

**TEACHER'S ORAL CORRECTIVE FEEDBACK ON SENIOR HIGH  
SCHOOL STUDENTS' SPEAKING SKILLS DURING THE ENGLISH  
FOREIGN LANGUAGE LEARNING PROCESS**

**A PAPER**

Submitted to the English Education Program of IPI Garut as partial fulfilment of  
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by

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**ENGLISH EDUCATION PROGRAM**

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## **MOTTO**

"Allah does not burden a person but according to his ability"

(Q.S. Al-Baqarah, 2 : 286)

## DECLARATION

The researcher thanks God Almighty, who has bestowed His mercy and guidance so that the writer can finish writing the paper, although it is still far from perfect. The paper "*Teacher's Oral Corrective Feedback On Senior High School Students' Speaking Skills During English Foreign Language Learning Process*" is submitted to fulfill the requirement for the Education Bachelor Degree of the English Education Program of IPI Garut. The writer should admit her imperfection in writing this paper. Therefore, she would be very grateful to receive any suggestions and criticism. I hope that it can be helpful, especially for personal and general readers.

Garut, May 8<sup>th</sup> 2024

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## PERNYATAAN

Peneliti mengucapkan puji syukur kehadiran Tuhan Yang Maha Esa yang telah melimpahkan rahmat dan hidayah-Nya sehingga penulis dapat menyelesaikan penulisan skripsi ini walaupun masih jauh dari kesempurnaan. Skripsi "*Teacher's Oral Corrective Feedback On Senior High School Students' Speaking Skills During English Foreign Language Learning Process*" diserahkan untuk memenuhi syarat memperoleh gelar Sarjana Pendidikan Program Pendidikan Bahasa Inggris IPI Garut. Penulis harus mengakui ketidaksempurnaannya dalam menulis makalah ini. Oleh karena itu, ia akan sangat berterima kasih jika menerima saran dan kritik apa pun. Semoga dapat bermanfaat khususnya bagi pembaca pribadi dan umum.

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## **ABSTRACT**

Teacher verbal corrective feedback (OCF) for high school students is very important feedback in research on achieving learning goals. If this is not researched, this is very dangerous considering that providing OCF involves many people, namely teachers and students. This research aims to find out which type of OCF influences students' speaking skills during the EFL learning process. This qualitative method with a qualitative descriptive design highlights areas of teachers and students during the EFL learning process regarding what OCF teachers provide to their students. Observations captured the number of OCFs given using field notes, which were analyzed using the categorization method and video transcripts because this research used video capture. During the EFL learning process, the teacher gave 15 pieces of feedback, including 60% rearrangement, 26.6% repetition, 6.6% explicitness, and 6.6% request for clarification. These four types of OCF have been proven to influence students' speaking skills in accuracy and comprehension. This research is different from other research. It is hoped that teachers can better master the types of OCF so that learning does not seem monotonous and learning objectives can be achieved better.

***Keywords: Oral Corrective Feedback, Speaking Skill.***

## ABSTRAK

Umpan balik korektif verbal guru (OCF) untuk siswa sekolah menengah merupakan umpan balik yang sangat penting dalam penelitian pencapaian tujuan pembelajaran. Jika hal ini tidak diteliti, hal ini sangat berbahaya mengingat pemberian OCF melibatkan banyak orang yaitu guru dan siswa. Penelitian ini bertujuan untuk mengetahui jenis OCF manakah yang meningkatkan keterampilan berbicara siswa selama proses pembelajaran EFL. Metode kualitatif dengan desain deskriptif kualitatif ini menyoroti area guru dan siswa selama proses pembelajaran EFL mengenai apa yang diberikan guru OCF kepada siswanya. Observasi menangkap jumlah OCF yang diberikan menggunakan catatan lapangan, yang dianalisis menggunakan metode kategorisasi dan transkrip video karena penelitian ini menggunakan video capture. Selama proses pembelajaran EFL, guru memberikan 15 umpan balik, meliputi 60% penataan ulang, 26,6% pengulangan, 6,6% tegas, dan 6,6% permintaan klarifikasi. Keempat jenis OCF ini telah terbukti meningkatkan keterampilan berbicara siswa dalam akurasi dan pemahaman. Penelitian ini berbeda dengan penelitian lainnya. Diharapkan guru dapat lebih menguasai jenis-jenis OCF sehingga pembelajaran tidak terkesan monoton dan tujuan pembelajaran dapat tercapai dengan lebih baik.

***Kata Kunci: Oral Corrective Feedback, Speaking Skill.***

## **PREFACE**

In the name of Allah, the Most Gracious, the Most Merciful. We pray for all the praise and gratitude we have for the presence of Allah SWT, who has given His guidance to the author, mercy, blessings, and health so that this paper can be completed. Shalawat and Greetings to the noble morals of the Prophet Muhammad SAW. This paper is intended to fulfill one of the requirements for a Bachelor's degree

Degree at the Indonesian Institute of Education. The title of this paper is "Teacher's Oral Corrective Feedback On Senior High School Students' Speaking Skills During English Foreign Language Learning Process". The author realizes that this paper is still far from perfection. Therefore, the author hopes for corrections and suggestions, both in terms of content and linguistic aspects.

Garut, May 8<sup>th</sup> 2024

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## **CHAPTER I**

### **INTRODUCTION**

This chapter gives a brief description of the whole content of the study. The information included in this chapter covers: 1) Background of the Study, 2) Reasons for choosing the topics, 3) Research Questions, 4) Research Objectives, 5) Significance of the Study, 6) Definition of Terminologies.

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

Oral corrective feedback (OCF) is an essential issue that teachers must pay attention to when teaching speaking in class. According to Ellis (2009) in Irawan & Saliya (2017), providing OCF can make an excellent contribution to English language learning. According to Oladejo (1993), Katayama (2007) in Audry et al. (2020), correction that students receive from the teacher, students can quickly influence their English skills and correct their mistakes. Teachers have reasons when giving OCF, and they tend to be inconsistent. Therefore, by giving OCF in class, one cannot predict which one will be used. To meet students' developmental needs for speaking learning, OCF is necessary. Without OCF, learning will feel monotonous, and there will be no progress in students' speaking skills.

According to Hartono et al. (2022), correction is important because with correction, the student are aware to correct themselves. They can gain a better understanding of how the target language works. Besides that, students are able to understand how much progress they have made entirely. This has been achieved by speaking the target language, and finally, with this correction, the students' self-confidence can increase because they know and can rely on the teacher to check their expressions or their language. According to Yang & Lyster (2010) in Milla et al., (2021), OCF can be explained as an instruction to increase attention, which is considered effective in creating conducive speaking learning. According to Ellis et

al. (2006) in Lyster et al. (2013), corrections to students' speech are given because there are errors in speaking.

According to Harmer (2001) in Alhaysony (2016), when students are carrying out learning activities, excessive correction given by the teacher can actually hinder and seem ineffective for the students. Apart from that, it can eliminate communication in these activities. What is meant by excessive correction could be that more than one type of correction is given so that students need clarification and seem ineffective. According to Lyster et al. (2013) in Mulyani et al. (2022), the types of OCF themselves are explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Judging from these problems, this research needs to be carried out to measure whether OCF is still suitable for use. Apart from that, what types of OCF are still suitable for use and can be effectively implemented in the classroom, and how do students develop after implementing this OCF.

Previous studies were conducted by Şakiroğlu (2020), Audry et al. (2020), Muslem et al. (2021), and Tesnim (2019). Firstly, Şakiroğlu (2020), the presence of OCF does not intimidate students. The students responded well and felt that OCF needs to be provided efficiently because it can help students develop their language skills. Secondly, according to Audry et al. (2020), students are thrilled with the OCF given by the teacher during learning. In this study, it turns out that in the lesson, the teacher provides all five types of feedback, and these types can help students influence their learning. Thirdly Muslem et al. (2021), OCF can have a good impact, especially on speaking skills. Students think that OCF is very important and very helpful in language learning. As do lecturers, they believe the same thing as their students. Lastly, according to Tesnim (2019), giving OCF to teachers to students cannot influence students' speaking skills. OCF can have a negative impact, which is characterized by problems that arise from students, namely, students feel uncomfortable because of learning that focuses excessively on student accuracy and the emergence of student nervousness. Apart from that, there is a reduction in

students' willingness to speak, thereby hampering the flow of communication due to sudden interruptions, which make them feel their self-esteem is being hurt.

A number of relevant studies have been carried out. Several studies have shown similar results. Like studies conducted by Sakiroglu (2020), Audry et al. (2020), and Muslem et al. (2021), which resulted in OCF is very helpful in improving students' speaking skills so that OCF becomes an essential part of learning. Meanwhile, Tesnim (2019) found that giving OCF to the teacher during learning does not help influence students' speech in vocabulary and pronunciation fluency. Therefore, researchers were to study further and clarify in more detail to find out more about which type of OCF influences students' speaking skills better during the EFL learning process.

## **1.2 Reasons for Choosing This Topic**

This study focuses on the issue since OCF is not examined in more detail, it will hinder learning. Instead of improving education, it actually reduces the quality of learning. This research focuses on the impact of OCF given by teachers on students' speaking abilities. Therefore, this study must be examined further in order to influence the quality of classroom learning between teachers and students. By conducting this case study, teachers can better understand the type of OCF that influences the students' speaking skills during the EFL learning process.

## **1.3 Research Question**

Responding to the research background above, the research question is which type of OCF influences students' speaking skills better during the EFL learning process.

## **1.4 Research Objectives**

This study aims to answer the following research questions to determine which type of OCF influences students' speaking skills better during the EFL learning process.

## **1.5 Significance of The Study**

Researchers hope this research will benefit researchers, teachers, students, and readers both theoretically and practically.

### **1.5.1 Theoretically**

Theoretically, this research is expected to increase students' knowledge further after OCF is used. Readers interested in this research are expected to learn more about OCF and benefit from their efforts to study OCF.

### **1.5.2 Practically**

Practically, it is hoped that this research will provide a solution for teachers to understand and apply the OCF method in the classroom, making learning easier.

## **1.6 Definition of Terminologies**

### **1.6.1 Oral Corrective Feedback**

According to Lyster et al. (2010) in Milla & del Pilar García Mayo, (2021), OCF is reactive feedback given by the teacher during learning which aims to increase students' conduciveness and attention to learning effectively. By providing OCF, learning in the classroom is more conducive because teachers and students interact with each other in learning. Apart from students becoming aware of their mistakes, students can broaden their horizons. In the future, students will be more active and confident when learning in class because these students already feel satisfied with frequent feedback given by the teacher. Students think that they

already know what is right and wrong. Errors from previous mistakes that the teacher has corrected. This kind of learning is effective learning carried out in the classroom.

### **1.6.2 Speaking Skill**

According to Bahadorfar and Omidvar (2014), speaking is action at the actual moment. When someone is having a conversation, they will produce words right then and there, and the person they are talking to will immediately respond. According to Klanrit (2005) in Oradee (2013), using English language skills in the form of communicative activities, namely information gaps and role-playing, is the development of speaking skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter focuses on the definition, type, and process of feedback, OCF, and speaking skills.

#### **2.1 Feedback**

An explanation of the meaning, types, and processes of oral corrective feedback will be presented below.

##### **2.1.1 Definition of Feedback**

According to Shan (2008) in Gulo (2008), feedback is a process of providing information in such a way that later encourages the recipient to reflect on it, learn a lesson, use it, and make a change for the better. Feedback is information given to someone who refers to what they are doing and assesses their progress ( Kluger & Denisi, 1996 in Audry et al., 2020). Other studies explain that feedback is essential for students because they can influence and develop their abilities to achieve a learning goal. From all the theories above, it is concluded that feedback is information provided by someone who refers to what is being done. Feedback is constructive, aiming to influence and develop your abilities to achieve a learning goal (Audry et al., 2020).

According to Obilor (2019), the most essential part of education is providing feedback because it can increase students' potential to the maximum during the learning process, raise awareness, and influence and take action to influence performance. Therefore, feedback is critical in educational programs. Developing competence and self-confidence among teachers and students in education depends on feedback. Therefore, feedback is the most important thing for growth in learning.

Giving feedback that does not involve personal judgment, even personal opinions, is giving good feedback. Because providing feedback must be based on concrete facts that are neutral and objective and focus on changes for the future (Boud, 2002 in Noor et al., 2010). It would be better if feedback was seen as a constructive approach so that student performance was influenced during the learning processing better. According to Alsolami (2019), providing feedback is a leading indicator that can show the impact of providing feedback from the teacher. The leading indicators are uptake, intake, and improvement. During the learning process, students show reactions to feedback, which is used to judge the effectiveness of improving the feedback given.

### **2.1.2 The Importance of Feedback**

According to Obilor (2019), feedback can influence development and learning for both the giver of feedback and the recipient of feedback. Effective feedback should also be helpful for students in enhancing their understanding of studies as well as their future performance. Feedback can influence the integration of skills, knowledge, and behavior of teachers and students in the classroom during learning activities. Feedback can create responsive learners and can make students responsive to learning. Feedback can also influence education and increase student reflection on their work. As a result, when students are successful in being responsive in processing feedback and information received from the teacher, learning can influence be better. Therefore, teachers play an essential role in helping students to develop skills in responding to feedback to achieve high achievement.

According to Gibbs & Simpson (2004) in Obilor (2019), feedback can correct an error and can develop understanding through an explanation from the teacher, which results in more learning. Teachers usually suggest further learning tasks that focus on evidence of using skills in the content and can influence metacognition by encouraging reflection on the learning process. According to Mory (2013), providing feedback aims to change and confirm students' knowledge during practice questions and even tests.

According to Ferguson (2011) in Bashir et al. (2016), with feedback, there is student development in order to monitor, regulate, and evaluate, which facilitates independent learning in student development. In learning, the skills of a lecturer at a university have a significant influence on the quality of students by providing feedback (Hattie & Timperley, 2007 in Bashir et al., 2016).

### **2.1.3 Type of Feedback**

Students have an opportunity to reflect on their grades, understand their strengths, and identify what needs improvement in what they are doing. According to Gattullo (2000) and Harmer (2001) in Audry et al. (2020) and Ellis (2009), feedback does not have just one form but various types. There are two types of feedback, including the following:

#### **1. Evaluative Feedback**

Evaluative feedback is a targeted response to erroneous responses to questions in self-study programs. It can also be reflective, and it is frequently used to assess an employee's performance during the previous review period in the form of customary yearly performance evaluations. Feedback can be descriptive, offering suggestions for improvement, or evaluative, involving a value assessment. Evaluative feedback is rated from negative to positive and encourages improvement through interpersonal impact.

#### **2. Strategic Feedback**

Strategic feedback imparts guidance and skills to help students perform better and become more independent. Put another way, a teacher instructs students on how to correct their mistakes on their own. Providing strategic feedback not only helps students' skills but also helps students' independence and sensitivity to errors during learning. What is meant by student independence is an increase in students' curiosity about their mistakes, resulting in the emergence of a willingness on their part to correct these mistakes. So that in the future, they will avoid repeating mistakes that have been made previously.

### 3. Corrective feedback

The teacher corrects students' mistakes through the use of corrective feedback. When students make mistakes intentionally or unintentionally, the teacher must provide feedback so that students can know that there is an error in their speech. According to Ananda et al. (2017) in Audry et al. (2020), by providing corrective feedback, it is hoped that students can correct their mistakes during the learning process. In this case, the teacher usually says what the student confirms is right or wrong.

## **2.2 Oral Corrective Feedback**

An explanation of the meaning, types, and processes of oral corrective feedback will be presented below.

### **2.2.1 Definition of Oral Corrective Feedback (OCF)**

According to Maizola (2016), OCF is a particular type of corrective feedback used by teachers. Oral feedback is a situation where the teacher corrects the student directly when the student makes a mistake in learning, and the teacher provides a correction or comment in the form of information to the student to correct the error and make his speech better than before. OCF lets the student know their mistakes while appearing to speak. In simple terms, OCF is a correction given by the teacher verbally to correct students' incorrect speech.

According to Fahdi (2003) in Siska et al. (2018), the focus of OCF is to help students notice and correct mistakes. Referring to this theory, OCF aims to help students correct their mistakes. According to Brookhart (2008) in Rochma (2023), OCF is a type of feedback that is participatory between teachers and students and can be communicated. OCF is a form of discussion that involves teachers and students during the learning process. By providing OCF, students receive information related to their mistakes in speaking performance to increase their speaking capacity when speaking in class.

### **2.2.2 The Importance of Oral Corrective Feedback**

According to Sakiroglu (2020), Mulyani et al. (2022) investigated students' preferences for OCF in speaking learning. They found that students are positive towards verbal corrective feedback in OCF. In this study, students were more interested in metalinguistic feedback because this OCF really helped them improve their English language proficiency.

In a similar study put forward by Muslem et al. (2021), OCF should be implemented in speaking classes because it can reduce the possibility of continuing incorrect use of the target language, which leads to the fossilization of errors. Therefore, OCF is very important and has a good impact on language learning. With OCF, students will be trained to become proficient in speaking. Tomczyk (2013) in Tarigan et al. (2023), before errors in speaking become bad habits, they must be eliminated as soon as possible by providing OCF.

According to Öztürk et al. (2016), providing OCF can improve and is very important in student learning, especially in delivering OCF elicitation-type feedback. It is because students feel that this feedback can clearly show errors in their speech so that they can correct these errors. By providing OCF, students think that what they say must be rectified so that in this case, it improves learning, especially in the language learning process.

According to Fan (2019), OCF is often used in class by teachers to improve speaking skills and make them more effective because of the relatively short time available. In this case, OCF is very necessary and is very important in learning, especially in the EFL learning process. Apart from being able to help teachers in language teaching, it can help teachers make time effective. According to Siska et al. (2018), if the teacher's strategy in providing OCF is given effectively, it is beneficial for improving students' learning abilities in learning. Therefore, supplying OCF is very important in the EFL learning process.

### 2.2.3 Type of Corrective Feedback

Consists of several types of oral feedback (OCF) given by teachers in class. According to Muslem et al. (2021), Lyster et al. (2013) in Mulyani et al. (2022), and Tedick & Gortari (1998) in Tesnim (2019), OCF is divided into six categories—namely recast, metalinguistic feedback, elicitation, explicit correction, repetition, and request for clarification.

#### 1. Recast

According to Lyster et al. (2013) in Mulyani et al. (2022), recasting is feedback that is used by teachers when giving a correction to their students so that in the implementation of their learning, this correction is maintained. To solve a communication problem, the teacher reformulates the student's speech, which is the implementation process of OCF. According to Tedick & Gortari (1998) in Tesnim (2019), in the EFL learning process, there are three things the teacher gives to students:

- 1) The teacher places emphasis on vowels and consonants that are problematic or not.
- 2) There is feedback from the teacher in the form of a rising intonation which indicates confirmation of the student's words. or even lowering the intonation as a question
- 3) There is a reformulation of part or all of a student's utterance that involves one or more corrections.

This form of OCF recast is usually a confirmation check as an example:

Student: "What did he eat?"

Lecturer: "What kind of food?"

This example includes a recast because the teacher gave feedback, namely "What kind of food?" where the expression is in accordance with the characteristics of a recast, namely the response with a low intonation, which aims to ask the meaning of the student's expression. After all, there is an error in the expression.

## 2. Metalinguistic Feedback

According to Lyster et al. (2013), in metalinguistics, there is a short metalinguistic statement from the teacher that has the aim of getting self-correction from the students. The teacher gives this feedback as an explanation for students' grammar based on the target structure. According to Gringo (2017) in Mulyani et al. (2022), there is information provided by the teacher regarding some of the students' grammatical errors related to the student's speech. For example :

Student: "My mother was at the market this morning"

Lecturer: "Mum, I was at the market this morning? It should be my dad was there this morning".

This example includes a recast because of the teacher's feedback: "Mum, I was at the market this morning. It should be my dad was there this morning." Because there are past-tense adverbs, the auxiliary verb must also be in the past tense.

## 3. Elicitation

According to Surakarta (2016) in Mulyani et al. (2022), elicitation propagates correct parts of student speech without any mistakes and raises intonation to signal students to correct errors and complete sentences. According to Lyster et al. (2013), in elicitation, the form of correction the teacher gives to students is usually in the form of wh questions, for example:

Student: "The monkey wants me to give him a banana"

Lecturer: "Does the monkey want to...?"

Student: "I will give him a banana"

In the example above, the teacher asks the question, "Does the monkey want to...?" The goal is for students to be able to complete the utterance or reformulate it.

#### 4. Explicit Correction

According to Anggoro (2013) in Mulyani et al. (2022), explicit correction is a student's wrong statement, and the lecturer will provide the correct form. Explain that explicit correction clearly shows students' mistakes while giving the proper form. According to Lyster et al. (2013), during learning, there is an additional clear indication of error from the teacher to the students and in the form of a reformulation of the students' utterances. According to Ferris (2001) in Zohrabi & Ehsani (2014), explicit OCF is feedback that notices students' mistakes and provides the correct form. According to Ellis et al. (2009), explicit OCF is a person or an individual testing and making a hypothesis in search of a structure. Explicit OCF is a conscious process by a teacher towards his students and may be associated with the metalinguistic label.

According to Zohrabi and Ehsani (2014), the results of this research suggest that EFL learning in Iran using explicit OCF can increase the grammatical accuracy of the language. These results emphasize that it is very important and necessary to have an English language learning method using explicit OCF for students, especially to practice students' speaking.

Apart from signaling errors and providing explicit correction explanations in the form of metalinguistic explanations, there is also a metalinguistic comment, for example :

Student: "On January"

Lecturer: "No. it was 'In January'".

The example above is explicit because the teacher conveyed a correction, "No. It was in January," which was clearly given to correct the student's incorrect expression.

#### 5. Repetition

Repetition is repeating students' mistakes and adjusting intonation in the right direction to draw students' attention to their mistakes. In agreement with

Lyster et al. (2013), there are student utterances that are repeated word for word by the teacher. In order to highlight the student's mistakes, the teacher marks the mistakes with adjusted intonation so that the students know the mistake. According to Mulyani et al. (2022), this may also be a request for clarification. Repetition of a phrase, namely 'Excuse me?' and 'I don't understand' after this pronunciation is given after the student's speech and indirectly indicates that there is an error in the student's speech. For example:

Student: "I like playing bicycles"

Lecturer: "I like riding bicycles?"

In repetition, the teacher repeats the student's error and adjusts the interaction to draw attention. They focused on the rules and wanted the students to make self-corrections. The example above includes repetition. Because there is a correction from the teacher, which is given by repeating the student's wrong expression, namely when the student says, "I like playing bicycles", the teacher corrects him by repeating the student's wrong statement and intonation. "I like riding bicycles?".

#### 6. Clarification Request

In line with Mulyani et al. (2022), this usage is used when a request for clarification indicates that the student cannot understand the utterance either because of its meaning or linguistic form. According to Sultana (2015) in Siska et al. (2018), In a clarification request, there is a direction from the teacher which shows that the teacher does not understand what the student is saying. Usually, teachers use request words such as "excuse me", "what", "sorry", and so on. Example:

Student: "he jumps every second"

Lecturer: "Sorry?"

In the example above, there is a representation from the student that cannot be understood, namely "he jumps every second". Then the teacher responds to the form of a correction, namely "Sorry?".

### **2.3 Speaking Skills**

According to Suban (2021), speaking is used to communicate with other people in a society to maintain a relationship. Through speaking, a person has feelings to express what he wants to convey and wants to have to other people. During the language learning process, interaction is required, a social dimension involving students and teachers in language learning in the classroom. The teacher is a feedback provider, participant, and prompter in speaking learning. According to Brown (2004) in Razi et al. (2021), involvement in receiving, processing, and producing information by someone verbally is an interactive process that builds meaning.

The use of speaking in acquiring a new language only applies to students who can understand what is being said. It is in line with the theory of Martinez and Uso-Juan (2006) that there is a demand to acquire a new language, namely speaking. So, there is a need for a parallel relationship between linguistics and pragmatically appropriate expressions when speaking. According to Keraf (1980) in Patiung et al. (2015), there are three types of speaking namely instructive, which aims to tell something, persuasive, which aims to encourage reassuring and acting; and recreational, which aims to entertain.

According to Logan et al. (1972) in Patiung et al. (2015), there are nine basic concepts of speaking as a communication tool:

- (1) Speaking and listening are two reciprocal activities,
- (2) Speaking is an individual process of communicating,
- (3) Speaking is a creative expression,
- (4) Speaking is behaviour,
- (5) Speaking is learned behaviour,
- (6) The wealth of experience influences speaking,

- (7) Speaking is a means of smoothing the horizon,
- (8) Linguistic ability and the environment are closely related,
- (9) Speaking is personal emission.

According to Boonkit (2010), Erdem (2016), Muklas (2017) in Sudarmaji et al. (2021), a person's primary skill in language learning is speaking. Therefore, speaking skills should be improved and are an essential skill as a language output. An effective way to communicate is through language. The fundamental skill used to convey information, ideas, beliefs, and emotions is speaking. According to Klanrit (2005) in Oradee (2013), using English language skills in the form of communicative activities, namely information gaps and role-playing, is the development of speaking skills.

According to Nunan (1999) in Baniabdelrahman (2013), difficulties in learning, students may experience problems that result in language complexity due to challenges in developing EFL English speaking skills in the classroom. Many teachers believe that teaching speaking is an integral part of the school curriculum, but speaking can actually hinder their success in teaching speaking. There is an argument that students must master all the primary areas of communicative competence: linguistics, sociolinguistics, discourse, and strategy. The concept of teaching speaking skills is presented in communicative competence (Šolcová, 2011).

According to Ur (1996) in Dewi (2017), learning a foreign or second language is the most important aspect of mastering speaking skills. According to Abdullah (2017), teaching speaking has a goal, namely to train students to express something meaningful and contextual in communication. Speaking skills are measured in terms of how far students can carry out a conversation in a language, especially EFL.

According to Hamzah and Ting (2010) in Abdullah (2017), there was a positive response during class activities, namely doing group work. The pedagogical implications are significant and could be a practical technique for

teaching speaking skills among students. According to Juhana (2012), what can affect the quality of students' speaking skills is fear. Anxiety is related to self-confidence factors so that it can hinder students' speaking abilities.

According to Merry (1983) in Utami et al. (2016), speaking skills consist of four aspects: fluency, vocabulary, accuracy, and comprehensibility.

### 1. Fluency

According to Tesnim (2019), reference to the extent to which pronunciation appears smooth, natural, and accessible is an element of speaking skills fluency. Fluency in the use of pauses, rhythm, intonation, speaking speed, emphasis, and the use of interjections is the scope of the contribution of language quality to fluency. According to Shan (2008), there is a reference to fluency, naturalness, and the overall level of clarity of a person's expressions. In other words, some students may be considered fluent in speaking English even though some things could be improved in pronunciation or even accent or articulation.

Several studies have shown the influence of students' speaking fluency on speaking errors. This research shows that there are weaknesses in students' understanding and application of sentence structures when they speak English, resulting in an inability to convey meaning and tending to have a negative effect on students' communication skills. Students apparently prefer it when they are corrected on the grounds that correcting grammatical errors is better than correcting vocabulary and pronunciation (Barzani et al., 2022; Tarigan et al., 2023).

According to Edge (2013) in Fadilah et al. (2017), in order for students to be fluent in speaking, meaningful and uninterrupted communication is needed if there is a student's desire to use the target language. People with good fluency have several signs, namely speaking quite quickly, and if they stutter, there are only a few pauses, such as "um" or "ers". These signs show that speakers only need a little time to look for language elements to express a message (Utami et al., 2016).

## 2. Vocabulary

According to Tesnim (2019), vocabulary or lexical resources are an expression of the meaning of language use. As people already know, lexemes, or lexical elements, are suitable formations of words and are minor units, which may either be a single word ("book"), a suffix ("-s"), or a prefix ("re-"). Apart from that, lexical has a scope of understanding in using compound words and idioms as students use. According to Sudarmaji et al. (2021), vocabulary is the delivery of thoughts or ideas spoken by the speaker.

According to Brandon (2012), Hornby (1995) in Razi et al. (2021), when teaching students vocabulary related to concrete meaning, picture strategies must be used. The purpose of this description is to describe what something is like so that it helps students remember and understand new things, namely vocabulary. Vocabulary can be interpreted as the basis of language. Vocabulary is essential in language because if it does not exist, it will not be able to speak or will not be able to say anything. Vocabulary is a choice of words used based on the context when speaking and used appropriately (Laksana, 2016).

According to Dewi (2017), a significant factor that can influence failure in speaking English is the need for more vocabulary. It is crucial because having a large vocabulary is very useful in the language aspect. Therefore, students must learn large amounts of useful vocabulary. According to Coombe (2010) in Utami et al. (2016), the most crucial element in language is vocabulary, which can measure students' knowledge. Learning tends not to go well because students cannot communicate appropriately and effectively when expressing an idea they have or even when speaking.

## 3. Accuracy

According to Ellis (2003), Gower et al. (2005), and Housen and Kuiken (2009) in Nhac (2021), accuracy is an "error-free" expression that can be measured by accurate use of the target language. Accuracy is also a measure of the language produced when performing a task in accordance with the norms of the target

language. Vocabulary, grammar, and pronunciation are the scope of accuracy in which each component is used correctly. If someone speaks using the target language and is not as accurate as a native speaker, then he is not accurate in speaking or in language. Therefore, speakers will likely make few language errors to achieve accuracy in the process of producing the target language.

According to Celce-Murcia (2001) in Hamidi et al. (2022), accuracy is a person's ability to use words correctly from a grammatical and phonological perspective. According to Rahnama et al. (2020), there was a significant increase in speaking accuracy and complexity in 66 Iranian EFL students from a language institute in Iran. It is influenced by the provision of OCF to students. According to Sekhan (1996), Omaggio (1986) in Chu (2011), in relation to language rule systems, accuracy refers to how well the target language is produced. Three essential parts of oral speaking are accuracy based on complexity and fluency. Sociolinguistics, semantics, rhetorical accuracy, and several surface features, including punctuation, spelling, grammar, and pronunciation, are part of the scope of accuracy. According to Nation (2008) in Utami et al. (2016), accuracy is the correspondence between students and what native people actually say when they are using the target language. The problem of grammatical productivity in speech delivered by a speaker is closely related to accuracy.

#### 4. Comprehensibility

According to Utami et al. (2016), comprehensibility is something that can be understood in the form of spoken or written language. Comprehension is an element of language control. Comprehensibility is related to how easy it is to understand the speaker's speech. Mistakes occur as a result of errors in pronunciation or writing that hinder understanding of what is being discussed. So, if there is difficulty in speaking, it means a low understanding of the speech.

According to Constrained et al. (2019), comprehensibility measures the ease or difficulty experienced by listeners in understanding the target language speech.

In order to capture the listener's actual understanding, clarity is needed on what is being discussed. Comprehensibility is a comparison of a person's similar utterances with their native language, which aims to make target language learning more consistent in ensuring communicative success because there are target language speakers who can be easily understood (Kang et al., 2010; Munro & Derwing, 1999 in Constrained et al. 2019).

#### **2.4 Previous Studies**

Here is a previous study that is the same as the study that will be examined. According to Muslem et al. (2021), most students accept the OCF given by the lecturer well. After analyzing the case, it can be concluded that students believe that the OCF given by the lecturer when they make a mistake while speaking can help them learn something. Most of them did not feel irritated or irritated when they were given OCF. Another benefit obtained from the survey results is that OCF can help students avoid the fossilization of errors in spoken language.

According to Laeli al. (2019), the feedback given by the teacher did not disrupt the flow of communication between students and their teacher. Giving OCF also does not cause anxiety in them, and they tend to be able to practice their speaking skills while in class. This study also states that providing the 6 types of OCF is an effective strategy for improving students' speaking skills.

According to Mulyani et al. (2022), OCF can help increase students' knowledge, which has a good impact. However, this OCF has the weakness of making students nervous, embarrassed, and even traumatized. Apart from that, they feel unappreciated. On the other hand, this study was conducted to find out which type of OCF influences students' speaking skills better during the EFL learning process.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter focuses on research methods, research design, settings, and participants, the data collection technique, the data analysis technique, and the research timeline.

#### **3.1 Research Method**

This study used the qualitative method since this study aims to carry out research exploration and deepen knowledge, namely deepening about OCF and explaining problems that can ultimately be answered, which is exploratory, which is a characteristic of qualitative methods. This study was also interpretive, where this research interprets the results of processing the data that has been processed. Therefore, this study would have been very suitable if it used qualitative methods, which aligns with the theory that qualitative methods are suitable for this research. This study aims to carry out research exploration and deepen knowledge, namely deepening about OCF and explaining problems that can ultimately be answered, which is exploratory, which is a characteristic of qualitative methods. This study is also interpretive, where this research interprets the results of processing the data that has been processed. Therefore, this study is very suitable if it uses qualitative methods, which aligns with the theory of Dickson-Swift et al. (2007).

#### **3.2 Research Design**

This study was done under descriptive qualitative design since it describes OCF on students' speaking skills clearly and in accordance with the facts without any composition made by the researcher. In line with Gay and Airasian (2000), Almeida et al. (2016) in Maizola (2016), research must be able to describe and

determine what the research is descriptive qualitative design research. Another reason this study uses descriptive qualitative design is that this method is very suitable, especially when it really helps researchers categorize the OCF given by the teacher according to the types of OCF. This is proven by the study cited by Philp J (2003) in Ellis et al. (2009) based on what was received by students, the types of CF received were examined, and the extent to which this CF can be used.

### **3.3 Research Setting and Participant**

The participants involved in this research were English teachers who taught at a school in the city of Garut with only one teacher. The reasons for choosing this teacher are because they have a long duration of teaching or have worked for many years, can help in the data collection process, and are determined based on data needs, as proven by the fact that during the learning process, the teacher often provides OCF to their students and suitability for the profession in which he or she is a teacher. The researcher chose only one teacher who teaches in class 11. The first reason is that by choosing only one teacher, the results obtained will be more accurate and effective in answering the problems in this research. The second reason for choosing class 11 teachers is because the researchers looked at the learning targets, which students were the teaching targets students in class 11 tended to be more effective than class 10 students. Besides that, class 11 students already had at least one year of experience learning English. The place chosen by the researcher is one of the favorite schools in the city of Garut. The reason the author chose this school is that it has A accreditation, is a favorite state school, and, of course, has many outstanding students. Teachers as participants in this research and one of the favorite high schools are the settings in this research.

### **3.4 Data Collection Technique / Instruments**

The type of instrument used to obtain data is observation. Observations are used to capture the amount of OCF provided using field notes. The researcher made

field notes containing a table between the expressions of giving feedback from the teacher and the type of OCF because using field notes makes it easier for researchers to categorize OCF.

According to Ary (2010) in Maizola (2016), the data recording that is usually used when collecting data during observations is field notes. In line with the studies of Maizola (2016), Siska et al. (2018), and Hartono et al. (2022), researchers also use video recording because it can help researchers store data to prevent errors in the data collection process. Researchers analyzed students' speaking abilities. According to Merry (1983) and Utami et al. (2016), there are four aspects of speaking skills: fluency, vocabulary, accuracy, and comprehensibility.

### **3.5 Research Procedures**

To collect data, this research uses observation to obtain deeper information. Researchers used several procedures in conducting research, which are explained in detail. These are as follows:

1. Develop study procedures
2. Find out the study problem
3. Determine the journal source based on the problems that occurred in the study
4. Determine the appropriate research method and research design for this study. The method used in this study is qualitative and descriptive qualitative as a design
5. Determine the participants and research settings suitable for this study, namely teachers who use OCF when teaching. The researcher selected only one high school teacher for this study.
6. Performing instruments. This study uses observation to obtain data. Observations are used to record the number of OCF given using field notes. Researchers also use video recording because it can help them store data to prevent errors in the data collection process.

7. Collect observation data
8. Analyze research data and then compare it with theory.
9. From the final results of the research, the researcher presents to compile findings and discussions

### **3.6 Data Analysis**

Data results from observations were analyzed using qualitative descriptive methods. According to Miles, Huberman and Saldana (2014) in Razi et al. (2021), data condensation, data presentation, and drawing conclusions/verification are procedures for conducting data analysis. The categorization method was also used to analyze the results of observation data. In this study, the teacher grouped feedback expressions into OCF types. This technique was very suitable for this study as it used the data categorization technique, which is, of course, in line with the theory of Creswell (2012). Referring to the previous study conducted by Audry et al. (2020), Amalia et al. (2009), and Tarigan et al. (2023), the categorization technique is a suitable technique to use in this study. The theory of Audry et al. (2020), Amalia et al. (2009), and Tarigan et al. (2023) becomes a tool for analyzing this study.

The researcher's first step in analyzing was to transcribe the videos obtained during classroom observations. Previous studies by Audry et al. (2020), a transcription process when analyzing data. After transcribing the video, the researcher categorized the observation data, field notes, and transcription results with teachers obtained during the observation. During categorization, the researcher made a table that connected the six types of OCF with the utterances given by the teacher. According to Muslem et al. (2021), Lyster et al. (2013) in Mulyani et al. (2022), OCF has six categories, namely recasting, metalinguistic feedback, elicitation, explicit correction, repetition, and request for clarification. Researchers categorize these expressions into elements of speaking skills. According to Merry (1983) in Utami et al. (2016), there are four aspects of speaking skills, namely fluency, vocabulary, accuracy, and comprehensibility. For example, the student

says he jumps every second," and the teacher answers, "Sorry?" the researcher enters the conversation into the utterance column and provides a checklist in the OCF clarification request type section. From this feedback, the teacher trains students in speaking skills accuracy.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents and explains the results of this research. Data collected were the results of the researcher's observations based on video transcripts and field notes to answer the research problems mentioned in Chapter I. The results are

#### **4.1 Finding**

This research aims to determine which type of OCF influences students' speaking skills better during the EFL learning process. To collect data, this research uses observation as an instrument. The researcher recorded a video using a recording device during the learning process in class and took notes while in class.

The results of this research are that there is an increase in students' abilities after being given OCF by the teacher. Before students get OCF, they do not appear hesitant and appear confident to speak in front of the class. Likewise, after the teacher gives OCF, students look relaxed and confident. In its implementation, the teacher provides training to students using Indonesian. Then, the students translate it into English. After that, the teacher gave directions to several students to record the results of their work on the blackboard. After the students take notes on the board, the teacher appoints 6 students to read the translation results given. The teacher uses reading-aloud techniques to measure students' speaking skills during the learning process. Reading aloud is an activity that can influence better speaking skills.

Reading aloud is the leading and best way to practice pronunciation and influence and develop students' spoken English. Technically, students read their work in turns, after which the teacher gives them OCF if they make mistakes.

#### 4.1.1 OCF Produced By The Teacher

During the EFL learning process, it turned out that the teacher needed to provide all types of OCF when giving feedback to his students. The teacher chooses to provide some feedback that tends to be successful quickly to his students, and this type of OCF is repeatedly given to other students. It can be seen when researchers conduct research in class. Teachers seem comfortable with the type of OCF that brings success to feedback quickly, so some types of OCF are not used and focus on only a few types of OCF. Providing different feedback because it suits the needs during learning. From the research results, the OCF that often appear during the learning process are as follows:

Type Of OCF			
Recast	Repetition	Explicit Correction	Clarification Request
9	4	1	1

It can be seen from the table above that the type of OCF that is often used when learning is the recast type. This type is used by teachers up to 9 times with 4 out of 6 students during the learning process. Teachers seem comfortable using this type because when giving feedback, students can be seen correcting their mistakes more quickly, followed by the repetition type, which is given to students 4 times. Meanwhile, explicit correction and clarification requests are only given once to students.

Student 1 has poor skills because there was an error when reading aloud before being given feedback. These errors occur repeatedly and arise from different

pronunciations. When reading aloud, student 1 did not appear hesitant in pronouncing sentences. In fluency, it sounds smooth, but when viewed from accuracy, it sounds wrong.

Student 1's first mistake was when he said the word comparison. The second mistake made by student 1 was in pronouncing the word as. In this word as, student 1 does it repeatedly. that is, twice, so the teacher has to give feedback twice for the same word. The last mistake was when student 1 said the word bright. Looking at this situation, it can be concluded that student 1's speaking skills are deficient, so feedback is needed from the teacher in its implementation to influence student 1's ability.

This is different from students 5 and 6, who can read aloud well without any correction from the teacher. In order to read accurately, student 1 must be given feedback first. The teacher's test, namely reading aloud using the same text that student 1 can pronounce well, proves this.

Student 2 lacks speaking proficiency, which can be seen when reading aloud. Similar to student 1, student 2 also lacks speaking skills, so they make mistakes in pronouncing a sentence that sounds disturbing to the listener's understanding of what they hear and is not accurate. The error made by student 2 was the same as student 1, namely that the word was pronounced incorrectly twice.

Student 2 made five mistakes when reading aloud. The first mistake is when pronouncing comparative words. In this pronunciation, students made conscious mistakes due to student 2's ignorance, namely by using the pronunciation (kom'perədɪv), which should have been (kəm'perədɪv). The second mistake was when pronouncing the word purple. Students read pata purple by saying (pəpəl), which students should pronounce with the correct pronunciation, namely ('pɜ:p(ə)l). The third mistake is that student 2 cannot pronounce the word smaller properly. Student 2 pronounces the word smaller the same as the letter even though the correct pronunciation should be (smeller). This fourth error was student 2's mistake when pronouncing the word smaller again. Student 2 made a mistake in reading the word

smaller the same as before so the teacher gave repeated feedback twice on the word smaller. The last mistake from student 2 was student 2's inaccuracy in pronouncing the word is so that it sounded ambiguous and the need for accuracy in speaking so as not to confuse the listener. In this case, it can be concluded that student 2 still lacks English language skills because when reading aloud, the student still makes the same mistakes in pronunciation as student 1.

Similar to students 1 and 2, student 3 has a lack of speaking skills. In contrast to students 1 and 2, student 3 made more mistakes when reading aloud. Judging from the mistakes made by student 3, this student's ability is lower than the others. Therefore, the teacher gave a lot of feedback to student 3 compared to students 1 and 2. However, student 3 was able to correct the mistakes he made thereby improving his speaking skills which was indicated by the 2nd test, student 3 was able to read aloud with pronunciation. good and accurate so he doesn't make the mistakes he made before.

The first mistake was when pronouncing the word comparison, just like student 1 who mispronounced the word. Student 3 reads the word comparison with the pronunciation (kom'perəs(ə)n) which should be (kəm'perəs(ə)n). The second mistake made by student 3 was pronouncing the word high with the pronunciation (haig) where it should be (hai). The third mistake is in pronouncing the word high the same as before. so the teacher provides feedback repeatedly so that student 3 can influence his pronunciation. The fourth mistake is in pronouncing the word is higher, which is pronounced with (haiger), which should be pronounced with (hai·ur). The fifth error is an error in pronunciation of the same word as before, namely the pronunciation of higher.

So it can be concluded that student 3's skills are very lacking in speaking skills. However, student 3 was able to influence his mistakes well after being given feedback by the teacher. Student 3's influence skills were seen when reading aloud again during a test ordered by the teacher in the same text. 3rd year students can pronounce better than before.

In contrast to students 1, 2, and 3, student 4 looks more skilled but still has deficiencies in English speaking skills. This is characterized by errors in pronunciation made by student 4. In contrast to students 5 and 6, they can read aloud well without any errors or corrections given by the teacher. The mistake made by student 4 was when pronouncing the word bright. Student 4 reads the word bright using the proper pronunciation breathe when the correct pronoun is (brīt). During the second test, student 4 could do it without any errors, so it can be concluded that after giving this feedback, student 4 influenced speaking skills.

The emergence of the OCF recast type occurs when there is feedback from the teacher in the form of a question, which gives students two correct choices without telling them the answer. Also, there is an emphasis on the tone when asking the question, which indirectly shows that there is a speaking error in what the student said. For example, it can be seen that the feedback given by the teacher is "a, a, as (az)?". There was a reason for giving this feedback. Student 1's pronunciation error occurred. The pronunciation error occurred when student 1 said, "One blue book is the size of white and blue." The error occurred when pronouncing the word "as", so feedback was needed. Hearing that the pronunciation was wrong, the teacher spontaneously provided feedback. This feedback is included in the recast feedback type because the teacher provides corrections in the form of choices to student 1 without giving the correct answer clearly and clearly. These influences affect students' speaking skills.

The second appearance of the recast occurred when student 1 said, "Two, white book is as thick as a blue book" The student's pronunciation of the word (as) here was an error. Therefore, the teacher spontaneously gave feedback by saying "As, as (az)?". After giving this feedback to the student, the student immediately realized that the way he had previously pronounced the word (as) needed to be corrected. After that, the student immediately answered the teacher's question by correcting the wrong word in pronunciation by answering "As (az). White book is as (az) thick as blue book". Hearing the answer from student 1, the teacher immediately smiled and did not give any more feedback on the pronunciation.

The third type of OCF recast occurred when student 1 said, "Three, the blue book is as bright as the white book". In this disclosure, the feedback given by the teacher is "Bright (braight) or bright (brīt)". There is a reason for giving this feedback: student 1's pronunciation error occurred. The pronunciation error occurred when student 1 said, "Three. The blue book is as bright (bright) as the white book." The error occurred when pronouncing the word "bright". Referring to the pronunciation error, the teacher spontaneously provided feedback. This feedback was included in the type of recast feedback because the teacher corrected the form of choices to student 1 without giving the correct answer clearly and distinctly.

The fourth type of recast occurs when the teacher corrects student 2 by giving a choice without giving explicit instructions as to which one is correct by saying, "Purple (paepel) or purple (pərp(ə)l)?" because there was an error by student 2 in the word (purple) in the sentence the purple book is more extensive than the white book. After receiving this feedback, the students immediately realised the error in their pronunciation of this word and immediately answered the teacher's question by answering "Purple (pərp(ə)l)".

This fifth type of recast occurs when the student says, "Three, the white book is smaller (smeller) than the purple book", and then the teacher gives feedback in the form of "Smaller (smeller) or smaller (smaa·lr)". There is a reason for providing feedback: students have made pronunciation errors. The pronunciation error occurred when student 2 pronounced, "Three, the white book is smaller (smeller) than the purple book.". The error occurs when pronouncing the word "smaller". This feedback is included in the type of recast feedback because the teacher emphasizes vowels and consonants that are problematic or not. After giving this feedback, students experienced an increase in pronouncing the word "smaller (smeller)" to "smaller (smaa·lr)".

This sixth type of recast was seen when student 3 said Positive comparison (kom'perəs(ə)n). it can be seen that the feedback given by the teacher is "Positive comparison (kom'perəs(ə)n) or comparison (kəm'perəs(ə)n)?" There is a reason

for providing feedback: students have made pronunciation errors. The pronunciation error occurred when student 3 pronounced the word "comparison". This feedback is included in the recast feedback type because the feedback from the teacher is in the form of a rising intonation, which indicates confirmation of the student's words or even lowering the intonation as a question. After giving this feedback, students experienced an increase in pronouncing the word "comparison (kəm'perəs(ə)n)" to "comparison (kəm'perəs(ə)n)".

This seventh type of recast change appeared when student 3 said, "Linar's allowance is the same height as Davina". The student apparently made a mistake in pronouncing "tall". Student 3 was given feedback by the teacher with the OCF recast type as evidenced by the teacher's statement, namely, "Which is correct, high (haig) or high (hai)?" Feedback This is a type of OCF metalinguistic feedback because in providing feedback, the teacher makes the student pay attention to incorrect utterances by asking questions rather than stating clearly that the utterance is incorrect. After the teacher gave the student feedback, the student immediately answered with the correct answer, namely "high (hi)". By being asked which one was correct and which one was wrong, the student apparently did not realize that the pronunciation he uttered was wrong, so student 3 did not immediately correct the previously wrong pronunciation, according to the teacher's input, so a different type of OCF feedback was given after giving the recast type.

This eighth type of recast appeared when student 4 said, "The blue book is as bright as the white book." There was feedback on the choice of which one correctly said the word "bright" given by the teacher by saying, "Bright or bright (brīt)?" Providing feedback This is due to students' errors in pronouncing the word "bright". The feedback is a type of OCF metalinguistic feedback because the teacher makes students pay attention to incorrect speech with questions and uses a tone that indicates errors when student 4 speaks. After being given feedback, students can immediately correct their mistakes. What he initially said from the word "bright" became "bright (brīt).

The last type of recast appears when the teacher asks student 3, "Apa bahasa inggrisnya kata tebal? (what is the English word for thick?)", the student answers with the correct pronoun, namely "Thick". However, one of the students said the word "Thick" out loud but with the wrong pronunciation. The teacher immediately gives feedback in the form of "That's right, R calls it tic, tic. That's right, but what do you read? tick (THik)". Providing this feedback is included in metalinguistic feedback because there is a correction in the form of a question accompanied by a tone that emphasizes that an error occurred when student 3 spoke.

After the recast appears, repetition-type feedback is given. Providing this feedback occurs when there is feedback from the teacher in the form of "a, a, as (az)?" to student 1. There was a reason for giving this feedback because student 1's pronunciation error occurred. The pronunciation error occurred when student 1 said "Positive comparison" There was an error in saying "comparison". Hearing this, the teacher did not remain silent and allowed pronunciation errors to occur. However, the teacher gave a response in the form of feedback, namely, "Positive comparison (kəm'perəs(ə)n)?" The teacher makes corrections by repeating the wrong words from Student 1's expression by emphasising the pronunciation, where the emphasis and repetition aim to show that Student 1's pronunciation is wrong. Therefore, this feedback is included in repetition and is a type of OCF repetition

The second type of repetition feedback appeared. Student 1 said, "One blue book is the size of white and blue." The error occurred when pronouncing the word "as," so feedback was needed. Hearing that the pronunciation was wrong, the teacher spontaneously provided feedback. This feedback is included in the recast feedback type because the teacher provides corrections in the form of choices to student 1 without giving the correct answer clearly and distinctly.

The third repetition type of feedback appeared when student 2 said, "Comparatif (kəm'perədɪv)." A pronunciation error appeared in this pronunciation. The teacher provides feedback to students by repeating the student's expression with the correct pronunciation, namely, "Comparative (kəm'perədɪv)!". After giving feedback, the student's response turned out to be good.

The last repetition type feedback appeared when student 3 said "higher" It turned out that the student made a mistake in saying "higher," and feedback occurred as evidenced by the teacher saying "Higher (hi ur)". After being given feedback by the teacher, it turned out that students were immediately able to revise their pronunciation when reading the word, as evidenced by the fact that initially, the students pronounced the word "Higher (haiger)" as "Higher (hi ur)". This feedback was repetition because the teacher repeated the students' expressions, which is wrong by ensuring correct pronunciation.

Next, the OCF type was introduced by explicit correction type teachers. This feedback occurs when students 3 make the same mistakes after being given feedback. When students repeat the error in pronunciation of "high", the teacher gives different feedback to student 3. who previously used the OCF metalinguistic feedback type. There is a change to explicit correction as evidenced by the teacher saying, "Not high (haig) but high (hi)". Feedback This feedback is a firm correction because the teacher clearly and firmly said that the student's words were wrong and conveyed the truth clearly. After being given feedback with a different type of OCF, student 3 was finally able to understand and correct his mistake. haig)"becomes high (hi)".

Next, the teacher explained the emergence of the OCF type as a clarification request. The emergence of this feedback occurs when the teacher says, "You say as or is," which is included in the feedback. The feedback given by the teacher was due to the lack of clarity in the students' pronunciation when pronouncing the words "Four, the blue book is bigger than the purple book", so the teacher had to confirm what the students were talking about. There is providing OCF clarification request type feedback because the teacher does not understand what the student said so they reconfirm what the student said.

Apart from that, teachers also use other types of OCF, namely explicit and repetition. The teacher gives 15 feedbacks during the EFL learning process. Among them are 9 (60%) recast, 4 (26,6%) repetitions, (6,6%) 1 explicit, and (6,6%) 1 clarification request. In accordance with the explanation above, it is clear that the

feedback that often appears during learning is recast feedback. Feedback is given because there are pronunciation errors from students.

After seeing the learning process in the classroom, the researcher saw the development of providing OCF to teachers and students. During learning, the teacher gave feedback in turn to 6 students. Of the 6 students, there were 4 students whom the teacher gave feedback. In the learning system, students are instructed to read the results of student work on the board, which is intended to practice speaking skills in English using the medium of an assignment. Students are instructed to read 2 sessions. In the first session, students are given feedback. In the second session, students are tested to see whether or not, after being given feedback, the student still needs to correct their pronunciation. In the learning process, students 1, 2, and 4, after being given feedback, did not make mistakes in the same pronunciation. However, when student 3 pronounced the word "high", he made the same mistake in his pronunciation, so the teacher, who initially gave feedback with the OCF metalinguistic type, changed to repetition. After being given feedback twice, student 3 was able to pronounce the word "high" correctly.

Feedback that does not appear during the EFL learning process is metalinguistic feedback and elicitation. This is because teachers tend to prefer the OCF type, which can influence students' speaking skills more quickly. Therefore, teachers prefer recasts, which are often used to provide feedback, followed by repetition, explicit correction, repetition, and clarification request. Seeing students who respond quickly to feedback from their teachers allows teachers to provide that feedback repeatedly to different students. Even though the teacher only uses four pieces of feedback, this does not affect the EFL learning process in the classroom. Learning continues to run effectively, and there are no disturbances at all. Students also seem comfortable with the provision of these four pieces of feedback.

The type of OCF used by the teacher leads to success in the EFL learning process. The types of OCF provided by the teacher include metalinguistic feedback, explicit correction, repetition, and clarification request. These four pieces of feedback lead students to successful learning because after giving this feedback,

when taking the test, all students' abilities increased, and none of them decreased. If there is a decline in the learning process during the test, students should still be given feedback or provide more feedback than before. In practice, students do not appear nervous or unsure of themselves either before or after being given feedback. Students still look relaxed and confident, so it can be concluded that giving OCF does not affect students' fluency in speaking.

#### **4.1.2 The Influence of OCF On Speaking Skills**

All OCF types can influence students' speaking skills be better, as evidenced by the teacher's OCF-type feedback recast, repetition, explicit correction, and clarification request. These four pieces of feedback train students' accuracy and comprehensibility in speaking. Because teachers pay more attention to how students read their speech, in EFL learning, speaking skills are the most important because they are more striking if there is one.

All 15 pieces of feedback given by the teacher indeed train students' speaking accuracy and comprehensibility. As in the statement when student 2 said, "Number one, the purple book is bigger than the white book". There was an error, and the teacher gave feedback by saying, "purple (paepel) or purple (pərp(ə)l)?" After giving corrections, the students immediately understood what was meant by the feedback given by the teacher. At first, the student said the word purple with the purple pronunciation (paepel), becoming (pərp(ə)l). In this correction, the teacher unconsciously corrects students' expressions for elements of accuracy and comprehensibility because they focus on accuracy and comprehensibility in speaking stability, the same as before the teacher gave feedback.

When conducting research, student fluency tends to be stable. Not increasing or even decreasing. Before giving feedback, students spoke loudly and normally without showing feelings that they were nervous or that they felt stumped. Likewise, after giving feedback to the teacher, students still show everyday attitudes. Students display the same attitudes as before being given feedback.

From all the feedback that the teacher gives, it appears that there needs to be feedback that leads to improving students' speaking skills in the element of speaking vocabulary. During the EFL learning process, the teacher only focuses on ensuring student accuracy and comprehensibility, whereas accuracy and comprehensibility speaking can produce more striking student pronunciation when students are speaking.

Evidence that OCF can influence students' speaking skills can be seen during the test, namely during the second section, where the students were instructed to read a second time, and the result was that the teacher gave no feedback in the second section. After the first section, the students were given feedback. They immediately understood the correct way to pronounce it so that when they were tested again, they had no difficulty pronouncing it again.

## **4.2 Discussion**

This study found findings regarding which type of OCF influences students' speaking skills better during the EFL learning process.

### **4.2.1 OCF Produced By The Teacher**

This study found that providing OCF can influence students' speaking skills better. Providing feedback, including explicit correction, repetition, and clarification requests, can increase students' speaking skills. The teacher uses reading aloud as a tool to measure students' speaking skills. According to Huang (2010) in Supraba et al. (2020), reading aloud is an activity that can increase speaking skills. In improving students' spoken English, the application of reading aloud is the main and the best way to practice pronunciation to increase and develop its spoken. The findings of this study are in line with the findings of Audry et al. (2020) and Muslem et al. (2021), OCF can help students improve their learning, especially in speaking skills. Providing OCF can improve students' speaking skills because there is constructive feedback so students can speak better. As in this study, the feedback given by the teacher is constructive feedback, not to bring down

students in front of their classmates. Feedback given with the aim of building students' skills will not have a harmful impact.

The recast type of OCF was most widely used in this research. The percentage taken from the research results is 60% during the learning process. So, the results of these findings refute research from Öztürk et al. (2016), recast creates ambiguity when students receive the feedback and causes anxiety, which ultimately makes it difficult for students to understand it. Teachers are more comfortable using this type of OCF because they see the immediate positive impact on their students. It is the same as research from Milla & del Pilar García Mayo (2021), the OCF recast type is the type that is often used during learning. Providing this type of OCF has proven to be able to influence the quality of students' speaking skills for the better.

Providing the OCF repetition type can bring an increase in students' speaking skills. The percentage of giving OCF in this study was only 26,6%. Unlike research conducted by Siska, the presentation obtained for the OCF repetition type was only 2.1%. %. Even though it is only 26,6%, it can influence students' speaking skills better. It is in line with research from Laeli and Setiawan (2019), which suggests that providing OCF repetition helps them analyze errors in students' speech, which are mainly grammatical errors. Students can also analyze words and utterances and know how to form them correctly.

In this research, giving the OCF clarification request type received the smallest percentage, the same as explicit correction, namely 6.6%. This research is different from Hartono (2018) findings because there are no findings regarding clarification requests. According to the results of this research, this type of OCF clarification request can influence students' speaking skills better. In line with research (Anggoro, 2013), giving the OCF type of request for clarification is better when used with students because the teacher can provide direct correction when students make mistakes in speaking. In other words, this type can improve the EFL learning process.

The OCF explicit correction type can influence students' speaking skills better in the EFL learning process. It is in line with research from Tesnim (2019), which shows that explicit OCF positively influences EFL students' grammatical development. In contrast to Zohrabi & Ehsani (2014) research, which links explicit correction with grammar, this research discusses elements of students' speaking skills. Even though the OCF explicit correction type only came out once in this study, the results after providing this feedback were indeed proven to influence students' speaking skills better. The percentage of OFF explicit correction type obtained from the research results was 6.6%.

In this research, giving the OCF clarification request type received the smallest percentage, the same as explicit correction, namely 6.6%. According to the results of this research, this type of OCF clarification request can influence students' speaking skills better. In line with research from Anggoro (2013), giving the OCF type of request for clarification turns out to be better when used with students because the teacher can provide direct correction when students make mistakes in speaking. In other words, this type can improve the EFL learning process.

Regarding the study from Harmer (2001) in Alhaysony (2016), they discuss the provision of OCF, which turned out to be ineffective after researchers made observations that the presence of OCF learning was much more effective. Because researchers see that providing OCF does not decrease learning, it actually increases the quality of education. Feedback provided by the teacher can influence students' speaking skills better, and interaction occurs between students and teachers in learning.

#### **4.2.2 The Influence of OCF on Speaking Skills**

This study produced findings that providing OCF can influence students' speaking skills better. All feedback given by the teacher during the learning process impacts students' accuracy and comprehensibility in speaking, which is positive. In line with research from Anggoro (2013) and Hamidi et al. (2022), corrective feedback has a positive impact on influencing students' speaking skills better in an

element of English speaking accuracy. In the results of this research, teachers put more emphasis on their students practicing accuracy and comprehensibility in speaking as an EFL learning goal. All feedback is aimed at training students' speaking accuracy and comprehensibility. Therefore, this research refutes Tesnim (2019) findings that OCF cannot influence students' speaking skills for better fluency, vocabulary, and pronunciation.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

This chapter presents 1) Conclusion and 2) Suggestion. The conclusion concludes the findings. The recommendation offers some recommendations for methodological and practical purposes.

#### 5.1 Conclusion

As stated in Chapter 1, the study focuses on the extent to which OCF can influence students' speaking skills for better in the learning process and the type of OCF influences the students' speaking skills during the EFL learning process. There is something unique about this research. It is proven by research from Tesnim (2019), that giving OCF does not increase students' skills in vocabulary, fluency and pronunciation. Research conducted by researchers confirms this finding that OCF can indeed influence students' acquisition of pronunciation as evidenced by a large number of accuracies, almost all of which arise from the feedback provided by the teacher. Recast is the highest level of feedback given by teachers to students and has a perfect impact on the EFL learning process. So, the results of these findings refute research from Öztürk et al. (2016), recast creates ambiguity when students receive the feedback and causes anxiety, which ultimately makes it difficult for students to understand it. The percentage of giving OCF in this study was only 26,6%. Different from research conducted by Siska et al. (2018), in line with the theory of Dabaghi et al. (2006) in Almeida et al. (2016) and Harmer (2001) in Alhaysony (2016), there is an increase in students' speaking skills.

This study found that there was quite a rapid influence on students after being given OCF by the teacher. This finding is in line with the theory of Audry et al. (2020), and Muslem et al. (2021), during the EFL learning process, there is 15 feedback given by the teacher, including 60% recast, 26,6% repetition, 6,6% explicit, and 6,6% clarification request. When providing feedback, in line with the

theory from Shan (2008) in Gulo (2008), teachers provide feedback in the form of information in such a way that it then encourages students to reflect on it, take lessons, use them, and make decisions as a change for the better.

This feedback is given spontaneously without text. Providing feedback from the teacher is also to build students' speaking skills, not to bring down or embarrass students. According to Merry (1983) in Utami et al. (2016), there are four aspects of speaking skills, namely fluency, vocabulary, accuracy, and comprehensibility.

The types of OCF that can influence students' speaking skills better during the research are recast, repetition, explicit, and clarification requests. Teachers do not give all types of feedback to their students because teachers are more comfortable using feedback that has a quick impact on their students, so during learning, the only feedback that appears is these four. The type of OCF that does not appear during learning does not mean it is ineffective when used with students. In learning, every teacher has a different way of responding to their students, especially in providing feedback. In this research, only these four feedbacks were used during the EFL learning process.

## **5.2 Suggestion**

Based on the conclusions above, there are methodological and practical objectives recommended, namely;

### **1. To the English teacher**

Researchers hope that with this research, teachers can teach better. During implementation, teachers are expected to provide feedback not only recast, explicit correction, repetition, and metalinguistic feedback but also all types of OCF. It is hoped that teachers will learn more about the types of OCF so that during learning, there is communication feedback between students and teachers because good learning is learning where students and teachers interact with each other. If one is passive, learning will look monotonous. Teachers must also learn more about the elements of students' speaking skills so that when giving feedback, they are more

focused on improving students' speaking skills. When providing feedback, not only are some students tested, but there are stages in turn so that feedback is given evenly throughout the class.

#### 2. To students

Students must have strong motivation to learn English. After giving feedback, it must be implanted and remembered in the student's memory so that the feedback is not repeated. Students will naturally be willing to look for information related to the feedback given by the teacher if it turns out they cannot understand it and practice so that the feedback is helpful.

#### 3. To the School

Researchers hope that schools can provide advice to teaching staff or teachers in continuing learning. This appeal was given to teachers in the form of re-emphasizing the provision of OCF because OCF is an important thing and something that must be given to students during the learning process. With the encouragement that is emphasised to teachers by schools, the learning process will be much better because teachers who teach at schools can understand OCF and can apply it generously to students so that learning goals are achieved.

#### 4. For future researchers

For future researchers who are interested in conducting this research, the researcher hopes that the results of this research can be used as an additional reference for further research related to OCF. This research has shortcomings, namely that there needs to be an explanation of the type of OCF metalinguistic feedback and elicitation that affects students' speaking skills. There needs to be an explanation regarding the effect of OCF on fluency, and vocabulary in EFL learning.

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## **APPENDICES**

**APPENDIX 1****TRANSCRIPT VIDIO**

Guru : As you to spend your money wisely? Not to wasted your money? Apakah orang tua kamu menyuruh kamu untuk menghabiskan uangnya dengan bijak?

Siswa : Iya

Guru : What your parents tells you? Apa yang orang tua katakan kepada kamu about your money tentang uangnya?

Siswa : Hemat uang

Guru : Hemat uang Bahasa Inggrisnya apa?

Hemat Bahasa inggrisnya?

Siswa : I don't know

Guru : Kalau menghemat atau menabung Bahasa Inggrisnya apa?

Siswa : Save?

Guru : Iya, save the money wisely. Apalagi orang tua menyuruhnya? Tentang uangnya ? Jangan buang-buang uang! Jangan buang uang Bahasa Inggrisnya apa? Don't? Kalau sampah apa Bahasa Inggrisnya selain rubbish, selain trash , selain garbage? Ada satu lagi. Limbah.

Ibu beri clue nya . Hurufnya dari W.

Siswa : Waste

Guru : Waste, iya. Don't waste the money cares fully. Tadi orang tua bilang nya apa?

Siswa : Don't waste your money cares fully.

Guru : Kemudian apa lagi?

Siswa : Save the money wisely.

Guru : Kan gitu ya. Okey next, compare the Dimas gets, Diaz's gets, Rya gets, Hanifah gets and Davina's gets. Gitu ya. Who has the same money here? Di sini siapa yang mempunyai uang yang sama?

Siswa : Dimas and Daviana .

Guru : Itu kan yang ter, kalau yang lebih siapa? Diaz. Diaz lebih besar daripada hanifah dan Raysa jauh lebih besar. Jadi begini, kalau dalam Bahasa Inggrisnya bagaimana? Lina gets a high allowance is as high as Davina. Kemudian yang kedua, misalnya tadi siapa, Kita jangan pakai gets dulu disini ya. Nah Finish. Coba kalau digabungkan semua gimana. Tadi allowance artinya apa :

Siswa : Uang saku

Guru : Uang saku Diaz sama tinggi dengan Davina. Diaz's allowance is higher than Hanifah. Gimana Bahasa Indonesianya?

Siswa : Uang saku Diaz lebih tinggi daripada Hanifah. ?

Guru : Nomer Three, yang paling besar siapa ? Raysa's allowance is highest

Siswa : Raysa's allowance is highest ( together with the teacher )

Guru : Bagus sekali kalian udah tau ya , kalau yang ter pake -est . The highest allowance of the class. Uang saku Raysa tertinggi di kelas. You understand? Kalian mengerti? Tau darimana materinya, tau darimana jawabannya

Siswa : dari LKS

Guru : Udah baca semuanya LKSnya . Oke kalau begitu bagus sekali ya. Let's compare another thing. Sekarang kita bandingkan benda yang lain. Sekarang Ibu ingin kalian yang membuat comparison ya. I got lots of book. Tuh Ibu punya banyak buku. Let's identify the books by each colors. What is the colour of this book?

Siswa : Purple

Guru : What is the colour of this book?

Siswa : Blue

Guru : What about this one?

Siswa : White

Guru : Last one?

Siswa : Green

Guru : By what? Dengan apa kita bisa membandingkan buku-buku ini?

Siswa : Colour

Guru : Selain colour?

Siswa : Size

Guru : Size, dengan ukurannya. Kenapa kamu bisa membandingkan buku berdasarkan ukurannya?

Siswa : Dengan melihat

Guru : Dengan melihat ya. This is visible, bisa dilihat ukurannya. Jadi kalau membandingkan buku itu dengan apa? Ukurannya? Bagaimana ini ukurannya?

Siswa : tebal

Guru : Ada yang tebal, bagus. Ada yang tebal ada yang tipis, juga besar dan kecil. Bisa dibandingkan ya besar dan kecil serta tebal nya. Kalau besar Bahasa inggrisnya apa

Siswa : Big

Guru: “Bahasa Inggrisnya tebal?”

Siswa : “Thic”

Guru : “Iya, R sebut saja tic, tic. Betul, tapi bacanya apa? Thic (THik) kalau tipis thin. How do you write it? Bagaimana kamu menuliskan Thick itu?”

Siswa : T-H-I-C-K

Guru : What about thin?

Siswa : T-H-I-N

Guru : I'd like you to compare these four books. Coba bandingkan 4 buku ini. Ini the same size. What about this one? The same size?

Siswa : No

Guru : What about this one?

Siswa : No

Guru : Jadi kamu membandingkan ketebalannya apa kebesarannya?

Siswa : Kebesarannya

Guru : Siapa yang mau nulis? Jadi balik lagi, sebelum membandingkan yang ini disebutnya positive comparison. Jadi perbandingan yang positif. Kalau yang ini, ini adalah comparative, kalau yang ini superlative. Oke wonderful. Jadi kalau yang positif yang dibandingkan adalah adjective, kata sifat. Comparative pake tobe+ (adjective + er.) Kalau yang superlative sama ditambah to-be, harus ada the, dan ada adjective + the + adj+ est + obj/form.

Guru : Now I'd like you to make positive comparison, comparative, and superlative from this book. Jadi masing masing buat tiga buat perbandingan. Boleh kamu membandingkan, you may compare berdasarkan its thickness or its weight. Boleh membandingkannya berdasarkan ketebalannya atau besarnya. White and blue with purple. Same? Different?

Siswa : Different

Guru : Whether its big, its weight or its thickness. Besarnya juga tebalnya beda. Buku Purple bigger but thinner. Ini lebih besar tapi lebih tipis. Yang ini, the thinnest but the largest/the biggest. Kamu bandingkan yang lebih besar yang mana. Ini untuk perbandingan yang positive, comparative, dan superlative. White book, blue book,

yang ini yang green, yang ini yang purple. I'll give you five minutes to make the comparisons. 5 menit bisa? Antara 5-7 menit.

Guru : Misalkan buku yang putih sama tebal dengan buku yang biru. Sama kan? Kemudian yang lebih tebal yang mana?

Sswa : Yang Putih

Guru : Nah yang putih dibandingkan dengan yang purple dia beda sendiri kan?

Di antara 3, eh 4 yang paling tebal yang mana tadi ?

Siswa : Putih

Guru : Iya yang putih lebih tebal ya

Jadi kamu boleh membandingkan besarnya tebalnya tipisnya ya.

Warna tidak bisa dibandingkan, paling warna dibandingkan cerah ya.

Katanya warna bisa dibandingkan boleh? Bisa? Yang dibandingkannya cerah atau gelap kalau warna. Disini mana yang lebih terang. Yang putih? Antara biru dan hijau mana yang cerah?

Siswa : Biru

Guru : Biru lebih cerah daripada ungu. Yang lebih cerah ya biru. Dibandingkan gelapnya bisa. Yang paling gelap yang hijau. Sebetulnya banyak yang bisa dibandingkan

Ya siapa yang bisa? yang positive dulu . Diaz tulis di atasnya. Positive Comparisons. Jadi yang positive comparisons bisa ada 6. Pertama tadi apa? Besar, kedua terang, ketiga tipis, keempat cerah, kelima gelap. Kalau cerah Bahasa inggrisnya apa?

Siswa : Bright, shimmer

Guru : kalau gelap?

Siswa : Dark.

Guru : Sok yang positif menggunakan be ya, Ada yang menggunakan tebal? “D”, menggunakan rebal atau tipis?

Siswa : Tebal

Guru : Yang sama tebal yang mana tadi? Yang positive dulu.

Yu kalau yang dila bagaimana? White book is as thick as blue. Iya bagus. Jadi buku putih setebal buku biru.

Ada yang mau cerah? Coba yang buat cerah. Membandingkan yang cerah itu berarti sama, buku biru dan buku putih. Buku biru secerah buku putih

Yang sebelah sana atuh cowoknya gak ada yang maju ke depan.

Dari sini sudah ada perwakilan ya

Okey let's look at A sentence. The blue book is as bright as white books. Sudah betul, kan?

Siswa : Betul

Guru : Okay, yang bentuknya yang comparative. Siapa yang mau kedepan?

Kalau gak ada yang kedepan nanti Ibu hukum. Dikasih tugas yang banyak.

The purple book is bigger than the white book. Thi is right

Siswa : Right

Guru : Kita buktikan. Green book is thinner than the purple book. Is it right?

Siswa : Right

Guru : Dibenarkan ya. The green book is thinner than purple book is.

Okay next. Katanya yang sebelah sini mau kedepan?Awat siap-siap Ibu hukum nih .

Kalau gak ada yang kedepan Ibu kasih hukuman ya. You have to write one hundred sentences about comparisons degrees. Kalau gak ada yang kedepan hukumannya buat 100 kalimat tentang perbandingan

Kita punya berapa buku? Empat buku. Jadi sangat besar dari 4 buku ini atau tertebal dari 4 buku atau tertipis dari 4 buku atau tercerah dari 4 buku.

The blue book is brighter than purple book. Betul sekali bagus ya.

Buku yang kecil lebih kecil daripada buku yang ungu. Okay, amazing!

Nah sekarang ada satu lagi yang bright. Yang cerah dan yang gelap. Yang tercerah tadi yang mana?

Siswa : White

Guru : Yang tertebal yang ini. Atau boleh yang putih dan yang ungu. Putih sama ungu tebal yang tebal.

Siswa : Putih

Guru : Sekarang ini, tulis yang terkecil . Terkecil berarti apa? The smallest.

What are the smallest? White and Blue. Bisa juga ini jadi buku biru dan buku putih adalah buku yang terkecil dari empat buku .

Kita liat dulu ke superlative. The purple book is the largest than another book. Betul ini?

Siswa : Betul

Guru : What about number 2? Blue book is thickest of the book. What is missing in here? Apa kurangnya?

Siswa : Kurang “the”

Guru : Iya apa “R” kurangnya? Kurang kata “The” . Kemudian kurang books, pake books

What about this one, sama “The”. Kan ini comparison of superlative indicator dari superlative itu tandanya ada “The”.

Okay this is clear.? Sudah jelas ini?

Siswa : Sudah

Guru : Bisa? Mudah sekali kan?

Siswa : Iya

Guru : Yang dibandingkan itu ya, untuk dibandingkan itu yang dibandingkan itu ditandai dengan adjective, kata sifat. Kalau katanya terdiri dari satu suku kata itu seperti ini, pake -er atau pake -est. But, if more than one syllable, tapi jika suku katanya lebih dari 1 suku kata maka tidak memakai akhiran-er tapi memakai awalan (Prefiks). Kalau untuk menggunakan suffix, akhiran -er dan -est. Kalau lebih dari 1 suku kata memakai awalan atau prefix,. Awalannya apa? Kalau yang comparative memakai awalannya more. Misalnya more beautiful, more handsome. Sekali lagi paham ya, kalau lebih dari 1 suku kata memakai awalan more, kalau yang lebih pake the most. Misalnya, the most beautiful, the most handsome. Gitu, ya. Bisa dipahami?

Misalnya ini, Prilly Latuconsina is more beautiful than Agnes Monica. Kalau itu yang comparative atau superlative?

Siswa : Comparative

Guru : Kalau superlative misalnya “the most beautiful singer is Raisa.” Ada Raisa di sini ?

Siswa : Ada

Guru : The most beautiful singer is Raisa. Nah gitu ya. Nah sekarang Ibu ingin mengundang, I’d like to invite six students to read these sentences very peacefully and righ. Gitu ya. Jadi ibu mau mengundang 6 siswa untuk emmbaca semua kalimat ini dengan benar. Siapa yang mau membantu ibu? Who wanted to be invited?

Faster merupakan kata keterangan. Jadi avberd ini menerangkan run

Jadi ini peletakkannya gini, cheetah dengan lebih cepat daripada harimau. Jadi dengan lebih cepat ini menerangkan run.

Ini juga sama, Ini cheetah ada banyak, lebih dari satu. Jadi kata-katanya pakai -s. Ini Kangoroonya satu , kata kerjanya pakai -s. Kalau subeknya pakai -s, kata kerjanya tidak pakai s. Kalau subjeknya satu , kaa kerjanya pakai -s.

Run bukan menentukan jumlahnya, tapi menentukan tenses nya, kebiasannya. Ini namanya simple present tense.

Ini juga , Ini adjective atau adverb?

Siswa : Adverb

Guru : Adverb, karena menerangkan jam. Kangaroo melompat dengan lebih jauh daripada kelinci.

Kalau ini Cikurai montain is higher than Papandayan montain . Ini adjective aau adverb?

Siswa : Adjective

Guru : Kenapa adjective? Karena kata sifat ini bukan menerangkan kata kerja, tapi kata sifat ini menerangkan kata benda. Gunung Cikuray lebih tinggi daripada Papandayan.

Ibu akan ngasih kalimat,as usual you'll have to translate to English, berterimakasih dalam Bahasa Inggris . Oke number one

Which animals yang paling cepat larinya?

Siswa : Cheetah

Guru : Di banding siapa? Harimau, ya.

Oke nomor 1. Cheetah lari lebih cepat daripada harimau

Kangguru . Kalau kangguru apa?

Siswa : Melompat

Guru : Melompat apa meloncat

Siswa : Meloncat. Melompat. Dua-duanya sih

Guru : Melompat ya. Kan melompat begini, Kalau meloncat begini.

Kangguru melompat lebih jauh dari pada kelinci.

Kalau gunung? Yang paling tinggi gunung apa di garut?

Siswa : Cikuray

Guru : Cilkuray ya

Gunung Guntur adalah. Eh kenapa jadi Guntur? Cikuray ya? Gunung Cikuray lebih tinggi daripada Gunung Guntur, eh Papandayan. Terserah mau gunung apa aja.

Kalau yang tertinggi di dunia gunung everest. Sok apa

Gunung Everest adalah gunung tertinggi di dunia. Sok udah we segitu ya. Terjemahkan dalam Bahasa Inggris

Ada yang mau kedepan?

**(6 orang siswa maju kedepan untuk membaca tulisan yang ada di papan tulis dengan benar)**

Guru : Coba yang lain dengarkan ya. Jadi bacanya dari sini sampai sini.

Nah ini part one, part two, part three, and part four. Before that you have to mention "I'd like to read part one) Dipilih, choose part one, or part two, part three, part four . Yang lainnya dengarkan . Which one, which part will you choose?

Siswa 1 :I will choose part two.

- Siswa 1 : Possitive comparison (kɒm'perəs(ə)n)
- Guru : Possitive comparison (kəm'perəs(ə)n) ?
- Siswa 1 : comparison (kəm'perəs(ə)n)
- Siswa 1 : One the blue book is as bigh as white blue
- Guru : a, a, as (az)?
- Siswa 1 : As (az). The blue book is as (az) bigh as white blue. Two, thite book is as thick as blue book
- Guru : as, as (az)?
- Siswa 1 : as (az). White book is as (az) thick as blue book. Three, The blue book is as bright (braight) as white book
- Guru : bright (braight) or bright (brīt)
- Siswa 1 : The blue book is as bright (brīt) as white book
- Guru : Okay. Siapa, “D” ? Sekali lagir, for the first time you read I have correct some words. Ibu mengoreksi beberapa kata dari “D”. Sekarang “D” as well as the correct. Coba sekarang baca sesuai yang benarnya yang Ibu koreksi. Sekarang baca yang benar sekali lagi
- Siswa (Diaz : Positive Comparisons
- Guru : Okay good !
- Siswa 1 :The blue book is as big as white book
- Guru : Okay, good!
- Siswa 1 : White book is as thick as blue book
- The blue book is as bright as white book
- Guru : Okay (applause).

Nanti dulu, jangan dulu duduk, Now I want you to give an example to your friend, you repeat after Diaz, okay? Jadi teman-temannya semuanya mengulang apa yang dikatakan oleh Diaz. Do you understand? Sudah siap?

Diaz please give the examples to your friends. Berikan contoh yang baik bagi teman-temannya. Silahkan .

Siswa 1 : Positive Comparisons

Siswa (All) : Positive Comparisons

Siswa 1 : One

Siswa (All) : One

Siswa 1 and All : The blue book is as big as white book

White book is as thick as blue book

The blue book is as bright as white book

Guru : Terimakasih sudah memberikan contoh yang baik to give the good example to your friends

“A”, which part will you choose?

Siswa 2 : I choose part three

Guru : Part three, this one. Please read carefully

Siswa 2 : Comparatif (kəm'perədɪv)

Guru : Comparatif (kəm'perədɪv)

Siswa 2 : Comparatif (kəm'perədɪv). Number one, the purple (pərpəl) book is bigger than the white book

Guru : Purple (pæpəl) or purple (pərp(ə)l)?

Siswa 2 : Purple (pərp(ə)l). Number one, the purple (pərp(ə)l) book is bigger than the white book. Three, the white book is smaller (smeller) than the purple book.

Guru : Smaller (smeller) or smaller (smaa·lr)

Siswa 2 : Smaller (smaa·lr). Three, the white book is smaller (smeller) than the purple book.”

Guru : Smaller (smaa·lr)

Siswa 2 : Smaller (smaa·lr). Three, the white book is smaller (smaa·lr) than the purple book. Four, the blue book is bigger than purple book.”

Guru : You say as or is?

Siswa 2 : Is

Guru : OK

Guru : Please give the example to your friends. You’ll repeat after “A” .  
You understand?

Siswa 2 : Yes

Guru : Okay “A” please give the examples to your friends. Yo can start

Siswa 2 and Siswa (All) : Comparative

Number one. The purple book is bigger than the white book

Green book is thinner than purple book is

The white book is smaller than the purple book

The blue book is brighter than purple book

Guru : Okay. Give applause

You can bak to your seat. Do you like “A” voice? Kamu suka suara  
“A” gak?

Siswa : Suka !

- Guru : Now its “W” turn. “W” which part will you choose
- Siswa 3 : I will choose part one
- Guru : Okay part one. Okay “W” please read the sentences based on the text.
- Siswa 3 : Possitive comparision (kom'perəs(ə)n)
- Guru : Possitive comparision (kom'perəs(ə)n) or comparision (kəm'perəs(ə)n) ?
- Siswa 3 : Comparision (kəm'perəs(ə)n). Linar’s allowance is high as Davina is.
- Guru : Wich one right, high (haig) or high (hai)
- Siswa 3 : high (haig)
- Guru : Not high (haig) but high (hai)
- Siswa 3 : High (hai). Number three, Diaz’s allowance is higher (haiger) than
- Guru : Higher (haiger) or higher (hai·ur)?
- Siswa 3 : Higher (haiger)
- Guru : Higher (hai·ur)
- Siswa 3 : Higher (hai·ur). Diaz’s allowance is higher (hai·ur) than Hanifah is.
- Guru : Okay, good. Coba baca lagi, ulang
- Siswa 3 :Positive Comparision  
 Linar’s allowance is as high as Davina is  
 Comparative, Diaz’s allowance is higher than Hanifah is  
 Superlative, Rasya’s allowance is the highest of the class
- Guru : Okay, good. Give applause

Kasih contoh dulu ya teman-temannya

Please repeat after “W”

Siswa 3 dan Siswa (All) : :Positive Comparison

Linar’s allowance is as high as Davina is

Comparative, Diaz’s allowance is higher than Hanifah is

Superlative, Rasya’s allowance is the highest of the class

Guru : Okay, give applause

Now, what will you choose

Siswa 4 : Part two

Guru : Please read part two correctly. Baca bagian dua dengan benar.

Okay start

Siswa 4 : Positive Comparison

One , The blue book is as big as white book

Two, White book is as thick as blue book

Three, The blue book is as bright as white book

Guru : Breathe, or bright ? Bright . Baca sekali lagi

Siswa 4 : The blue book is as big as white book

Guru : Read them loudly . Bacanya yang keras

Siswa 4 : The blue book is as big as white book

Guru : Okay now, read and give the example to your friends how to read the text correctly. Sekarang beri contoh ke temen-temennya bagaimana cara membaca bagian dua dengan benar. Ready guys?

Siswa (All) : Ready

Siswa 4 (All): Positive Comparison

Number One , The blue book is as big as white book

Number Two, White book is as thick as blue book

Number Three, The blue book is as bright as white book.

Guru : Zaki sudah menyakinkan penampilannya jadi guru ya. Bagus.  
Minta perhatiannya ya, bagaimana caranya minta perhatiannya  
pada siswa tadi? Udah cocok jadi guru “Z”.

Guru : Okay please read aloud

“F” what part you will choose ? Part one?

Siswa 5 : Positive comparisons

Linar’s allowance is as high as Davina is

Comparative comparison, Diaz’s allowance is higher than Hanifah  
is

Superlative comparison, Rasya’s allowance is the highest of the  
class

Guru : Okay very good (20.38). Jadi gausah di koreksi ya . Now “F”  
please give the example to your friends. (20.37-20.50)

Siswa 5 + (All): Positive comparisons

Linar’s allowance is as high as Davina is

Comparative comparison, Diaz’s allowance is higher than Hanifah  
is

Superlative comparison, Rasya’s allowance is the highest of the  
class

Guru : Okay

Okay “N” which part you will choose?

Siswa 6 : I think I will choose Part Three

Guru : Okay Part Three. Please read

Siswa( Nadia) : Comparative

Number one, The purple book is bigger than the white book

Green book is thinner than purple book is

The white book is smaller than the purple book

The blue book is brighter than purple book

Guru : Nadia sudah tau bagaimana baca cara tepatnya. Okay Nadia give the example to your friends, one, two, three

Siswa 6 + All : Comparative

Number one., The purple book is bigger than the white book

Number two , Green book is thinner than purple book is

Number three, The white book is smaller than the purple book

And number four, The blue book is brighter than purple book

Guru : Thank you “N”. Oke sudah, penjelasan Nadia sudah jelas? Anyone want to ask question? Ada yang mau bertanya? Tidak ada pertanyaan? Sudah cukup? To make you more understand about this, tadi Ibu menyebut apa? More ? More apa? More understand understand. Berarti understand lebih dari satu suku kata, jadi pakai more. Tidak understander. Gitu, ya. Atau understandest.

## APPENDIX 2

Table of Effect of OCF on Students' Speaking Skills

No	Context	Fluency	Vocab	Accuracy	Comperhen- sibility
1	<p>Utterance :</p> <p>Student 1: ”Possitive <b><u>comparison</u></b> (kɒm'perəs(ə)n)”</p> <p>Teacher:“Possitive comparison (kəm'perəs(ə)n) ?”</p> <p>Student 1: “comparison (kəm'perəs(ə)n)”</p> <p>Type OCF : Repetition</p>			✓	✓
2	<p>Utterance :</p> <p>Student 1 : “ One the blue book is <b><u>as</u></b> high as white blue”</p> <p>Teacher: a, a, as (əz)?”</p> <p>Student 2: “as (əz).</p> <p>Type OCF : Recast</p>			✓	✓
3	Utterance :				

No	Context	Fluency	Vocab	Accuracy	Comperhen- sibility
	<p>Student 1: Two, wthite book is <b>as</b> thick as blue book</p> <p>Teacher: As, as (az)?</p> <p>Student 1: As (az). White book is as (az) thick as blue book.</p> <p>Type OCF : Recast</p>			✓	✓
4	<p>Utterance :</p> <p>Student 1: Three, The blue book is as <b>bright</b> (braight) as white book”</p> <p>Teacher: “ bright (braight) or bright (brīt)”</p> <p>Students 1: “The blue book is as bright (brīt) as white book”</p> <p>Type OCF : Recast</p>			✓	✓
5	<p>Utterance :</p> <p>Student 2: “<b>Comparatif</b> (kom'perədiv) ”</p>			✓	✓

No	Context	Fluency	Vocab	Accuracy	Comperhen- sibility
	Teacher: “ Comparatif (kəm'perədɪv)”  Student 2: “ Comparatif (kəm'perədɪv).  Type OCF : Repetition				
6	Utterance :  Student 2 : Number one, the purple (paɪpl) book is bigger then the white book”.  Teacher:“purple (paɪpel) or purple (pəɪp(ə)l)?”  Students 2: “ purple (pəɪp(ə)l).  Type OCF : Recast			✓	✓
7	Utterance :  Student 2: “Three, the white book is smaller (smeller) than the purple book.”  Teacher : “smaller (smeller) or smaller (smaa·lr)”			✓	✓

No	Context	Fluency	Vocab	Accuracy	Comperhen- sibility
	Student 2: “ smaller (smaa·lr).  Type OCF : Recast				
8	Utterance :  Three, the white book is smaller (smeller) than the purple book.”  Teacher : “smaller (smaa·lr)”  Students 2 : “ smaller (smaa·lr).  Type OCF : Repetition			✓	✓
9	Utterance :  Student 2: .”Four, the blue book is bigger than purple book.”  Teacher: “ you say as or is?”  Students 2 : “ Is”  Teacher : “OK”  Type OCF : Clarification Reqwest			✓	✓

No	Context	Fluency	Vocabulary	Accuracy	Comperhen- sybility
10	<p>Utterance :</p> <p>Students 3 : “ Possitive comparison (kom 'perəs(ə)n)”</p> <p>Teacher : “ Possitive comparison (kom 'perəs(ə)n) or comparison (kəm 'perəs(ə)n) ?”</p> <p>Students 3 : “Comparison (kəm 'perəs(ə)n).</p> <p>Type OCF : Recast</p>			✓	✓
11	<p>Utterance :</p> <p>Student 3 : “Linar’s allowance is high as Davina is.”</p> <p>Teacher : “Wich one right, high (haig) or high (hai) ?”</p>			✓	✓

No	Context	Fluency	Vocabulary	Accuracy	Comperhen- sybility
	Students 3 :“high (haig)”  Type OCF : Recast				
12	Utterance :  Students 3: “high (haig)”  Teacher: “Not high (haig) but high (hai)”  Students 3 : “high (hai).  Type OCF : Explicit Correction			✓	✓
13	Utterance :  Students 3 : “Higher (haiger)”  Teacher : “Higher (hai·ur)”  Students 3 : “Higher (hai·ur). Diaz’s allowance is higher (hai·ur) than Hanifah is.”  Type OCF : Repetition			✓	✓

No	Context	Fluency	Vocabulary	Accuracy	Comperhen- sybility
14	<p>Utterance :</p> <p>Students 4 : “ The blue book is as bright as white book”</p> <p>Teacher : “Bright or bright (brīt)”</p> <p>Students 4 : “The blue book is as bright (brīt) as white book”</p> <p>Type OCF : Recast</p>			✓	✓
15	<p>Utterance :</p> <p>Students : "Thick"</p> <p>Teacher: "That's right, R calls it tic, tic. That's right, but what do you read? Thick or Thick (THik).</p> <p>Students : “thick ( THik)”</p> <p>Type OCF : Recast</p>			✓	✓

### APPENDIX 3

#### Documentations



## Observation.

### First Section.

Jangan bilang uang ~~nya~~ → Don't use the money

- Move hand..... → ~~Hand~~
- as / as ....
- bright or bright?
- comparative → ~~comparative~~ .
- Purple / purple
- Smaller
- You say or / is .
- Comparison / comparison . 2x .
- Higher or higher
- Two . Chucu .
- bright bright , with one right? bright .
- This or this → pengucapan student salah

Student : 7

Yang di feedback : 4.

karena 2 orang lancar .

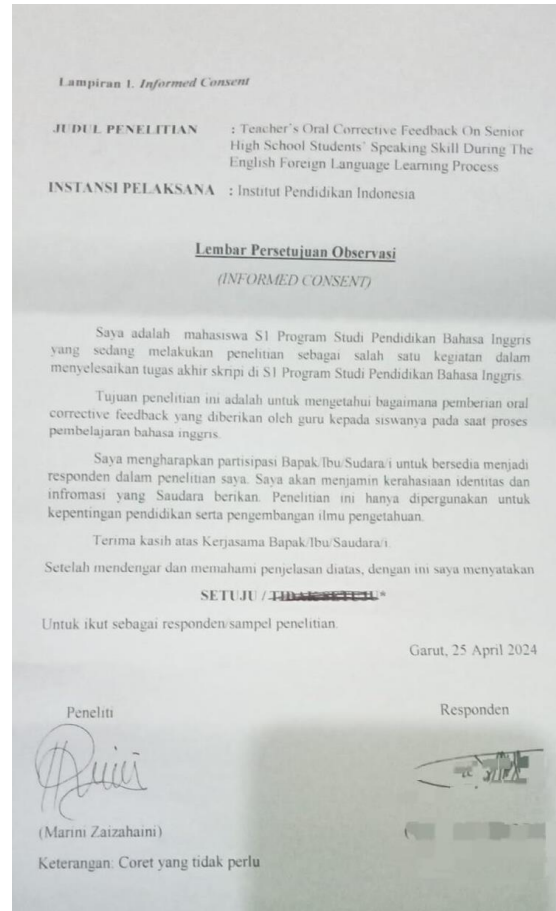
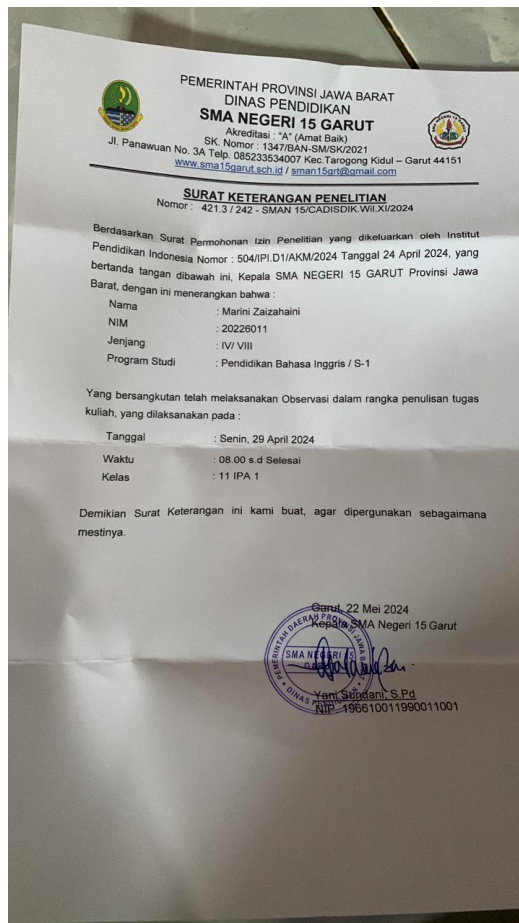
lancar

### Test Section :

All student can read without mistake . ✓

Recast

After giving OCF, the student was increase for their speaking skills after giving a test from the teacher .



## CURRICULUM VITAE



The author of this study, Marini Zaizahaini, is the fourth of four children. He was born in Garut on 08 February 2002. The writer is Indonesian and Muslim. The author's educational history is that in 2014, he graduated from SDN Sukakarya 1. Then, he continued to SMPN 3 Tarogong Kidul and graduated in 2017. In 2020, he graduated from SMAN 15 Garut and continued his study program at IPI Garut, majoring in English Education.

Finally, the author expresses his deepest gratitude for completing the thesis entitled *"Teacher's Oral Corrective Feedback On Senior High School Students' Speaking Skill During English Foreign Language Learning Process"*.