't like. She said she didn't like watermelon.</p>	<p>T: "Remember students, how to pronounce bus?"  SS: "Bus /bʌs/."</p>	27.58	1 time
5.	<p><b>Elicitation</b></p> <p>Elicitation refers to the teacher's technique of eliciting students' pronunciation by stopping students' sentences and repeating students' mistakes.</p>	<p>S: She <u>said me</u> he didn't...  T: She..?  S: She <u>said me</u>.  T: She...?  S: told me. She told me.</p>	-	-	-
6.	<p><b>Repetition</b></p> <p>Repetition refers to the teacher's repetition of the wrong student's utterances.</p>	<p>T: Guys, when is Tulus's concert?  S: Tomorrow /təʊməʊrɹəʊ/, hocam.  T: Tomorrow? /təʊməʊrɹəʊ/  S: Yes. Tomorrow /təʊməʊrɹəʊ/</p>	-	-	-

		T: Tomorrow? /təʊməʊrəʊ/. S: Hee. Tomorrow. /tə' mɔːrəʊ/ T: Good.			
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## Appendix 2

### *Observation Transcription*

**Place** : Grade 11 in Yogyakarta Senior High School  
**Duration** : 1 hour 15 minutes  
**T** : Teacher  
**S** : Student  
**SS** : Students  
**L1** : First Language (Bahasa Indonesia)

Subject	Transcript	Themes	Times
T	“Assalamu”alaikum Warahmatullahi Wabarakatuh”		
SS	“Waalaikumsalam Warahmatullahi Wabarakatuh”		
T	“Good Morning, Students!”		
SS	“Good Morning, Sir!”		
T	“So today, we will do listening and speaking lesson. But, first, I will check your attendance. Keep silent please.”		
T	“Please open your book page 51. Students, Is there anybody absent today?”		
SS	(some students are noisy, busy opening their book, playing with their phone, and two students respond to the teacher by shaking their heads.)		
T	“So, today is 21st February, right?”		
S	“Yes, 21st.”		
T	“Please, say something when I call you.” (The teacher checking attendance)		
SS	(three students come late to the class)		
T	(continuing check students“ attendance one by one)		

T	“Okay, no one is absent.” (the teacher takes the worksheet from student’s table)		
T	“Okay students, to start the activity, please prepare the worksheet.”		
T	“You bring this book?” (the teacher shows the book to the students)		
SS	“Yes.”		
T	“Okay, open on page 51. Every table has the book, right? Page 51.”		
SS	(some students show their book)		
T	“Okay students, now let’s see the picture.”		
T	“Let’s see the picture.” (the teacher opens his phone)		
S	(close the door)		
T	“Page 51, observe the picture.” (the teacher is looking at his phone)		
T	“51, okay? You got it?” (the teacher takes a picture from student’s book and some students are noisy)		
SS	“Yes.”		
T	“Okay, page 51. Learning material: observe the picture and answer the questions.” (the teacher is scrolling his phone)		
T	“Students, what do you think the activity in the picture?”		
SS	(silent)		
T	“Withdrawing money? Taking money? Apa lagi? (using L1)”		
SS	(no respond, some of them are busy with their worksheet)		
T	“Insert the...?”		

S	“Card.”		
T	“Insert the card. What of the activity is insert the card?”		
SS	(no respond and busy with their worksheet)		
T	“Maybe the activity is withdrawing money or the other one?”		
SS	(students are noisy and talk to each other)		
T	“Can you operate the ATM, students? automatic”		
SS	(silent)		
T	“Can you operate that machine?”		
SS	“Yes.”		
T	“Very often.”		
T	“Now, tell us the steps. Step one, kira-kira apa?” (the teacher used L1)		
SS	“Insert the card.”		
T	“Insert the card. Step two?”		
S	“PIN”		
T	“Yea, type the PIN. Ee kemudian, step number three?”		
SS	(noisy)		
T	“Write the nominal. And then? Click OK.” (the teacher is scrolling his phone)		
T	“And then take the money.” (the teacher is scrolling his phone again)		
T	“After that, the last one?” (the teacher keeps scrolling his phone and students are noisy)		
S	“Take the card.”		
T	“Yea, take the card.”		
T	“Now, listening students, eee... Way to save		

	money as a student. Siapa yang punya ee do you have saving account students?"		
SS	"Yes."		
S	"Enggak" (using L1)		
T	"Okay, now, page 52. Open on 52." (the teacher checks the front seat students)		
T	"Prepare your phone to have listening activity. Just scan the QR code and then listen up. Listen the recording, after that fill in the blank." (the teacher is scrolling his phone)		
SS	(The students are listening to the audio by using their phone and filling the blank on their worksheet)		
T	(The teacher is checking students one by one by going around the classroom)		
T	(The teacher sits on the front in teacher"s table)		
SS	(Some students discuss their work with their pair)		
T	"Have you finished?"		
S	"No."		
T	"Not yet?"		
SS	"Yea, not yet."		
T	"Not yet? Okay, we"re waiting."		
T	"For those who have finished, can you raise your hand?"		
SS	(the students are busy with their listening activity)		
T	"No one? Okay." (the teacher waits)		
T	"Okay now, let"s check the answers." (the teacher stands up and return to the middle of the classroom)		

T	(The teacher is scrolling his phone and taking some pictures from student"s book)		
T	"Students, any some volunteer to answer the question number one?"		
S	"Glen"		
T	(The teacher does not realize and scroll his phone)		
T	"Who wants to be a volunteer?"		
SS	(noisy)		
T	"Kalau nggak ada, saya tunjuk." (using L1)		
T	"Today is 21st, so student number 21. Please, stand up. Baca dari awal (using L1)"		
T	"Put, read loudly."		
S	(reading the question and answering the question)		
T	"Wow, give applause, students."		
SS	(the students are giving applause)		
T	"Yea, well done, Put. Okay, now, will be number two."		
T	"This is February, right? Please student number two."		
T	"Can you stand up please."		
S	<b>(reading the question) "Is it</b>		
T	<b>"Wait, wait, wait. Not, is it, but It is."</b>	<b>Explicit Correction</b>	<b>23.08</b>
S	<b>"It is Wendy believes that there is something better that life ... Even if you"re not student..."</b>		
T	<b>"Wait, student not student but student." (the teacher correcting student"s</b>	<b>Explicit Correction</b>	<b>23.22</b>

	<b>mispronunciation)</b>		
S	“Not student, in the field of business and economic at university, so definitely considered something basic in the world of finance...”		
T	“Finance.” (the teacher correcting student’s mispronunciation)	<b>Recast</b>	<b>23.04</b>
S	“Finance calculating of budget.”		
T	“Okay, big claps for number two.”		
SS	(students are clapping)		
T	“Some words are mispronounced, but it’s okay. You still read well.”		
T	“For example, finance. Ee remember that the pronunciation is finance. The other is student. Not every „u” spoken by „a” seperti student, but, apalagi anak-anak? Beauty, jump. Yea, you must be careful.”		
T	“Number three. The question number three?”		
SS	(students are noisy)		
T	“Eee, this year is 2024. So, student number 24.”		
SS	(students are laughing)		
T	“Dari simply picture.”		
SS	(reading the question and answering the question)		
T	“Okay. Wait, simply pict, a pan, and tadi bacanya apa? Paper? It must be paper. Not paper, tapi paper. Kalau paper itu pedes. Not chili paper.” (the teacher correcting student’s mispronunciation)		
T	“Paper or open the next file, write down your cost from the previous month. Tadi month bacanya apa?”	<b>Explicit Correction</b>	<b>26.00</b>

S	<b>“Month.” (mispronounced)</b>		
T	<b>“Itu dibaca month. Bukan month, tapi month.” (the teacher correcting student’s mispronunciation)</b>		
T	<b>“Month, ada „th“nya. Month.”</b>		
S	<b>“Month.”</b>		
T	<b>“Good.”</b>		
T	“Next, number four will be number four. Please number four.”		
T	“Will you stand up? And read. Number four.”		
S	<b>(reading the question) “... local bus...” (mispronounced)</b>		
T	<b>“Local bus, bukan bus.” (the teacher correcting student’s mispronunciation)</b>	<b>Explicit Correction</b>	<b>27.35</b>
S	“Local bus...”(continuing read the question and answering the question)		
T	<b>“Yea, well done. Remember student, How to pronounce bus?”</b>	<b>Metalinguistic Comment</b>	<b>27.58</b>
SS	<b>“Bus.”</b>		
T	“Kalau semak-semak, berarti?”		
SS	“Bush”		
T	“Bush. Bacanya tebal, bush. Kalau bus, bus.”		
T	“Now, number five. Who is the captain of the class?”		
S	“Vani.”		
T	“Stand up. The captain of the class.		
S	(reading the question and answering the question)		
T	“Stop. just number five.”		

S	“Okay, sir.”		
T	“Yea, well done, Stephani. Big claps for Stephani.”		
SS	(students are clapping)		
T	“Number six will be the treasury of the class? Bendaharanya siapa?”		
SS	“Naura.”		
T	“Naura, stand up.”		
T	“Naura first. Naura, stand up and read number six.”		
S	(reading the question and answering the question)		
T	“Sampai free aja.”		
T	“the answer is?”		
S	“Relying”		
T	“Relying. Relying is it correct?”		
SS	(students are noisy)		
T	“Yea, relying. Relying the meaning is? Me..?”		
S	“Mengandalkan”		
T	“Mengandalkan. Betul.”		
T	“Now, number seven. The secretary of the class?”		
SS	“Dion, Nabil.”		
T	“The first secretary?”		
SS	“Nabil... Dion...”		
T	“Ya, Nabil first. Please stand up.”		
S	<b>(reading the question) “... Something like bla bla bla office...” (student mispronounced)</b>		

T	<b>“Office.” (the teacher correcting student’s mispronunciation)</b>	<b>Recast</b>	<b>31.29</b>
S	<b>“Office.”</b>		
S	(continuing reading the question and answering the question) “ ...online version of office...” (student mispronounced)		
T	<b>“Office.” (the teacher correcting student’s mispronunciation)</b>		
S	(continuing reading the answer)		
T	<b>“Ya, well done. Give applause.”</b>		
SS	(students are clapping)		
T	<b>“What that you mispronounced is complete. Tadi bilangnya apa? Complity? Harusnya complete.”</b>	<b>Explicit Correction</b>	<b>32.09</b>
S	<b>“Baik, sir. Complete.”</b>		
T	<b>“Next, number eight will be number seventeen. Who is number seventeen?”</b>		
SS	(students are laughing)		
S	(reading the question and answering the question)		
T	<b>“Sit down. Ya, well done.”</b>		
SS	(students are clapping)		
T	<b>“Next number will be thirty four. Who is number thirty four?”</b>		
S	<b>“Valen”</b>		
T	<b>“Valen. Stand up, valen.”</b>		
S	(reading the question and answering the question)		
	(bell sound)		
T	<b>“Ya, the answer is scenario. Well done.”</b>		

SS	(students are clapping)		
T	“The last number, the longest one, number ten.”		
SS	(students are noisy)		
T	“Will be... will be student number ten.”		
SS	“Weee” (students are laughing)		
S	<b>(reading the question and answering the question) “... remember to prioritize your</b>		
T	<b>“Prioritize. Bukan „pri“ tapi prioritize.” (the teacher correcting student’s mispronounced)</b>	<b>Explicit Correction</b>	<b>35.12</b>
S	<b>“Prioritize”</b>		
T	“Ya, well done, student number ten.”		
SS	(students are clapping)		
T	“Students, ee we go to the last number. Answer the questions on the text above. How many questions we’ve got?”		
T	“One, two...”		
S	“Five”		
T	“Five. You can write on your worksheet or you may write on the paper.”		
SS	(silence)		
T	“Five questions.”		
SS	(students are answering the questions on the worksheet)		
T	“Twenty five minutes.”		
T	(The teacher is checking students one by one by going around the classroom)		
T	“Students, if you want write on the worksheet, you may ee get out from the circle. The writing things.”		

S	“Okay”		
T	“Not in the circle but out of the circle is okay. I believe that your handwriting is too big if you write on the circle.”		
T	(The teacher is continuing check students one by one by going around the classroom)		
T	(The teacher sits on the front in teacher’s table)		
SS	(Students are answering the questions on the worksheet)		
S	(one student is laughing)		
T	“Have you finished, Cheeza?”		
S	“Yes”		
T	“Yes or Not?”		
S	“Yes” (laughing)		
T	(The teacher stands up and check students one by one by going around the classroom)		
T	“Have you finished?”		
SS	(students are busy answering the questions on their worksheet)		
T	(The teacher is continuing check students one by one by going around the classroom)		
T	“Okay students, let’s discuss the answers. Start from number one. Question number one...” (the teacher is looking at his phone)		
T	“Number one will be answered by Tsamara. Will you stand up, Tsamara?”		
S	(Reading the question and answering the questions)		
T	“Ya, well done. Big clap for Tsamara.”		
SS	(Students are clapping)		

T	“Tsamara answered five kinds, the question is just one. But, that’s okay. Dia jawabnya terlalu banyak.”		
T	“Number two. Stand up, number two. Will be answered by... Who will answer number two?”		
T	“Oh, iya itu.” (the teacher is pointing to one of the students sitting in the back seat)		
S	(Reading the question and answering the question)		
T	<b>“Repeat again. Will you?”</b>	<b>Request for Clarification</b>	<b>54.58</b>
S	<b>(The student is repeating the question and the answer) “We can ask a special discount.”</b>		
T	<b>“We can ask for a special discount.”</b>	<b>Recast</b>	<b>55.08</b>
S	(The student is nodding)		
T	“Okay. We can ask for a special discount as a student. Or... in other word is take it advantage of students“ deal. Just the same.”		
T	“Kalau jadi siswa kan dapat discount... online” (using L1)		
T	(The teacher is looking at his phone)		
T	“Next number four. Who will answer number four? Stand up, please.”		
S	(One student raises her hand)		
T	“Oh ya, Daun.”		
S	(Reading the question and answering the question)		
T	“Yup, well done. Perfect question and answer, ya.”		
S	(One student raises her hand)		
T	“Next, what number? Number five.”		

S	(Reading the question and answering the question)		
T	“Ya, well done. Think twice when you’re shopping. Have you practiced that?”		
S	“Yeah” (the student is nodding)		
T	“Yang sebelah sana, udah belum?” (the teacher is asking student in the front seat by using L1)		
S	“Belum, Sir.”		
T	“Please stand up and answer number three.”		
S	(Reading the question and answering the question)		
T	“Ya, well done.”		
T	“Now, next activity. Students, we are going to read about procedure text. Procedure text is a text that tells us a way to make something or yeah, just it.”		
T	“Yang baca ini aja. Stand up, please. Procedure text” (the teacher is pointing one student)		
T	“Ya, you, with glasses. Siapa namanya?” (the teacher is asking the student’s name)		
S	“Yonathan”		
T	“Yonathan. Stand up.”		
S	(Reading the definition and generic structures of procedure text)		
T	“Louder.”		
S	(The student is continuing read the definition and generic structures of procedure text)		
T	“Ya, well done. Students, please underline the first paragraph. Sentence I mean. About the definition of procedure text.”		
T	“Okay, students. We’ll go to the next page. Next page.”		

T	“Is about?”		
S	“Reading”		
T	“Okay, now, we have the example of procedure text. Yang baca....” (the teacher is looking at one student)		
T	“Yang belum baca, what’s your name?”		
S	“Selly”		
T	“Stand up, selly. Read all of them, will you?”		
S	<b>(Reading the text) “Students must be...” (student’s mispronounced)</b>		
T	<b>“Students” (the teacher correcting student’s mispronunciation)</b>	<b>Recast</b>	<b>63.21</b>
S	<b>“Students must be...” (continuing read the text)</b>		
T	“Stop. Continue by the girl with glasses over there.” (the teacher is pointing student’s in the back seat)		
T	“The second paragraph. Can you stand up?”		
S	(Reading the text)		
SS	(Students are clapping)		
T	“Well, done Indira.”		
T	“Amalia. Will you repeat reading? Stand up, please.”		
S	“Dari mana, Sir?”		
T	“From the beginning.”		
S	(Reading the text)		
SS	(Two students are leaving the class)		
T	“Okay, stop. Well done.”		
SS	(Students are clapping)		

T	“Okay students, now, ee the next activity is summarize writing. You may write your sentences on the box summarizing. Paragraph one and paragraph two. Only two boxes.”		
S	“Yang bagian mana, Sir?”		
T	“Write on the box. Task number three. Just task number three.”		
T	(The teacher returns to his seat and waits for the students to finish their writing)		
SS	(Students are writing the summarize)		
T	“Okay students, because the time is almost up. You may do the rest of the task at home or we can continue next week.”		
SS	“Yeyyy”		
T	“Students, today’s activity is about how to save your money as students. I hope that you got it everyday.”		
T	“Okay, students. I think It’s enough. Is there any questions?”		
SS	“No”		
T	“Okay. If you don’t have any questions, the meaning is clear. You have to do with saving money. Save your money.”		
T	“Okay, time’s up. See you, students. Assalamu’alaikum warahmatullahi wabarakatuh.”		
SS	“Walaikumsalam warahmatullahi wabarakatuh.”		
T	“See you next meetings.”		
SS	“Thank you, Sir.”		