Oral Corrective Feedback and Error Analysis: Indonesian Teachers' Beliefs to Improve Speaking Skill

Karisma Erikson Tarigan[1], Margaret Stevani[2], Fiber Yun Almanda Ginting[1], Meikardo Samuel Prayuda[1], Dyan Wulan Sari[3], & Bogor Lumbanraja[3]

[1] Department of English Education, Universitas Katolik Santo Thomas Sumatera Utara, Indonesia

[2] Department of English Education, Universitas Pembinaan Masyarakat Indonesia, Indonesia

[3] Department of School Teacher Education, Universitas Katolik Santo Thomas Sumatera Utara, Indonesia

Correspondence: Karisma Erikson Tarigan, Department of English Education, Universitas Katolik Santo Thomas Sumatera Utara, Indonesia. E-mail: erick_tarigan2006@yahoo.com

Abstract

This research was to investigate Indonesian teachers' beliefs about the application of oral corrective feedback in Indonesian students' EFL classrooms. It was limited to oral corrective feedback given for lexical, phonological, and syntactical errors in English conversation class. The participants of this research were 36 English teachers and 65 Indonesian students of English as a foreign language. This research utilized both qualitative and quantitative approaches, including the use of a close-ended questionnaire, semi-structured interview, and audio-recording to find the effectiveness of oral corrective feedback on students' errors in speaking skills. The data analysis revealed: (1) the grammatical errors in students' oral proficiency, (2) the most type of English teachers' oral corrective feedback, (3) the students' uptake in speaking skills, (4) the analysis of the use of oral corrective feedback, (5) the kinds of the students' error based on English teachers' experiences, (6) the students' self-awareness of language errors, (7) the way of English teacher when delivering oral corrective feedback, (8) the students' reasons to use oral corrective feedback based on English teachers' beliefs, and (9) English teachers' motivations to use oral corrective feedback. These findings suggested that English teachers should understand the students' diverse needs, concerns, and expectations toward error correction according to their level of language proficiency.

Keywords: oral corrective feedback, error analysis, speaking skill, Indonesian teachers' beliefs

1. Introduction

Errors are always considered something negative in the language classroom. Such a belief is supported by behaviorists, such as Skinner theory believes the process of language learning is a habit formation and an error is an obstacle to avoid because errors could prevent students to achieve a positive self-image as language learners (Place, 1988). According to cognitivism theory, students have their language system, called interlanguage, which characterizes learning progress (Phuang et al., 2018). Based on the point of view, errors are inevitable and a necessary part of the development of the language learning process, as it is a sign that students have developed and assimilated language rules. Through errors, English teachers can verify which language feature is causing the students' learning problems, how far students have progressed towards learning objectives, and what needs to be learned as a result (Yang & Lyster, 2010).

Error correction is the responsibility of language teachers in many foreign-language situations where the community has little exposure to English practices (Sepehrinia & Mehdizadeh, 2018). Further, previous research found that errors in English speaking skills can cause problems in a listener's understanding to shape well-formed utterances (Kennedy, 2010). This result is consistent the majority of students believe if they are not corrected by the teachers, their speech will become less accurate (Kim et al., 2022). Furthermore, the most important argument in oral corrective feedback is that errors must be eliminated as soon as possible before becoming bad habits and the wrong forms become part of the students' interlanguage. They believe that all speaking errors should be corrected even if the correction disrupts their communication flow due to students' preference for accuracy over fluency (Tomczyk, 2013). Based on the previous researches, it means that sensitivity to correction is an important factor in determining the most impactful type of oral corrective feedback. The results of this research show the necessity for different forms of oral corrective feedback to meet the diverse needs of students.

Although students' errors are a natural phenomenon in the language classroom, it is quite difficult to know whether teachers should decide to correct the errors by following at least two questions to answer: what errors needs to be corrected? How can teachers help the students to realize the errors? The answers to these questions are as complex as language learning itself. Concerning these problems, current foreign language researchers believe the positive influence of oral corrective feedback to facilitate language learning without openly pointing out that there are errors to maintain the focus on meaning (Dehbozorgi, 2012). There are three main reasons to provide oral corrective feedback in the classroom, such as (1) to build their self-awareness to correct their errors, (2) to be corrected as it is supposed to be their progressions during the learning transfer process, and (3) to receive instruction and learn how to correct errors. To elaborate on these

points, the main purpose of oral corrective feedback is to help students become aware of the language, develop self-correction, and error understanding skills. Such feedback is needed to help students see the difference between their errors and how the correction is applied. Students expect to correct their grammar errors and be aware of their error patterns. By understanding their errors, they can produce good utterances according to their language proficiency (Stevani et al., 2022).

Making errors is something inevitable in the process of learning English as a foreign language, however, errors are the source of learning if they are corrected properly. During this error correction phase, the teacher is responsible for guiding students to find the best way to correct their errors. To do the task, the teacher must understand the different types of errors that most students often make in order to explain the errors to students and anticipate the problems. There are three types of errors that need to be discussed in this research, namely (1) phonological error refers to mispronouncing vocabulary, (2) lexical error refers to incorrect use of vocabulary in a context such as a noun, verb, adjective, or adverb (3) syntactical error refers to incorrect construction of structural sentences such as pronoun, tense, preposition, auxiliary, and many more (Ahangari & Amirzadeh, 2011).

Providing error treatment is essential in the language classroom because several studies have shown that if the treatment is given properly, it can improve students' oral proficiency skills in the target language. By providing corrections to students, the students can learn which language elements they need to work on and which features they have improved on (Guo et al., 2022). Several previous researches have been done to demonstrate the effect of errors on students' speaking fluency and it examines that English foreign language students have weaknesses in understanding and applying English sentence structure, which leads to the inability to accurately convey the meaning and give a negative effect on communication skill. They prefer to be corrected for their grammatical errors than for vocabulary and pronunciation (Barzani et al., 2022). Another previous research shows the importance of teachers to emphasize the teaching of grammar because errors occur in pronunciation and vocabulary, as they believe that the mispronouncing words have the ability to change the meaning they intend to convey, while lack of vocabulary makes it difficult to communicate in English (Wang, 2022).

Oral corrective feedback refers to the teacher's behavior after an error that at least attempts to inform students of the truth of the error to make a substantial effort to solicit a revised student response (Calafato, 2013). Oral corrective feedback is the teacher's response speech that invites students to focus on the grammatical correctness of their speech (Agudo & de Dios, 2013). Additionally, oral corrective feedback is intended to elicit students' feedback and provide them with cues for corrections. Oral corrective feedback is also defined as the teacher and peer feedback on students' erroneous production of English as a foreign language (Wiboolyasarin et al., 2020). Oral corrective feedback helps English foreign language students notice the differences between their utterance and the target form, which in turn elicits uptake or repairs that promote students to the next stage of language development (Rassaei, 2013).

The importance of feedback can be stated in three ways such as the ability to extend the language in areas of vocabulary and grammar, the acquisition of information needed to learn new materials in reading and writing, and the recognition to acquire knowledge and experience (Poorebrahim, 2017). Feedbacks have two major components, these are assessment and correction. During the assessment component, students are informed about how well they have performed a certain task. During the correction component, some specific information is provided on aspects of the student's performance, for example through explanation or provision of better alternatives (Mufidah, 2017).

Corrective feedback gives an implicit or explicit indication of language misuse to students. When the students produce mispronounced words or make syntactic errors, students need to receive corrective feedback that helps them perceive and recognize their errors and also avoid repetition of the same errors. By applying oral corrective feedback, teachers verbally tell students how they are performing in English conversation and it is considered an effective way to reduce speech problems rather than delayed feedback. Below are the types of oral corrective feedback (Phuang et al., 2018):

Table 1. The types of oral corrective feedback

The types of corrective feedback	Definitions
Explicit correction	The students' utterance was not correct, so teachers provided the correct form of their utterance.
Recasts	The reformulation of students' utterances with the correct target language immediately when they produced errors.
Clarification requests	The teacher used statements such as "Excuse me?" or "What is it?" to indicate the location of errors and the reformulation of the correct utterance was required to clarify the meaning.
Metalinguistic clues	The teacher provided comments or questions related to the construction of students' utterances without explicitly providing the correct answer to students.
Elicitations	(1) The teacher paused in the middle of students' utterances to elicit completion of their utterance (This is a….), (2) The teacher used a partial repetition of students' erroneous utterance (Please say again), (3) The teacher asked a question to elicit the correct form of students' utterance (How do you should say in….?).
Repetition	The teacher repeated students' errors and adjusted intonation to draw students' attention to the error.

Below is the analytical model of oral corrective feedback to improve students' error utterances:
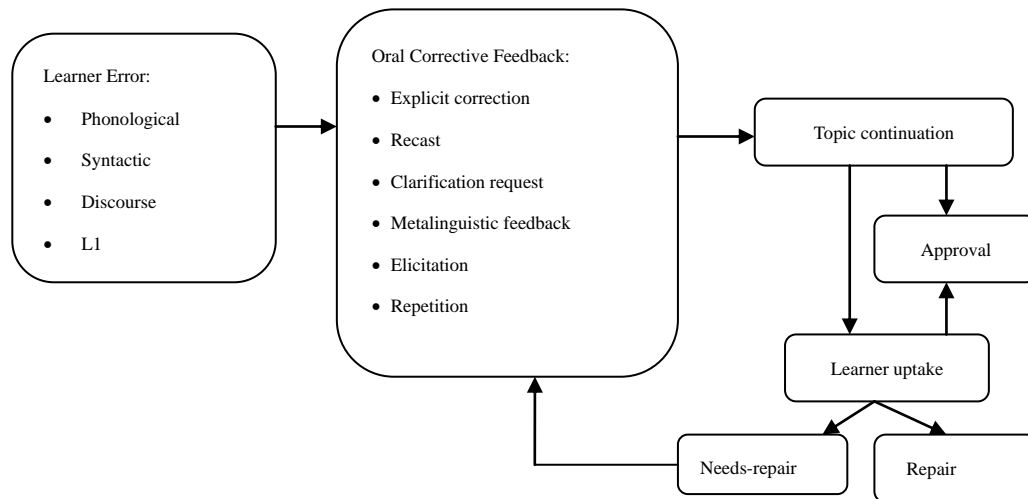
Figure 1. Error treatment stages through the use of oral corrective feedback

The previous research shows that teachers' beliefs about teaching grammar are different. Experienced teachers with over 10 years of teaching experience strongly believed in the importance of teaching grammar and their beliefs are reflected in their grammar teaching (Stevani & Tarigan, 2022). In contrast, less experienced teachers realized that focusing on grammar rules can prevent the development of speaking proficiency (Kamiya, 2016). Another study reveals that each teacher has a particular conception of grammar teaching that emphasize different aspects of English foreign language grammar continuously. For example, some teachers use their grammar lessons to parse sentences, while others offer more meaning-orientated activities (Kissau et al., 2012). Based on these previous researches, teachers' instructional decisions, and their learning experiences are influenced by the conceptions of teachers, materials, activities, and classroom management.

Teachers should influence their teaching concepts by drawing on complex ideas, practice-oriented, and context-sensitive knowledge, and beliefs. One of the possible reasons why teachers are reluctant to correct students' spoken errors could be their assumptions about students' reactions to correction. It is found that about 22% of Iranian teachers assume their students do not like being corrected and 33% believed that teachers should not correct students even though they make errors. The findings show that there is also a contradiction between teachers' beliefs and practice (Kainvanpanah et al., 2015). The results suggest the need to educate teachers about the cognitive aspects of error correction in teacher education programs and to rebalance the emotional and cognitive aspects of error correction (Uddin, 2022). Moreover, studies of oral corrective feedback should not focus solely on learning outcomes, but should also notice the learning process and make an attempt to identify the factors driving the effectiveness of oral corrective feedback (Jean & Simard, 2011). Other previous researches have examined teachers' beliefs about the time to give oral corrective feedback, such as Kurdish language teachers prefer to give their students immediate oral corrective feedback about their speaking errors (Alzeebareel et al., 2018). On the contrary, English foreign language students at a University in Thailand prefer their teachers to offer oral corrective feedback after completing their speaking task, claiming that this is the most effective time to correct speech errors (Papangkorn, 2015).

Some previous researchers believe the potential use of teachers' feedback in speaking class and most of the communication in the language classroom is failure due to different perceptions between teachers and students where students are expecting more detailed instruction while their teachers believe that students are capable of learning in an autonomous manner (Hsieh & Hill, 2022). Another problem with understanding teachers' feedback also comes from students' limited of their teachers' expectations and effectiveness of teaching (Voerman et al., 2012). Based on classroom observations at two senior high schools in North Sumatra, the writers found that the students had limited opportunities to notice their structure of English use, especially in conversation settings. They rarely learned knowledge of their errors and never monitored the correct word or phrase after it was uttered. The students were more focused on the content of their speech rather than their linguistic form and they must rely on English teachers' cognitive processing to find the error correction. As a result, it could lead students to low self-esteem to acquire the ability to speak grammatically. Thus, the role of English teachers was needed to monitor the objectives of the correction activity and make students understand the form-meaning connections in English conversation activity since teachers' beliefs have a profound effect on their practices and teaching decisions. In addition, it is important to do an in-depth study of students' speaking errors, in order to identify methods of improving fluency and accuracy. Teachers should use all oral corrective feedback strategy to help students recognize their speaking errors, thereby helping them produce an accurate version of the language (Fan, 2019). The significance of this research lies in its potential contribution to the classification of oral corrective feedback. This research is also expected to improve teachers' professional development to facilitate foreign language acquisition.

In response to investigating the relationship between English teachers' beliefs and their instructional practices in using oral corrective feedback in English foreign language conversation, the writers will answer the following research questions:

1. To what extent error analysis should be focused upon in English speaking skills according to oral corrective feedback?

2. What types of oral corrective feedback that English teachers used to improve English speaking skill errors?

3. What are the beliefs of English teachers about oral corrective feedback to improve error analysis in students' speaking skills?

2. Method

This research was in the form of descriptive research to investigate English teachers' beliefs about oral corrective feedback, and a mixed-method was used in this research, both quantitative and qualitative (Yakisik, 2021). This research was conducted at two senior high schools in North Sumatra, Indonesia. This study was conducted by taking 65 Indonesian students in four classes, which consisted of 24 males and 41 females as the data of the examples of student-teacher oral corrective feedback. In addition, 36 English teachers were participating in this research, all English teachers had experience in teaching English speaking skills as a foreign language in junior high schools and senior high schools for at least one year and hold a Bachelor`s Degree in English Education. The writers collected English teachers' beliefs by using WhatsApp group and google form.

This research was collected by using the three types of instruments: semi-structured interview, close-ended questionnaire, and audio-recorded. An audio-recording was used to identify the most frequent types of students' and English teachers' oral corrective feedback during their speaking performances. Semi-structured interview form was used to indicate clearly whether the questionnaire was perceived the same as English teachers' beliefs when they had given oral corrective feedback treatment and to avoid a reliance on observable data alone (Ogeyik, 2018). English teachers were gradually trained and provided with oral corrective feedback before the class started by explaining the advantages of oral corrective feedback by sending books and documents through WhatsApp group since it was the responsibility of English lecturers to inform the research aims and method, and guaranteed confidentiality, procedure, and the right to withdraw the conclusion at any stage since only English teachers noticed students' errors and delivered the correct forms, in line with ethical principles (Valizadeh & Soltanpour, 2021). The close-ended questionnaire was developed by the writers based on the synthesis of the literature to investigate English teachers' beliefs about oral corrective feedback. Then the content of the questionnaire was discussed through group discussion using WhatsApp group. This research also used a closed-ended questionnaire consisting of two-point scales, which were consisted of Agree and Disagree scale.

In classroom observation which consisted of 4 classes, the students were divided into several groups and every group would present their English conversations in front of all other students by using English textbooks. In this procedure, the students' performance would be noticed and then their English teacher would offer oral corrective feedback to every group and it took 10 minutes to deliver a simple conversation. During the classroom activity, English teachers were listening to the students' erroneous utterances and offered feedback on their conversations. The classroom activity which consisted of an English conversation class was conducted in 40 minutes in each class which included 65 Indonesian students.

The qualitative data were analyzed based on the content of oral corrective feedback to the research objectives and the emergence of using oral corrective feedback. After classroom observation, data were transcribed from audio recordings and all the types of oral corrective feedback from the data were coded and the investigation was identified according to the oral corrective feedback (Guenette, 2012). Every single excerpt of oral corrective feedback had been double-checked. The procedure of oral corrective feedback consisted of five steps: stating the words or sentences by English teachers regarding English conversation, locating the errors, providing oral corrective feedback, doing students' uptake, and giving an opinion after oral corrective feedback (Lee, 2013). The analysis to figure out the errors was described as follows: First, the writers selected the students' errors in English conversation. After selecting the data, the writers developed a table to classify or group the data based on six strategies of corrective feedback, namely are recast, elicitation, clarification request, explicit correction, repetition, and metalinguistic feedback. Then the writers calculated the percentage of each oral corrective feedback. The second stage was description. At this stage, the writers described the analysis of oral corrective feedback used by the teacher along with the examples or situations. Finally, after the data had been sorted and described, the writers began the final and most important stage of the analysis process, namely interpretation to formulate the discussion and conclusion of this research. The findings of the qualitative data were correlated with the findings of quantitative data by using triangulation of the data such as mixed methods, theoretical review, and multiple investigators to ensure the validity and the credibility of the analyzed data (Fu & Nassaji, 2016).

3. Result

3.1 The Types of Students' Error Based on English Teachers' Beliefs

Table 2. The most errors made by students

In which areas do students need feedback the most based on grammatical errors?	Students' errors		English teachers' feedback	
	Frequency	Percentage	Frequency	Percentage
Subject-verb agreement	32	19%	43	21%
Article error	23	14%	32	15%
Double negative error	16	10%	22	11%
Verb error	25	15%	28	13%
Pronoun error	32	20%	24	12%
Prepositional error	12	7%	21	10%
Tenses error	24	15%	35	18%
Total grammatical error	164	100%	205	100%

Table 3. Distribution of oral corrective feedback moves

Types of oral corrective feedback	Number of incidents	Percentage
Recast	47	23%
Elicitation	45	21%
Clarification request	33	16%
Metalinguistic feedback	22	10%
Explicit correction	48	23%
Repetition	16	7%
Total	205	100%

Table 4. Uptake moves following different moves

Oral corrective feedback (N=205)	Repair		Needs repair		No uptake	
	N	%	N	%	N	%
Recast (N=47)	24	51%	14	30%	9	19%
Elicitation (N=35)	16	47%	9	25%	10	28%
Clarification request (N=33)	14	42%	13	40%	6	18%
Metalinguistic feedback (N=26)	13	50%	10	38%	3	12%
Explicit correction (N=48)	18	38%	13	27%	17	35%
Repetition (N=16)	8	50%	5	31%	3	19%

3.2 The Analysis of the Types of Oral Corrective Feedback

3.2.1 Explicit Correction

S: Do you knew what happened? The airline has lost my luggage! (Syntactical error)

T: Use simple present time for the verb in the question. Do you know what happened? (Explicit correction)

S: (No uptake)

In example 1, the teacher's perception was a positive statement: "It was my responsibility to deliver the correct answer directly to my students. I emphasized the erroneous form and showed the explanation for it. Hopefully, it could make a clear statement for my students."

In example 2, the student was describing the chart and said: *There are procedures to implement the theory in this chart,* instead of saying: *There are the procedures to implement the theory in this flow-chart diagram.* The teacher gave oral corrective feedback by showing the difference between a chart and a flow-chart diagram saying: *You should say flow-chart diagram, not chart since a flow-chart diagram is used to show the steps of any process from the beginning to the end to communicate the process, while a chart is used to show the relationship between multiple data sets.* Then the teacher gave an opinion saying: "The differences in vocabulary made me realize that good grammatical knowledge should deliver to the students, not by using a context or a hint in the text."

3.2.2 Recasts

S: I had some new clothes in one suitcase and some presents /pri-zent/ for the family in the other. (Phonological error)

T: Present /'preze(ə)nt/ for the family (Recast)

S: (No uptake)

In example 3, the teacher was saying: *Some presents for the family* with a rising intonation focused on "present". Then the teacher gave an opinion: "I used recasts since I did not want to force my students to do self-correction in front of the whole class to create a supportive classroom atmosphere."

In example 4, the student gave the definition of classroom activity and saying: *Classroom activity can support my education development.* The teacher corrected the students' utterances saying: *Classroom activity can support my educational development.* Then the teacher gave a comment saying: "When I reformulated the students' errors, the students could notice their inappropriate vocabulary or grammar to gain the accuracy of the form of a sentence. Besides that, it was all about limited class time."

3.2.3 Clarification Requests

T: Can you tell me how to get to Fox Street, please?

S: Sure. Go along this street until you come to the zebra-cross. Then turn left into Fox Street. (Lexical error)

T: What do you mean by zebra-cross? (Clarification request)

S: I mean, a road that crossed another road. (Needs-repair)

T: You should say cross-road (Repair)

In example 5, the student said "zebra-cross" and the teacher gave a clarification request by comparing the two vocabularies based on the students' definition of "cross-road." Then the teacher gave an opinion saying: "I knew that the students wanted to reveal their utterances by reformulating an error based on the context in their minds. Sometimes, his guessing about the word was correct, however, his correction was not."

In example 6, the student was explaining the topic of an academic experience saying: *An academic experience /ekˈspirens/ can satisfy an academic environment.* The teacher gave a clarification request saying: *Excuse me? Please repeat the word 'experience' /ɪkˈspɪriənts/.* Then the teacher gave an opinion saying: "I have always used clarification requests to remind my students of their self-awareness of the language so they could check what they said earlier. By highlighting the error with an answer like this: Excuse me?, I clarified there was an error that the students should know about it."

3.2.4 Metalinguistic Feedback

S: The most important thing is to speak as <u>many</u> as possible. (Lexical error)

T: Well, you use the verb 'to speak' to indicate the word can be classified as an uncountable noun. Therefore, you should say 'to speak as much as possible.' Would you please repeat the correct sentence? (Metalinguistic feedback)

S: The most important thing is to speak as <u>much</u> as possible. (Repair)

In example 7, the teacher gave an opinion saying: "When I used metalinguistic feedback, the students started to think about the function of countable nouns and the uncountable nouns which were related into singular and plural nouns. It could strengthen the reason why we should choose that kind of vocabulary."

In example 8, the student said: *I <u>am going take</u> a long lunch break today.* The teacher immediately provided a correct answer saying: *You can use be going to + infinitive to talk about your future plans.* Then the student corrected his answer by saying: *I <u>am going to take</u> a long lunch break today.* The teacher gave an opinion saying: "I believed sometimes there was a slip of the tongue when the students spoke about some topics. Thus, I presented the grammar errors about it since the students had learned about the structure. That was the way I could manage the language instruction and the interaction of myself with the students."

3.2.5 Elicitation

S: A greeting is a way of <u>being friend</u> to someone. (Syntactical error)

T: A way of being what? (Elicitation)

S: A way of <u>being friendly</u> to someone. (Repair)

In example 9, the student said: *Being friend to someone.* Being friend to someone was in the form of the noun, however, the correct answer was in the adverb form, which was being friendly to someone. The teacher provided an elicitation by repeating the beginning of the sentence and giving a pause in the error word. Then the teacher gave an opinion about the use of elicitation: "I showed the erroneous part of the sentence by limiting the sentence to indicate there was an opportunity for the students to correct the error by themselves."

In example 10, the student said: *How's everything <u>on</u> you?* The teacher gave an elicitation saying: *How's everything....?* After that, the student corrected the answer saying: *How's everything <u>with</u> you?* The teacher gave an opinion about the effectiveness of elicitation: "I always gave a pause of my words before the erroneous word, so that the students could remember the error and they could avoid the same error in the future by self-correction."

3.2.6 Repetition

S: People learn throughout their entire lives. They <u>always have learn</u> to break limits and learn more (Syntactical error)

T: They always have learn? Have learn? (Repetition with rising intonation)

S: They <u>always learn</u> to break limits and learn more (Repair)

In example 11, the teacher repeated the students' error and adjusted the intonation to draw the students' attention to the error. After that, the teacher gave an opinion saying: "I used repetition as a sign that there was an error for the students. I always used a rising tone since I hope it was a very effective way for them to indicate a problematic word always occurring in a long utterance."

In example 12, the student said: *Some of those <u>park lots</u> are very difficult to get out of, are not they?* Then the teacher gave repetition saying: *Park lot?* The students gave a correct answer saying: *Some of those <u>parking lots</u> are very difficult to get out of, are not they?* The teacher gave an opinion saying: "The students were able to repair it themselves. As you could see, it was useful to comprehend the sentences since it was a way to motivate them."

3.3 English Teachers' Beliefs of Oral Corrective Feedback

Table 5. The kinds of students' errors

What kinds of language errors that English teachers dealt with?	Frequency (N=164 errors)	Percentage
A spelling error	23	14%
An error in the order of words	18	11%
A grammar error	20	12%
An error in the order of sentence	17	10%
A pronunciation error	18	11%
Lack or wrong use of article	9	6%
A wrong preposition	10	7%
An intonation/rhyme/punctuation error	9	5%
The meaning was unclear	6	4%
A language element was missing	18	11%
Unnecessary sentence composition	16	9%

Table 6. The importance of self-awareness to students' errors

Characteristics	Teachers' opinions
To avoid the same error in the future	Students could carry on making the same mistakes if oral corrective feedback was not to be implemented.
	Yes, otherwise they would not have realized what kind of errors they made when it came to the accuracy in language use.
The students' learning progress	This was how they learned and progressed. However, how the error correction was carried out was also very important. It could be unnecessary or discouraging if done insensitively or in a way that made them feel discouraged.
	They could see their language errors as a source of understanding.
The kinds of oral corrective feedback	They must be able to identify the types of errors that always occur and this could provide insight into the reasons for their speaking errors.
Students' self- correction	They could work on their accuracy of language use. They could be a source of error correction.
The improvement of students' vocabulary and grammar	When they made a new error in their use of language, it was often a sign that they were discovering new ways of using the language or experimenting with new vocabulary.
	By noting their speaking errors, they could track their progress and could avoid repeating the same vocabulary.
The preferences of students to receive oral corrective feedback from the teacher	They did not need too much time to correct their language error and it was easy to use if they realized the use of oral corrective feedback.
	They could spend more time thinking about their mistakes and the teacher could learn from them.
The students' native language	I was a teacher who should correct the students' error because my pronunciation is better than theirs since I never make a mistake to pronounce the words.

Table 7. The teachers' perceptions about the students' reasons used oral corrective feedback

Why did students need oral corrective feedback from English teachers' beliefs?	English teachers' responses (N=36)			
	Agree	Percentage	Disagree	Percentage
Had a meaningful communication experiences to use the language.	26	72%	10	28%
More personalized feedback based on their language proficiency.	20	61%	16	39%
Had an awareness of the benefits of interaction for improving the grammatical knowledge via oral corrective feedback.	30	83%	6	17%
Monitored their speeches.	25	69%	11	31%
Focused on a preselected aspect of spoken language.	34	94%	2	6%
Stimulated the negotiation of the target language form.	26	72%	10	28%
Ensured deeper levels of language processing.	24	66%	12	34%
Had an individual learning style.	15	41%	21	59%
A reflection on students' existing knowledge.	21	58%	15	42%
Reduced the confusion of conversation activity.	32	88%	4	12%
Stimulated the proceduralization and automatization of foreign language knowledge.	27	75%	9	25%
Stimulated self-revisions of vocabulary and sentences.	29	80%	7	20%
Gave a suitable composition on a given topic.	26	72%	10	28%
Eliminated inaccurate forms.	31	86%	5	14%
Promoted an awareness-raising activity of language use.	23	63%	13	37%
As a source of exchanging information.	22	61%	14	39%
Created a friendly classroom atmosphere in class.	25	69%	11	31%

Table 8. The teachers' motivations to give oral corrective feedback

Characteristics	Teachers' opinions
The preferences to be corrected immediately by the teacher	They want to be corrected by their teachers because they did not believe that their classmates were capable of correcting them.
	Teachers were the only source of knowledge because they could correct the spoken errors for students.
The students' responsibility for correcting their errors	When they made mispronunciation of words, they must be corrected immediately; otherwise feedback could not have its effect.
The student's attention to their errors	No particular type of oral correction feedback was better than others, it depended on the language of the students.
The encouragement of teachers to improve the same error	They had a responsibility to improve their performance, they needed to pay attention to what they were told and they needed to focus on correcting themselves so that they did not repeat the same error.
The motivation of the teacher to reformulate a correct word	They preferred all types of oral corrective feedback, but the one in which the teacher asked them to reformulate their utterance and tried to correct the error by themselves was their favorite one.
	Correcting students' spoken error made them notice their language awareness so that they did not repeat the error.
The teacher as a learning source	If they did not make errors, the teachers could not learn.
	Students were interested to learn English by correcting their friends.
	I became better at giving feedback that helped students in the learning process.
The feeling of enjoyment	Learning English by using oral corrective feedback gave my students the feeling of success.
The process of active learning	Some students tried to think of the correct answer in their minds when their classmates made errors.
The students' learning expectations and teachers' awareness of the correctness of language	Teachers should keep in mind their students' learning goals and attitudes towards correction.
	Most of the conversation could go nowhere if the teacher could not give the direction of the conversation.
The acquisition of language	English teachers should take into account students' levels of anxiety and their developmental level by giving the correct answer.
The way the teacher corrected the students	They loved a talkative teacher that could give them the correction so that they did not feel shy anymore.
	The teacher was always thinking about what kind of responses that their classmates had, and one of the teacher's roles was to make a sentence more comprehensible to understand.
	There might be students who could speak English, so other students might feel guilty about it. To avoid this, teachers should provide oral corrective feedback to their students
The sense of cooperation between students	Teachers were needed to invite students to perform peer assessments.
	They could have the opportunity to speak English with their friends because speaking alone did not make sense to communicate something.
The explicit information about the target structure in a language	I sometimes noticed the students' errors in English formulas, such as using the use of past tense and an English article, so I chose to use oral corrective feedback in speaking rather than in writing.
	My students could see an error as a chance to learn rather than as an obstacle in the learning environment
To promote a positive classroom environment	I believed that a friendly environment should be built by challenging the students to take the usefulness of grammar.
	Oral corrective feedback that came from the teacher never disrupted the communication.

4. Discussion

The primary goal of this research was to investigate three areas of students' English speaking skill problems according to oral corrective feedback, such as (1) to what extent error analysis should be focused upon in English speaking skills, (2) the analysis of oral corrective feedback to improve students' English speaking skill, and (3) the beliefs of English teachers about oral corrective feedback. Regarding the first point of the first research problem, the types of oral corrective feedback used by English teachers in this study were explicit correction (23%), recast (23%), and elicitation (21%). Based on the results, English teachers realized the importance of feedback in language learning by giving special attention to students' error types. They were also interested in the consequences of feedback, fearing that providing feedback could disrupt the conversation and negatively affect students' motivation to achieve language proficiency. In this situation, many English teachers assumed that by providing a corrected version of the students' utterances, they could enhance their motivation for self-monitoring of their target language. Thus, the role of English teachers as facilitators of language learning relied on how they could spontaneously respond to student errors in a different context of English conversations. As mentioned, previous research investigated the impact of oral corrective feedback in resolving students' errors in English speaking skills. Their findings revealed that oral corrective feedback developed students' comprehension and ensured students monitor their errors to prevent errors from becoming procedural knowledge and not becoming automatic manner as a positive target language on English skills (Shaofeng, 2010). In addition, the role of the

teachers as a facilitator in the transmission of knowledge was necessary for students to understand English basic rules depending on the context of instruction based on the content and language.

The second point of the first research problem showed that most of the students' errors could be found in pronoun error (20%), subject-verb agreement (19%), verb error (15%), and verb error (15%). In this situation, most English teachers focused on the meaning of the sentences by asking questions related to the context of English textbooks. The way of English teachers provided oral corrective feedback mainly by emphasizing the erroneous part, restating the utterance, and emphasizing the corrected utterance. This procedure was designed to develop the students' conscious representation of the underlying English pattern or rule. The teachers' feedback on lexical and grammatical structures could encourage students to pay more attention to the language itself and improve their understanding of the use of lexical and grammatical structures (Zhang & Rahimi, 2014). In addition, students' limited processing capacity could lead to ambiguity in sentences and made oral corrective feedback that might not be interpreted as intended (Plonsky & Brown, 2016).

The third point of the first research problem proved that the comparison of students' uptake could be classified into three ways, namely: (1) repair, (2) needs-repair, and (3) no uptake. The most dominant type in students' uptake was in the form of recast, metalinguistic feedback, and repetition. In this situation, repair was the most type of students' uptake regarding the students' wishes and needs to be corrected by their English teachers for the first step and they were ready to collaboratively correct other students on language errors for the second step. It happened due to mistrust and miscommunication of students' linguistic competence and their long-term memories to deliver the correct answer based on the context of the conversation. These findings aligned with the claim that students appreciated immediate correction from their teachers because it provided them the opportunities to repeat the correct form and made students memorize the correct forms better (Roothooft & Breeze, 2016). Moreover, the previous research argued that teacher correction was accurate, consistent, and comprehensive. The teachers would give the feedback in the same ways and with the same degrees of quality. As a result, it helped students to improve their linguistic inadequacy in producing the correct answer (Leontjev, 2016).

Regarding the second research problem, this research found that it was important to analyze the types of oral corrective feedback to improve students' English speaking skills, such as recast, elicitation, clarification request, metalinguistic feedback, explicit correction, and repetition because of the differences of the grammar of the students' first language had contributed to the existence of the errors. Furthermore, even though the students had already noticed the teachers' feedback, they did not necessarily recognize the real differences between lexical, phonological, and semantic features of their first language and their target language. Raising the students' awareness of the purpose, significance, and types of oral corrective feedback provided by English teachers was an effective way to give an instructional purpose to achieve language proficiency. Moreover, consistent with another research, the students were sometimes given sentence segments, which they had to piece together into a completely new sentence to prove the sentence was correct or not correct. Through frequent use, the facts and the rules of English could acquire and it would become automatic procedures (Lyster & Ranta, 2013).

Regarding the third problem, the most dominant error based on English teachers' experiences was spelling errors (14%), grammar error (12%), an error in the order of words (11%), pronunciation error (11%), and the missing language element (11%), and an error in the order of sentences (10%). To address this problem, the teacher used oral corrective feedback and they showed a positive response with the main reason being responsible for focusing on a preselected aspect of spoken language (94%), it could reduce their confusion of errors in the conversation activity (88%), which could eliminate inaccurate forms of students' errors (86%). In this finding, many English teachers assumed that the types of oral corrective feedback were different due to differences in the students' awareness in the foreign language classroom. Besides, English teachers perceived that they were not completely consistent with the timing of error correction and they never thought that all errors should be corrected at the moment due to the flow of communication. Some English teachers sometimes explained the underlying rules since the students had not yet learned the rules. The majority of English teachers also strongly agreed that oral corrective feedback was effective to be given at the end of a sentence or the end of a conversation activity. The result of this research also revealed that most respondents did not feel embarrassed about the teachers' oral corrective feedback. This was in line with another previous research stated that students were more appreciate the teachers' oral corrective feedback and they did not feel hurt or embarrassed when their errors were corrected (Roothooft & Breeze, 2016). Therefore, teachers were encouraged to be cautious and considered student concerns and attitudes when performing oral corrective feedback. Thus, teachers narrowed down the location of errors by repeating or pointing out specific segments that contain the errors. Similarly, these studies had shown that the importance of self-generated feedback from peers' performance gave students a sense of ownership to reflect on their learning process (Junqueira & Kim, 2013). The findings of this research also led other English teachers in recognizing the teachers' role in modeling and guiding good oral corrective feedback practices (Agudo & de Dios, 2013).

5. Conclusion

This research attempted to find answers to the research questions related to teachers' beliefs about oral corrective feedback, the analysis of oral corrective feedback, and the relationship between error analysis and oral corrective feedback. It contributed to the existing literature by developing a comprehensive questionnaire and addressing various issues related to oral corrective feedback, which had long been considered an essential component of form-focused instruction. The present study highlighted three important points which could be useful for future studies on oral corrective feedback. First, English teachers should also carefully monitor the effectiveness of their students' interactions with the use of oral corrective feedback. Second, students' understanding of oral corrective feedback was tested not only in students' recorded language, but also in their elicited perceptions of cognitive styles, their expectations about learning, and their level of satisfaction in the communication they took. Third, although students wanted to receive error treatment as much as possible, constant corrective feedback from the teacher could discourage students from participating in-class activities and increased anxiety. Therefore,

English teachers should understand their students' diverse needs, concerns, and expectations toward error correction by using a variety of tools, such as questionnaires, interviews, and observations to determine the students' needs. In doing so, English teachers could promote students' learning by giving maximum feedback and this must be provided regularly and consistently over a period of time. Our study had a major limitation, regarding the instruments for Indonesian teachers' view. Therefore, a follow-up study could investigate English foreign language teachers' beliefs of using oral corrective feedback types in response to utterances of English foreign language students attending schools of various educational levels.

Our findings demonstrated that the effectiveness of oral corrective feedback given by English teachers depended on the pedagogical context of the feedback itself. The students gave different responses to different types of feedback depending on the context in which they occurred. Thus, English teachers had to be aware of this fact and adapted their oral corrective feedback strategies in a way that best suits the context. The next recommendation was English teachers should consider their students' readiness and provided feedback in a way that was appropriate for their students' level because English teachers tended to give feedback spontaneously, in other words, the repair tended to be indistinguishable.

References

Agudo, M., & de Dios, J. (2013). An investigation into how efl learners emotionally respond to teachers' oral corrective feedback. *Colombian Applied Linguistics Journal*, *15*(2), 265-278. https://doi.org/10.14483/udistrital.jour.calj.2013.2.a08

Ahangari, S., & Amirzadeh, S. (2011). Exploring the teachers' use of spoken corrective feedback in teaching Iranian EFL learners at different levels of proficiency. *Procedia-Social and Behavioral Sciences*, *29*, 1859-1868.https://doi.org/10.1016/j.sbspro.2011.11.435

Alzeebareel, Y., Ahmed, H. A., & Hasan, I. A. (2018). Oral corrective feedback: Investigating kurdish high school teachers' beliefs and practices. *International Journal of English Linguistics*, *8*(6), 115-121. https://doi.org/10.5539/ijel.v8n6p115

Barzani, S. H., Aslam, M. Z., & Ali, H. F. (2022). Oral Corrective Feedback: Kurdish EFL Students' Preferences and Attitudes. *Canadian Journal of Educational and Social Studies*, *2*(5), 96-110. https://doi.org/10.53103/cjess.v2i5.71

Calafato, R. (2023). Literature in language education: exploring teachers' beliefs, practices, creativity, and literary competence. *Pedagogies: An International Journal*, 1-19. https://doi.org/10.1080/1554480X.2022.2164500

Dehbozorgi, E. (2012). Effects of attitude towards language learning and risk-taking on EFL student's proficiency. *International Journal of English Linguistics, 2*(2), 41-48. https://doi.org/10.5539/ijel.v2n2p41

Fan, N. (2019). An investigation of oral corrective feedback in an ESL listening and speaking class, *Journal of Language Teaching and Research*, *10*(1), 197-203. https://doi.org/10.17507/jltr.1001.22

Fu, T., & Nassaji, H. (2016). Corrective feedback, learner uptake, and feedback perception in a chinese as a foreign language classroom. *Studies in Second Language Learning and Teaching, 6*(1), 159-181. https:doi.org/10.14746/ssllt.2016.6.1.8

Guenette, D. (2012). The pedagogy of error correction: Surviving the written corrective feedback challenge. *Tesl Canada Journala*, *30*(1), 117-126. https://doi.org/10.18806/tesl.v30i1.1129

Guo, Q., Feng, R., & Hua, Y. (2022). How effectively can EFL students use automated written corrective feedback (AWCF) in research writing? *Computer Assisted Language Learning*, *35*(9), 2312-2331. https://doi.org/10.1080/09588221.2021.1879161

Hsieh, Y. C., & Hill, C. (2022). Reconceptualizing the value of peer and instructor feedback using a sequential structure. *Assessment & Evaluation in Higher Education*, *47*(7), 1043-1056. https://doi.org/10.1080/02602938.2021.1998341

Jean, G., & Simard, D. (2011). Grammar teaching and learning in L2: Necessary but boring? *Foreign Language Annals, 44*(3), 467-494. https://doi.org/10.1111/j.1944-9720.2011.01143.x

Junqueira, L., & Kim, Y. (2013). Exploring the relationship between training, beliefs, and teachers' corrective feedback practices: A case study of a novice and an experienced ESL teacher. *Canadian Modern Language Review, 69*(2), 181-206. https://doi.org/10.3138/cmlr.1536

Kainvanpanah, S., Alavi, S., & Sepehrinia, S. (2015). Preferences for interactional feedback: Differences between learners and teachers. *The Language Learning Journal, 43*(1), 1-20. https://doi.org/10.1080/09571736.2012.705571

Kamiya, N. (2016). The relationship between stated beliefs and classroom practices of oral corrective feedback. *Innovation in Language Learning and Teaching*, *10*(3), 206-219. https://doi.org/10.1080/17501229.2014.939656

Kim, Y., Choi, B., Yun, H., Kim, B., & Choi, S. (2022). Task repetition, synchronous written corrective feedback and the learning of Korean grammar: A classroom-based study. *Language Teaching Research*, *26*(6), 1106-1132. https://doi.org/10.1177/1362168820912354

Kissau, P., Algozzine, B., & Yon, M. (2012). Similar but different: The beliefs of foreign language teacher. *Foreign Language Annals, 45*(4), 580-598. https://doi.org/10.1111/j.1944-9720.2013.12001.x

Lee, E. J. E. (2013). Corrective feedback preferences and learner repair among advanced ESL students. *System*, *41*(2), 217-230. https://doi.org/10.1016/j.system.2013.01.022

Leontjev, D. (2016). Exploring and reshaping learners' beliefs about the usefulness of corrective feedback: A sociocultural perspective. *ITL: International Journal of Applied Linguistics*, *167*(1), 46-77. https://doi.org/10.1075/itl.167.1.03leo

Lyster, R., & Ranta, L. (2013). Counterpoint Piece: The case for variety in corrective feedback research. *Studies in Second Language*

Acquisition, 35(1), 167-184. https://doi.org/10.1017/S027226311200071X

Mufidah, Z. M. (2017). The impact of oral corrective feedback on the level of language anxiety. *Advances in Social Science, Education and Humanities Research, 145,* 219-277. https://doi.org/10.2991/iconelt-17.2018.48

Ogeyik, M. C. (2018). The comparative effectiveness of noticing in language learning. *International Review of Applied Linguistics in Language Teaching*, *56*(4), 337-400. https://doi.org/10.1515/iral-2016-0049

Papangkorn, P. (2015). SSRUIC students' attitude and preference toward error corrections. *Procedia: Social and Behavioral Sciences*, *197*, 1841-1846. https://doi.org/10.1016/j.sbspro.2015.07.244

Phuang, Tran, T. B., & Huan, N. B. (2018). Teacher corrective feedback on students' speaking performance and their uptake in EFL classes. *European Journal of Foreign Language Teaching*, *3*(3), 110-131.

Place, U. T. (1988). Skinner's Distinction between rule-governed and contingency-shaped behaviour. *Philosophical Psychology*, *1*(2), 225-234. https://doi.org/10.1080/09515088808572941

Plonsky, L., & Brown, D. (2016). Domain definition and search techniques in meta-analyses of L2 research: Or why 18 meta-analysis of feedback have different results. *Second Language Research, 31*, 267-278. https://doi.org/10.1177/0267658314536436

Poorebrahim, F. (2017). Indirect written corrective feedback, revision, and learning. *Indonesian Journal of Applied Linguistics, 6*(2), 184-192. https://doi.org/10.17509/ijal.v6i2.4843

Rassaei, E. (2013). Corrective feedback, learners' perceptions, and second language development. *System*, *41*(2), 472-483. https://doi.org/10.1016/j.system.2013.05.002

Roothooft, H., & Breeze, R. (2016). A comparison of EFL teachers' and students' attitudes to oral corrective feedback, *Language Awareness*, *25*(4), 318-335. https://doi.org/10.1080/09658416.2016.1235580

Sepehrinia, S., & Mehdizadeh, M. (2018). Oral corrective feedback: teachers' concerns and researchers' orientation. *The Language Learning Journal*, *46*(4), 483-500. https://doi.org/10.1080/09571736.2016.1172328

Shaofeng, L. (2010). The effectiveness of corrective feedback in sla: A meta-analysis. *Language Learning*, *62*(2), 309-365. https://doi.org/10.1111/j.1467-9922.2010.00561.x

Stevani, M., & Tarigan, K. E. (2022). Need analysis of dyslexia students in English reading comprehension instructions. *JEELS (Journal of English Education and Linguistics Studies)*, *9*(2), 327-352. https://doi.org/10.30762/jeels.v9i2.520

Stevani, M., Prayuda, M. S., Sari, D. W., Marianus, S. M., & Tarigan, K. E. (2022). Evaluation of Contextual Clues: EFL Proficiency in Reading Comprehension. *English Review: Journal of English Education*, *10*(3), 993-1002. https://doi.org/10.25134/erjee.v10i3.7076\

Tomczyk, E. (2013). Perceptions of oral errors and their corrective feedback: Teachers vs. students. *Journal of Language Teaching and Research, 4*(5), 924-931. https://doi.org/10.4304/jltr.4.5.924-931

Uddin, M. N. (2022). L2 Teachers' Oral Corrective Feedback Practices in Relation to Their CF Beliefs and Learner Uptake. *Theory and Practice in Language Studies*, *12*(4), 617-628. https://doi.org/10.17507/tpls.1204.01

Valizadeh, M., & Soltanpour, F. (2021). Focused direct corrective feedback: Effects on the elementary english learners' written syntactic complexity. *Eurasian Journal of Applied Linguistics*, *7*(1), 132-150. https://doi.org/10.32601/ejal.911207

Voerman, L., Meijer, P. C., Korthagen, F. A., & Simons, R. J. (2012). Types and frequencies of feedback interventions in classroom interaction in secondary education. *Teaching and teacher education*, *28*(8), 1107-1115. https://doi.org/10.1016/j.tate.2012.06.006

Wang, W. (2022). Metalinguistic terms, teacher feedback, and learner uptake in ESL classrooms. *Language Awareness*, *31*(3), 288-306. https://doi.org/10.1080/09658416.2021.1881528

Wiboolyasarin, W., Wiboolyasarin, K., & Jinowat, N. (2020). Learners' oral corrective feedback perceptions and preferences in Thai as a foreign language tertiary setting. *Journal of Language and Linguistic Studies*, *16*(2), 912-929. https://doi.org/10.17263/jlls.759344

Yakisik, B. Y. (2021). EFL learners' preferences and emotions about oral corrective feedback at secondary education in turkey: Are there gender and grade-level differences? *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics, 6*(1), 103-122. https://doi.org/10.21093/ijeltal.v6i1.889

Yang, Y., & Lyster, R. (2010).Effects of form-focused practice and feedback on chinese EFL learners' acquisition of regular and irregular past tense forms. *Studies in Second Language Acquisition, 32,* 235-263. https://doi.org/10.1017/S0272263109990519

Zhang, L. J., & Rahimi, M. (2014). Efl learners' anxiety level and their beliefs about corrective feedback in oral communication classes. *System*, *42*, 429-439. https://doi.org/10.1016/j.system.2014.01.012

Copyrights