

**EXPLORING EFL TEACHERS' BELIEFS AND
PRACTICES REGARDING ORAL AND WRITTEN
CORRECTIVE FEEDBACK**

THESIS

Submitted in partial Fulfilment of the Requirements for Gaining
the Bachelor Degree in English Language Education



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Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : Exploring EFL Teachers' Beliefs and Practices Regarding Oral and Written Corrective Feedback
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This research aims to explain teachers' beliefs and practices regarding the timing and types of oral and written CF in an EFL context. This research used a qualitative research and a descriptive research study. The participants of this research are three English teachers at SMPN 30 Semarang in the academic year 2023. Three EFL teachers had been selected through convenience sampling. The researcher collected the data through interview, observation, and documentation. The method of analysis technique employed data reduction, data display, and conclusion drawing and verification. The findings revealed both consistencies and inconsistencies between teachers' beliefs and their practices in the classroom. All informants believed that both oral and written CF were crucial to be implemented during teaching-learning activities. Regarding Oral Corrective Feedback (OCF) timing, two teachers showed inconsistency by only providing immediate feedback in their classrooms. In contrast, one teacher showed consistency by conducting immediate feedback. Regarding the types of OCF, most teachers preferred to use explicit correction the most and meta-linguistic feedback in practice even though they stated other feedback types in their interviews. The finding revealed consistency in the types of WCF. All teachers tended to use Direct feedback, yet one teacher didn't conduct WCF. In conclusion, the inconsistency between teachers' beliefs and practices is a common phenomenon in teaching teaching-learning process and thus, could be regarded as a chance rather than a fault.

Keywords: *Oral Corrective Feedback; Teachers' Beliefs; Teachers' Practices; Written Corrective Feedback.*

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden anyone, except with something within its capacity.” (Al-Baqarah: 286)

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth wait.”

“Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release. You can’t carry all things. Decide what is yours to hold and let the rest go” -Taylor Swift

DEDICATION

The thesis is dedicated to:

1. My beloved campus, Universitas Islam Negeri Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department.
2. My respectable and beloved parents, Mr. Syafi'i and Mrs. Istiqomah.
3. My lovely sibling, Livia Azzisatul Laila.
4. All of my lectures that have guided and educated me with big gorgeous sincerity.
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Semarang, 30 November 2023

The Writer,

A handwritten signature in blue ink, appearing to read 'Deviana', with a horizontal line underneath.

Deviana Syafira

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CHAPTER I

INTRODUCTION

This chapter covers several aspects related to introduction of this research, including the background of the research, research question, research objectives, and the significance of the research.

A. Background of the Research

Corrective feedback (CF), also known as error correction, is classroom instruction provided by teachers to deal with students' erroneous in a Foreign language (L1) or Second language (L2) classroom (Chen et al., 2016). For decades, corrective feedback has become a significant topic in pedagogy and foreign language studies in the field of practical linguistics and language acquisition (Yüksel et al., 2021). There were several controversial disagreements regarding the role of OCF and WCF, both theoretically and practically. Regarding oral corrective feedback, a few studies show some debates regarding the alignment between English Language Teaching (ELT) teachers' beliefs and their real classroom practices. Furthermore, recent studies revealed that teachers indicated more inconsistency than consistency between their beliefs and practices regarding oral corrective feedback (Li & Vuono, 2019). For instance, a study indicated that teachers' beliefs

and practices tend to align with the amount of feedback used. Their practices particularly diverged from their beliefs regarding the timing and type of oral CF (Ölmezer-Öztürk, 2019). Meanwhile, in a different study, it was found that the teachers' beliefs concerning OCF largely matched with their actual classroom practices. However, an experienced teacher showed an inconsistency in her classroom practice (Kamila et al., 2021).

Some debates also applied to written CF issues which analyzed teachers' beliefs and practices within the EFL classroom discourse. A research stated that in certain instances, teachers' practices concerning written corrective feedback (WCF) didn't match with their beliefs in terms of the type of feedback, the provision of WCF, and the balance between local and global feedback (Kamila et al., 2021). Another study also revealed that most teachers stated that error correction is a shared responsibility for both teachers and students. Regarding WCF type, most teachers utilized a combination of selective WCF and integrated direct and indirect WCF (Zhang & Li, 2021). The previous research above leads to a conclusion that there are many research have investigated the correlation between teachers' beliefs and their practices of oral and written CF. Thus, all research cited

above suggests the need to investigate more deeply concerning the inconsistency between teachers' beliefs and practices about OCF and WCF. Several studies have also revealed diverse findings concerning teachers' beliefs and practices regarding which errors need to be corrected, how to correct them, and who should do the correction between teachers and learners. However, few studies have examined the appropriate timing to provide oral and written feedback, especially in the scope of EFL classrooms. Most previous studies also highlighted the procedures of giving oral and written feedback, but few studies investigated feedback types that are appropriate to be implemented by EFL teachers while in EFL classrooms, the students aren't accustomed to communicating English as much as ESL students. To fill this void, this research is expected to explain EFL teachers' beliefs and their practices on written and oral corrective feedback in the form of the timing and the types of giving the feedback.

B. Research Questions

From a background of the study above, the researcher outlines the research questions of the research as follows:

1. What are EFL teachers' beliefs regarding the timing and the types of oral and written corrective feedback?

2. How do they practice giving oral and written corrective feedback regarding the timing and the types of corrective feedback?

C. The Objective of the Research

Regarding the research questions about oral and written corrective feedback issues, the researcher highlights several objectives as follows:

1. To explain EFL teachers' beliefs regarding the timing and the types of oral and written corrective feedback.
2. To describe EFL teachers' practices regarding the timing and the types of oral and written corrective feedback.

D. The Significance of the Research

The findings of this study are expected to contribute significantly in the following ways, thereby enhancing our understanding and knowledge within the field.

1. English Students

Through the implementation of CF, the students are expected to improve their speaking and writing skills. Corrective feedback serves as additional information to students on whether their answers were correct or incorrect. Oral corrective feedback, for

example, triggers students to understand the specific errors they made to make their speaking better. Students can also enhance their writing skills through written CF provided by the teacher. The findings of this research provide a new perspective to students on the timing and types of corrective feedback that might be suitable for their learning style. Furthermore, students can also use the result of this research as a benchmark whether the timing and types listed in the result are in accordance with their learning condition in an actual classroom.

2. Teacher

Corrective feedback can be an effective classroom discourse to correct students' erroneous both oral and written form. By implementing oral corrective feedback, the teacher can correct students' erroneous utterances effectively, because it is implemented directly in the classroom. Furthermore, the teacher also measures the capacity of students' speaking skills. Similarly, employing written CF within students' written projects can prompt them to focus on any errors they made. This research implies the need for teachers to prioritize raising awareness regarding OCF and WCF timing in classrooms. It also encourages practicing teachers to broaden their scope

of active teaching methods. This research also can trigger the teacher to explore more on the CF timing and types provided for students.

3. The Next Researcher

The researcher expects this study to be a source of motivation and inspiration for other researchers, encouraging them to undertake further studies on similar issues. The other researchers could investigate similar cases and complete the research gap of this research. The implication of this study could be a new case study for other researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of relevant literature, including previous research and theoretical review. The literature review presents some theories to support the data of this study, while previous research was used to identify the research gap and shortcomings so that the researcher can improve and complete it.

A. Review of Previous Studies

Investigating oral and written CF is not a new case. Some studies have discussed this issue. Therefore, the researcher uses theoretical review and previous research in the process of writing this research as follows:

Research conducted by Elçin Ölmezer-Öztürk (2019) investigated how the beliefs of eight Turkish teachers' beliefs align with their actual practices in EFL classrooms. This research examined the amount of feedback given, the timing, and the types of oral corrective feedback preferences. The result revealed a correlation between the beliefs and practices of teachers concerning the amount of feedback given in the EFL classroom. However, they showed inconsistency in both the timing and types of OCF. Subsequently, this research implied that several factors need to be considered by teachers when they decide to

provide feedback to their students, such as curriculum goals, teaching context, and student profile. Therefore, it is unsurprising that teachers' practices didn't match their beliefs which only can be reflected from their experiences in their reality classroom (Ölmezer-Öztürk, 2019).

Another research investigated by Nobuhiro Kamiya examined the relationship between the beliefs and classroom practices of OCF among four ESL teachers at an intensive English Program. The research revealed that teachers' beliefs matched with their real practices regarding oral corrective feedback. Nevertheless, they did not adopt OCF as the main principle of their teaching (Kamiya, 2016).

A study examined by Xuan, Loc, and Bui (2021) entitled Oral Corrective Feedback in English as a Foreign Language among 250 students and 24 teachers at four Public Secondary Schools. This research examined Vietnamese teachers' and students' beliefs concerning OCF in secondary EFL classes. It was found some consistencies and inconsistencies between teachers' beliefs and students' beliefs. Both teachers and students held strong beliefs in the effectiveness of feedback and expressed positivity toward explicit forms of feedback, such as metalinguistic feedback and explicit correction. In

terms of feedback timing, the students preferred to be given immediate feedback, whereas the teachers were more focused on considering students' emotions when providing immediate feedback. Nevertheless, both participants (teachers and students) held comparable preferences in their beliefs about feedback, considering OCF as advantageous and essential for both teaching and learning (Ha et al., 2021).

Regarding written corrective feedback, the research that investigated 100 students and 5 teachers in China also examined about mis (alignment) of teachers' beliefs and practices. The research was conducted by Mao and Crosthwaite in 2019. The result presented that teachers' beliefs on the provision of errors largely matched with their practices, yet it identified three specific areas where the teachers' actual practices didn't align with their beliefs, namely (1) the majority of teachers incorrectly perceived that they predominantly conduct direct feedback, whereas their actual practices involved providing more indirect feedback; (2) the teachers believed that they frequently marked the amount of errors in student's writing, even though they never doing so in practice; (3) the teachers tended to focus more on providing WCF for local issues rather than global issues, despite their beliefs that they

often provided most feedback on global issues (Mao & Crosthwaite, 2019).

Another research carried out by Zhang and Li also investigated EFL teachers' beliefs and practices about WCF among four teachers at primary and secondary schools in China. The result discovered that most teachers believed that correcting errors became the responsibility of both teachers and students. They preferred to use selective and integrative use of direct and indirect written corrective feedback. Regarding WCF practices, most teachers would underline the errors with the WCF types they used. Some teachers also preferred to mark and correct the errors directly. However, in this study, four teachers accepted their lack of WCF training and relied more on their past educational experiences, personal reflection, and their communication with colleagues (Zhang & Li, 2021).

Based on some previous studies above, the similarity of this study with previous studies is also aimed at investigating EFL teachers' beliefs and practices regarding oral and written corrective feedback. Meanwhile, the difference between this study and previous studies is that this study focuses on oral corrective feedback timing and types of oral and written corrective feedback in an English as a Foreign Language (EFL) context.

B. Theoretical Review

This theoretical review explains the relevant theories of oral and written feedback. This theoretical review aims to obtain an understanding of the existing research and debates relevant to a specific topic of oral and written CF.

1. Teachers' Beliefs

There are several experts define the meaning of teachers' beliefs. (Berg, 2001) defines a teacher belief is a proposition which may be consciously or unconsciously held, and something is accepted as true by the individual, and therefore the beliefs inspire and guide the people's thought and behavior. Teachers' beliefs are implicit and explicit supposition held by teachers which have relevance for their professional and instructional practices, interactions with students, and learning processes (Ferguson & Lunn Brownlee, 2021). This may include beliefs about students, self-learning, knowledge, and knowing. Teacher beliefs have been framed as suppositions such as attitudes, values, assumptions, images, intuitive screens, (pre-)conceptions, and personal teaching styles (Clark & Peterson, 1987). Recent studies related to teachers' beliefs have explored various aspects of beliefs, such as belief about teaching, belief about learning, belief about subject matter etc. (Purwono et al.,

2021). According to (Basturkmen et al., 2004), there are five aspects of teachers' beliefs, namely practical, personal practical, subject matter content, pedagogical content, and curricular.

2. The Difference Between 'Error' and 'Mistake'

Error and mistake are two different words that are actually synonyms of each other. They also mean the same thing, something that is done incorrectly and or wrong. The main difference between both of them is the context that they are used in. Errors and mistakes are not the same (Andrian, 2015). According to (Hubbard, 1983), errors are caused by the lack of knowledge about the target language or by an incorrect hypothesis about it, while mistakes are caused by temporary lapses of memory, confusion, slips of tongue, and so on. Another way to differentiate an error and a mistake is if the students can correct by themselves, it is probably a mistake, but if students cannot correct by themselves, it is probably an error.

Meanwhile, (D. Brown, 2000) states that errors are a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learners. Furthermore, Hubbard also claims that there are three major causes of errors, such as mother tongue

interference, over generalization and errors are encouraged by the teaching material and teaching method. There are some classifications of errors based on (Richards, 1971): (1) Errors of competence are the result of the application of rules by the first language learner, which do not correspond to the norm of the second language; (2) Errors of performance are the result of a mistake in language use and manifest themselves as repetition, false starts, corrections or slips of tongue. Based on the theories above, in this research, the researcher preferred to use the word 'errors' instead of 'mistakes'.

3. Corrective Feedback

There has been considerable focus in Second Language Acquisition (SLA) research on the topic of Corrective Feedback (Dan Brown, 2016). Corrective feedback is essentially described simply as 'responses to students' erroneous utterances (Lyster et al., 2013). Another study stated that corrective feedback is a feedback correction for students when they commit an error in their speaking and writing activity in a second or foreign language classroom (Sheen & Teaching, 2011). Research on corrective feedback issues has extensively explored several inquiries, including types of errors that need to be corrected, procedures of giving the correction, and who

should do the correction (Hendrickson, 1978). Regarding the effectiveness of CF, some studies have tried to explore the efficiency of corrective feedback in SLA. The effectiveness of oral corrective feedback refers to positive and negative evidence. The positive evidence in oral corrective feedback enables learners to understand the correct form of target language and contains a set of well-informed sentences to be presented by the learners'. On the other hand, negative evidence might appear through overcorrection because it could undermine a learner's self-confidence (Gass, 1997).

Several meta-analysis studies have provided the investigation concerning the positive role of CF for students' development, such as types of errors that need to be corrected, procedures of giving the correction, and who should do the correction (Li, 2010). Concerning types of errors that should be corrected, a study recommended that teachers should focus on providing feedback on 'errors' that result from limited knowledge, rather than addressing 'mistakes' such as slips of the tongue, memory lapses, and other errors' performances (Hedge, 2000). Regarding when to correct errors, Ellis noted delayed and immediate feedback (Rod, 2009). Meanwhile, regarding who should do the correction, Lyster recommended that teachers should promote self-correction among learners through

prompts, as this type is likely to have the most significant impact on the development of learners' interlanguage (Lyster, 2004).

There are two categories of corrective feedback, namely oral corrective feedback and written corrective feedback. Oral CF is usually employed to correct students' errors in speech production, while written CF is utilized to correct students' errors in written production and it is usually provided after the completion of a written task (Li & Vuono, 2019). In addition, OCF can become implicit and explicit forms based on whether students are informed about the issues in their speaking performances. On the other hand, written corrective feedback is consistently explicit as learners usually face difficulties in recognizing the correction intention, regardless of how it is given (Li & Vuono, 2019).

4. Oral Corrective Feedback

Oral corrective feedback (OCF) refers to teachers' or peers' responses to students' incorrect utterances in language class (Ha et al., 2021). OCF is often utilized as a remedial conversation method to assist students in enhancing their speaking ability by improving both intelligibility and accuracy of speaking. When employing oral corrective feedback, teachers utilize various methods

to trigger student's focus on their mistakes (Alkhamash & Gulnaz, 2019a). Regarding the role of CF in EFL class, oral CF has become a crucial approach to help teachers and learners identify and address both general and particular language errors. The majority of previous studies exploring the efficiency of oral CF have suggested its importance and positive effect on the language development of ESL and EFL learners (Lyster & Saito, 2010); (Lyster et al., 2013); (Mackey & Goo, 2007); (Nassaji, 2016); (Nassaji, 2017). Several studies stated that OCF is highly beneficial for both ESL and EFL students. Some research in language acquisition (LA) indicated that the implementation of oral corrective feedback consistently enhances the noticing, acquisition, and retention of language structure (Iwashita, 2003); (Leeman, 2003); (Mackey, 1999); and (Oliver & Mackey, 2003).

Regarding the timing of OCF, Ellis classified 2 types of timing regarding when the teacher should give corrective feedback (Li et al., 2016). She indicated that feedback was categorized as either 'immediate' (when the teacher stops the student's speaking in the middle of their speaking and corrects the errors immediately) or 'delayed' (corrections provided by the teacher after the learner's speech or utterance). Moreover, immediate feedback is given immediately after learners commit an error, whereas

delayed feedback is only conducted after a teaching activity that provides a context for correction has been completed (Li et al., 2016).

Discussing the types of oral corrective feedback, Lyster and Saito categorize oral corrective feedback into 6 types, namely explicit correction, recast, elicitation, repetition, clarification requests, and metalinguistic feedback. These types of OCF feedback are further classified into three broader categories, i.e. recasts, explicit corrections, and prompts.

Table 2.1. Types of OCF

OCF types	Description Based on (Ölmezer-Öztürk, 2019)	Examples Based on (E. J. Lee, 2013) and (Ölmezer-Öztürk, 2019)
Explicit correction	Indicates an error has been committed, identifies it, and provides the correction	S: On May T: Not on May, In May. We say, 'It will start in May
Recast	Reformulates all or part of the incorrect word or phrase, to show the correct form without explicitly identifying the error	T: Does a family live there? S1: No, it is rent T: Oh, it is rented S1: Yes

Clarification request	Indicates that the student's utterance was not understood and asks the student to reformulate it	<p>S: They are old rooms in the big house and a garden</p> <p>T: Sorry? Can you say it again, please?</p> <p>S: There are old rooms in the big house and there is a garden</p>
Meta-linguistic feedback	Gives technical linguistic information about the error without explicitly providing the correct answer	<p>S: Is there any garage in the garden?</p> <p>T: Come on. We use any with plural nouns. It is singular so ...</p> <p>S: Is there a garage?</p> <p>T: Good</p>
Elicitation	Prompts the student to self-correct by pausing so the student can fill in the correct word or phrase	<p>S: There are two glasses in the cupboard (kʌpbɔ:d)</p> <p>T: In the?</p> <p>S: cupboard (kʌpbɔ:d)</p> <p>T: In the? (smiling)</p> <p>S: cupboard (kʌbəd)</p>
Repetition	Repeats the student's error while highlighting the error or mistake utilizing emphatic stress	<p>S: There isn't any cinema in our city</p> <p>T: There isn't any cinema (rising intonation)</p> <p>S: Sorry, there isn't a cinema</p>

5. Written Corrective Feedback

Written Corrective Feedback (WCF) refers to responses and comments on students' written production in ESL and EFL contexts (Li & Vuono, 2019). Historically, in writing class, WCF had been seen as a method to assist learners in enhancing the quality of their texts, commonly known as 'learning to write' (Manchon, 2011). Regarding the use of WCF, several studies found the effectiveness of WCF ((D. R. Ferris, 2012); (I. Lee, 2013); (Mawlawi Diab, 2010), it is clear that written feedback helps to improve students' language accuracy. The students should focus or pay attention to the feedback given by the teacher. The teachers often engage students in the pedagogical practice of providing written feedback on their writing, aiming to comprehend how students respond to the feedback and to what extent they respond to it (Zheng & Yu, 2018a). Research also has compared and explored the effects of written feedback on students' writing in a virtual classroom setting. The finding suggested that offering any form of WCF is more beneficial than not providing any feedback at all (Reynolds & Kao, 2021).

Some previous studies distinguished types of WCF in terms of whether they are direct or indirect (Chen et al.,

2016). Additionally, a study categorized feedback type into three main groups, i.e. direct, metalinguistic, or indirect (Rod Ellis, 2008). Direct feedback is one type of written feedback where the teacher identifies the errors and directly gives the correct forms. This kind of feedback comes in various forms, such as crossing out unnecessary words, sentences, or morphemes, adding missing content, and writing the correct form near the incorrect one (Mao & Crosthwaite, 2019).

Indirect feedback is written feedback that is given without providing specific corrections (Rod Ellis, 2009). The students independently correct their own errors based on the knowledge they have. Commonly, four methods of indirect written corrective feedback are employed, consisting of (1) underlining, circling, or crossing out incorrect forms; (2) writing down the total amount of errors on a specific line in the margin; (3) providing symbol or code to illustrate where the error has made; and (4) providing a symbol or code to identify types of errors (D. Ferris & Roberts, 2001); (Robb et al., 1986). Meanwhile, metalinguistic feedback is seen as a type of indirect written feedback as it indicates the area of error, provides the correct forms, and motivates students to self-correct (Lyster & Ranta, 1997). The number of errors significantly affects the decision made by the teacher to use either direct

or indirect feedback. However, the effectiveness of each type – whether it yields positive or negative results – depends on its appropriate application (Rod Ellis, 2008).

Table 2.2. Types of WCF

WCF types	Description Based on (Rod Ellis, 2008)	Examples Based on (Falhasiri & Hasiri, 2020)
1. Direct CF	The teacher provides the student with correct form	When I was a child, I enjoyed from playing soccer.
2. Indirect CF	The teacher indicates that an error exists but does not provide the correction	
a. Indicating+ Locating the Error	This takes the form of underlining and use of cursors to show omissions in the student’s text	When I was [^] child <u>I</u> <u>enjoy from play</u> soccer. [^] = Missing word/punctuation
b. Indication Only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text	When I was [^] child <u>I</u> <u>enjoy from play</u> soccer
3. Metalinguistic CF	The teacher provides some kind of	

	metalinguistic clue as to the nature of the error	
a. Use of Error Code	Teacher writes codes in the margin (E.g. ww = wrong word; art = article)	When I was (art) child (pnc) I enjoy (v) from (prep) play (v) soccer.
b. Brief Grammatical Descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text	When I was ¹ child ² I enjoy ³ from ⁴ plays ⁴ soccer (1) Use an indefinite article when referring to one item (2) After an introductory phrase, use a comma (3) Use past simple when talking about past events (4) The verb ‘enjoy’ is not followed by a preposition (5) Use the gerund form after prepositions

CHAPTER III

RESEARCH METHOD

In the third chapter, the researcher presents several aspects related to research methodology, consisting research design, research setting, research participants, method of collecting data, instrument, and method of analyzing data.

A. Research Design

This research is qualitative research which employs a descriptive research design. According to Cathryne Palmer and Amanda Bolderston, a qualitative method refers to an interpretative approach to gain an understanding of different meanings and behaviors within a social phenomenon through the subjective experiences of the informants (Palmer & Bolderston, 2006). A qualitative method was chosen because this research intends to examine a deeper understanding of teachers' practices, experiences, and phenomena regarding CF in the EFL context.

The researcher utilized a descriptive research design as it is the most appropriate design to gather any information about a phenomenon in the class. Therefore, the descriptive research design matched with the purpose of this research, namely examining EFL teachers' practices

in providing either oral or written corrective feedback in EFL class. A descriptive research design enables the researcher to offer detailed and precise descriptions of EFL teachers' and students' behaviors, such as teachers' moves, teachers' teaching style, students' engagement, students' reactions, etc.

B. Research Setting

This research was conducted at SMP Negeri 30 Semarang which is located on Jl. Amarta Raya no. 21, Krobokan, Semarang Barat. The research was conducted in a school where English was studied as a foreign language, with students learning this subject 160 minutes per week. The research was held for 13 days from October 5th to October 23rd in the academic year 2023/2024. The researcher selected this location due to several reasons, such as (1) the informants of this research are teaching at SMPN 3 Semarang, (2) the location is easy to be accessed by the researcher so that the research can be conducted well without any obstacles, (3) based on the researcher's analysis, the location is suitable to be conducted research and the problem studied exists in this location, (4) in this school, all students are invited to be active so that there are many speaking activities which is needed by the researcher, (5) this school has A accreditation.

C. Research Participants

The researcher utilized convenience sampling in selecting the informant. The informants of this research were Junior High School teachers who have teaching experience in EFL classes. The total number of informants is 3 English teachers at SMP Negeri 30 Semarang. They have taught at SMP Negeri 30 Semarang since 2003 which means they have experience teaching EFL students for more than 20 years. The researcher conducted observation and interviews for those who were willing to participate and all informants fully agreed to take part in this research. The informant's approval can be proven by signing the consent form provided by the researcher.

Convenience sampling, known as Haphazard sampling or Accidental sampling, is a sampling method that does not rely on probability or randomness. Instead, it selects individuals from the target group based on practical factors, such as easy access, availability at a specific time, geographical proximity, and willingness to participate in this study (Etikan, 2016). This sampling is chosen because it is easily organized and the subjects are readily available.

D. Method of Collecting Data

The main data sources were all information gained from observation, documentation, and interviews. Field notes from classroom observation, video recorded, interview transcripts, audio recorded, and documentation relating to the issue can be used to collect the data. All the data were collected to answer two research questions of this research.

1. Interview

The researcher employs two kinds of interviews in this research. This first interview was used to gain data about teachers' beliefs regarding OCF and WCF. Thus, this interview particularly answers the first research question.

This interview serves as a valuable method to gain information about teachers' beliefs regarding CF, how to implement CF, when the teacher should provide CF, what types of CF they choose to conduct in the classroom, etc. Through interviews, the researcher can explore how teachers make decisions and take action in their classroom practices. The most appropriate interview type for this research is a semi-structured interview. In this kind of interview, the researcher

prepares a set of open-ended questions and follows up with probe questions to further explore the informants' responses and the observed issue.

2. Observation

The researcher utilized classroom observation to answer the second research question, namely examining the practices of EFL teachers on the timing and types of oral CF. Through this observation, the researcher gains information about timing and types of corrective feedback predominantly implemented during their classroom practices. Subsequently, the researcher knows whether the timing and types of the teachers stated in the interview had the same correlation with their practices.

The researcher used field notes and classroom observation guides (**see Appendix 2**) while conducting classroom observation. Field notes are used to write the data about students' erroneous during the teaching-learning process and teachers' practices in implementing CF for those errors. Besides using field notes, the research also used video recorded to save the data during

the process of observation as an additional data observation.

The researcher utilized observation because it allows the researcher to see the students' and teachers' interactions directly so that the result can be accepted and can be trusted. According to Creswell, observation complements interview data by enabling the researcher to compare the observations' results with those obtained through interviews (Poth & Searle, 2021).

3. Documentation

Documentation was used to answer the second research question about EFL teachers' practices of written CF. Oral corrective feedback can be identified through observation, whereas written CF should be analyzed through documentation as it was mostly identified in the documents from students' written projects. Through the data collection, the researcher collected any documents of students' written projects provided by EFL teachers. Then, the documents were analyzed in accordance with the objective of this research, which is to investigate the types of WCF.

4. Interview as the Triangulation Data

This second interview was used as the triangulation data to validate the observation data about teachers' oral practices. The researcher utilized the method of triangulation which aims to decrease the limitations and biases from observation data. Methods triangulation is a method of triangulation to study a situation or phenomenon. In other words, the strength of one method may complete the weakness of another method (UN Aids, n.d.).

The second interview as the triangulation data was utilised to answer the second research question about teachers' practices about OCF and WCF. The researcher applied semi-structured interviews to support the data from classroom observation. The use of interviews as data triangulation is to enhance and clarify the findings of classroom observation that had been done by the researcher.

Esterberg divide interview into three types of interview, namely structured interview, semi-structured interview, and unstructured interview (Esterberg, 2002). In this study, the researcher

used a semi-structured interview. A semi-structured interview entails a series of open-ended questions (questions that promote discussion) while allowing the interviewer the flexibility to explore deeper into specific themes or responses (Esterberg, 2002).

E. Instrument

1. Interview

This interview is conducted to answer the first research question about teachers' beliefs on oral and written CF. The researcher probed whether EFL teachers' beliefs matched their actual practices in the classroom. The interview was conducted before the informants did the practices in the classroom. The interview questions (**see Appendix 1**) were developed according to existing literature by (Hendrickson, 1978) and (Lyster & Ranta, 1997).

2. Observation

The researcher utilized classroom observation in order to answer the first research question concerning the informant's OCF and WCF practices in the EFL classroom. This classroom observation explored 2 aspects of OCF practices on the timing and oral CF types. The researcher conducted observation by

attending the observation guide to get reliable and valid data based on real practices in the classroom (see **Appendix 2**). The observation guide was developed by referring to the literature by (Lyster & Ranta, 1997) and (Ölmezer-Öztürk, 2019).

Observation aimed to observe how EFL teachers corrected students' errors during learning activities. Classroom observation was conducted in EFL teachers' class consisting of 2 meetings for one informant. The researcher acted as an observer where they simply observed by sitting at the back of the class so the informants could not easily notice the researcher's presence during the teaching-learning activities. Moreover, the researcher conducted observation using field notes to write any data, and the video recording was set up to help the researcher saving the data.

3. Documentation

Documentation was included as a method of collecting data in order to collect data on the types of written CF. In teaching-learning activities, the teachers usually have the documents of student's writing project that they had corrected. Therefore, the researcher acquired those documents and observed them. The documentation observed the second research question about teachers' practices regarding the types of WCF.

Through this documentation, the researcher could discover in general what types of WCF are frequently chosen and used by the teacher in class. Furthermore, any data from this documentation would prove whether the teachers often or rarely implement WCF in their teaching classes. The documents would be analyzed through some documentation sheet guide (**See Appendix 3**) that is consistent with the purpose of this study. The documentation sheet guide was prepared by referring to the reference (Rod Ellis, 2008).

4. Interview as the Triangulation Data

The interview was used as the triangulation data to answer the first research question. This interview is used as triangulation data to complete the data of classroom observation. In the observation, the researcher gained data related to the teachers' practices regarding OCF timing and types. Meanwhile, in this interview, the researcher validated the data from observation. The researcher conducted this interview after the observation session. The interview questions (**see Appendix 4**) were developed concerning the existing literature by (Hendrickson, 1978); and (Lyster & Ranta, 1997). To ensure that all informants understand the terminology of OCF and WCF types, the researcher provides some examples of errors and asks

the informants to identify how, in general terms, they would respond to them.

F. Method of Analysing Data

The data analysis procedure comprised three primary stages, adhering to the qualitative analysis framework established by (Miles & Huberman, 1994). The following descriptions outline the steps in analyzing this research data, which include data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

According to Miles and Huberman, data reduction encompasses selecting, focusing, summarizing, and transforming the data (Miles & Huberman, 1994). In this stage, the researcher decides which components of the data should appear from interview, documentation, and observation. The data should then be emphasized, minimized, or excluded for the purpose of this research, which aims to examine corrective feedback timing and types. The researcher would select the main data concerning teachers' beliefs regarding CF from the interview, the data about teachers' practices regarding CF from the

observation, and the data about teachers' practices regarding WCF from documentation. So, in the first stage, the researcher reviews and selects all the relevant data sources related to this study's issue to be used for research findings.

2. Data Display

The second stage of Miles and Huberman's approach of qualitative data analysis is data display. This stage delivers a structured and compressed compilation of data that allows for conclusions to be drawn. The researcher displayed any data regarding corrective feedback timing and types that have been reduced to facilitate data interpretation. The data interpretation can be presented in a table that represents the teachers' beliefs on corrective feedback, as well as their practices concerning the timing and types of OCF and WCF. Meanwhile, the documents of WCF were chosen as an example in the data display. The arguments stated by the informants and the observation result will be organized structurally according to the purpose of this research.

3. Conclusion Drawing and Verification

Conclusion drawing entails taking a step back to consider the significance of analyzed data and

assessing how they connect to the research questions. In the last stage, the researcher draws meaning from the data in a display. Moreover, the researcher delivers the conclusion of the research regarding the alignment between teachers' beliefs and their practices and whether teachers' beliefs are coherent with their practices. The result also includes the timing and types of CF mostly utilized by EFL teachers, followed by additional factors behind it.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings of this study and the discussion. The research findings, which consists of the result of data analysis and data interpretation, answer the research questions formulated in the previous chapter. The researcher also elaborates the findings of this study with existing theory.

A. Research Findings

In the research findings, the researcher presents the analysis of research data by categorizing it into two points, i.e. teachers' beliefs on the timing and the types of OCF and WCF, and teachers' practices on the timing and the types of OCF and WCF.

1. Teachers' Beliefs Regarding the Timing and the Types of Oral and Written Corrective Feedback

The interview data analysis revealed three primary categories regarding teachers' beliefs on CF, the implementation, timing, and types of CF. The representation of data is provided by referring to indicators in interview guidelines (see **Appendix 1**). The detailed interview transcripts can be seen in Appendix 5. The

interview findings below (see Table 4.1) have been filtered and analyzed based on appropriate indicators.

Table 4.1. Teachers' Beliefs regarding OCF and WCF

Informant	Indicator	Representation of Teachers' Beliefs
Teacher A	- Belief in the implementation of OCF and WCF	- Believes that oral and written CF needed to be implemented because students' errors must be corrected. It could be a serious problem if their errors were ignored, they would continue to use incorrect language. - States confidently that she always corrects students' erroneous utterances and feels guilty if their errors are ignored.
	- Belief in the timing of OCF	- Prefers to correct students in the middle of their utterances if they make errors in grammatical patterns. If they make errors in pronunciation, she corrects them after they finish their utterances.
	- Belief in the type of OCF	- Emphasizes that giving explicit correction (EC)

	<ul style="list-style-type: none"> - Belief in the type of WCF 	<p>most of the time, especially for grammatical errors. Then, sometimes providing clarification requests (CR) depends on the situation.</p> <ul style="list-style-type: none"> - Emphasizes that implementing Direct CF only for all errors, such as grammar, content, punctuation, etc.
Teacher B	<ul style="list-style-type: none"> - Belief in the implementation of OCF and WCF - Belief in the timing of OCF - Belief in the type of OCF 	<ul style="list-style-type: none"> - Believes that corrective feedback is essential to be implemented because it can be students' long-term learning. - Frequently corrects students in the middle of their utterances. Aspects of errors that he corrected were pronunciation, grammar, intonation, etc. - Prefers to conduct explicit correction (EC) for all errors, such as pronunciation errors,

	<ul style="list-style-type: none"> - Belief in the type of WCF 	<p>grammatical errors, intonation, etc.</p> <ul style="list-style-type: none"> - Argues that direct CF is more efficient in correcting students' written errors, starting from writing context, grammar pattern, structure text, etc.
Teacher C	<ul style="list-style-type: none"> - Belief in the implementation of OCF and WCF - Belief in the timing of OCF - Belief in the type of OCF 	<ul style="list-style-type: none"> - Believes that giving OCF and WCF to students is indispensable. - Every time she heard students' erroneous utterances, she directly corrected them. - Believes that she surely conducted both types of OCF timing. If students delivered long speech, she corrected students' erroneous in the middle of utterances. If students delivered one or two incorrect sentences, she corrected the errors after they finished their speaking. - Prefers to provide clarification request

	- Belief in the type of WCF	(CR) and explicit correction (EC) to correct all students' errors. - Believes that direct CF is one of the types that are appropriate to correct all categories of students' errors.
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The presentation of teachers' interview data above shows that all informants have positive views concerning OCF and WCF. Most informants also convey strong beliefs about the implementation of OCF and WCF. They consider that students' erroneous are part of students' language learning. Both oral and written CF are significant components to be provided in teaching-learning activities. Several reasons were conveyed by all informants during the interview. For example, Teacher A said:

I really believe that students' errors need to be corrected. It must be corrected. Giving feedback to the students is very important because their errors can be new knowledge. I can't imagine if I don't correct their errors, they will think that their errors are correct, and then continue to use the incorrect

language. (**Teacher A, Direct Interview, October 6th, 2023**).

Meanwhile, another informant states an argument on the necessity of feedback correction for students' long-term learning. When students' errors are immediately corrected, the students consciously respond and remember the experience of what is being learned from the mistakes. She explains that giving the correction makes students more focused on the context errors. Subsequently, they directly realize their errors and correct them immediately.

I believe that giving feedback to students is very important. Because through feedback, students realize their mistakes, they can fix their mistakes, then they wouldn't repeat the same mistake in the next occasion. (**Teacher B, Direct Interview, October 6th, 2023**).

Furthermore, one informant (Teacher C) also has the same argument on the importance of CF. She even, emphasizes that giving feedback is important to be conducted especially in language class. She stated that giving corrections could also help the teachers know to what extent students understand the learning material.

Giving feedback is needed and important, especially in language class. And I always implement feedback in my class, because based on my perspective, feedback is a way to explain the language material as well. Through feedback correction, I know to what extent my students understand the material that I have been teaching. **(Teacher C, Direct Interview, October 6th, 2023).**

Regarding the timing of OCF, the result indicates two different types of OCF timing. Two informants (i.e. Teacher A and Teacher C) stated a preference for both immediate and delayed feedback. Meanwhile, Teacher B reported that he preferred to use immediate feedback only. Teacher A preferred to give both types of OCF timing depending on the errors. She employed immediate feedback for grammatical errors and preferred to use delayed feedback when it came to pronunciation errors.

When I correct the errors, it depends on the errors itself. When my students make an error in grammar, I correct them in the middle of their speaking. I immediately give the correction, so the students can directly say the correct structure. When students make an error in pronunciation, I prefer to give feedback at the end of their utterances, so I can

freely deliver the correction, give additional explanation about the meaning of unknown vocabulary, and invite my students to practice saying the vocabulary or sentence together. **(Teacher A, Direct Interview, October 6th, 2023).**

Both types of OCF timing were also conducted by teacher C. She argued that she could implement both types of OCF based on students' utterances. The argument stated by teacher C showed inconsistency in whether she used immediate or delayed feedback. However, she reported the certain reason as follows:

It depends on the situation in my class. If the students speak a long speech, I stop them directly when they make errors and I give the correction. If the students just say one or two sentences, I correct their errors after they finish their speaking. **(Teacher C, Direct Interview, October 6th, 2023).**

In contrast to Teacher A and Teacher C, Teacher B truly believes that he only implemented immediate feedback. He stated the specific reason in the interview as follows:

Usually, when I find the errors made by students, I immediately correct them. So, the students can

repeat saying what I corrected. That is a more efficient way to correct students' errors. In my class, it is not enough to correct students' errors just once or twice. They need to be reminded many times. **(Teacher B, Direct Interview, October 6th, 2023).**

The statement above indicated that he regularly corrects the students' errors in the middle of their speaking. He immediately gives the correction when he finds any errors. He also believes that immediate feedback is suitable with the characteristics of his students. The students, as he said, need to be corrected many times due to they often repeat the same errors.

Regarding the types of OCF, all of the informants demonstrated the same type of OCF, namely Explicit Correction (EC). However, some informants believed that they practically mix their types of OCF from one type to another type of feedback. Teacher A, the experienced teachers, claimed she mostly used Explicit Correction (EC). Sometimes, she changed to clarification request depending on the situation. She conveyed the reason she preferred that type of OCF in the following sentence:

I think, I often implement Explicit Correction. But, if I find an advanced student who probably can indicate their errors by him/herself, I use

Clarification Request. (Teacher A, Direct Interview, October 6th, 2023).

As has been stated above, it can be concluded that the level of students can influence the type of OCF conducted by the teachers. She implicitly expects her students to recognize and do the correction by themselves (self-correct), so she is convinced to implement Clarification Request (CR). Another informant, Teacher B, surely believed that he only provided Explicit Correction in the teaching-learning activity. Meanwhile, Teacher C claimed that she always implements Clarification Request (CR) and Explicit Correction (EC) in the same situation. She explained in the interview that she always started to use Explicit Correction to trigger the students' errors. If the students don't have any clue to indicate their erroneous utterances, the teacher then implemented Explicit Correction.

Regarding teachers' beliefs on WCF types, it can be concluded all participants preferred to use the same type of WCF, namely Direct Corrective Feedback (CF). Teacher A argued that the implementation of Direct CF fully can be understood by the students. The same argument stated by Teacher B that when checking students' writing and correcting the errors, they should provide the correct form

or correct sentence on their writing. So, they can understand the context. Furthermore, Teacher C also has strong beliefs about Direct CF, she thoughts that her students have adapted to that type of correction.

2. Teachers’ Practices Regarding the Timing and the Types of Oral and Written Corrective Feedback

The researcher conducted the observation on 11th – 16th October 2023. It was aimed to gain any data regarding the EFL teachers’ practices on the timing of oral CF and the types of oral and written CF. The observation was done by the researcher twice for each teacher. In the case of three participants (i.e. Teacher A, Teacher B, and Teacher C), there was consistency and inconsistency between teachers’ beliefs and practices on the timing and types of OCF and WCF. This section provided two results of observation (i.e. oral CF timing and types) were presented clearly in the tables below.

Table 4.2. Aspects of Oral Corrective Feedback 1

Informant	Corrective Feedback	Subject	Language Skills	Language Components
Teacher A	Oral CF	Passive Voice	Speaking Skill	-Grammar -Pronunciation
Teacher B	Oral CF	Part of Speech	Speaking Skill	-Pronunciation -Grammar
Teacher C	Oral CF	Modal	Speaking Skill	-Grammar

Table 4.2. showed information about subject, the aspects of language skills and language components that the teachers analysed during implementing oral corrective feedback. All teachers (i.e. Teacher A, Teacher B, Teacher C) employed oral corrective feedback to assess student's speaking skill only with several language components, such as grammar and pronunciation. For the examples of OCF are discussed in the following **table 4.3.**

Table 4.3. The Timing and Types of OCF 1

Informant	OCF Timing	OCF Types	Utterances
Teacher A	- Immediate Feedback	- Explicit Correction	<p>S : <u>The old</u> people...</p> <p>T : (<i>Interrupting</i>) It pronounces 'the old' (using 'i'). When 'the' come before the vowel sound, we say 'the' [ði:/].</p> <p>S : The old people (<i>say the correct pronunciation</i>)</p>
	- Immediate Feedback	- Meta-linguistic Feedback	<p>S : A beautiful scenery of Semarang city is <u>drew</u>...</p> <p>T : (<i>Interrupting</i>) What is the V3 of</p>

			<p>'draw'? Is it 'drew'?</p> <p>S : Drew.</p> <p>T : No, that's the second form. What is the third form?</p> <p>S : Drawn.</p> <p>T : Yes.</p> <p>S : A beautiful scenery of Semarang city is <u>drawn</u> by Davin.</p>
Teacher B	- Immediate Feedback	- Explicit Correction	<p>S : <u>He</u> sweeps... (<i>say the wrong pronounce of 'He'</i>)</p> <p>T : (<i>directly give correction</i>). Read he ['hi], using 'i', not 'e'.</p> <p>S : He sweeps the floor every day.</p>
	- Immediate Feedback	- Explicit Correction	<p>S : <u>The childrens</u>...</p> <p>T : The children, not using 's'.</p> <p>S : The children eat candy</p>
Teacher C	- Immediate Feedback	- Explicit Correction	<p>S : He must <u>come school</u></p> <p>T : Come to, using 'to' after 'come'</p>

			S : He must come to school on time
	- Immediate Feedback	- Explicit Correction	S : Mother buys some <u>vegetable</u> ... T : (interrupting) vegetables, using 's' S : Mother buys some vegetables in the market

Note: Observation was conducted on 11th October 2023.

Regarding the timing of OCF, Ellis (2016) stated two types of oral corrective feedback, namely immediate feedback and delayed feedback (see **Appendix 2**). Table 4.3 presents the observation data about OCF timing. Observation data 1 (see Table 4.3) shows that all teachers utilized immediate feedback during their practices. The result emphasizes both consistency and inconsistency between their beliefs during the interview session. Teacher A, in the interview, believed that she employed both feedback, namely delayed feedback for pronunciation and immediate for grammatical errors. However, during the first observation, she mostly employed immediate

feedback for her students. Meanwhile, Teacher B showed a consistency between his stated beliefs and practices in the class. In the interview, he believed that he only demonstrated immediate feedback. It is matched with his practices that he demonstrates immediate feedback all the time. Subsequently, Teacher C only employed immediate feedback during her practices in the classroom. In the interview, she said that she preferred to provide both immediate and delayed feedback, but in reality, tended to give immediate feedback only.

Besides delving further into the timing of oral corrective feedback provision, classroom observation was carried out to recognize the varieties of OCF implemented by the teachers. According to Lyster and Ranta, oral CF types are divided into 6 categories, such as explicit correction, recast, clarification request, meta-linguistic feedback, elicitation, and repetition (**see Appendix 2**). As presented in Table 4.3, there were two types of OCF used by the teachers, i.e. meta-linguistic feedback and explicit correction. In the interview, Teacher A claimed that she used explicit correction most of the time, but her observed classes showed the opposite. In the first observation, she implemented explicit correction and meta-linguistic feedback. She rarely implement other feedback type in her classroom. She focused on checking students'

understandings by giving the implicit correct form. She often triggered the students with some clues and then allowed them to correct their errors. Meanwhile, teacher B mostly implemented explicit correction which is matched with his stated beliefs. He employed explicit correction in all of his corrective feedback moves and corrected all of students' erroneous utterances by himself. Teacher C revealed the different types of correction between her stated beliefs and her practices. In the interview, she claimed that she used clarification request (CR) and explicit correction (EC), but in fact, she only implemented explicit correction for all types of errors.

The researcher then conducted the second observation to ensure the pattern of feedback timing and types they mostly conducted in their classroom. Finally, the result of second observation is presented as follows:

Table 4.4. Aspects of Oral Corrective Feedback 2

Informant	Corrective Feedback	Subject	Language Skills	Language Components
Teacher A	Oral CF	Showing Appreciation/ Compliments	Speaking Skill	-Grammar - Comprehension
Teacher B	Oral CF	Simple Present Tense	Speaking Skill	-Grammar -Pronunciation
Teacher C	Oral CF	Personal Pronoun	Speaking Skill	-Grammar

Table 4.4. consists of detailed information regarding the subject, language skills, and language components used by teachers in conducting oral CF. The result of second observation is almost same as first observation, such as oral CF used to assess speaking skill with analysing the errors on grammar, comprehension, and pronunciation. For the examples of oral corrective feedback implementation are presented in the following **table 4.5.**

Table 4.5. The Timing and Types of OCF 2

Informant	OCF Timing	OCF Types	Utterances
Teacher A	- Immediate Feedback	- Explicit Correction	<p>S : Last Sunday, my class <u>visiting</u>....</p> <p>T : (<i>Interrupting</i>) Not <u>visiting</u>, but <u>visited</u>. Remember, we used past tense to tell experience in the past.</p> <p>S : Last Sunday, my class visited an old age home in my city.</p>

	- Immediate Feedback	- Explicit Correction	<p>S : How beautiful <u>your style hair</u>...</p> <p>T : (<i>Interrupting</i>) ‘your hair style’ not ‘style hair’</p> <p>S : How beautiful your hair style, Dimas!</p>
Teacher B	- Immediate Feedback	- Meta-linguistic feedback	<p>S : She <u>read</u> a....</p> <p>T : (<i>Directly give feedback</i>) The subject is singular, so the verb must be..</p> <p>S : She reads a novel in the living room</p> <p>T : Yes.</p>
	- Immediate Feedback	- Explicit Correction	<p>S : My mother buys <u>vegetable</u> in the market. (<i>say the wrong pronounce of ‘vegetable’</i>)</p> <p>T : (<i>Immediately correct the error</i>) ‘Vegetable’ ['vedʒ.tə.bəl'],</p>

			not 'vegetable' (using 'g') S : My mother buys vegetable in the market.
Teacher C	- Immediate Feedback	- Explicit Correction	S : I got number <u>fifteen</u> ... (<i>say the wrong pronounce of 'fifteen'</i>) T : Not 'five- teen', but 'fifteen' [,fɪf'ti:n/]. S : I got number fifteen.

Note: Observation was conducted on 12th October 2023.

The second observation revealed the same finding as the first observation. All teachers mostly employed immediate feedback. None of the teachers demonstrated delayed feedback even though in the interview, two teachers believed they conducted both types of OCF timing. Teacher A distinguished between immediate feedback for students' errors on grammar structure, while providing delayed feedback for students' errors on pronunciation. Teacher A differentiated between immediate feedback for grammatical errors and delayed feedback for pronunciation errors, but in the observed

class, only used immediate feedback. It can be seen in Table 4.5. that she still implemented immediate feedback for pronunciation errors, while teacher B showed consistency between his stated beliefs and practice concerning the OCF timing. Two observations indicated he used the same type of OCF timing, i.e. immediate feedback. In the interview, teacher C stated that she preferred to give both types of OCF timing, but in reality, she still implemented immediate feedback in the second observed class. These findings revealed a mismatch between teachers' beliefs and practices of two teachers concerning the timing of oral CF. However, one teacher demonstrated a consistency between his beliefs and practices. Therefore, the researcher needs to explore more deeply several factors that give impact on teachers' inconsistency between their beliefs and practices.

Based on the second observation data (see Table 4.5) the researcher found the teacher provided several types of OCF which is inconsistent with their stated beliefs in the interview. In Table 4.5 above, teacher's correction only focuses on word students' utterances in terms of pronunciation and grammatical pattern. Teacher A argued that she implemented explicit correction and clarification request. However, in her observed class, she mostly implemented meta-linguistic feedback and explicit

correction. In the first observation, she focused on students' understanding of the content material. So, she implemented meta-linguistic feedback regularly.

Meanwhile, Teacher B still provided explicit correction in the second observation. However, he provided a new type of OCF. He provided meta-linguistic feedback to correct the grammatical errors. The teacher didn't ask students the correct form but giving any clues or information about the error. Teacher C showed inconsistency between her beliefs and practices in the classroom. She mentioned that she often provided clarification request and explicit correction at the same time. In fact, she only demonstrated explicit correction to correct the students. Moreover, she didn't implement any OCF types in the second observation. From the observation data above, the result can be concluded that Explicit Correction (EC) is the most frequently used of OCF.

3. Teachers' Practices Regarding Written Corrective Feedback (WCF)

To determine the types of written corrective feedback applied by the teacher, the researcher documented and collected students' writing project, which were then corrected by the teachers based on the type of WCF they used. After analyzing students' writing project,

the researcher found the patterns of written corrective feedback applied by the teachers. The researcher classified the aspects of language skills and components of teachers' WCF to specify the limitation written CF by the teachers. The following table represents the aspects of WCF used by the teachers.

Table 4.6. Aspects of Written Corrective Feedback

Informant	Corrective Feedback	Subject	Language Skills	Language Components
Teacher A	Written CF	Recount Text	Writing Skill	-
Teacher B	Written CF	Descriptive Text	Writing Skill	-Spelling -Grammar -Vocabulary
Teacher C	Written CF	Procedure Text	Writing Skill	-Vocabulary -Grammar

From the table above, it can be seen that all teachers used written corrective feedback to measure student's writing skill. The components of writing ability analysed by the teacher include spelling, grammar, and vocabulary. WCF is used in the same material, such as recount text, descriptive text, and procedure text.

The types of WCF are referred to Elli's theory which indicated those types into 3 categories, i.e. Direct CF, Indirect CF, and metalinguistic CF (see **Appendix 3**). The

researcher identified any types of WCF implemented by the teachers:

1) Direct CF

The researcher analyzed and identified types of WCF on students' writing document that has been corrected by Teacher A. The type of written CF provided by Teacher A on one of students' writing worksheets can be seen in the Table and Figure below:

Figure 4.1

The student's worksheet about Recount text

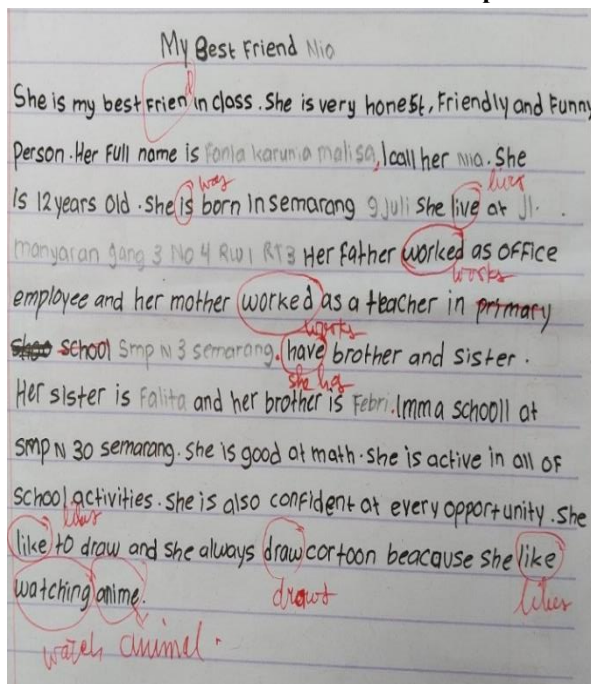
Structure and Description	Text in unit 3 Section 2
Orientation Sets a context for understanding what follows: Provides background information about who, where, when, etc.	Today, in Manito school held an independence day celebration event. 4 students from every grade to participate in many fun games. Many students participated, which made all the games so exciting.
Record of events Events recounted in chronological order	event 1 In the beginning, Manito participated in the Marble in Spoon race. It was very tight game between She and Jalang. He came first. event 2, In the beginning: I participated in the Marble in Spoon race. It was a very tight game between me and Jalang. I almost beat he could over. event 3 The next game was a tug of war sack race and tandem race. All the game were held at the same time. I was so excited to participate in the sack race.
Context Comment evaluates the significance of the event.	All students happy and more and love competition.

From Figure 4.1 above, it can be identified that Teacher A did not implement written CF in students' writing. There were several errors found on the student's worksheet, but Teacher A ignored that kind of error. However, she gave the point on that student's worksheet based on the content of the writing, the complete categories of Recount text, etc. She also provided appreciation or positive feedback for students who had completed the worksheet, such as 'excellent', 'great', 'very good job', 'nice try!', 'well done', etc. This can make

the students more passionate in achieving good writing. In the interview, teacher A claimed that she provided Direct CF in written corrective feedback. However, the finding concluded that she showed a mismatch between her beliefs with the actual practices.

Teacher B, as an experienced teacher, stated that he usually used Direct CF to correct students' writing projects. He emphasized grammar since the 7th-grade students still have weak grammatical abilities. However, Teacher B extensively corrected several indicators such as content, diction, grammatical structure, spelling, and vocabulary. In the interview, he strongly argued that providing corrections to students' writing must be clear because it affects students' understanding of the material. Therefore, Teacher B always provided the correct form after crossing out students' writing errors. He also argued it is very important to use the red pen to write the correction to emphasize the correct form of the sentence.

Figure 4.2
The student's worksheet about Descriptive text



From written correction above, Teacher A corrected several indicators, such as grammatical errors including the use of tenses (e.g. *she is born in Semarang*) should be (e.g. *she was born in Semarang*), vocabulary (e.g. *my best frien*) should be (e.g. *my best friend*), personal pronoun (e.g. *have brother and sister*) should be (e.g. *she has brother and sister*), the additional “s” (e.g. *she always draw*) should be (e.g. *she always draws*), the misuse of -ed forms (e.g. *her father worked as*

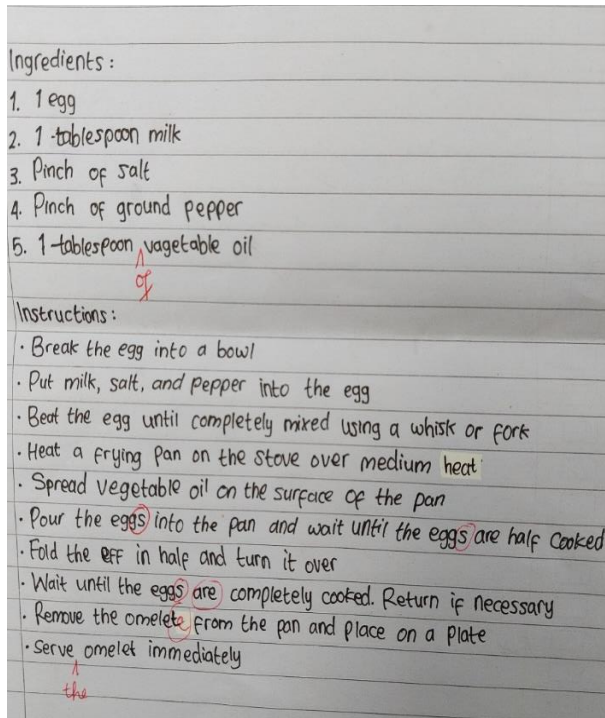
office employee) should be (e.g. *her father work as office employee*), and the punctuation (e.g. *her full name is Fania Karunia Malisa I call her Nia*) should be (e.g. *her full name is Fania Karunia Malisa_ I call her Nia*).

The error correction implemented by Teacher B above is matched with his initial belief that he used Direct CF to correct students' writing errors. As presented in Figure 4.5, Teacher A corrected students' errors, and then provided with the correct form which refers to Direct CF. Teacher A showed specific ways to correct students' errors. He used a red pen and gave a circle of the error made by students and wrote the correct form under the wrong form.

The third student's writing worksheet was taken by the students in 8th grade level. In this worksheet, the student wrote their own procedure text about how to cook an omelet. The worksheet have been presented in **Figure 4.3** below:

Figure 4.3

The student's worksheet about Procedure text



From the worksheet in Figure 4.3 above, it can be seen that Teacher C utilized direct and indirect feedback. Direct feedback was found in the ingredient session when the student didn't write 'of' between 'tablespoon' and 'vegetable oil'. The phrase should be '1 tablespoon of vegetable oil'. The other example is 'serve omelet immediately' then, the correct form is "serve the omelet immediately." Here, teacher C gives the

margin or symbol and gives the correction. Meanwhile, Teacher C also implemented direct feedback. For example ‘*pour the eggs*’ should be ‘*pour the egg*’; ‘*until the eggs are...*’ should be ‘*until the egg is...*’.

Teacher C said in the interview about her beliefs on the types of WCF. She claimed that she definitely implemented Direct CF for correcting students’ writing. She rarely implemented Indirect CF to correct the errors. However, he still shows consistency between his stated beliefs and practices by predominantly using Direct CF to correct students’ errors.

B. Discussion

This discussion compares the findings of this study with previous studies and relevant theories. In this stage, the researcher focuses on the issue or research questions (i.e. teachers’ beliefs concerning CF, and teachers’ practices regarding corrective feedback timing and types). The discussion is classified in several aspects as follows:

1. Teachers' Beliefs Regarding Oral and Written Corrective Feedback

In response to the first research question which examines the beliefs of EFL teachers regarding the timing and types of CF, several beliefs are found to be shared among the informants. The findings revealed that three teachers believe OCF and WCF are crucial to be provided in their language classes. Many EFL teachers believe that providing oral and written feedback is a responsibility shared by both teachers and students. The teachers also refuse to ignore students' errors, so they often deliver feedback during teaching-learning activities. The findings align with Namiri (2018) research, which emphasized the important role of correcting errors in the process of language acquisition. It emphasizes the significance of analyzing the errors and employing effective techniques to minimize or prevent the errors made by students during the learning process (Amara, 2018). Another study conducted by Alkhamash also emphasized that teachers should provide corrective feedback to correct students' erroneous utterances or enable their peers to correct them (Alkhamash & Gulnaz, 2019b).

In terms of OCF timing, all informants express different types of OCF timing based on their teaching experiences. Two informants (i.e. Teacher A and Teacher

C) believe that correcting students' erroneous could be conducted in the middle of their utterances or at the end of their speaking depending on the error and situation. Thus, they argue both immediate and delayed feedback needed to be implemented. Meanwhile, one informant (i.e. Teacher B) argues that students' errors were effectively corrected in the middle of students' utterances. The findings identify both types of OCF timing should be implemented. In a previous study investigated by Doughty, it was revealed that immediate feedback is the most effective timing of oral corrective feedback (Doughty, 2001). However, there is no indication of one type being better than the other types.

Regarding oral corrective feedback types, all informants disclose two OCF types that should be conducted, namely Explicit Correction (EC), and Clarification Request (CR). This finding is contradictory with Lyster and Ranta research who argued that recast was the most commonly used feedback type (Lyster & Ranta, 1997). However, Tavakoli and Zarrinabadi (2018) proposed that Explicit Correction (EC) feedback could encourage students to be more involved in communication. So, it can be concluded that Explicit Correction (EC) has a significant effect on the student's readiness to communicate. For the types of WCF, all informants state

that Direct CF is a type of WCF suitable for correcting various categories of students' errors, such as grammar patterns, writing content, punctuation, etc.

2. Teachers' Practices Regarding the Timing of OCF

The second research question examines the timing of oral corrective feedback in EFL teachers' practices. The findings show that two teachers (i.e. Teacher A and Teacher C) were inconsistent in providing OCF in class as they had mentioned in their interviews. Teacher C stated that they prefer to provide immediate feedback and delayed feedback based on the errors and situations she faces during classroom learning. However, in actual practice, she tended to give immediate feedback. Meanwhile, Teacher A distinguishes between immediate feedback for grammar errors and delayed feedback for pronunciation errors. However, during teaching-learning activities, she only utilized immediate feedback. Meanwhile, the beliefs held by Teacher B are matched with his classroom practices. He stated a preference for immediate feedback and utilized that feedback timing in the classroom.

The findings indicate that all teachers preferred to use immediate feedback rather than delayed feedback. Shabani and Safari argued that immediate feedback had a

more significant effect on improving students' accuracy in oral production compared to delayed feedback (Shabani, 2016). Davis (2003) also revealed that most of the students either agreed or strongly agreed that correcting students' errors should happen immediately after they make the incorrect forms (Davis, 2003). Another study established by (Brown, 2009) suggested the teacher to have a positive attitude when correcting students' errors and provide 'immediate explanation' when addressing their errors (A. V. Brown, 2009). Furthermore, (Doughty, 2001) maintains that teachers ought to implement immediate feedback in order to enable the students to compare their incorrect sentences with the correct ones (Doughty, 2001). However, the timing for providing oral corrective feedback relies on the circumstances faced by the teachers. In this study, as for the timing of OCF, the teachers are found to show a preference for immediate feedback.

3. Teachers' Practices Regarding the Types of OCF and WCF

In the case of two teachers, there is an inconsistency of teachers' beliefs and practices concerning oral corrective feedback types. In the interview, Teacher A claimed that she used explicit correction, but her observed class showed the opposite. She mostly utilized meta-linguistic feedback, especially in grammatical errors, and

rarely utilized explicit correction. Teacher C showed a mismatch between her beliefs with her practices in the classroom. She claimed that she implemented clarification request and explicit corrections at the same time, but in her observed class, she didn't implement clarification request at all. However, she still implemented explicit corrections to correct students' pronunciation and grammatical errors. Teacher B applied oral corrective feedback types aligned with his stated beliefs, stating that he corrected students' erroneous utterances through explicit correction. In two observations, he consistently employed explicit correction.

From the findings, it can be concluded that three EFL teachers from this study predominantly utilize Explicit Correction (EC) as their primary type of feedback. This aspect occurred because some students are not used to identifying and correcting their own errors, as in the elicitation feedback type. Therefore, the teachers should provide the correct form using explicit correction types to adapt their learning styles. One teacher (i.e. Teacher A) was also observed using meta-linguistic feedback for grammatical correction despite she rarely implemented it in her classroom. Interestingly, clarification request was not used in the observed class, even though one teacher (i.e. Teacher C) expressed in her interview for clarification request. The reasons were because it is time-consuming

and most of the students were not used to being given that type of corrective feedback.

Notably, all teachers tend to utilize explicit feedback forms, such as explicit correction and meta-linguistic feedback. They are highly concerned about the explanation of language rules to improve students' knowledge about grammar. This reason might explain the teachers' preference for explicit correction, which allows students to recognize their errors and receive the correct forms. This finding is in contrast with some previous studies conducted by (Basturkmen et al., 2004); (Kamiya, 2016); and (Roothoof & Breeze, 2016)).

Regarding the types of WCF, two teachers' WCF practices are in alignment with their beliefs. Most teachers believed they often gave direct feedback to the students and these beliefs are matched with their practices in the classroom. However, teacher A did not employ any type of WCF to correct her students' writing. She preferred to give appreciation and points without correcting their errors. Thus, direct CF becomes the type of written CF that is mostly implemented by three EFL teachers. The teachers stated that direct CF helped the learners notice the correct form more efficiently. Even, most teachers used direct CF to correct students' grammatical errors in their writing.

This finding aligns with Ferit's study which indicated that Direct CF is more impactful for grammatical pattern errors as it reduces students' errors and helps them recognize their own errors for long-term purposes (Kılıçkaya, 2022). Another study provided by Zheng's research which claimed that Direct CF is the most accurate revision and students prefer it because it is the fastest and easiest way for both students and teachers (Zheng & Yu, 2018b).

The majority of teachers, as the informants of this study, did not completely show a coherence between their stated beliefs during interviews with how they applied oral and written CF in their classroom. However, two teachers showed consistency in the types of WCF. Even though, one teacher didn't employ WCF types at all. The findings are closely in accordance with previous studies conducted by (Papangkorn, 2015), (Jensen, 2001), and (Kamiya, 2016), which focused on the consistency of teachers' beliefs and practices, rather than with (Roothoof, 2014) and Basturkmen, (Basturkmen et al., 2004) which emphasized the inconsistency of teachers' beliefs and practices.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher provides conclusion and suggestion based on the discussions in the previous chapter.

A. Conclusion

This study carried out in an English as a Foreign Language (EFL) setting, primarily explored teachers' beliefs and their actual practices on the timing and type of oral and written CF. The findings revealed both consistencies and inconsistencies in several aspects. In terms of teachers' beliefs, all informants expressed similar preferences regarding the significance of CF for EFL students. They believe that implementing both oral and written CF was favorable and crucial for teaching-learning activities. Two informants stated that they provided both immediate and delayed feedback, in fact, they only provided immediate feedback consistently. However, one informant showed consistency and chose immediate feedback only as his feedback reference. The previous studies which examined OCF timing also revealed diverse findings.

Regarding the type of OCF, it was revealed a mismatch between teachers' beliefs and their practices in

the classroom. Two EFL teachers showed a misalignment between their beliefs and practices, while one teacher showed an alignment. Explicit Correction (EC) became the most frequently used type of feedback by the teachers. Meta-linguistic feedback was observed to be employed especially in grammatical context but was less frequently used in other areas of the material.

Regarding the type of WCF, the research discovered a coherence between their stated beliefs and actual practices in EFL class, despite one teacher abstaining from implementing WCF entirely. In conclusion, the study emphasized the diverse findings on an individual basis, even though the teachers were covering students at the same level. This small-scale research demonstrated the complexity of providing oral and written CF in an EFL classroom. Based on the result, EFL teachers should consider various factors when determining their feedback moves. The factors include teaching environment, students' characteristics, language learning goals, and curriculum objectives. It is not unexpected for teachers to sometimes act differently from their expressed beliefs, which are essentially interpretations from teachers' experiences in their complex teaching reality in the classroom. Furthermore, teachers need to realize that the inconsistency between their beliefs and practices in the

classroom is a common phenomenon that occurs during the teaching process.

B. Suggestion

According to the findings and conclusion of this study, the researcher offers several suggestions for future investigation of this issue. The suggestions are given for the teachers and the further research as listed below:

1. To the teachers

- a. The teacher should provide different types of feedback – both oral and written – that suit the characteristics of students. It aims to create comfortable learning for students and avoid negative impacts, such as misunderstanding feedback correction, afraid of receiving feedback, etc. The appropriate type of feedback could build successful learning in the classroom.
- b. The teacher could give appreciation and motivation after implementing the feedback correction for students so they will be enthusiastic about speaking English.
- c. The teacher also could engage students to practice more their speaking such as through dialogue performance. The teacher also should provide a clear explanation of students' errors to ensure a

deeper understanding of the context, preventing them from repeating the same mistakes.

- d. The teacher could let the students discuss their mistakes together after the feedback is given, so each student would receive new knowledge from their friends.
 - e. The teacher ought to focus more on the errors made by students because every error needs to be corrected properly.
 - f. The teacher needs to focus on raising awareness regarding various implementations or movements of OCF and WCF that can be used in EFL classes. They also need to delve into the use of more output-prompting CF types, such as those that involve self-correction or peer checks.
2. To the next researchers
- a. This research may have limitations in its implications or general explanations. For further research, the other researchers could complete the gap by examining any factors that could impact the coherence and incoherence of teachers' beliefs and practices regarding CF. The next researcher also could investigate students' perception toward written or oral CF applied.

- b. The next researcher could explore this issue on a broader scale by gathering data from several schools or even across several countries. This enables a comparison between the present results and those obtained from future research and shapes more generalizable outcomes.
- c. During this study, the researcher only conducted classroom observation twice due to limited time. Other researchers might extend this issue over a longer time to improve the data's validity.

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APPENDICES

Appendix 1. Interview questions on teachers' beliefs about OCF and WCF

The interview questions were developed with reference to the existing literature (Hendrickson, 1978)(Hendrickson, 1978) and (Lyster and Ranta, 1997)(Lyster & Ranta, 1997).

1. Do you believe that students' errors should be corrected? Why?
2. Do you believe in the effectiveness of giving oral corrective feedback (OCF) and written corrective feedback (WCF) to your students?
3. Do you believe that giving OCF and WCF to your students is important? Why?
4. Do you often correct your students' erroneous utterances during teaching-learning activities?
5. In your opinion, when should students' errors be corrected? (immediately after the erroneous utterance or waiting the student to finish her/his sentence)
6. In your opinion, which students' errors should be corrected?
7. How often do you correct your students' writing?
8. Your student has made the following mistake. How do you give OCF on this erroneous sentence? Can you please number them from 1 to 6? (1 represents the feedback type you use most, 6 represents the feedback type you use least)
Student: 'My birthday is **on April**'.
You say:
 - (a) 'in April'
 - (b) 'not on April, say in April'
 - (c) 'with months, which preposition do we use?'
 - (d) 'On April (with a rising intonation)'

- (e) ‘Sorry?’ or ‘Can you repeat that again?’
- (f) ‘My birthday is ...?’ (you omit the erroneous part of the sentence and repeat the sentence with a rising intonation)
9. What type of WCF do you usually implement in your teaching-learning activities?
10. Do you believe that your beliefs that you stated are matched with your practices in the classroom?

Table 3.1. Interview guideline table including variable, indicator, and question number

Variable	Indicator	Question Number
- Teacher belief on OCF and WCF	- Belief in the implementation of OCF and WCF	1,2,3,4,7
	- Belief in which errors need to be corrected	6
	- Belief in the timing of OCF	5
	- Belief in the type of OCF	8
	- Belief in the type of WCF	9

Appendix 2. Observation Guidelines on Teachers' Practices about OCF

Types of Oral Corrective Feedback based on (Lyster and Ranta, 1997)(Lyster & Ranta, 1997) and (Ölmezer-Öztürk, 2019)(Ölmezer-Öztürk, 2019)

Types of Oral CF	Explanation
Explicit Correction	Indicates an error has been committed, identifies the error, and provides the correction
Recast	Reformulates all or part of the incorrect word or phrase, to show the correct form without explicitly identifying the error
Clarification Request	Indicates that the student's utterance was not understood and asks the student to reformulate it
Meta-linguistic feedback	Gives technical linguistic information about the error without explicitly providing the correct answer
Elicitation	Prompts the student to self-correct by pausing so the student can fill in the correct word or phrase
Repetition	Repeats the student's error while highlighting the error or mistake utilizing emphatic stress

Time of Giving Oral Corrective Feedback based on (Ellis, 2009)(R. Ellis, 2009) and (Ölmezer-Öztürk, 2019)(Ölmezer-Öztürk, 2019)

Time of CF	Explanation	Examples
Immediate Feedback	The teacher stops a learner on the spot and correct them in	S: There is a bed, chair, desk ...

	the middle of conversation	<p>T: (Interrupting) You can say there is a bed, a chair, a desk...</p> <p>S: Ok, teacher. There is a bed, a chair, a desk, a wardrobe and a computer in my room.</p> <p>T: Ok, very good. Anyone else.</p>
Delayed Feedback	The teacher gives the correction after the learner's utterance	<p>T: Ok, any other example please?</p> <p>S: There isn't any theatre in my city but there is a cinema.</p> <p>T: There isn't a theatre but there is a cinema</p> <p>S: Yes.</p>

Observation Sheet for Teacher's Observation

Observation is carried out to explore EFL teachers' practices regarding OCF. The researcher put the checklist mark (\surd) on the coloumn of time correction and Oral CF types. The transcript coloumn used to write the data indicated time of correction and types of oral CF. The data can be the form of dilague or conversation between the teacher and student in speaking activity.

Date: _____ **Estimated time:** _____ **Lesson:** _____

Informants	Time of correction		Types of Oral CF						Transcript
	Immediate	Delayed	EC	Rc	CR	MF	E	Re	
1.									
2.									
3.									

Notes:

C: Explicit Correction

MF: Meta-linguistic Feedback

Rc: Recast

E: Elicitation

CR: Clarification Request

Re: Repetition

Table 3.2. Observation guidelines table including variable, indicator, items of observation, and check mark

Variable	Indicator	Item of Observation	Check Mark	
			Yes	No
- Teachers' practices on the timing of OCF	- Immediate Feedback	- The teacher directly provides the correction after the students do the errors - The teacher provides the immediate		

	- Delayed Feedback	<p>feedback properly</p> <ul style="list-style-type: none"> - The teacher often implement immediate feedback in the class - The teacher corrects the students errors after they finish their speaking - The teacher provides the delayed feedback properly - The teacher often implement delayed feedback 		
- Teachers' practices on the type of OCF	<ul style="list-style-type: none"> - Explicit Correction (EC) - Recast 	<ul style="list-style-type: none"> - The teacher implements EC - The teacher implements Recast - The teacher implements CR 		

	<ul style="list-style-type: none"> - Clarification Request (CR) - Meta-linguistic Feedback (MF) - Elicitation - Repetition 	<ul style="list-style-type: none"> - The teacher implements MF - The teacher implements Elicitation - The teacher implements Repetition 		
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Appendix 3. Documentation Guidelines on Teachers' Practices about WCF

Types of WCF Types based on Ellis (2008)

WCF types	Description Based on Ellis (2008)(Rod Ellis, 2008)	Examples Based on Falhasiri and Hasiri(Falhasiri & Hasiri, 2020)
1. Direct CF	The teacher provides the student with correct form	When I was a child, I enjoyed from playing soccer.
2. Indirect CF	The teacher indicates that an error exists but does not provide the correction	
a. Indicating+ Locating the Error	This takes the form of underlining and use of cursors to show omissions in the student's text	When I was [^] child [^] I <u>enjoy from play</u> soccer.
b. Indication Only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text	[^] = Missing word/punctuation When I was [^] child [^] I <u>enjoy from play</u> soccer
3. Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error	

- | | | | |
|----|--------------------------------|---|---|
| 3. | Use of Error Code | Teacher writes codes in the margin (E.g. ww = wrong word; art = article) | When I was (art) child (pnc) I enjoy (v) from (prep) play (v) soccer. |
| 4. | Brief Grammatical Descriptions | Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text | <p>When I was¹ child² I enjoy³ from⁴ plays⁴ soccer</p> <p>(1) Use an indefinite article when referring to one item</p> <p>(2) After an introductory phrase, use a comma</p> <p>(3) Use past simple when talking about past events</p> <p>(4) The verb ‘enjoy’ is not followed by a preposition</p> <p>(5) Use the gerund form after prepositions</p> |

Documentation Sheet

Documentation sheet is used to identify teachers’ WCF documents. The researcher put the checklist (✓) mark on the types of WCF, write the examples and how the teacher corrected the errors, and add some additional notes or data that is appropriate for the research.

No.	Type of WCF			Examples	Notes
	DF	IF	MF		
1.					
2.					
3.					

Appendix 4. Interview Guidelines as Triangulation Data of Teachers' OCF Practices

This interview is conducted after classroom observation which aims to validate the observation data of teachers' practices. The interview questions were produced using the reference from (Rod, 2009), (Lyster & Ranta, 1997) and (Ölmezer-Öztürk, 2019) as a guide.

1. Why do you prefer to implement immediate/delayed feedback during your teaching-learning activities?
2. What factors that influence you to implement immediate/delayed/both of them?
3. Could you give me some reasons why your practices match/unmatch with your beliefs in the first interview?
4. Why do you prefer to implement that type of OCF?
5. Are there any specific factors that affect you to implement that type of OCF? What are they?
6. Do you often implement one or mix with other types of OCF? Why?
7. What do you think of your consistency/inconsistency between your stated beliefs with your classroom practices?

Appendix 5. Interview Result on Teachers' Beliefs

1. Interview I

Informant : Teacher A

Date : 9th October, 2023

Researcher:	Good morning, Mom. I am Deviana Syafira who has texted you yesterday to kindly participate in my research. Thank you very much for the time and for your participation. Can I start the interview, Mom?
Teacher A:	Yes!
Researcher:	My research discuss about teachers' feedback on students' errors during teaching-learning activities. So, my question is do you believe that students' errors should be corrected?
Teacher A:	Yes, of course I believe. Students errors need to be corrected. It is a must.
Researcher:	Could you give me a certain reason, Mom?
Teacher A:	Giving feedback to the students is very important because their errors can be new knowledge. I can't imagine if I don't correct their errors, they will think that their errors are correct, and then continue to use the incorrect language. In my class, students often make mistakes and I think, their mistakes shouldn't be postponed. For example, there is one student makes mistakes then his/her other friend listens to that mistakes. If I didn't correct it, my students will consider that is the correct one. For the student who makes the mistakes, he/she will continue using the incorrect language if I didn't correct him/her.

	It can be a serious problem. Usually I give a comment to my students' errors both errors on grammar, pronunciation, etc. I give the correct form, so all students know that. Including in writing, when there is a mistake on their writing I directly mark the mistake and correct them with the correct word.
Researcher:	Do you believe in the effectiveness of giving oral and written corrective feedback?
Teacher A:	As long as I teach, providing feedback is effectively used in the class. My students are used to be given feedback because I often conduct it. Through feedback, I want to change students' mindsets that it is ok to make mistakes during learning language. Feedback correction makes my students practice their skills both orally or written. So far, my students never feel embarrassed when their mistakes are corrected. They are just happy because they want to know, even when I correct their errors, they are more enthusiastic. It can be seen from their expression.
Researcher:	Do you often correct your students' errors in oral or writing?
Teacher A:	If I teach in class, yes, I often implement it.
Researcher:	In your opinion, which students' errors need to be corrected? Is it grammatical errors, pronunciation errors?
Teacher A:	All errors. I correct all students' errors, all aspects and I often do error correction.
Researcher:	Do you find any challenges during correcting students' errors?

Teacher A:	The challenge is sometimes students did not learn from their mistakes, and do mistakes again in other meeting. So, I have to repeat the explanation.
Researcher:	In your opinion, when should students' errors be corrected? (immediately after their erroneous utterances or waiting for the students to finish her/his sentence?)
Teacher A:	I do both. When I correct the errors, it depends on the errors itself. When my students make an error in grammar, I correct them in the middle of their speaking. I directly give the correction, so the students can directly say the correct structure. When students make an error in pronunciation, I prefer to give feedback at the end of their utterances, so I can freely deliver the correction, give additional explanation about the meaning of unknown vocabulary, and invite my students to practice saying the vocabulary or sentence together.
Researcher:	Is there any situation that makes you did not implement feedback correction?
Teacher A:	I rarely not implementing feedback. I feel if my students made errors, if I did not correct it, I will feel guilty. If I ignore their students, they will have wrong understanding about the language. I feel upset if I ignores their erros.
Researcher:	Could you point out which types of oral feedback you usually use in the class? (the researcher shows the examples of OCF types).
Teacher A:	This two (<i>point out explicit correction and clarification request</i>). I think, I often implement

	Explicit Correction. But, if I find an advanced student who probably can indicate their errors by him/herself, I use Clarification Request.
Researcher:	How about WCF type, which types do you usually use to correct your students' writing errors? (<i>providing examples of written corrective feedback</i>)
Teacher A:	This one (pointing out on direct feedback). I usually cross out the errors and provide the correct sentence or word.
Researcher:	Do you believe that your beliefs matched with observation class next?
Teacher A:	I think yes.

2. Interview II

Informant : Teacher B

Date : 19th October 2023

Researcher:	Good afternoon, Sir. Thank you very much for your time and thank you for participating in this research. So, basically my research is investigate about teachers' corrective feedback on oral and written forms. So, may I start the interview, Sir.
Teacher B:	Ya.
Researcher:	Do you believe that students' errors should be corrected?
Teacher B:	Yes. Especially in English classes, pronunciation and intonation that are not correct should be corrected, so that students do not carry a wrong knowledge in the future. This correction aims to ensure that in the future, they can speak English correctly. The understanding students got from

	the teacher can be used in the future, so they will not use wrong language.
Researcher:	So, do you believe that corrective feedback is important to be implemented?
Teacher B:	It is important, because through feedback, students realize their mistakes, they can fix their mistakes, then they wouldn't repeat the same mistake in the next occasion.
Researcher:	Do you often implement corrective feedback, both oral and written corrective feedback?
Teacher B:	Ya when the students make mistakes, I always correct them. Moreover 7 th class which often made mistakes, because they did not get English subject in elementary school, so I have to often correct their mistakes.
Researcher:	In your opinion, which students' errors need to be corrected? Is it grammatical errors, pronunciation errors?
Teacher B:	When I correct students, ya.. I correct all of their mistakes even in pronunciation, grammar, intonation. When in writing, I correct the punctuation, the writing context, and the writing structure, question mark, etc. When I give the correction, students can step by step understand the material. we must correct throughly, all errors. Maybe students haven't understood in one aspect to another aspect, so we should correct all errors.
Researcher:	How about the challenges that you ever face during correcting students' errors?
Teacher B:	In this generation, we must include technology in our learning and sometimes we have troubles

	in using technology. Sometimes, students also don't obey and don't pay attention to my explanation.
Researcher:	How to overcome that challenge, Sir?
Teacher B:	Usually, I give point and appreciation when students can answer my questions or correct their errors correctly. So, the students become enthusiastic.
Researcher:	Is there any specific situation that makes you do not implement feedback correction?
Teacher B:	Yes, I am like.. everytime there is a mistake, I will definitely correct it.
Researcher:	In your opinion, when should students' errors be corrected? (immediately after their erroneous utterances or waiting the students to finish her/his sentence?)
Teacher B:	I usually directly correct it.
Researcher:	Could you point out which types of oral feedback you usually use in the class? (<i>the researcher shows the examples of OCF types</i>).
Teacher B:	I usually use this (<i>point out explicit correction types</i>). I use it to correct all my students' errors.
Researcher:	In writing, do you ever implement feedback correction?
Teacher B:	Yes, I usually implement it. I often give my students writing project, for example for 7 th grade I give descriptive text, for 8 th grade I usually give recount text. And I always corrects their errors all by myself, but sometimes we correct it together in the class.

Researcher:	How about WCF type, which types do you usually use to correct your students' writing errors?
Teacher B:	I use it (<i>point out on Direct feedback type</i>). When I correct my students' writing, I always use red pen to mark the errors, so students will easily notice it. Then, I also give correct form. Don't just mark the errors, but we have to provide the correct form as well.

3. Interview III

Informant : Teacher C

Date : 10th October, 2023

Researcher:	Good morning, Mom. Thank you very much for your time. So, here I would like to ask about your feedback correction to deal with students' errors in the class. May I start the interview, Mom?
Teacher C:	Yes, you can.
Researcher:	Do you believe that students' errors should be corrected?
Teacher C:	Yes, of course.
Researcher:	Is there any certain reason why the students' errors should be corrected?
Teacher C:	Giving feedback is needed and important, especially in language class. And I always implement feedback in my class, because based on my view, feedback is a way to explain the language material as well. Through feedback correction, I know to what extent my students

	understand the material that I have been teaching.
Teacher C:	Does that feedback affect students' understanding during learning process?
Teacher C:	Yes, automatically when I correct students' errors, the other students will be motivated to understand the correction that I give. Correction also makes students can speak the language correctly. That's in my opinion.
Researcher:	So, corrective feedback is important to be implemented?
Teacher C:	Obviously.
Researcher:	In your class, Do you often correct your students' errors in oral or writing?
Teacher C:	Yes, I often give a feedback. Everytime, I heard errors I always correct them.
Researcher:	So, it means when the students made errors, you directly correct them?
Teacher C:	Yes, definitely.
Researcher:	What indicators or errors that you usually corrected? Is it grammatical errors, pronunciation errors, or others?
Teacher C:	All mistakes students made, I correct them.
Researcher:	In your opinion, when should students' errors be corrected? (immediately after their erroneous utterances or waiting the students to finish her/his sentence?
Teacher C:	Depend on the situation, mbak. If the students speak a long speech, I stop them directly when they make errors and I give the correction. If the students just say one or two sentences, I correct their errors after they finish their speaking

Researcher:	Does corretive feedback effective to be implemented in the class?
Teacher C:	I think, directly giving the correction in the class is better. Sometimes, when I postpone to give feedback, I usually forgot. And we can only correct students' mistakes during class.
Researcher:	Do your students ever feel embarrassed when you correct their mistakes?
Teacher C:	I think no. as long as we don't give feedback with harsh words, I think they can accept it.
Researcher:	So, do your students whether your students are enthusiastic enough to be obtained feedback?
Teacher C:	Yes.
Researcher:	Could you point out which types of oral feedback you usually use in the class? (<i>the researcher shows the examples of OCF types</i>).
Teacher C:	I usually do this one (<i>point out clarification request type</i>).
Researcher:	Is there any other type that you implement, Mom?
Teacher C:	Oh, this one (<i>point out explicit correction type</i>)
Researcher:	Do you find any challenges during correcting students' errors?
Teacher C:	I think I do not find any challenges.
Researcher:	So, when you find your students afraid to speak English, how do you motivate them?
Teacher C:	Ya, I often invite them to practice speaking English. but, most of them are not afraid of speaking English and all of them can accept my feedback properly.
Researcher:	Do you ever give written project to your students?

Teacher C:	Yes, I often give them writing task.
Researcher:	Do you correct it by yourself or your students correct their errors by themselves?
Teacher C:	I correct it by myself.
Researcher:	How about WCF type, which types do you usually use to correct your students' writing errors? (<i>providing examples of written corrective feedback</i>)
Teacher C:	This one (<i>pointing out on direct feedback type</i>).

Appendix 6. Observation results I on Teachers' Practices

Informants	Time of correction		Types of Oral CF							Transcript
	Immediate	Delayed	EC	Rc	CR	MF	E	Re		
1. Teacher A	√		√							<p>S : The old people ...</p> <p>T : (<i>Interrupting</i>) It pronounces 'the old' (using 'i'). When 'the' come before the vowel sound, we say 'the' [ði:/].</p> <p>S : The old people (<i>say the correct pronunciation</i>)</p> <p>S : A beautiful scenery of Semarang city is <u>drew</u>...</p> <p>T : (<i>Interrupting</i>) What is the V3 of 'draw'? Is it 'drew'?</p> <p>S : Drew.</p> <p>T : No, that's the second form. What is the third form?</p> <p>S : Drawn.</p> <p>T : Yes.</p> <p>S : A beautiful scenery of Semarang city is <u>drawn</u> by Davin.</p>
2. Teacher B	√		√							<p>S : <u>He</u> sweeps... (<i>say the wrong pronounce of 'He</i>)</p> <p>T : (<i>directly give correction</i>). Read he [hi], using 'i', not 'e'.</p> <p>S: He sweeps the floor every day.</p>

	✓		✓							<p>S : The childrens ... T : The children, not using 's'. S : The children eat candy</p>
3. Teacher C	✓		✓							<p>S : He must come school T : Come to, using 'to' after 'come' S : He must come to school on time</p>
	✓		✓							<p>S : Mother buys some <u>vegetable</u>... T : (interrupting) vegetables, using 's' S : Mother buys some vegetables in the market</p>

Date: 12th October 2023

Estimated time: 08.00 – 15.00

Informants	Time of correction		Types of Oral CF					Transcript	
	Immediate	Delayed	EC	Rc	CR	MF	E		Re
1. Teacher A	√		√						<p>S : Last Sunday, my class visiting....</p> <p>T : (<i>Interrupting</i>) Not visiting, but visited. Remember, we used past tense to tell experience in the past.</p> <p>S : Last Sunday, my class visited an old age home in my city.</p> <p>S : How beautiful <u>your style</u> hair....</p> <p>T : (<i>Interrupting</i>) 'your hair style' not 'style hair'</p> <p>S : How beautiful your hair style, Dimas!</p>
2. Teacher B	√		√						<p>S : She <u>read</u> a....</p> <p>T : (<i>Directly give feedback</i>) The subject is singular, so the verb must be...</p> <p>S : She reads a novel in the living room</p> <p>T : Yes.</p>

	✓		✓							<p>S : My mother buys <u>vegetable</u> in the market. (<i>say the wrong pronounce of 'vegetable'</i>)</p> <p>T : (<i>Immediately correct the error</i>) 'Vegetable'</p> <p>[ˈvedʒ.tə.bəl/], not 'vegetable' (using 'g')</p> <p>S : My mother buys vegetable in the market.</p>
3. Teacher C	✓		✓							<p>S : I got number <u>fifteen</u>... (<i>say the wrong pronounce of 'fifteen'</i>)</p> <p>T : Not 'five-teen', but 'fifteen'</p> <p>[ˌfɪfˈtiːn].</p> <p>S : I got number fifteen.</p>

Appendix 7. Documentation Result

Informants	Type of WCF			Examples	Notes
	DF	IF	MF		
1. Teacher A	-	-	-	Appreciation words by the teacher, such as great, good, amazing, well done, etc.	She only provided words of appreciation for students' written worksheet and did not utilize any specific WCF types. There is no clear measurement for the grades given, the teachers only access based on the content and structure of the writing.
2. Teacher B	√			<ul style="list-style-type: none"> -She is my best friend (friend) -She is (was) born in Semarang -She live at Mayaran street (lives) -Her mother workes (works) as a teacher -Have (she has) rother and sister -She always draw (draws) cartoon -She like (likes) watching anime 	He mostly corrected grammatical errors, such as incorrect writing and incorrect tenses. He identified the errors by circling the errors using red pen, then providing the correct form. He did not provide the score for students' writing. He only provided the signature to the worksheet has been corrected.
3. Teacher C	√			<ul style="list-style-type: none"> -1 tablespoon ^ (of)vegetable oil -Pour the eggs -The eggs are completely cooked -Remove the omelet (omelette) -Serve ^ (the) omelette immediately 	She often corrected grammatical errors, by giving the symbol (◌) when there is something missing in the form/phrase. She also marked the errors when the structure is incorrect and used to correct the incorrect writing as well (i.e. omelet becomes omelette). She did not provide score and signature for students' writing, only written correction is provided in the worksheet.

Observation Guidelines Table

Informant: Teacher A

Variable	Indicator	Item of Observation	Check Mark	
			Yes	No
- Teachers' practices on the timing of OCF	- Immediate Feedback	- The teacher directly provides the correction after the students do the errors	√	
		- The teacher provides the immediate feedback properly	√	
		- The teacher often implement immediate feedback in the class	√	
	- Delayed Feedback	- The teacher corrects the students errors after they finish their speaking		
		- The teacher provides the delayed		

		<p>feedback properly</p> <ul style="list-style-type: none"> - The teacher often implement delayed feedback 		
<ul style="list-style-type: none"> - Teachers' practices on the type of OCF 	<ul style="list-style-type: none"> - Explicit Correction (EC) - Recast - Clarification Request (CR) - Meta-linguistic Feedback (MF) - Elicitation - Repetition 	<ul style="list-style-type: none"> - The teacher implements EC - The teacher implements Recast - The teacher implements CR - The teacher implements MF - The teacher implements Elicitation - The teacher implements Repetition 	<p>√</p> <p>√</p>	

Observation Guidelance Table

Informant: Teacher B

Variable	Indicator	Item of Observation	Check Mark	
			Yes	No
- Teachers' practices on the timing of OCF	- Immediate Feedback	- The teacher directly provides the correction after the students do the errors	√	
		- The teacher provides the immediate feedback properly	√	
		- The teacher often implement immediate feedback in the class	√	
	- Delayed Feedback	- The teacher corrects the students errors after they finish their speaking		
		- The teacher provides the delayed		

		<p>feedback properly</p> <ul style="list-style-type: none"> - The teacher often implement delayed feedback 		
<ul style="list-style-type: none"> - Teachers' practices on the type of OCF 	<ul style="list-style-type: none"> - Explicit Correction (EC) - Recast - Clarification Request (CR) - Meta-linguistic Feedback (MF) - Elicitation - Repetition 	<ul style="list-style-type: none"> - The teacher implements EC - The teacher implements Recast - The teacher implements CR - The teacher implements MF - The teacher implements Elicitation - The teacher implements Repetition 	√	

Observation Guidelance Table

Informant: Teacher C

Variable	Indicator	Item of Observation	Check Mark	
			Yes	No
- Teachers' practices on the timing of OCF	- Immediate Feedback	- The teacher directly provides the correction after the students do the errors	√	
		- The teacher provides the immediate feedback properly	√	
		- The teacher often implement immediate feedback in the class		√
	- Delayed Feedback	- The teacher corrects the students errors after they finish their speaking		
		- The teacher provides the delayed		

		<p>feedback properly</p> <ul style="list-style-type: none"> - The teacher often implement delayed feedback 		
<ul style="list-style-type: none"> - Teachers' practices on the type of OCF 	<ul style="list-style-type: none"> - Explicit Correction (EC) - Recast - Clarification Request (CR) - Meta-linguistic Feedback (MF) - Elicitation - Repetition 	<ul style="list-style-type: none"> - The teacher implements EC - The teacher implements Recast - The teacher implements CR - The teacher implements MF - The teacher implements Elicitation - The teacher implements Repetition 	√	

DOCUMENTATION



Figure 4.4. Interview Session with Teacher A



Figure 4.5. Interview Session with Teacher C



Figure 4.6. Interview Session with Teacher B



Figure 4.7. Interview Session with Teacher C

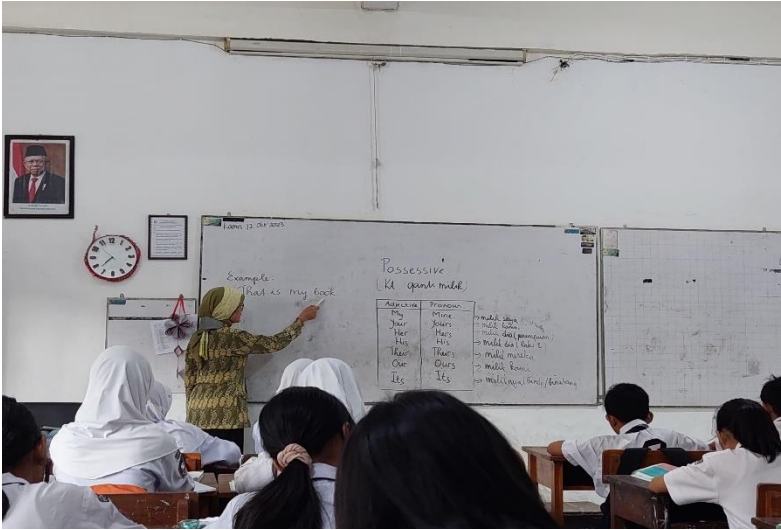


Figure 4.8. Classroom Observation at 8th Grade in SMPN 30 Semarang



Figure 4.9. Classroom Observation at 7th Grade in SMPN 30 Semarang



Figure 4.10. Classroom Observation at 9th Grade in SMPN 30 Semarang

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