Teacher's Use of Oral Corrective Feedback During Grammar Classes at SMPN 189

[1] Windy Jilan Maulida, [2] Theresia Arianti
[1,2] Universitas Media Nusantara Citra, Jakarta, Indonesia

[1]windyjilan@mncu.ac.id; [2]theresia.arianti@mncu.ac.id*
*Corresponding author

ABSTRACT

Feedback given by the teachers are constantly required for their students to grow and learn. Oral corrective feedback is an essential part of the language development process. The aims of this study are to discover what types of errors that English teachers prefer to provide feedback on, to find out what type of oral corrective feedback is mostly used in the classroom, and to find out teacher's reason of preferred type of oral corrective feedback that is used in the classroom. This study helped the students be aware of their errors during grammar classes and helped the teacher discover the appropriate types of oral corrective feedback for their students. This study employed a case study as a method and a qualitative descriptive approach. The most frequent errors made by students were morpho-syntactic errors. Feedback types mostly used in the grammar class were Recast and Elicitation Request. It is suggested that future studies conduct the same research but with written corrective feedback.

Keywords: Error, Oral Corrective Feedback, Grammar Classes, Feedback, Teacher's Feedback

INTRODUCTION

English has grown more popular and is extensively used as an international language in this era of globalization. English has become an essential communication tool among people from various languages and cultures as it has grown and developed around the world. It is a communication tool used to share ideas, emotions, and perspectives with others in social situations. As reported by Genç and Bada (2010), many international scholarly journals are now published in English, which is widely acknowledged. Furthermore, when English language learners learn English, they may encounter some difficulties, such as pronunciation, spelling, grammar, etc. Throughout the teaching and learning process, the teacher is the only person who gives instruction and direction to the students. Moreover, students are willing to take responsibility of their own education.

Feedback is very important during learning process. As stated by Irons (2008), feedback is any information, process, or activity performed to accelerate student learning based on related commentary with the material itself. According to Sinclair and Coulthard (as cited in Purnawati, 2021), feedback is the third of the three elements proposed

104

in the Initiation-Response-Feedback (IRF) Model, and it serves as a final phase whereby learners are reminded of what happens in the main part of a lesson.

According to Brown (2007), errors, miscalculations, misjudgments, and incorrect assumptions are a necessary part of learning skills or acquiring any information. Therefore, the role of the teachers is significant. Students' errors must be corrected by the teacher. As stated by Sung and Tsai (2014), there are three types of learners' errors from beginner to advanced level: morphosyntactic error, phonological error, and lexical error. As stated by Mackey et al. (2000), learners pay the least attention to feedback on morpho-syntactic errors, and the linguistic content of errors may be a factor in noticing recasts as corrective feedback. Heydari and Bagheri (2015), stated simplification influence phonological errors caused by incorrect word usage or grammatical rules. Phonological errors arise when a sound is mistakenly substituted for another. According to Andre (2014), lexical errors are the use of incorrect lexical items as a result of the confusion of semantic similarity between two words and as a result of the influence of the first or second language.

Ellis and Shintani (2014) stated that correction should be provided when students fail to self-correct their incorrect remarks. According to Panova and Lyster (2002), the provided corrections will help the student define the difference between their first and second language forms. However, students rarely receive oral corrective feedback from their teachers during grammar classes. Therefore, they need to find out where the errors they make are. According to Lightbown and Spada (1990), errors are thought to be an important component of the evolutionary development, and classroom observation data show that teachers rarely provide corrective feedback.

As stated by Sepehrinia et al. (2020), teachers' decisions about the correction of errors have rarely been addressed in empirical studies. As determined by Huong (2019), teachers during teaching and learning classes rarely provided immediate correction to their students that were going to perform in groups or pairs. Much more frequently, teachers like to postpone error correction until their students have completed their performances in front of the entire class.

Sheen and Ellis (2011) classified oral corrective feedback types into six major categories, arranging from explicit to implicit such as clarification request, repetition, recast, metalinguistic feedback, elicitation, and explicit correction. According to Ölmezer and Öztürk (2016), types of oral corrective feedback are divided into six. Elicitation is a type of oral corrective feedback that encourages students to do self-correction. Explicit correction refers to the teacher's explicit provision of the correct form when the learner has made an incorrect form. Metalinguistic feedback is either comments, information, or questions in the appropriate form but does not provide the student with the correct form. Recast is the teacher 's feedback in which the correct form is provided by reformulating all or part of the student's utterance without addressing the errors. Repetition is

105

feedback in which the teacher keeps repeating the incorrect portion of the student's statement, usually with a change in intonation. Clarification request is used to suggest students' utterances that still need to be clearly expressed.

In addition, there is feedback that came along with oral corrective feedback, which is gesture. Lazaraton (2004) investigated the enhancing effect of gestures as input in a teacher's unprepared explanation of vocabulary, by implying that teacher had a substantial role in increasing persistence in lexical acquisition, despite the fact that the study was not primarily concerned with student uptake. Moreover, the previous studies revealed that verbal corrective feedback was accompanied by gestures, which varied in type depending on the particular non-target-like utterance in terms of whether it concerned grammar, the lexicon, or pronunciation. Moreover, mixed corrective feedback along with gestures can be beneficial at making CF more explicit and investigate gestures in the future part.

According to Suzuki (2004), corrective feedback can be defined as responding to student statements that contain errors and it is a method used by teachers to teach techniques in defining errors, which generally results in described significant improvement.

Grammar is a crucial component of learning English. When students do not understand grammar effectively, they will struggle to arrange sentences in English. Here are some expert definitions of grammar. Hirai (2010) defines grammar as a method of organising sentences and developing good language. Furthermore, Gerot & Wignel (1994)

described grammar as the philosophy of language that demonstrates how language works. Furthermore, Thornbury (1999) stated that grammar is a study of the form of meaningful sentences. Furthermore, grammar is the formation of meaning from word combinations and it describes how language works (Ur, 1991). According to Crystal (2004), grammar is the means through which we express our feelings through the grammatical structure of language. According to Gottsäter (2018), a lack of grammatical understanding raises the chance of failing to communicate.

The current study aims to discover what types of errors that an English teachers prefers to provide feedback on, to find out what type of oral corrective feedback is mostly used in the classroom, and to find out the teacher's reason of preferred type of oral corrective feedback that is used in the classroom.

Some previous studies on oral corrective feedback have been conducted. Bao (2019) examined the nature of corrective feedback and the relationship between teachers' stated beliefs about corrective feedback and their actual practices in Chinese as a Second Language classroom. As a result, recasts have become the most commonly used type of corrective feedback, whereas prompts are the lowest percentage. Dilāns (2016) describes teachers' perspectives and the use of oral corrective feedback in second-language Latvian classroom settings, specifically recognizing explicit, divided recasting as the dominant type of correction in Latvian as a Second Language lessons. Sepehrinia and Mehdizadeh (2018) examined how teachers' beliefs and practices regarding oral corrective feedback conflict with

106

research findings and concerns. While the Iranian teachers investigated here recognize the significant cognitive advantages of feedback forms like elicitation, which engages students in correcting their errors, they have seemed to prioritize students' learning impact when deciding feedback forms in the language class. None of these studies were conducted at SMPN 189 Jakarta. This is the gap fulfilled the study.

The significance of the research for the students is to improve and develop students' understanding of their errors and they can learn from the feedback given by the teachers' afterward. Meanwhile, teachers must choose the most appropriate oral corrective feedback for their students.

Teachers' approaches in the classroom are influenced by their beliefs about language learning process, as well as the indicators they presume are important in creating a comfortable learning and teaching environment. Several studies on students' and teachers' motivations for using oral corrective feedback types in various contexts have produced mixed results. According to Tomczyk (2013), corrective feedback assists teachers in controlling learners' utterances while also improving their performance. As stated by Roothooft and Breeze (2016) in a study involving 395 students (both teenagers and adults) as well as 46 Spanish EFL teachers, students were much more willing to receive explicit oral corrective feedback, such as comprehensive corrections and metalinguistic feedback. Teachers, on the other hand, were hesitant to employ these feedback types and chose a more implicit type, such as elicitation. Furthermore, teachers were concerned about possible negative reactions from students, but students did not appear to believe this.

METHOD
The study employed a case study as a method and a qualitative descriptive approach to describe various types of errors that a teachers prefers to provide feedback on, type of oral corrective feedback that is mostly used in the class, and the teacher's reason for the preferred type of oral corrective feedback that is used in the class. Students' response and teacher feedback during teaching-learning process is used as a data source to find out the result of this study, while the subject of the study are the teacher and students.

The researchers used observation and interviews to gather the data. A qualitative observation is an approach in which the researchers goes directly to the study site to perceive the activities and behaviors of the participants. While, a qualitative interview can be conducted face-to-face or telephone, or online meeting interviews with the participants, as well as a focus group or group interview.

For collecting the data researchers used a qualitative descriptive approach which were observation and interview. It means that the researchers collected data from some participants during their English studies and then conducted interviews. The current study used a structured interview to make sure the result of the interview can answer the third research question.

The researchers implemented several procedures to analyze the data. Here are the steps for analyzing the data of research question one (RQ1): first, the researchers read the transcribed text of the video recording

107

also, checked for errors and inaccuracies by reading the transcribed text. Second, the researchers highlighted the errors and inaccuracies in the transcribed text of the video recording. Third, the researchers labeled and categorized the errors during grammar classes. Fourth, the researchers input the data from the previous step (labeling of the type of errors mostly made by the students during learning activities) to the table or excel matrix.

Here are the steps for analyzing the data of research question two (RQ2): first, the researchers read the transcribed text of the video recording. Second, the researchers highlighted the types of oral corrective feedback that teachers mostly use in the classroom on the transcribed text of the video recording. Third, the researchers labeled and categorized the type of oral corrective feedback commonly used during grammar classes. Fourth, the researchers input the data from the previous step (labeling of the type of oral corrective feedback mostly used by the teacher during learning activities) to the table or excel matrix.

Lastly, here are the steps for analyzing the data of research question three (RQ3): first, the researchers read the transcribed text of the interview and video-recording. Second, the researchers highlighted the reason of the preferred type of oral corrective feedback on the transcribed text of the video recording. Third, the researchers labeled and categorized the reason for preferred type of oral corrective feedback. Fourth, the researchers input the data from the transcribed text of the teacher's interview into the table or excel matrix.

FINDINGS AND DISCUSSION

Based on the video recording and voice recording of three meetings, the researchers found the error that mostly happens in the grammar classes at SMPN 189 Jakarta to the student in grade eighth (8D) with the number of 35 students. The finding regarding students'errors are presented in the chart below.
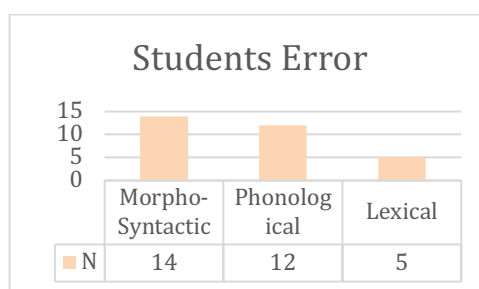
Graph 1. Errors

As indicated in the graph 1, there are three types of error in the classroom. Total the number of errors that students made in three meetings at SMPN 189 Jakarta are 31 errors. Moreover, the most frequent errors that students make in the grammar classes are morpho-syntactic errors (14), the second most popular errors are lexical errors (12), and the last ones are phonological errors (5).

The chart below shows the number of types of oral corrective feedback that occurred frequently in grammar class at SMPN 189 Jakarta to a student in grade eighth (8D). There are six (6) types of oral corrective feedback: Clarification Request, Elicitation, Explicit Correction, Metalingustic Feedback, Recast, Repetition and Gesture. The current data are the frequently used of a piece of oral corrective feedback shown in the chart below:

108
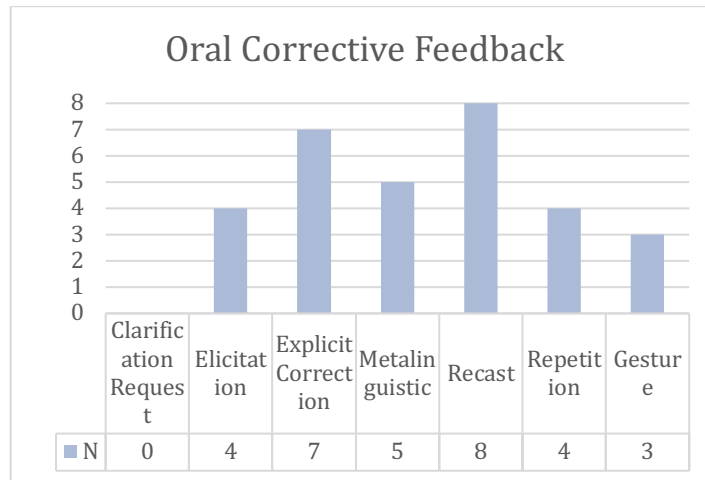
Graph 2. Types of Oral Corrective Feedback

Based on the figure 2, there are six types of oral corrective feedback including clarification request, explicit correction, metalinguistic feedback, recast, repetition, and gesture. The most popular method that is used in the classroom is Recast (8), Explicit Correction (7), Metalingustic Feedback (5), both Elicitation and Repetition had a same score (4), Gesture (3), and there is no Clarification Request feedback used in the classroom. Therefore, the most frequent methods that were used in the grammar class were Recast and Elicitation Request.

Based on the Excerp 1 number 1, student utterance "*I walking today*" is incorrect because the formula of simple present tense is, Subject + Verb1 (s/es) + Complement. Therefore, the correct reply from the student should be "*I walk today.*"

The table below is the discussion of the graph 1 error.

Excerpt 1. Morphosyntactic Error

No.	Students Utterances
1.	I walking today
2.	I walk todays
3.	Todays
4.	I walk today, today
5.	I walk today
6.	I was not happy

Student utterance number 2, "*I walk todays*" is incorrect because "s" on "*todays*" is wrong and the formula of simple present tense is, Subject + Verb1 (s/es) + Complement. Therefore, the correct response from the student should be *"I walk today"*.

Student utterance number 3, "*todays"* is incorrect because "s" on "**t***odays*" is wrong and the formula of simple present tense is, Subject + Verb1 (s/es) + Complement. Therefore, the correct answer from the student should be "*I walk today*".

Student utterance number 4, "*I walk today, today*" is incorrect because the formula of simple past tense is, Subject + Verb 2 + Object + Complement. Therefore, the correct

104

reply from the student should be *"I walked yesterday"*.

Student utterance number 5, *"I walk today"* is incorrect because the formula of simple past tense is, Subject + Verb 2 + Object + Complement. Therefore, the correct response from the student should be *"I walked yesterday"*.

The student utterance number 6, *"I was not happy"* is incorrect because the formula of positive simple past tense is, Subject + Verb 2 + Object + Complement. Therefore, the correct answer from the student should be *"I was happy"*.

Excerpt 2. Phonological Error

No.	Students Utterances
1.	Was
2.	I was
3.	I was
4.	Past
5.	She
6.	Focus particularly

Based on the table number 1, the student utterance *"was"* is incorrect because the student pronounced the word as *"wAs"*, while the correct way to pronounce *"was"* is /wɑːz/.

The student utterance number 2, *"I was"* is incorrect because the student pronounced *"I was"* as "ai wAs", while the correct way to pronounce *"was"* is /wɑːz/.

The student utterance number 3, "I was" is incorrect because the student pronounced *"I was"* as *"ai wAs"*, while the correct way to pronounce *"was"* is /wɑːz/.

The student utterance number 4, *"past"* is incorrect because the student pronounced *"past"* as *"pEst"*, while the correct way to pronounce *"past"* is /pæst/.

The student utterance number 5, *"she"* is incorrect because the student

pronounced *"she"* as *"si"*, while the correct way to pronounce *"she"* is /ʃiː/.

The student utterance number 6, *"focus particularly"* is incorrect because the student pronounced *"particularly"* as *"focus partikurleri"*, while the correct way to pronounce *"particularly"* is /pə(r)ˈtikyələrlē/.

Excerpt 3. Lexical Error

No.	Students Utterances
1.	I walked tomorrow
2.	I walked one day
3.	Today
4.	Last day
5.	With me

Based on the table number 1, the student utterance *"I walked tomorrow"* is incorrect because the teacher discussed simple past tense. The formula of simple past tense is Subject + Verb 2 + Object + Complement. Therefore, the correct answer from the student should be *"I walked yesterday"*.

The student utterance number 2, *"I walked one day"* is incorrect because the formula of simple past tense is, Subject + Verb 2 + Object + Complement. Therefore, the correct response from the student should be *"I walked yesterday"*.

The student utterance number 3 *"Today"* is incorrect, according to previous the student utterance "I get candy yesterday", the teacher asked to the student *"when did it happen?"*, the student answered *"today"*. However, the correct reply from the student should be *"yesterday"*.

The student utterance number 4 *"Last day"* is incorrect, according to previous the student utterance *"I get candy yesterday"*, the teacher asked to the student *"so, when did it happen?"*, the student answered, *"last day"*.

However, the correct reply from the student should be "*yesterday*".

The student utterance number 5, "*with me*" is incorrect because the teacher asked the students *"for recount text we used a grammar, with …?"*, while the student answered, "*With me*". Therefore, the correct answer from the student should be "*With past tense*".

Many students made morpho-syntactic errors because they did not understand the proper norms for utilizing language. Morphology means the word development, while syntax is the structure of the sentence. According to Israwati (2015), morpho-syntactic errors are linguistic issues that reflect ignorance, misunderstanding, and misuse of morphological rules of word formation and syntactical rules of grammatically correct sentence formation. Furthermore, students made mistakes because they did not understand the rules for using words correctly.

As reported by Jenkins (1995), the phonological error means encoding errors at the productive phonological level when communicating in a foreign language. Phonological errors happen when one sound is incorrectly substituted for another. Phonological errors are produced when students pronounce incorrect words or phrases. This might happen due to lack of practice.

A common error made by students is using inappropriate words or lack of vocabulary. As stated by Badilla and Martin (2020), lexical errors are defined as the incorrect selection of content words that express meaning in oral or written communication, resulting in misunderstandings about the outcomes or messages that the speaker or writer wishes to convey. On top of that, lack of vocabulary can be solved by learning and finding out the new word every day routinely. It helps students to understand any kind of word, what formal language is, and how to use it effectively in all parts of their activities during grammar classes to improve their skills in speaking.

Excerpt 4. Elicitation

No.	Teacher Utterances
1.	Past dari get?
2.	Last day, yesterday?
3.	Kok I am study? Rumusnya pake apa?
4.	Rumusnya apa? Verbnya 1 terus pakai apa? Kalo kamu bilang itu I am study berarti itu salah. I am study?

However, error would also benefit the students by knowing their errors or seeing other people's errors with comparable phrases in order to learn from them and improve their own skills in grammar class.

Based on the excerp number 1, teacher's feedback "*Past dari get*?" to student utterance "*get*" is categorized as elicitation because the teacher asked a question about V2 of "*get"* and guided the student to the correct form.

Teacher utterance number 2, teacher's feedback "*Last day, yesterday?*" to student utterance "*last day*" is categorized as elicitation. According to previous student utterance "*I get candy yesterday*", the teacher asked to student "*so, when did it happen?*", the student answered "*last day*". However, the correct answer from the student should be "*yesterday*". Therefore, teacher feedback guided the student to the correct form.

106

Teacher utterance number 3, teacher's feedback "*Kok I am study? Rumusnya pake apa?*" to student utterance "*I am study*" is categorized as elicitation because the teacher asked a question about the correct form of present continuous tense Subject + to be + Verb1 -ing + complement. The correct answer should be "*I am studying*". Teacher feedback guided the student to the correct form.

Teacher utterance number 4, teacher's feedback "*Rumusnya apa? Verbnya 1 terus pakai apa? Kalo kamu bilang itu I am study berarti itu salah. I am study?*" to student utterance "*I am study*" is categorized as elicitation because the teacher asked a question about the correct form of present continuous tense Subject + to be + Verb1 -ing + complement. The correct answer should be "*I am studying*". Teacher feedback guided the student to the correct form.

Based on the excerpt 5 number 1, teacher's feedback "*walked to walked to*" to student utterance "*I walked today*" is categorized as explicit correction because the teacher corrected student's incorrect utterance explicitly.

Excerpt 5. Explicit Correction

No.	Teacher Utterances
1.	Walked to walked to
2.	Wes bukan was
3.	I was not happy itu untuk negatif ini untuk positif. I was happy
4.	Past bukan pest
5.	She

Teacher utterance number 2, teacher's feedback "*Wes bukan was*" directed at a student's mispronunciation is categorized as explicit correction because the

teacher corrected student's incorrect utterance explicitly.

Teacher utterance number 3, teacher's feedback "*I was not happy itu untuk negatif ini untuk positif. I was happy*" to student utterance. The teacher discussed positive simple past tense, the formula is Subject + Verb2 + Object + Complement. Feedback from the teacher is categorized as explicit correction because the teacher corrected student's incorrect utterance explicitly.

Teacher utterance number 4, teacher's feedback "*Past bukan pest*" directed at a student's mispronunciation is categorized as explicit correction because the teacher corrected student's incorrect utterance explicitly.

Teacher utterance number 5, teacher's feedback "*She*" directed at a student's mispronunciation is categorized as explicit correction because the teacher corrected student's incorrect utterance explicitly.

Excerpt 6. Metalinguistic Feedback

No.	Teacher Utterances
1.	Shushhh, itu present continuous
2.	Today? Today hari ini, masa waktunya sekarang jalannya past
3.	I was not happy itu untuk negatif ini untuk positif. I was happy
4.	Today untuk simple present
5.	Washes itu cucian

Based on the excerpt 6 number 1, teacher's feedback "*Shushhh, itu present continuous*" to student utterance "*I walking today*" is categorized as metalingustic feedback because the teacher discussed about simple present tense, the formula is Subject + Verb1 (s/es) + Complement. Feedback from the teacher is metalingustic feedback

because the teacher corrected student's error by explaining the correct form.

Teacher utterance number 2, teacher's feedback "*Today? Today hari ini, masa waktunya sekarang jalannya past*" to student utterance is categorized as metalingustic feedback because the teacher discussed about simple past tense, the formula is Subject + Verb2 + Object + Complement. Feedback from the teacher is metalingustic feedback because the teacher corrected student's error by explaining the correct form.

Teacher utterance number 3, teacher's feedback "*I was not happy itu untuk negatif ini untuk positif. I was happy*" to student utterance is categorized as metalingustic feedback because the teacher discussed about positive simple past tense, the formula is Subject + Verb2 + Object + Complement. Feedback from the teacher is metalingustic feedback because the teacher corrected student's error by explaining the correct form.

Teacher utterance number 4, teacher's feedback "*Today untuk simple present*" to student utterance is categorized as metalingustic feedback because the teacher discussed about simple past tense, the formula is Subject + Verb2 + Object + Complement. Feedback from the teacher is metalingustic feedback because teacher corrected student's error by explaining the correct form.

Teacher utterance number 5, teacher's feedback "*Washes itu cucian*" to student utterance is categorized as metalingustic feedback because the teacher discussed about simple past tense, the formula is Subject + Verb2 + Object + Complement. The correct way to

pronounce *'Was'* is /wɑːz/. Therefore, feedback from the teacher is metalingustic feedback because the teacher corrected student's error by explaining the correct form.

Excerpt 7. Recast

No.	Teacher Utterances
1.	I was
2.	Got
3.	Focus particularly
4.	The writer

Based on the excerpt 7 number 1, teacher's feedback "*I was*" to student utterance is categorized as recast because the teacher immediately changed and corrected student's error.

Teacher utterance number 2, teacher's feedback "*got*" to student utterance is categorized as recast because the teacher immediately changed and corrected student's error.

Teacher utterance number 3, teacher's feedback "*focus particularly*" to student utterance is categorized as recast because the teacher immediately changed and corrected student's error.

Teacher utterance number 4, teacher's feedback "*the writer*" to student utterance is categorized as recast because the teacher immediately changed and corrected student's error.

Excerpt 8. Repetition

No.	Teacher Utterances
1.	Todays?
2.	Todays?
3.	Tomorrow?
4.	Past

Based on the excerpt 8 number 1, teacher's feedback "*Todays*?" to student utterance is categorized as repetition because the teacher

108

repeated the incorrect statement made by the student by changing the intonation.

Teacher utterance number 2, teacher's feedback "*Todays?*" to student utterance is categorized as repetition because the teacher repeated the incorrect statement made by the student by changing the intonation.

Teacher utterance number 3, teacher's feedback "*tomorrow*?" to student utterance is categorized as repetition because the teacher repeated incorrect statement made by the student by changing the intonation.

Teacher utterance number 4, teacher's feedback "*Past*" to student utterance is categorized as repetition because the teacher repeated incorrect statement made by the student by changing the intonation.

Excerpt 9. Gesture

No.	Gestures
1.	Touched student's shoulder
2.	Touched student's shoulder
3.	Hand hit the table

Based on the excerpt 9 number 1, the teacher *touched student's shoulder*, on table 2 the teacher *touched student's shoulder,* and on table number 3 the teacher's *hand hit the table.* All of these gestures are to guide student's attention to focus on the material.

CONCLUSION

Corrective feedback is frequently used as a tool to determine the impact of methods of teaching as well as the level of knowledge of students. Corrective feedback is used as helpful approach to aid the learning process, particularly in languages. Corrective feedback is essential because it allows teachers and students to identify and focus on common grammatical errors. It provides a platform for teachers to communicate with students in a way that helps them enhance their language abilities.

Errors that the teacher at SMPN 189 prefers to correct during grammar classes are morpho-syntatic errors. Types of oral corrective feedback that the teacher at SMPN 189 mostly uses in the classroom are Recast and Explicit Feedback. The teacher at SMPN 189 prefers to use recast and explicit correction because they are effective, efficient, and can make students notice the error.

As a recommendation for future studies, it is suggested that future researchers conduct the same research but with written corrective feedback. Moreover, next researchers can give short explanation for participants about types of error and types of oral corrective feedback before the interview so the participants are well informed regarding the topic.

REFERENCES

Andre, R. (2014). An Analysis of Lexical Errors in The English Narrative Writing Produced by the Tenth Grade Students of Sma Negeri 9 Surabaya in EFL Classrooms (Doctoral dissertation, Thesis to obtain the Master's degree. University Surabaya). https://journal.unair.ac.id/

Badilla, D. C., & Núñez, V. M. (2020). Lexical Errors in EFL Students' Written Production. Letras, (68), pp.175-198. https://doi.org/10.15359/rl.2-68.7

Brown, D. H. (2007). First Language Acquisition. Principles of Language Learning and Teaching. Pearson ESL. 2(2), pp.24–51. https://smartlib.umri.ac.id/

Crystal, D. (2004). English word classes. Fuzzy Grammar: A Reader. Oxford University Press, Oxford, New York, pp.191-211.

Genç, B., & Bada, E. (2010). English as A World Language in Academic Writing. Reading Matrix: *An International Online Journal*, 10(2), pp.142-151 https://readingmatrix.com/

Gerot, L., & Wignell, P. (1994). Making sense of functional grammar. Cammeray, NSW: Antipodean Educational Enterprises, pp.1-20.

Gottsäter, J. (2018). Teacher Feedback on Grammar Errors: Stimulus for Learning or Confidence Breaker? (Dissertation, Malmö universitet/Lärande och samhälle). Retrieved from https://urn.kb.se/resolve?urn=urn:nbn:se:mau:diva-33518

Heydari, P., & Bagheri, M. S. (2012). Error analysis: Sources of L2 learners' errors. Theory and practice in language studies, 2(8), 1583–1589. https://doi.org/10.4304/tpls.2.8.1583-1589

Hirai, D. L. C., Borrego, I., Garza, E., & Kloock, C. T. (2013). Academic Language/Literacy Strategies for Adolescents: A "How-To" Manual for Educators. London: Routledge.

Irons, A., & Elkington, S. (2021). Enhancing Learning Through Formative Assessment and Feedback. *Routledge*. pp.248 https://doi.org/10.4324/9781138610514

Israwati, D. P. (2015). A Study on Grammatical Errors of Students' English Essay (A Morpho-Syntactic Analysis). Skripsi, 1(321411003). https://repository.ung.ac.id/

Jenkins, J. (1995). Variation in Phonological Error in Interlanguage Talk (Doctoral Dissertation, Institute of Education, University of London). https://discovery.ucl.ac.uk/

Lazaraton, A. (2004). Gesture and Speech in The Vocabulary Explanations of one ESL teacher: A microanalytic inquiry. Language Learning, 54, pp.79–117.

Lightbown, P. M., & Spada, N. (1990). Focus-On-Form and Corrective Feedback in Communicative Language Teaching: Effects on Second Language Learning. Studies in Second Language Acquisition, 12(4), pp.429–448. https://doi.org/10.1017/S0272263100009517

Mackey, A., Gass, S., & McDonough, K. (2000). How do Learners Perceive Interactional Feedback? *Studies in Second Language Acquisition*, *22*(4), 471–497. https://doi.org/10.1017/S0272263100004010

Nguyen, T. H. (2019). Oral Corrective Feedback in a Blended Learning Environment: Challenges and Contradictions Faced by Teachers in a Vietnamese University (Doctoral dissertation, The University of Waikato). https://researchcommons.waikato.ac.nz/

Panova, I., & Lyster, R. (2002). Patterns of Corrective Feedback and Uptake in an adult ESL Classroom. Tesol Quarterly, 36(4), pp.573-595. https://doi.org/10.2307/3588241

Purnawati, P. (2021). The Implication of Teachers' Question and Feedback to the Students Vocabulary Production: an Analysis of Spoken Discourse of EFL Classrooms using IRF Model. Foremost Journal, 2(2), 8-15. https://doi.org/https://doi.org/10.33592/foremost.v2i2.1738

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., Fallah, N., & Torfi, S. (2020). English Language Teachers' Oral Corrective Preferences and Practices Across Proficiency Groups. Profile Issues in Teachers Professional Development, 22(2), pp.163-177. https://doi.org/10.15446/profile.v22n2.82369

Sheen, Y., & Ellis, R. (2011). Corrective Feedback in Language Teaching. In Handbook of Research in Second Language Teaching and Learning, pp. 593–610. Routledge. https://moodle.ph-ooe.at/pluginfile.php/

Shintani, N., Ellis, R., & Suzuki, W. (2014). Effects of written feedback and revision on learners' accuracy in using two English grammatical structures. Language learning, 64(1), pp.103-131.

Sinclair, J. and Coulthard, M. (1992). "Towards an Analysis of Discourse." In Coulthard, M. Advances in Spoken Discourse Analysis. London and New York: Routledge. pp.1-34.

Sung, K. Y., & Tsai, H. M. (2014). Exploring Student Errors, Teachers' Corrective Feedback, Learner Uptake and Repair, and Learners' Preferences of Corrective Feedback. *The Journal of Language Learning and Teaching*, *4*(1), 37-54. https://dergipark.org.tr/

Suzuki, M. (2004). Corrective Feedback and Learner Uptake in Adult ESL Classrooms. https://academiccommons.columbia.edu/

Thornbury, S. (1999). How to teach grammar. Readings in Methodology, pp.129.

Tomczyk, E. (2013). Perceptions of Oral Errors and their Corrective Feedback: Teachers vs. Students. Journal of Language Teaching and Research, 4(5), 924. https://doi.org/10.4304/jltr.4.5.924-931

Ur, P. (1991). A Course in Language Teaching (Practice and Theory). Great Britain: Cambridge University Press, pp.30-35.