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State Islamic University of Sultan Syarif Kasim Riau

EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau in Partial
Fulfillment of the requirements for the degree of Master in English Education



UIN SUSKA RIAU

by:

MAWADDAH WARAHMAH

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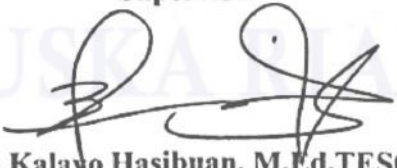
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Field of Study	: English Education
Title	: EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School

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The thesis entitled " EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School" is written by:

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I, the undersigned below :

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Thesis Title	: EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School

Hereby truthfully state that :

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2. All citations in my thesis are properly cited and listed in accordance with academic rules, standards, and scientific writing ethics.
3. If it is found in the future that parts or this entire thesis are not my original work, I am willing to accept any academic sanctions in accordance with the applicable regulations.

This statement letter I made in full awareness and without any coercion from any party.

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Alhamdulillahirabbil 'alamin, In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through his guidance and his blessing, the writer has completed academic requirement for the award of Magister degree at Postgraduate of State Islamic University of Sultan Syarif Kasim Riau. Then, the researcher says peace be upon the Prophet Muhammad Peace be Upon Him.

The title of this thesis is "EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School". The researcher realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to express the great thanks to:

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3. Abdul Hadi, MA., Ph.D as the Vice of director of postgraduates studies, State Islamic University of Sultan Syarif kasim Riau.
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6. Dr. Kalayo Hasibuan, M.Ed.TESOL as the supervisor I who has given me correction, suggestion, support, advice and guidance in completing this thesis.



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Dr. Bukhori. S.Pd.I. M.Pd as the supervisor II who has given me correction, suggestion, support, advice and guidance in completing this thesis.

The head and staff of the UIN Suska Riau library for their assistance in providing the literature that are needed for this research.

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My beloved parents and my beloved husband T.Muhammad Ulul Azmi who always supports this research preparation, and to all my classmate PBI 2022.

All journal websites the researcher used the file and references for this thesis.

Pekanbaru, Desember 2025

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UIN SUSKA RIAU



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DEDICATION



In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Him, the Owner of Knowledge, the Source of all light and truth, who teaches humans what they do not know, who instills patience in weariness, and sincerity in unease. There is no power and no strength except with Your help. With His grace, He has guided me along the long path of searching for meaning, and with all my limitations, I have been able to complete this work.

Blessings and peace be upon the role model for all seekers of knowledge—whose teachings are a light in the darkness of the times, whose sunnah is a compass in the journey of life—our Prophet Muhammad (peace be upon him).

I dedicate this thesis to my beloved father and mother. Your prayers pierce the skies, becoming a light during the long nights of my struggle. In my exhaustion, I find strength in your boundless love and sacrifice. This thesis is a small fruit of your unceasing affection—a place of return when the world feels strange, a source of laughter in sorrow, and hope in disappointment.

To my teachers, supervising lecturers, and the entire academic community, who, with patience and knowledge, have guided me in understanding the right way to think. Your guidance is a light in the long and steep corridors of knowledge.

To my fellow comrades-in-arms, who journeyed through time with me—with questions, tears, and laughter. You are witnesses that knowledge is not only to be learned but also to be fought for.

To my beloved alma mater, the intellectual womb that gave me a new birth as a thinking and responsible human being—may this humble work become a source of continuous reward (amal jariyah), always spreading benefit like rain falling from the sky, nourishing a parched earth

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TRANSLITERATION GUIDELINES

A. Single Consonant

The transliteration of Arabic into Indonesian letters in this manuscript is based on the Joint Decree (SKB) of the Minister of Religious Affairs and the Minister of Education and Culture of the Republic of Indonesia dated January 22, 1988, No. 158/1987 and 0534.b/U/1987, as stated in the *Guide to Arabic Transliteration* (A Guide to Arabic Transliteration), INIS Fellow, 1992.

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	'
ث	TS	غ	Gh
ف	F	ق	Q
ح	H	ك	K
خ	KH	ل	L
د	D	م	M
ذ	DZ	ن	N
ر	R	و	W
ز	Z	هـ	H
س	S	ء	'
ش	SY	ي	Y
ص	SH		
ض	DL		



B. Long Vowels and Diphthongs

In the transliteration of Arabic into Latin script, the vowel *fathah* is written as "a", *kasrah* as "i", and *dhammah* as "u". The long vowel sounds are represented as follows:

Long vowel (a) = ā, for example: قال becomes qāla

Long vowel (i) = ī, for example: قيل becomes qīla

Long vowel (u) = ū, for example: دون becomes dūna

Specifically, for the *ya' nisbat* ending, it must not be replaced with "i" but should be written as "iy" to properly reflect the *ya' nisbat* at the end. Similarly, diphthong sounds involving *waw* and *ya'* following a *fathah* are written as "aw" and "ay" respectively:

Diphthong (aw) = aw, for example: قول becomes qawlun

Diphthong (ay) = ay, for example: خير becomes khayrun

C. Ta' Marbūṭah

Ta' marbūṭah is transliterated as "t" when it appears in the middle of a sentence. However, if the *ta' marbūṭah* is located at the end of a sentence, it is transliterated as "h". For example, الرسالة للمدرسة becomes *al-risālat li al-mudarrisah*.

If it occurs in the middle of a phrase that consists of *muḍāf* and *muḍāf ilayh*, it is combined with the following word in the transliteration, for example: في رحمة الله becomes *fī raḥmatillāh*.

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D. Definite Article and Lafz al-Jalālah

The definite article “*al*” (ال) is written in lowercase letters unless it appears at the beginning of a sentence. Meanwhile, when *lafz al-jalālah* (the name of Allah) occurs in an *idāfah* (possessive construction) in the middle of a sentence, the definite article “*al*” is omitted in the transliteration.





ABSTRAK

Mawaddah Warahmah, (2025) : Keyakinan dan Praktik Guru EFL tentang Umpan Balik Korektif Lisan terhadap Kesalahan Linguistik Pembelajar Muda EFL: Studi Kasus Guru Bahasa Inggris di Sekolah Dasar Islam As-Shofa

Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengetahui keyakinan dan praktik guru bahasa inggris (English as a Foreign Language) mengenai umpan balik korektif lisan terhadap kesalahan linguistik siswa EFL usia muda di kelas. Penelitian ini menggunakan wawancara semi-terstruktur dengan dua guru bahasa Inggris di Sekolah Dasar Islam As-Shofa sebagai partisipan. Untuk mencapai tujuan penelitian, penulis menggunakan teori umpan balik korektif lisan oleh Lyster dan Ranta (1997) dan Yao (2000). Dari analisis data, ditemukan bahwa guru-guru di Sekolah Dasar Islam As-Shofa memiliki berbagai keyakinan tentang umpan balik korektif lisan: umpan balik korektif lisan penting untuk meningkatkan pengucapan siswa, umpan balik korektif harus menjaga kepercayaan diri siswa dan menghindari rasa malu, pengulangan dan metalinguistik merupakan jenis umpan balik korektif lisan yang efektif, dan pentingnya waktu dalam memberikan umpan balik korektif lisan terhadap kesalahan linguistik siswa usia muda. Keyakinan guru sangat memengaruhi praktik korektif mereka, meskipun pilihan mereka dipengaruhi oleh apa yang terjadi saat itu selama kelas. Hal ini menjadi faktor penyebab ketidaksesuaian kecil antara keyakinan guru tentang umpan balik korektif lisan dan praktik mereka di kelas. Studi ini menyimpulkan bahwa guru percaya bahwa umpan balik korektif lisan sangat penting untuk memperbaiki kesalahan linguistik siswa dan dapat berdampak pada kemampuan mereka berbicara. Lebih jauh lagi, keyakinan tersebut secara signifikan membentuk praktik mereka dalam memberikan umpan balik korektif lisan, tetapi praktik mereka juga fleksibel dan dipengaruhi oleh situasi kelas.

Keywords: kepercayaan guru, umpan balik korektif lisan, peserta didik muda, kesalahan linguistik.

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ABSTRACT

Mawaddah Warahmah,(2025) : *EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School*

This study is a qualitative study which aimed to know EFL teachers' beliefs and practice of oral corrective feedback on EFL young learners' linguistic errors in the classroom. This study used semi-structured interviews with two English teachers in As-Shofa Islamic Elementary School as the participants. In order to reach the research objectives, the writer used the theory of oral corrective feedback by Lyster and Ranta (1997) and Yao (2000). From the data analysis, it was found that teachers at As-Shofa Islamic Elementary School hold a variety of beliefs about oral corrective feedback: oral corrective feedback is important to improve students' pronunciation, corrective feedback should maintain students' confidence and avoid embarrassment, repetition and metalinguistic are effective types of oral corrective feedback, and the importance of timing in providing oral corrective feedback towards young learners' linguistic errors. The teachers' beliefs strongly inform their corrective practices, although their choices are influenced by what is happening at the moment during class. This becomes a factor of this small inconsistency between teachers' beliefs about oral corrective feedback and their practice in the classroom. The study concludes that teachers believe that oral corrective feedback is essential for correcting students' linguistic errors and can have an impact on their ability to speak. Moreover, the beliefs significantly shape their practice in giving oral corrective feedback, but their practices are also flexible and influenced by classroom situations.

Keywords: teachers' beliefs, oral corrective feedback, young learners, linguistic errors.



ملخص

مادة ورحمة (2025): معتقدات وممارسات معلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالتغذية الراجعة التصحيحية الشفوية لأخطاء اللغة لدى المتعلمين الصغار: دراسة حالة لمعلمي اللغة الإنجليزية في مدرسة الشوفا الإسلامية الابتدائية

هذه الدراسة هي دراسة نوعية تهدف إلى معرفة معتقدات وممارسات معلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالتغذية الراجعة التصحيحية الشفوية لأخطاء الطلاب اللغوية في الفصل الدراسي. استخدمت الدراسة مقابلات شبه منظمة مع اثنين من معلمي اللغة الإنجليزية في مدرسة الأشوفا الإسلامية الابتدائية. ولتحقيق أهداف البحث، اعتمد الباحث على نظرية التغذية الراجعة التصحيحية الشفوية للستر ورائتا (1997) وياو (2000). أظهر تحليل البيانات أن لدى معلمي مدرسة الأشوفا الإسلامية الابتدائية معتقدات متنوعة حول التغذية الراجعة التصحيحية الشفوية، منها: أهمية هذه التغذية لتحسين نطق الطلاب، وضرورة الحفاظ على ثقة الطلاب بأنفسهم وتجنب إحراجهم، وفعالية التكرار والتحليل اللغوي، وأهمية التوقيت في تقديمها لأخطاء الطلاب اللغوية. تؤثر معتقدات معظم المعلمين بشكل كبير على ممارساتهم التصحيحية، على الرغم من تأثير خياراتهم بما يحدث في الحصة الدراسية. يصبح هذا عاملاً من عوامل هذا التناقض البسيط بين معتقدات المعلمين حول التغذية الراجعة التصحيحية الشفوية وممارساتهم في الفصل الدراسي.

خلصت الدراسة إلى أن المعلمين يعتقدون أن التغذية الراجعة التصحيحية الشفوية ضرورية لتصحي الأخطاء اللغوية لدى الطلاب، وأنها تؤثر على قدرتهم على التحديث. علاوة على ذلك، تؤثر هذه المعتقدات بشكل كبير على ممارساتهم في تقديم التغذية الراجعة التصحيحية الشفوية، إلا أن هذه الممارسات تنتم بالمرونة وتتأثر بظروف الصف الدراسي.

الكلمات المفتاحية: معتقدات المعلمين، التغذية الراجعة التصحيحية الشفوية، المتعلمون الصغار، الأخطاء اللغوية.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English for young learners in EFL contexts has become increasingly important as English is introduced at the primary school level to provide early language input. In Indonesia, where English is not used in everyday communication, young learners depend largely on classroom lesson as their main source of language input. This situation puts teachers in a central role in the learning process, requiring them to implement instructional practices that are both linguistically effective and suitable for learners' cognitive and emotional development.

Young learners are very different from adults, in terms of the character traits, the style of learning, the style of communication, and even the way they react to someone's judgment on the mistakes they make. Young learners tend to easily have bad feelings on adults' opinions and comments about their mistakes. As a research done by Melissa Kamins & Carol Dweck (1999) which found that children who received person criticism were more likely to think they were not good at the skill they were asked to do in the case context. Moreover, they felt worse about themselves, and they were more likely to give up without fixing the problem.

In line with this, as found in (Martínez-Agudo, 2013), young learners have various emotional reactions when receiving correction from their

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teachers. It is found that most students feel satisfied with the teacher's feedback, while some feel embarrassed and a few feel angry. Besides, it needs to be understood that children in a primary level tend to bring their 'home' culture including the language they obtain and use every day. Hence, it becomes challenging since they are accustomed to speak with their mother tongue, and switch it to English only for the needs of learning process in the classroom.

Furthermore, dealing with the language learning, McGolthin (1997) argued that young learners learn languages by actively interacting with their surroundings, guided by their natural interest. In this process, children become involved by watching others communicate and by copying the language they hear. Besides, young learners keep on learning about their world, including language – from their experiences (Berk, 2005). This is a big opportunity for adults, especially teachers to give input such a correction when the young learners produce errors in their speaking.

Oroji (2014) mentioned that young learners pick up another language quickly, without having been taught formal rules. It can be said that when they speak non-target like but do not get corrections, they keep saying as the way they know since they do not know that it is incorrect. It has been noted that children acquire a second language more effectively when they receive greater exposure, as language input plays a crucial role in their learning.

Therefore, teaching English to young learners requires teachers to adopt supportive strategies that encourage them to participate in speaking

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activities where learners are more likely to make errors. Creating positive and supportive classroom environment is crucial for developing learners' confidence and willingness to communicate in English. The ways teachers respond to those 'incorrect' utterances of the students in language learning are various depending on their own belief on errors correction.

In EFL classroom settings where teacher might be the only 'English native speaker' students have exposure to – give big possibilities for the students to make errors in some aspects of language learning, especially in speaking when students produce language output during communication.

According to Chaudron in Pawlak, (2013), errors are viewed as: “(1) forms or meanings that depart from native speaker norms or conventional language rules, and (2) any other behavior that the teacher identifies as requiring improvement” Hence, it is essential that teachers respond toward the issue as one of manners to show their concern to the students. In this case, giving feedback is the thing needs to do in English Language Teaching (ELT), especially in English Communicative Language Teaching (CLT) which meaningful communication is the main goal of this classroom activity.

Making errors in language learning is a natural action from students in their process of learning. In most culture, however, errors are seen as something should be avoided. In fact, errors are not always bad, they are one of the essential aspects in language learning process. In such cases, errors appear as an evidence of learner's effort to discover the structure of the target language rather than just to transfer patterns from their native language. As it

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is stated by Corder (1967), students' 'incorrect' utterances are defined as evidence that their language learning and acquisition is in process.

On that account, Good and Brophy (2000) pointed out that in order to motivate students, teachers' feedback should be provided whether or not their response is correct. To this case, teachers are demanded to be ones who have skills and competences which are not only dealing with transferring knowledge, building students' character, motivating their interest, but also doing correction for their errors. In line with this, Harmer (2006) asked students of different nationalities in Britain school – the question "What makes a good teacher?". One of the answers mentioned that "He should be able to correct people without offending them". In this case, teacher needs to be tactful in assessing what is appropriate for a particular group of student.

Lightbown and Spada (1994) explained about interaction in the English classroom could make students get involved in the learning. This interaction allows students to empower their opportunities and wills to get in touch with the language they learn. Throughout these activities, teachers are stood to indicate students' incorrectness of language output which is technically known as corrective feedback. Corrective feedback is a type of negative feedback since it is addressed to the utterances of learners that contain a linguistic errors. As described by Pawlak (2013) that corrective feedback is indicated as teachers' responses to incorrect language forms in their learners' speech or writing which are aimed to provide them with negative evidence or with something not possible/grammatical in a language.

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Moreover, Han (2008) said that it is a general way in offering some clues, or eliciting some corrections. Simply, corrective feedback is referred to a teacher's response providing learners with evidence that something they have said or written is linguistically incorrect. This could be done orally in form of response or other conversational partners from teachers to students when their output is erroneous, *nontarget-like*, and/or not appropriate or ambiguous, namely oral corrective feedback (OCF).

Regarding this with English language instruction, it has been divided by many researchers and pedagogues that there are two categories of instruction in second and foreign language, such as meaning-focused and form-focused instructions. OCF is one type of form-focused instruction that emphasizes accuracy in pronunciation, grammar, tone of voice and other aspects of language learning (Spada & Lightbown, 1993). It is contrasted with meaning-focused instruction that emphasizes on using authentic language with errors toleration and infrequent correction by the teacher.

According to Long (1991), it is key aspect of corrective feedback to be effective in supporting language learning because the form-focused instruction helps students to understand the relationship between a particular linguistic form and its corresponding meaning in context. Furthermore, Spada, in her 1997 review of research, concluded that learners benefited most from form-focused instruction operationalized as a combination of metalinguistic teaching and corrective feedback, provided within an overall context of communicative practice. In other words, corrective feedback can

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assist students in making corrections to their speech and generating understandable output since they face a communication issue, make an error, and then receive feedback.

Students' incorrectness output requires teachers to do feedback for correction, which could help students to notice the gap between the target language and their language development, with an expectation that their knowledge of English is improved after getting the correction.

Apart from the importance of doing corrective feedback to students, controversy regarding with OCF centers on the number of issue such as: (1) whether OCF contributes to L2 acquisition, (2) which errors to correct, (3) who should do the correcting (the teacher or the learner him/herself), (4) which type of OCF is the most effective, and (5) what is the best timing for OCF (immediate or delayed). In line with this, (Hedge, 2000; Willis, 2007; and Harmer, 2008) have argued that teachers should not interfere students when they try to communicate. They suggest on delaying the correction until the communicative task is over. On the other hand, Doughty (2001) and Doughty and Long (2003) have argued that corrective feedback have to be provided immediately after the learners erroneous utterance.

Moreover, in the Indonesian cultural context, being corrected for mistakes or errors, especially in classrooms, is often viewed as uncomfortable or even uncultured. According to Suprayitno, Head of the Research and Development and Bookkeeping Agency of the Ministry of Education and Culture, the practice of providing feedback has not yet been widely adopted

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in teaching and learning (ANTARA, 2021). He also noted that many students reported receiving teacher feedback in only 30 to 55 percent of lessons.

Unlike the Indonesian context, research conducted in several Western settings has shown that students tend to hold more positive attitudes toward corrective feedback from teachers. Schulz (2001) investigated the perceptions of foreign language students and teachers in Colombia and the United States regarding explicit grammar instruction and corrective feedback, and found that most students preferred to receive correction during class, valued feedback on their written work, and expected to be corrected when making spoken errors. Similarly, Roothoof and Breeze's (2016) study in Spain reported that the majority of EFL students wished to receive corrective feedback consistently during classroom interaction.

In many EFL settings, Zheng and Borg (2014) stated that language teachers commonly face a range of contextual challenges, including a rigid school curriculum, an exam-oriented culture, limited institutional support, or even someone's religion, which may widen the gap between their teaching belief as well as their practice, and prevent their further progress.

From a religion perspective, Islam for instance, teaching is regarded as a noble responsibility that requires wisdom, patience, and compassion in guiding students. Teachers' beliefs about correcting students' errors should be grounded in the principle of educating with kindness and respect, as emphasized in the Qur'an: *"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best"* (Qur'an,

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16:125). This principle implies that corrective feedback, including oral correction, should be delivered gently and constructively so as not to harm students' dignity or confidence.

The Prophet Muhammad (peace be upon him) also demonstrated an indirect and respectful approach to correction, often addressing mistakes without naming or embarrassing individuals, as reflected in his saying: "*Why do some people do such-and-such?*" (Hadith narrated by al-Bukhari). This method aligns closely with implicit forms of oral corrective feedback, such as recasts, which correct errors while preserving learners' self-esteem. Islamic educational scholars further emphasize that effective teaching should nurture both knowledge (*'ilm*) and character (*akhlaq*), suggesting that teachers' practices should reflect their beliefs in fostering a supportive and morally sound learning environment (Al-Ghazali, *Ihya' 'Ulum al-Din*). Therefore, within an Islamic framework, teachers' beliefs and practices in providing oral corrective feedback should aim not only to improve linguistic accuracy but also to uphold learners' emotional well-being and moral development.

Therefore, considering the positive roles of teachers' oral corrective feedback in the classroom, the ongoing debates surrounding its use, its implementation with EFL young learners, cultural differences in receiving feedback in Indonesia, and the growing body of research conducted in other EFL contexts, a comprehensive study is needed to explore how these beliefs are enacted in classroom practice, and identify factors contributing to any inconsistencies between beliefs and practices, thereby providing insights for

more effective and contextually appropriate feedback in EFL young learner classrooms.

A. Identification of Problem

The problems addressed in this research were considering the positive roles OCF have in English language teaching which become helpful and essential for the language development of EFL students, especially EFL young learners, - added with a controversy, on the other hand, regarding with the application of it. As it is mentioned earlier about some key issues appeared in language learning about providing corrective feedback in EFL classrooms are dealing with the following questions such as should students errors be corrected? If so, when should they be corrected? Which students' errors should be corrected? How should students' errors be corrected? and Who should correct students' errors?.

These cases need to be considered by the teacher in providing corrective feedback since there are types of the OCF and kinds of students in the classroom who perceive feedback differently. It is to make students show positive attitude towards the teacher's OCF and the strategies used will be efficiently achieved. As stated by Arnold & Brown, (1999) that when the errors are over-corrected by their teachers, it will seriously affect the students' confidence that could lead to anxiety. On the other hand, too much positive cognitive feedback such praise to students reinforces the learner's errors which can eventually cause persistence and fossilization. Therefore, it

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becomes a challenging task since many elements come together and inter-connected.

Regarding with to whom the corrective feedback addresses to in this research - is closely related to the age of the students. Age is a very significant factor in language learning. One important point teachers need to consider is that young learners acquire new languages differently from older learners. Young children respond better to playful and interactive learning, whereas adult learners are more suited to abstract and analytical learning. In addition, young learners have shorter attention spans and often lose interest after a brief period of time.

In this case, the researcher only focus on teachers' beliefs about oral corrective feedback, their actual classroom practices in providing such feedback, and the factors that may lead to inconsistencies between beliefs and practices as reflected through interviews and classroom observations in EFL elementary school classrooms.

B. Limitation of the Study

There are types of corrective feedback in English language teaching and learning, such as implicit, explicit, written, and oral corrective feedback. Corrective feedback is given to the students as teachers' way in examining their language errors in terms of their productive skills. Hence, it is used on students' writing and speaking activities. This study focused on students' linguistic errors in their speaking class. Furthermore, in terms of the factors influenced in giving corrective feedback to the students, the teachers' beliefs

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and practices are two of the factors which were discussed in this study. At the end, this study focused on investigating what are the teachers' beliefs on oral corrective feedback on students' linguistic errors in English classroom, how is the reflection of the teachers' beliefs with their practice in giving oral corrective feedback, and what are the factors that lead to (if any) inconsistency between teachers' belief and their practice of oral corrective feedback in the classroom.

C. Formulation of Problem

This study seeks to address the following questions:

- a. What are teachers' belief about oral corrective feedback on EFL young learners' linguistic errors in English classroom ?
- b. How are the reflections of teachers' belief with their practice in giving oral corrective feedback?
- c. What are the factors that lead to (if any) inconsistency between teachers' belief and their practice of oral corrective feedback in the classroom?

D. Purposes of the Study

The purpose of this study is to explore the teachers' beliefs and practices of oral corrective feedback on students' spoken linguistic errors. Specifically, this study was conducted to meet the following objectives:

- a. To explain about teachers' belief on oral corrective feedback on EFL young learner's linguistic errors in English classroom

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- b. To describe the reflection of teacher's belief with their practice in giving oral corrective feedback
- c. To explain the factors that lead to (if any) inconsistency between teachers' belief and their practice of oral corrective feedback in the classroom

E. Significance of the Research

Theoretically, this research is useful to contribute ideas and fill in the gaps of knowledge development in the field of Oral Corrective Feedback (OCF), especially related on teacher's belief and how they practice the OCF on young learners' linguistic errors which is essential to be corrected. By highlighting the role of teachers' beliefs and situational decision-making, this research adds to theoretical discussions on how corrective feedback operates within real educational contexts rather than idealized instructional conditions.

Practically, this research provides a useful reference for EFL teachers by offering insights into effective ways of delivering oral corrective feedback to support young learners' language development. By examining the relationship between teachers' beliefs and classroom practices, the study helps teachers become more aware of how real classroom conditions influence their instructional decisions. The findings encourage teachers to reflect on their feedback practices, adopt more supportive and flexible strategies, and create a positive learning environment that promotes active student participation. In addition, the study offers empirical evidence on the implementation of oral corrective feedback in EFL classrooms, which may

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inform professional development programs and instructional guidelines. The results also provide valuable implications for school leaders and policymakers in designing teacher training and curriculum policies that support effective feedback practices. Finally, this study contributes to the existing literature by offering empirical insights that can serve as a reference for future research on oral corrective feedback across different educational contexts.

F. Definition of the Term Used

This section will discuss the theoretical aspects related to several key words in this research: teachers' beliefs, teachers' beliefs and practices, oral corrective feedback, linguistic errors and EFL classroom.

- a. Teachers' beliefs refer to the background of teachers' decision making and classroom action, which involve both subjective and objective aspects. (Richards & Lockhart, 1994). It can be said that teachers' belief refer to the personal values, views, and understandings that teachers hold about teaching, learning, and students, which guide their classroom decision-making and behavior. These beliefs are shaped by teachers' prior learning experiences, professional training, and classroom contexts, and they influence how teachers interpret curriculum, choose teaching strategies, and respond to students' needs.

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- b. Teachers' beliefs and practices are related to the actions and strategies of teachers which are influenced by their beliefs about teaching and learning process. (Stuart & Thurlow, 2000). In other words, teachers' beliefs and practices refer to the close connection between teachers' views or values about teaching and learning – and these beliefs are enacted through their students, classrooms, and pedagogical strategies. Teachers' beliefs shape how they interpret curriculum and learners' needs, while teachers' practices reflect how these beliefs are implemented in real classroom contexts, influenced by realities, school policies, and student characteristics.
- c. Oral Corrective Feedback is defined as “the reactions given by teachers or other interlocutors to learners when their spoken output contains errors, deviates from the target language, or is unclear or inappropriate. These responses, delivered orally and either implicitly or explicitly, signal to learners that there is a problem with their utterance.”. (Oliver, R., & Adams, R., 2021). It can be said that oral corrective feedback is the responses to students' oral errors during communication to help them recognize and correct linguistic inaccuracies.
- d. Linguistic errors are any behaviors that the instructor signals as in need of correction, including language forms or contents that vary from facts or standards applicable to native speakers. (Allwright & Bailey, 1991). In

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short, linguistic errors are mistakes in language use, such as grammar, pronunciation, or word choice, made by learners when using a language.

- e. EFL young learners according to Nunan (2011) refers as "young learners are from around three years old of ages to fifteen". In addition, Phillips (2003) states that "young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age." Furthermore, Linse (2006) also states that young learners are children between the ages of 5-12. In this study, EFL young learners are defined as primary school students who are learning English in a non-English-speaking environment and are still developing their language learning and cognitive abilities.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teachers Belief and Practice

The concept of beliefs has been represented through multiple terms, such as views, perceptions, conceptions, personal theories, and attitudes, each emphasizing different aspects of meaning (Pajares, 1992). Thompson (1992) favored the term conceptions, suggesting that it included beliefs, meanings, concepts, propositions, rules, mental representations, and preferences included within a generalized mental framework. Whilst Borg (2003) conceptualized beliefs as one of the subjective components of teaching encompassed by teacher cognition. Besides, Speer (2005) provided the definition used in this study, which states that beliefs are ideas, personal ideologies, worldviews, and values that influence behavior and guide knowledge. This definition covers a more comprehensive view of beliefs that permits discussion in a variety of settings and circumstances.

According to Raymond (1997), a belief is a personal evaluation based on experiences. In line with this, Cabaroglu & Roberts (2000) stated that beliefs are conceptual representations that serve as indicators of reality, truth, or reliability for the individual holding them, allowing

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them to rely on them as a framework for their own ideas and actions. Peacock (2001), beliefs are subjectively held judgments, presumptions, or theorems about the universe that one feels are true. Earlier, Huang (1997) defined beliefs as the pre-existing assumptions that language learners hold about the process of learning a language.

Teachers' Belief in EFL Context

Kunt (1997) and Wang (1996) used the terms “opinions,” “ideas,” and “views” to refer to what are considered beliefs. Beliefs are perceptions and judgments we have about the people and things in our lives. These subjective opinions are derived from rational thought or observation (Khader, 2012). Furthermore, Ford (1994) defined beliefs as a group of concepts that individuals develop as a result of their experiences and the conceptual overlap that occurs throughout learning.

Teachers' beliefs are a key factor influencing instructional decision-making and classroom practices in EFL contexts. These beliefs are generally defined as teachers' personal assumptions, values, and conceptions about teaching and learning that shape how they interpret curricular goals, address learners' needs, and select instructional approaches (Pajares, 1992; Borg, 2003). In EFL classrooms, where opportunities for exposure to the target language beyond school are limited, teachers' beliefs have an especially strong impact on pedagogical choices, including patterns of classroom interaction and the use of

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feedback (Richards & Lockhart, 1994; Borg, 2006). Studies suggest that such beliefs develop from teachers' previous learning experiences, professional education, and contextual influences such as institutional requirements and learner-related factors (Richardson, 1996; Calderhead, 1996).

More recent research supports this view; for instance, Rahimi and Zhang (2015) demonstrated that teachers' beliefs about corrective feedback shaped both the frequency and types of feedback they provided, while Üstün and Uztosun (2020) emphasized the mediating role of curriculum demands and classroom conditions in translating beliefs into practice. Similarly, Lee (2021) found that teachers' beliefs about communicative language teaching affected their use of interactive oral activities. Collectively, these studies highlight the importance of examining teachers' beliefs to better understand instructional practices in EFL classrooms, particularly in relation to oral corrective feedback.

The Significance of Teachers' Belief

(Ajzen, 1988; Fishbein & Ajzen, 1975) stated that beliefs play an important role in every field related to human behavior and learning. Zheng (2009) remarked that understanding teachers' beliefs plays a crucial role in understanding their cognitive processes, pedagogical approaches, and teaching methodology. A key component of teacher education is teacher beliefs, which are intended to support educators in

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refining their ideas and values. In line with this, According to Li (2012), beliefs play a crucial part in teaching languages. They aid individuals in understanding the world, influencing the perception and acceptance of new knowledge. Beliefs influence how we interpret experiences and represent memories. In other words, teachers can design syllabus and improve their teaching methods by taking these beliefs into consideration and recognizing how they affect language learning and teaching, learners' expectations, and strategies.

The way teachers prepare their lessons, make decisions, and conduct themselves in the classroom is more influenced by their beliefs than by their knowledge. Teachers' actual behavior toward their students is shown by what they believe. Teachers will be able to make the right behavioral and educational decisions if they are able to assess their students' ability (Li, 2012; Pajares, 1992). Teachers' beliefs are fundamental in influencing classroom practices as well as professional development. Harste and Burke (1977) and Kuzborska (2011) said that based on teachers' beliefs about language acquisition and teaching, they make decisions about how to teach in the classroom. They emphasized that teachers' beliefs have a great impact on their aims, procedures, their roles, and their students. Teachers' attitudes on language acquisition, according to Richards and Rodgers (2001), have given them a unique approach to teaching languages.

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Classroom practices and decisions made by teachers in the classroom are heavily influenced by their beliefs. As stated by Nation and Macalister (2010) and Amiryousefi (2015) that what teachers do is identified by their beliefs. Similarly, Williams and Burden (1997) argued that teachers' attitudes toward language acquisition will influence their lessons more than an instructed approach. Furthermore, Kagan (1992) argued that teachers' methods reveal their attitudes on teaching and acquiring languages.

The Source of Teachers' Belief

Kindsvatter, Willen, and Ishler (1988) as well as Abdi and Asadi (2011) state that the following are the sources of teachers' beliefs: 1). Teachers' experience as language learners It is widely acknowledged that teachers' prior experiences as learners, including how they were taught, play an important role in shaping their beliefs about teaching.. 2). Experiences from teaching. Teaching experience is the primary source of teachers' beliefs, as their perceptions of a particular method may be influenced by how that method is applied. 3). Teachers' personality. Some teachers prefer a specific approach because it aligns with their personality. 4). Education-based or research-based principles. Learning the theories of second language acquisition research, as well as educational or psychological schools of thought, can all influence teachers' beliefs.

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According to Zhou Guotao and Liu Xiaoming (1997) and Li (2012), teachers' beliefs are formed during the teaching process and represent teachers' subjective knowledge of educational phenomena, especially in relation to their teaching competence and their learners. According to Xin Tao and Shen Juliang (1999) and Li (2012), Social history and culture are the sources of teachers' beliefs. Li (2012) emphasized that teachers' beliefs arise from their experiences and evolve through different processes of personal and professional self-construction. It is stated that teachers' attitudes are greatly influenced by social and cultural factors. They argue that accepting culture shapes these ideas.

Richardson (1996) identified three primary sources of teachers' beliefs: personal experiences, instructional experiences, and experiences with formal knowledge. Cultural and religious practices of teaching and learning are related, as Kukari (2004) showed. These practices shape teachers' understandings of teaching and learning prior to their formal preparation as teachers.

According to Knowles (1992), teachers' beliefs are formed throughout their life and are influenced by a variety of events, experiences, and other people in their lives. McGillicuddy-De Lisi and Subramanian (1996) declared that some beliefs are taken from culture. Some are formed by experiences adjusted by culture. Teachers' beliefs derive from four sources. They are content knowledge, educational materials, formal teacher education, and experience (Shulman, 1987).



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According to Richards and Lockhart (1994), beliefs are not exclusively derived from prior teaching or learning experiences. Belief formation involves some more sources. These include established practices, the personality traits of teachers, educational concepts, evidence based on research, and principles that came from a technique. Mansour (2008) distinguishes between two types of experiences: formal and informal. The formal education that teachers have completed, whether at the school or university level, indicates their formal experience. In this context, Zeichner (1980) argued that both formal and informal experiences are "socialization influences," claiming that teachers' beliefs were more influenced by their classroom instruction than by their formal university education.

Teachers' Belief and Practice in the Classroom

Teachers' belief which is defined as their implicit and explicit assumption - have relevance with their professional and instructional practices that may include about the interactions with students and the learning processes. Numerous academics in the field of teacher education have been interested in the complex relationships between teachers' beliefs and practices in the classroom (Fang, 1996). The idea that teachers' attitudes and practices are consistent is supported by several research findings. The results showed that teachers' educational ideas influence how they instruct students. Smith (1996) and Savasci-Acikalin,

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(2009) also found that teachers' beliefs had a significant influence on how they created lesson plans, instructional tasks, and instruction. Furthermore, Yero (2002) stated that one of the factors influence teachers and pre-service teachers' performance in teaching is their beliefs.

She states,

When teachers perceive a program as grounded in sound principles and aligned with their own beliefs, they are more likely to recognize its effectiveness. Conversely, if they regard the program as unproductive, they tend to focus on evidence that reinforces this perception. (P. 24)

They discovered that the majority of the teachers' opinions about teaching reading comprehension were put into practice. According to Stuart and Thurlow (2000), pre-service teachers' classroom practices appear to be impacted by their prior learning experiences as well as their ideas about the teaching and learning processes. Furthermore, 30 NNS English teacher beliefs and practices during literacy education were examined by Johnson (1992). The main focus of the study was how much the NNS teachers adhered to pedagogical ideas in ESL settings and how their conduct reflected those beliefs. He found that the educational views of ESL teachers aligned with their practice.

Nonetheless, several studies also reveal discrepancies between the attitudes and practices of educators. The majority of the studies focuses on reading instruction. Kinzer (1988), for instance, discovered that while pre-service and in-service teachers share similar views on the theoretical



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orientation of teaching reading and the development of reading abilities, inservice teachers' practices typically diverge from their beliefs in comparison to preservice teachers. Issues pertaining to reading instruction are interpreted differently by in-service instructors. They act in ways that are typically inconsistent with their beliefs because of these disparate interpretations of the same situations. Although they all shared the same beliefs on teaching reading, Readence et al.'s (1991) study found significant differences in teachers' instructional practices, which supported Kinzer's (1988) findings.

Technology utilization is essential for teaching and learning in the twenty-first century. Despite the fact that this implied necessity frequently becomes a challenge to overcome, educators acknowledge the importance of technology in the classroom (O'Neal et al., 2017). The stability, convenience, and interactivity of technological gadgets can influence teachers' beliefs and how they use technology in the classroom. These factors are then related to how beneficial and simple the technology is seen to be in teaching and learning (Leem & Sung, 2019). Although teachers may have positive beliefs about technology overall, they may nevertheless find it difficult to implement instructional technology for a variety of reasons, such as facilities, policies, and direction (Jones, 2017). However, an empirical study by Fauzi et al. (2017) examined the connections between teachers' beliefs on video use, teaching and learning, and English. Their research revealed no differences between the opinions

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of teachers and their methods when it came to using videos to teach English.

1. Oral Corrective Feedback (OCF) and Linguistic Errors

Oral Corrective Feedback (OCF)

Chaudron's idea in (1977) is one of the earliest idea about corrective feedback that said, "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance" (p. 31). Corrective feedback can be given in a classroom environment by language teachers or other students, or it can be given in a naturalistic situation by native speakers or other non-native speakers. As a result, corrective feedback is usually described to as a teacher's reactive action that encourages students to pay attention to the grammatical correctness of what they have said or written. Therefore, corrective feedback is sometimes described as a teacher's proactive response to a student's failure to use proper grammar in a statement or piece of writing.

Corrective feedback may be delivered orally, such as teachers' responses to learners' spoken errors, or in written form, including teachers' comments on students' written work. Ellis (2009) notes that both oral and written corrective feedback contribute positively to learners' language development. Supporting this view, Hernandez and Reyes (2012) reported that 80% of respondents acknowledged the importance of



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corrective feedback for improving fluency and accuracy, and that the majority of instructors agreed on the necessity of providing oral corrective feedback in classroom instruction.

Oral corrective feedback (*hereafter abbreviated : OCF*) is defined as a teacher's direct corrective movement responding to students' errors in an oral mode. According to Lightbown & Spada (1999), oral corrective feedback was elaborated as the act of "indicating to the learners that their use of the target language is incorrect" (p. 171).

Years before, in 1994, they stated about two ways in conducting the corrective feedback, such as: (1) explicit corrective feedback that is the teacher interrupts student's utterance by providing metalinguistic explanation, and (2) implicit corrective feedback that is the teacher interrupts student's utterance by providing some language inputs with no metalinguistic explanation. These kinds of feedback might be found during the English classroom communicative activities.

Corrective feedback, according to Ellis (2006:23), is the reaction offered to students for their learning errors. When a student receives corrective feedback, it means that their use of the target language is incorrect. The majority of students who receive corrective feedback in the middle of their speech will find it difficult to continue after their ideas are interrupted; worse, they will feel anxious, which may cause them to speak very cautiously going forward, which will result in them not speaking as



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fluently as they could. Therefore, it is important for teachers to take the student into consideration when providing feedback.

According to Gibbs and Simpson (2004), corrective feedback plays a significant role in learning by enhancing learners' understanding through explanation, promoting further learning by recommending specific follow-up tasks, and supporting the development of general skills by focusing on skill application rather than content alone. In addition, corrective feedback encourages metacognitive awareness by prompting students to reflect on their learning processes and serves as a motivational factor that sustains students' engagement in learning.

Annie (2011) defines oral corrective feedback as teachers' verbal responses to learners' errors during speaking performance. This type of feedback commonly addresses aspects such as pronunciation, vocabulary, language patterns, communication skills, ideas, and organization. In essence, oral corrective feedback refers to spoken responses provided by teachers or peers to signal that a learner's use of the target language contains errors.

Oral corrective feedback has benefits and drawbacks that vary based on how it is used and perceived, as can be seen from the definitions given above. Teachers who typically deliver oral remedial comments should therefore think twice before doing so. However, teachers shouldn't overlook their students' errors for too long because it might become outdated when other students accept them as correct utterances to

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learn. But the teacher should refrain from providing too much feedback, as this can hinder children' language development.

1) Types of Oral Corrective Feedback

There are six types of OCF proposed by Lyster and Ranta (1997), such as recasts, explicit correction, elicitation, clarification requests, metalinguistic clues, and repetition. Years later, Yao (2000) added body language as another strategy. He said that either a facial expression or a body movement such as a frown, head shaking, or finger signaling “no” can be used as a corrector to respond for the incorrect utterances of the students. Both theories by (Lyster and Ranta, 1997) and (Yao, 2000) are used as the theoretical framework for the oral corrective feedback discussed in this research. The illustration and detailed information about the OCF types are described below:

a) Recasts

The teacher implicitly corrects the learner by reformulating the erroneous utterance without explicitly indicating that an error has occurred. Most of the time, they are not introduced by phrases such as, “You mean,” “Use this word,” and “You should say.”

Example:

S: How many people in your picture?

T: How many people are there in my picture? Er, three people.

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Recasts can be partial (i.e., only part of the learner's erroneous utterance is reformulated) or whole (i.e., the learner's complete utterance is reformulated). They can also be 'didactic' or 'conversational'. Recast is related to its being noticeable or not as Lyster (1998) and Panova & Lyster (2002) stated that recasts usually pass unnoticed by the learners and hence are not facilitative for interlanguage development.

On the other hand, the significance and efficacy of recasts in EFL studies are highlighted by a number of theoretical reasons (Long, 2006; Saxton, 2005). According to (Doughty, 2001), recasts are responsive so they highlight a particular aspect that draws students' attention and motivation. Besides, it is stated that recasts are more useful and successful than explicit corrective feedback because of their reactive character, which does not obstruct communication. Drawing on Saxton (1997), they argue that recasts provide learners with opportunities to juxtapose the incorrect forms with the correct forms and hence be a model and a contrast with the learners' non-target-like utterance.

b) Explicit Correction

A pedagogical move that clearly signals to the students that what they said was incorrect and that also provides the correct form. This treatment often accompanies phrases such as 'no', 'It's not X but Y', 'You should say X', 'We say X not Y'.

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Example:

S: I'm late yesterday.

T: You should say 'I was late', not 'I'm late'. OR . No, not I am – I was.

Explicit errors correction is characterized by an overt and clear indication of the existence of an errors and the provision of the target-like reformulation. Its communicatively intrusive nature amplifies the provision of both negative and positive evidence, potentially aiding learners in noticing the gap between their interlanguage and the target-like form. However, in providing the target-like reformulation, explicit errors correction reduces the need for the learner to produce a modified response.

Thus, explicit errors correction, because it supplies the learner with both positive and negative evidence, facilitates one type of processing, the noticing of an interlanguage/target language difference, but reduces another type of processing, the modified production of an interlanguage form to a more target-like form.

c) Metalinguistic Feedback

This contains either comments, information, or questions related to the 'well-formedness' of the students' utterance, without explicitly providing the correct form. The teacher provides a metalinguistic comment but withholds the correct form as a way of prompting the learner to self-correct the errors.

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Example:

S: Fox was clever.

T: The fox was clever. You should use the definite article ‘the’ because fox has been mentioned.

Despite its name, however, Lyster and Ranta (1997) explain that metalinguistic feedback need not contain metalanguage. That is to say, though it is indeed possible, even likely, for metalinguistic feedback to contain metalanguage, the inclusion of metalanguage is not the defining characteristic of metalinguistic feedback. Instead, the defining characteristic of metalinguistic feedback is its encoding of evaluations or commentary regarding the non target-like nature of the learner's utterance. By encoding direct reference to the existence of an errors or to the nature of the errors, metalinguistic feedback supplies the language learner with negative evidence regarding the target form.

d) Clarification Request

Signals that something is wrong with the learner's utterance by saying ‘sorry?’, ‘Pardon me?’, or ‘I don’t understand what you just said’.

Example:

S: Why does he taking the flowers?

T: Sorry?

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The clarification request which Lyster and Ranta (1997, p.47) define as "a feedback type that can refer to problems in either comprehension, accuracy, or both" shares its name with a discourse move used to indicate that a misunderstanding in meaning has occurred. The commonplace function of clarification requests as a discourse move in conversation makes this kind of corrective feedback the least communicatively obtrusive and, therefore, perhaps the most implicit.

At their most minimal, clarification requests provide the learner with almost no information concerning the type or location of the errors. Thus, clarification requests, unlike explicit errors correction, recasts, and translations, can be more consistently relied upon to generate modified output from learners.

e) Repetition

Repeats the student's errors utterance either in its entirety or partially while highlighting the errors or mistake by means of emphatic stress.

Example:

S: Mrs. Jones travel a lot last year.

T: Mrs. Jones TRAVEL a lot last year?

In face-to-face classroom contexts, repetition, as the name suggests, is a teacher's or interlocutor's repetition "of the ill-formed

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part of the student's utterance, usually with a change in intonation" (Panova & Lyster, 2002, p.584). In the example above, the teacher repeats the student's utterance using rising intonation (here represented with a question mark), indicating a need to reevaluate some element of the lexical item, in this case the gender.

f) Elicitation

Refers to a repetition of the learner's utterance up to the point where the errors occurs as a way of encouraging self-correction by giving a pause.

Example:

S: Once upon a time, there lives a poor girl named Cinderella.

T: Once upon a time, there. . .

According to Panova and Lyster (2002), "elicitation is a correction technique that prompts the learner to self-correct" and may be accomplished in one of three ways during face-to-face interaction, such as: (1) through requests for reformulation of an ill-formed utterance (e.g. Say that again? or did you say that right?), (2) through the use of open questions (e.g. How do we say X in French?), and (3) through the use of strategic pauses to allow a learner to complete an utterance.

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g) Metalinguistic clue

This feedback differs from (3) above in that the teacher provides a metalinguistic comment but withholds the correct form as a way of prompting the learner to self-correct the errors.

Example:

S: He kiss her mom.

T: You need past tense.

h) Body language

Facial expression and body language are used as the tool to signal students that their utterances are incorrect.

Example:

S: She doesn't can swim.

T: Mmm. (T. Shakes her head= no).

For optimal outcomes, feedback needs to fulfill four requirements, according to Guinness, Detrich, Keyworth, and States (2020): (1) it must be objective, dependable, measurable, and specific; (2) it must offer information about what was done well, what needs improvement, and how to improve; (3) it must be given frequently and right after performance; and (4) it must be about performance rather than personal traits. Teachers are also advised by Harmer (2006, p.108) to refrain from interrupting students when they are working on so-called fluency-oriented tasks unless "gentle correction" is employed.



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2) Sources of Oral Corrective Feedback

Feedback has been classified into three types in terms of its source, that is from teacher or teacher feedback, peer feedback, and also self – assessment. Teacher feedback can be considered the most commonly preferred feedback type, as the teacher is the richest source of the target content in the classroom (Tasdemir & Arslan, 2018). Other than that, peer feedback is the process when learners participate in conversations concerning their performance (Carless, 2006). It means that learners give each other feedback by commenting on their work. Meanwhile self – assessment is when the learners do a reflection and give values on their own work.

Brown (2004) proposed some possible ways in giving feedback to the students in the classroom, such as giving a letter grade or a total score, putting comments on marginal comments for listening and reading sections, giving scores for each element being rated in writing section, and providing oral corrective feedback for oral interview activity. However, not all of the feedbacks become washback which serves an effect on teaching and learning. He stated that putting comments on marginal comments, giving scores for each element being rated, and providing oral corrective feedback represent the kind of response a teacher can give (including stimulating a student self-assessment) that approaches maximum washback.



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Moreover, (Harding et al., 2016) stated that good feedback aids students in their learning success by identifying the gaps between students' performance and teachers' expectation, as well as giving input to close the gap. Regarding with the classroom settings where corrective feedback provided, some aspects such as the time, the types and the participants in the corrective feedback interaction – have possibility to be observed.

Oral Corrective Feedback and Written Corrective Feedback

Studies on corrective feedback in second language acquisition emphasize both the distinctions and complementary roles of oral and written feedback. Oral corrective feedback is generally provided during spoken interaction, enabling immediate responses to learners' oral errors and allowing attention to linguistic form within communicative activities (Lyster & Saito, 2010). Written corrective feedback, on the other hand, is typically given after the completion of written tasks and is visual and delayed in nature, which allows learners time to process, review, and reflect on the feedback (System, 2019).

Findings from meta-analyses and quasi-experimental research indicate that both oral and written corrective feedback contribute to improvements in language accuracy; however, their effectiveness is often influenced more by the level of explicitness than by the

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feedback mode itself (Studies in Second Language Acquisition, 2010). While the immediacy of oral feedback facilitates its incorporation into subsequent spoken production, the lasting nature of written feedback supports deeper reflection and detailed error analysis (System, 2019). Therefore, many scholars recommend integrating both oral and written corrective feedback, as each fulfills different instructional purposes and supports distinct aspects of language learning.

Linguistic Errors

Applied linguistic researchers typically differentiate between two categories of errors: competence errors and performance errors. Performance errors refer to mistakes that occur when learners are tired, distracted, or under time pressure. These errors are generally minor and can usually be corrected easily by the learners themselves. In contrast, competence errors are more serious because they indicate gaps in learners' underlying language knowledge.

Accordingly, researchers such as Gefen (1979) differentiate between mistakes, which result from temporary lapses in performance, and errors, which stem from insufficient linguistic competence. According to Chaudron in Pawlak, (2013), errors are viewed as: (1) form or content of linguistic that is different from norms or facts of native speaker, and (2) any other behavior which is indicated by the teacher as needing improvement.

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In addition, Allwright and Bailey (1991) stated that errors are any behaviors that the teacher signals as in need of correction, including language forms or contents that vary from facts or standards applicable to native speakers. Far from being a problem to be resolved, errors are, as Selinker (1969) indicated three significant things which one of them is that errors are important since it shows how students develop in their process of learning.

In language learning, researchers distinguish between *errors* and *mistakes*, especially when teaching young learners. Errors refer to recurring language problems that indicate young learners have not yet mastered certain English rules, while mistakes are temporary slips that may occur even when learners understand the correct form, often due to limited attention, nervousness, or classroom pressure (Corder, 1967; Brown, 2007).

Young learners are more likely to make mistakes during speaking activities as they experiment with new language. This distinction is important for teachers because not all spoken problems require immediate correction. Errors may need instructional support, whereas mistakes can often be resolved naturally as learners gain more practice and exposure to the language (Ellis, 1994). Understanding this difference helps teachers provide oral corrective feedback in a supportive way that maintains learners' confidence.

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Given that English exposure outside the classroom is limited in Indonesia, young learners frequently experiment with new vocabulary and pronunciation during speaking activities, which can result in both errors and mistakes. Recognizing this distinction helps teachers decide which linguistic problems require oral corrective feedback and which can be ignored to maintain learners' confidence. This approach supports a more sensitive and effective use of oral corrective feedback that aligns with the cognitive and emotional characteristics of Indonesian young learners (Ellis, 1994).

1) Types of Linguistic Errors

An early idea by Burt and Kiparsky (1974) differentiate the types of errors someone might produce during a communication, which are local errors and global errors. Local errors are minor inaccuracies that do not prevent communication or understanding of an utterance's meaning. In contrast, global errors are more serious because they interfere with communication and obscure the intended meaning. Local errors typically involve grammatical features such as noun and verb inflections, as well as the use of articles, prepositions, and auxiliary verbs, whereas global errors often result from incorrect word order within a sentence.

Finally, errors in language learning can occur across all linguistic components, including phonology, morphology, lexis, and syntax. The

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coding schemes of this type of errors are proposed by Mackey, Gass and McDonough (2000) and Nishita (2004) in Yoshida, R. (2011) :

- *Morphosyntactic errors*: Learners incorrectness occurs in using items such as word order, tense, conjugation and particles.
- *Phonological errors*: indicates learners' mispronounce of vocabulary.
- *Lexical errors*: Because of their lack of lexical knowledge, learners use words inaccurately or do code-switching to their first language.
- *Semantic and pragmatic errors*: Even though there are no grammatical, lexical, or phonological problems, a learner's speech is misunderstood or misinterpreted.

Accordingly, Touchie (1986) identified two primary reasons why EFL students make errors when speaking. The first source, known as interlingual mistakes, results from the first language's interference. Then the second source is referred to as intralingual and developmental factors which are due to the difficulty of the second/target language. The following are examples of intralingual and developmental factors:

1. **Simplification**: Learners often choose simple forms and constructions instead of more complex ones. An example of

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simplification might involve the use of simple present instead of the present perfect continuous.

2. Overgeneralization: This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of *comed* and *goed* as the past tense forms of *come* and *go* and the omission of the third person singular *s* under the heavy pressure of all other endless forms as in *he go*. It should be noted that simplification and overgeneralization are used by learners in order to reduce their linguistic burden.
3. Hypercorrection: Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms. Stenson (1978) calls this type of errors "induced errors." For example, the teacher's insistence that Arab ESL learners produce the phoneme /p/ correctly prompts them to always produce /p/ where the phoneme /b/ is required. Thus Arab ESL learners say *pird* and *pattle* instead of *bird* and *battle*.
4. Faulty teaching: Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. Also, it is interesting to note that some teachers are even influenced by their pupils' errors in the course of long teaching.

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5. Fossilization: Some errors, specially errors in pronunciation, persist for long periods and become quite difficult to get rid of. Examples of fossilized errors in Arab ESL learners are the lack of distinction between /p/ and /b/ in English and the insertion of the resumptive pronoun in English relative clauses produced by these learners.
6. Avoidance: Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures.
7. Inadequate learning: This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular s as in: He want.
8. False concepts hypothesized: Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that *is* is the marker of the present tense. So, they produce: *He is talk to the teacher*. Similarly, they think that *was* is the past tense marker. Hence they say: *It was happened last night*.

In some extent and circumstances, some types of errors sometimes consider as things that can be neglected, or in other words, only the 'crucial' types are corrected. That is, there are errors that probably do not prevent comprehension between the teacher and the learner, but they are errors that in a real world setting might affect communication with other

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speakers, especially those who are not familiar with foreign accents, or who are not tolerant with nonnative speakers. Therefore, identifying and addressing the relevant and essential types of errors to students – are another complex roles as teachers.

2. Relationship between Teachers' OCF and Students' Linguistic Errors

The term "interlanguage errors" describes mistakes brought on by the learner's mother tongue interference. These errors are evidence of their underlying linguistic system. Although interference errors are considered "inhibitory," Corder (1967) notes that they can sometimes be helpful and provide details about a person's learning preferences. According to Hagege (1999), both adults and children experience interference between LI and L2. He observed that in adults it is more obvious and increases continuously. A person's first language's structures become more rigid as they age, which forces them to learn any other language they want. On the other hand, with sufficient language exposure, interference features can be minimized.

According Harmer (1998), feedback plays an important role in enhancing learners' awareness and supporting their understanding of both the meaning and form of the language. Since one method of correction may be suitable for one kid but not for another, teachers should be concerned about how to correct students' work. Allwright and Bailey

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(1991) stated an idea "Errors of classroom discourse" which refers to the practice of teachers correcting a student's utterance because it contradicts to their expectations. When a student makes an errors, they can sometimes fix it by their own. Once more, teachers are occasionally needed to assist students.

Harmer (1998), teachers may ask a student to correct another student's mistake. The student who erred might not feel ashamed if the other students assist in correcting the errors. Sometimes students also prefer a gentle correction from the teacher. He suggests that it is important to praise students for their success and to correct them for their failure. In this way teacher's positive attitude can dramatically change student's performance irrespective of their level and types of errors.

3. The Relationship of Teachers' Belief and Practices of OCF

Teachers' Belief of Oral Corrective Feedback

Early studies examining teachers' and learners' views on corrective feedback (Cathcart & Olsen, 1976; Jean & Simard, 2011; Schulz, 1996, 2001) revealed a clear mismatch, with learners showing a strong preference for being corrected while teachers did not always share this view. In her widely cited study, Schulz (2001) investigated ESL/EFL teachers' and learners' attitudes toward grammar instruction and the correction of oral and written errors, and found a significant discrepancy between the perceptions of the two groups.

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Cathcart and Olsen (1976), whose study focused specifically on oral corrective feedback, reported comparable findings. Lyster et al. (2013) proposed several explanations for the differences between teachers' and students' attitudes toward corrective feedback. One reason is that teachers may perceive corrective feedback as potentially anxiety-inducing for learners and therefore deliberately limit its use to avoid negative affective outcomes, such as decreased motivation and self-esteem (Vásquez & Harvey, 2010; Yoshida, 2010).

However, more recent research by Rahimi and Zhang (2015) indicates that experienced teachers tend to hold more positive views toward corrective feedback than novice teachers, with acceptance rates of 90% and 75% respectively. To avoid the potentially humiliating effects of explicit correction (Kamiya, 2014), some teachers prefer to use recasts when corrective feedback is necessary, as they are perceived as less intrusive, face-saving, and still provide target language models (Bell, 2005; Lee, 2013; Yoshida, 2010; Rahimi & Zhang, 2015). In contrast, experienced teachers are more inclined to employ a wider range of corrective feedback types (Junqueira & Kim, 2013; Rahimi & Zhang, 2015). Additionally, some teachers believe that oral communication classes should prioritize fluency practice and therefore avoid corrective feedback altogether (Junqueira & Kim, 2013; Kamiya, 2014).

Early research tended to conceptualize the relationship between teachers' beliefs and practices as a linear cause-and-effect process, in

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which instructional approaches were either aligned or misaligned with teachers' theoretical views, implying that beliefs directly determined practice. These studies initially focused on identifying consistencies and discrepancies between beliefs and practices and subsequently explained them by referring to various factors in teachers' backgrounds and experiences, such as their histories as language learners, teacher trainees, or practicing teachers (Borg, 2003, 2006).

The Relationship of Teachers' Beliefs and Their Practices of OCF in the Classroom

Numerous descriptive studies have explored oral corrective feedback (OCF) to gain deeper insight into its function in second language learning. These studies consistently indicate that OCF is commonly employed in L2 classrooms to respond to a wide range of learner errors across different instructional contexts. In early descriptive research, learner uptake was conceptualized as the learner's immediate response to teacher feedback, representing an effort to address the teacher's intention to highlight aspects of the learner's initial utterance (Lyster & Ranta, 1997).

Particularly relevance to the present study, Basturkmen, Loewen, and Ellis (2004) examined the beliefs and classroom practices of oral corrective feedback among three ESL teachers using classroom observations, interviews, cued-response tasks, and stimulated recall. The results revealed a considerable discrepancy between teachers' stated



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beliefs and their actual classroom practices, with inconsistencies appearing more frequently in the less experienced teacher than in the two more experienced teachers.

The researchers suggested that consistency between teachers' stated beliefs and classroom practices could be explained by the proceduralization of technical knowledge, defined as the explicit body of knowledge developed through professional reflection or empirical research (Oakeshott, 1962; Basturkmen, Loewen, & Ellis, 2004). They further proposed that such inconsistencies may diminish as teachers gain more teaching experience.

To the author's knowledge, no longitudinal studies have yet examined this issue directly; however, some indirect evidence lends support to this assumption. In Borg's (2005) study, for example, a novice ESL teacher exhibited two mismatches between her stated beliefs and classroom practices. One discrepancy concerned her use of oral corrective feedback: although she believed that feedback should be delivered carefully and sensitively to avoid embarrassing students, she was initially unable to enact this belief and responded to students' errors by simply saying "no." Following guidance from her mentor, however, the teacher was able to change her behavior rapidly. Despite this shift, other stated beliefs remained stable throughout the program.



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4. Teachers' OCF for Young Learners in EFL Context

Young students are divided into chronological age groups ranging from five to ten years old. Young learners were separated into two primary groups by Scott & Ytreberg (2004, p. 1): those aged 5-7 and those aged 8-10. They claim that the abilities of the kids in group one and group two differ from one another.

The definition of "young learners" by Linse (2005, p. 2) differs slightly from that of Scott & Ytreberg (2004) in that it refers to children aged 5 to 12. Linse further stated that educators must modify learning activities for young students to accommodate each child's developmental stage. This statement suggests that Linse also supports the view that young learners can be classified into different developmental stages, and that teachers should therefore consider the characteristics, needs, experiences, and appropriate practices for children at each stage.

Cameron (2001, p. 15) also classified children into two stages. Children in the first stage range in age from 7 to 8 years old. Additionally, children in the second stage are older, ranging in age from 12 to 14. According to Cameron, children in different stages will acquire language in different ways from those in other stages (p.13).

Age differences are important for choosing a teaching strategy, highlighting language proficiency, and addressing cognitive abilities. Hammer (2007) made the following observations regarding the traits of early learners:

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- a. They may give responses despite limited understanding because they learn from what happens around them, relying more on indirect learning.
- b. They understand better through seeing, hearing, touching, and interacting than through verbal explanations.
- c. They find abstract concepts difficult to understand.
- d. They usually show curiosity about the world and enthusiasm for learning a new language.
- e. They like talking about themselves and respond to learning that uses their lives as the main topic.
- f. They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles.
- g. They have a short attention span; they can easily get bored after 5-10 minutes.
- h. Teachers should have a rich repertoire of activities to help young children receive information from a variety of sources and plan a range of activities for a given time period.
- i. Teachers should work with students individually or in groups.
- j. Teachers need to be aware of the students' interests to motivate them.

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- k. The classroom should be colorful and bright with enough room for different activities

The foregoing overview of how children are categorized by age suggests a widely accepted theory known as the critical period. It is believed that the younger students are in a crucial stage in their education. Because of this, many experts believe that young learners acquire language more effectively than adults, as their brains function more efficiently at this stage. Young students are eager, motivated, and passionate learners who are quickly stimulated, according to Brumfit (1991).

EFL Young Learners

In teaching English as foreign language, “young learner” could be interpreted as age and also experience. It can be assumed that a 15 years old student who never learns English before can be categorized as young learner. Therefore, the age classification for this is applied both in the teaching of English as first language and as foreign language.

In EFL classroom, children may not know certain vocabulary words, grammatical structures, or other language features in their native language before they learn them in English, in which case merely translating a word or phrase may be of little help to them. Children are socialized into their communities, learn how to interact in socially appropriate ways, and receive nurturing and develop self-esteem through interactions with their parents and families. In order to develop their



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native language skills fully, young English language learners need support in both their native language and English.

The way EFL young learners process information either in their native language (L1) or foreign language (L2) are different from adults. From a young age, children start organizing worlds using tangible items. According to Cameron (2001:81), when kids are first introduced to the L2 classroom, they "need very concrete vocabulary that connects with objects they can handle or see." On the other hand, adult learners can handle abstract concepts. Grammar and other abstract concepts are difficult for young EFL learners to understand. According to Bourke (2006: 280), young learners are lack an understanding of concepts like discourse, phonology, and elements of speech. The advantage of adult learners' L1 proficiency is that they can comprehend these ideas. Young EFL learners will probably become confused by any early attempts to explain these abstract ideas.

Using the language they received in both the L1 and the L2, EFL young learners strive to create a clear mental image. They employ private discourse as one method of doing this. Children do this when they mutter to themselves while engaging in different tasks (Wertsch in Cameron 2001: 5). As they get older, their comprehension of language improves. "Internalization" of their private speech occurs (Cameron 2001).

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Teachers' Oral Corrective Feedback for EFL Young Learners

According to McCloskey (2014), a teacher should consider eight concepts when teaching young learners in English. These include: provide students with fun, active roles in the learning process; assisting students in developing and practicing their language skills through teamwork; using multifaceted, thematically organized activities; offering comprehensible input with scaffolding; integrating language with content; validating and integrating home language and culture; and giving clear objectives and performance feedback.

In line with the role of teachers' feedback for EFL young learners, Kusmaryati (2020) stated that one of the aspects in creating interactive classroom is by giving feedback to the students after explaining the materials and asking them the questions. It is important to provide the feedback for the students' achievement.

In this case, feedback can be got from either students or teachers. Feedback came from students are called student-peer feedback which provides an opportunity for them to enrich their learning experiences. A study by Muamaroh & Pratiwi (2021) discussed about the advantages and disadvantages of the peer feedback. According to the study's findings, peer feedback has benefits for cognitive, emotional, and psychomotor domains. However, it also comes with the drawbacks. The students didn't feel confidence in giving the feedback, they were dissatisfied and



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distrust of their friends' feedback, and felt insecure about their own work. Hence, the corrective feedback from teachers is chosen for this research.

Lyster and Ranta (1997) added a seventh method to their list of six teacher feedback strategies, which said that the teacher does not have to correct the students. The teacher may decide not to correct their students in some circumstances, such as when they haven't yet covered specific learning topics or themes, such as vocabulary or grammatical structures. With this, Scott and Ytreberg (1997) concluded that rather than continuously correcting students' errors, letting them do the free oral activities can encourage them to express themselves and their own personalities. The teacher should refrain from correcting errors made by students while they are engaged in problem-solving exercises. As an alternative, the teachers could make notes about what needs to be fixed and show the class how to do it (Scott & Ytreberg, 1997).

In line with this, EFL young learners have a greater facility than adult learners for understanding and imitating what they hear (Brewster & Ellis, 2001:3-4). When they produce English language which contains of errors, and the teacher responds by giving the corrective feedback on the errors, the students try to hear and understand the correct forms of their mistakes in speaking. However, correcting the errors from young learners are different from that the adults. Children should not be directly told that they have made mistakes, as immediate correction may reduce their motivation. Errors can be a natural part of developing grammatical

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understanding or may relate to pronunciation difficulties. Similar to first language acquisition, when children are given sufficient opportunities to hear correct language models from adults, they are able to self-correct gradually over time.

Furthermore, a study conducted by Mokre and Sheqi (2023) showed the same views on giving corrective feedback to the young learners. It is found that “recast” was the most frequently-used feedback strategy by the teachers because they belief that students should not be singled out for the errors they made. Students who are frequently told that they "did wrong" may develop an "obstacle" that prevents them from participating in speaking activities. (Kusmaryati, 2020) also mentioned that students may not be comfortable when they receive personal corrective feedback in front of the other students. Furthermore, it is stated that responding the students' errors by giving the correct response without pointing out the errors will not make students aware that they are being evaluated.

Teachers' Oral Corrective Feedback for Adults

Regarding with feedback for adults, they tend to process feedback more analytically and consciously than young learners. It is stated that adult learners benefit from feedback that is explicit, informative, and clearly linked to learning objectives, as they are better able to reflect on linguistic forms and rules (Ellis, 2009; Brown, 2007). Unlike young learners, adults often expect and value direct correction, viewing feedback

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as a resource for improving accuracy and achieving academic or professional goals (Ferris, 2011; Schulz, 2001).

Studies in adult EFL contexts have shown that both oral and written corrective feedback can effectively enhance learners' grammatical accuracy and language awareness, particularly when feedback is detailed and accompanied by explanations (Bitchener & Ferris, 2012). These findings indicate that feedback for adult learners can be more direct and explicit without necessarily threatening learners' confidence, highlighting the importance of adapting feedback strategies to learners' age, cognitive maturity, and learning expectations.

Research suggests that excessive or overt correction may discourage young learners and reduce their willingness to speak, whereas techniques such as recasts and repetition allow teachers to address errors while maintaining learners' confidence (Lyster & Ranta, 1997). Therefore, while explicit corrective feedback may be appropriate and effective for adult learners, feedback for young learners should prioritize emotional safety, engagement, and developmental appropriateness, highlighting the need for age-sensitive feedback strategies in EFL classrooms.

A. Review of Previous Studies

As one of the essential aspect in conducting a research – review of previous studies is presented in this part. It enables researchers to expand their studies across different locations, contexts, or participant groups. In

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addition, it assists in identifying relevant literature related to the research topic. Moreover, reviewing related studies helps researchers avoid plagiarism by ensuring that research designs and findings are clearly distinguished from those of previous studies.

The earliest research was conducted by (Hernandez, E. & Reyes, 2012) about the perceptions of EFL teachers on corrective feedback and its actual practice in their classrooms. A semi-structured interview and a questionnaire used in this research found that the teachers have a positive insight into the implementation of oral corrective feedback in EFL classroom.

Even though, some of the teachers consider OCF as an optional technique since they are concerned with students' feelings and emotions. In this respect, the teachers have attentiveness on individual differences such as personality, attitudes, motivation, and beliefs which affects their practice of OCF, positively and negatively.

In addition, (Gökhan Öztürk, 2016) conducted the similar topic but with different focus, that is in speaking classes for EFL settings. It is found that recasts and explicit correction were the most widely used corrective feedback types, and experienced and novice teachers' preferences on corrective feedback type differed in recasts and clarification requests. It was also indicated that teachers sometimes ignored oral errors due to several reasons such as the lack of knowledge about the target item, unwillingness to intervene in the task or activity, tiredness of correcting the same errors or paying attention not to affect students negatively. In spite of numerous studies

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in the literature (Doughty and Varela, 1998; Iwashita, 2003; Long, Inagaki and Ortega, 1998; Lyster, 2002; Lyster and Ranta, 1997) which demonstrate a strong tendency and preference for errors correction, there are still several points that should always be taken into consideration. The first issue is the problem of errors detection. Teachers' ability and capability of detecting errors play a crucial role on their correction.

Furthermore, (Alkhamash, R., & Gulnaz, 2019) conducted a study about the EFL teachers' beliefs and practices of oral corrective feedback technique at Taif University. The findings found that the participants assigned highest preferences to the techniques of elicitation, repetition and recast, and that they frequently use them in their classrooms. The author explained that providing effective oral corrective feedback on learners' spoken errors requires selecting appropriate strategies that match specific error types, learning activities, and learner characteristics.

In addition, Kir (2020)'s study which focused on the relationship between the teachers' beliefs and practices of oral corrective feedback (OCF) was conducted with four non-native English teachers from Translation and Interpreting Studies Department and English Language Teaching Department in Turkey. The author mentioned that the difference of selecting the participants was to determine whether or not different department affect to the use oral corrective feedback. It is found that the difference between the Translation and the ELT graduates was the knowledge of OCF types. In contrast to ELT graduates, who understood the effectiveness of oral

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corrective feedback types, translation studies graduates showed limited awareness of their functions. At the end, all of them surprisingly showed the inconsistency between their beliefs and practices of the OCF.

Years later, a study by Yüksel et al., (2021) raised an issue regarding the relationship between the stated beliefs of EFL teachers and their practices of OCF. This research was conducted with 20 EFL teachers with the range of age is from 24 to 47 years old. The quantitative method was done by observing the teachers' performance in class and the task to match the beliefs of the teachers with their practices collected through the observations. It is found that four teachers showed incongruences between their beliefs and practices of OCF. Hence, a qualitative method using interview was conducted to investigate the reasons of the mismatched answers of the participants. This study focused on the classification proposed by Hendrickson (1978) which consists of the effectiveness, the focus, the provider, the time, and the type of OCF. It can be seen that the teachers' belief and practice in the classroom are not always related each other.

In addition, Ha, Nguyen, and Hung (2021) examined Vietnamese EFL teachers' and students' perceptions of oral corrective feedback and found that students favored immediate feedback, whereas teachers expressed concerns about learners' emotional responses and the potential disruption of speech flow caused by immediate correction. This finding contrasts with earlier studies, highlighting the diversity of perspectives and preferences regarding oral corrective feedback in EFL classrooms.

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Regarding with the EFL young learners, Maolida (2013) carried out a study about teacher's oral feedback in an ESL young learner classroom in Indonesia. The author stated that teachers need to maintain students' accuracy by focusing on the correctness of their speech. The participant of this study was an English teacher who taught in a lower primary class of twenty-two students. The finding showed that the teacher tended to employ more positive feedback than corrective feedback.

In applying the corrective feedback, there was a preference of using explicit feedback to make students notice the gap between their interlanguage and target language. Furthermore, implicit strategy was also used by the teacher in order to promote conversation and deliberate meaning and form. The difference between her study from this research is that it was conducted in a primary newly-established international school where English was used not only in English class but also in almost all subjects. Besides, it discussed about the preferences of oral positive feedback and oral corrective feedback. However, the choice of young-learner teacher as the participants as well as the oral corrective feedback as the focus become the things in common between the study and this current research.

The more recent study was by Aedo and Millafilo (2022) presented a study about the perspectives of young learners on the types of oral corrective feedback and the reasons for their preferences. The participants were 20 Chilean students with the range age of 11-12 years old in the 6th grade in the primary school. It is stated that English teachers seldom have the opportunity

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to ask the students what strategies they would rather address with their cognitive and affective dimensions.

Hence, the young learners were asked to get the data about their preferences of receiving the oral corrected feedback strategy and their opinions about being corrected in the EFL classroom. This study found that when the OCF is done carefully, explicitly, and taking into account on the students' affective domains, such as beliefs and motivation, teachers' correction and feedback are appreciated by the students. In addition, the students said that recast and repetition were the most favored strategy in the classroom. It is considered as something interesting since this study is focused on the perspectives of the students while the current research is concentrated on the teachers' view. Nevertheless, the issue raised is still the same which was about oral corrective feedback and the practice in the EFL classroom.

At this time, some studies related to the topic are also found with various focuses and discussions. The first is a study by Mokre and Sheqi (2023). They investigated EFL teachers in K-3 regarding their preferences for OCF strategies and the challenges they face in implementing the strategies. It is stated that when it comes to students language skills, feedback is needed to scaffold them in the right direction. Six Swedish EFL teachers were interviewed using semi-structured interview to gain full and detailed descriptions of the teacher's perceptions, beliefs, as well as the teacher's

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experience regarding the phenomenon about OCF in the classroom. After the transcription of the data, the findings revealed that EFL teachers believe that when using the OCF properly, it becomes an effective method of providing feedback in the classroom.

Furthermore, *Recast* is the most preferred strategy in giving feedback to the young learners. Regarding with the challenges faced by the teachers in providing the OCF, it was found that employing output prompting strategies with children who have not yet developed a sufficient spoken word was considered as a challenge, as this could harm the student's self-confidence and willingness to talk. *Metalinguistic Feedback* was the strategy that was extensively explored due to its difficulties. It appears to have benefits only for students who are proficient in English or have low levels of anxiety because young learners in grades K–3 lack knowledge of grammatical structure.

In addition, Ha & Murray (2023) investigated EFL teachers in Vietnamese primary school regarding their beliefs and practices of oral corrective feedback, and the relationships between the two of them. The data were got from 24 classroom observations and interviews with six EFL teachers. Overall, the teachers exhibited a great level of understanding regarding the advantages of oral corrective feedback. In the primary context, they identified pronunciation errors as the most crucial issue to address. Each teacher was observed for 35 minute lessons and interviewed with 23 guiding questions which were designed to elicit teachers' responses about their thoughts, understanding, and experiences about oral corrective feedback. The

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findings found that the six teachers showed varied preferences for OCF types. Four teachers have highly favored repetition as their preferred type of OCF. These teachers explained that repeating the errors with a rising tone helps students recall and repair linguistic errors. One interesting finding was found from the observation that the teachers' language of giving instructions and giving feedback was sometimes inaccurate. This raises the question whether the teachers in Indonesia, especially in the school this current research will be conducted find the similar findings.

From the findings above, it can be concluded that it is essential for the teachers to know and understand the issues arise related to whether the application or the teachers perceptions of oral corrective feedback in classroom settings. Therefore it can truly be used as the strategy for students in learning English. According to Nunan (1989), mismatches between teacher behavior and student perception may hinder effective learning.

B. Conceptual Framework

This research aims to explore teachers' beliefs and practices of oral corrective feedback on EFL young learners' spoken linguistic errors. Young learners are categorized into chronological age span from 5 years old to 10 years old. Scott & Ytreberg (2004, p.1) divided young learners into two main groups: 5-7, and 8-10 years old. They say that there are differences in what the children in group one can do and what the children group two can do. As stated previously, young learners are considered to be in a critical period of learning. This is the reason that many experts



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believe that young learners learn language better than adult because in this period their brain works better. Brumfit (1991) described young learners as keen, enthusiastic and motivated learners, who can be easily stimulated.

Dealing with the linguistic errors, in the field of applied linguistic usually distinguish between two types of errors: performance errors which made by learners when they are tired or hurried, and competence errors which are more serious than performance errors since they reflect an inadequate learning. According to Mackey, Gass and McDonough (2000) and Nishita (2004), there are four types of errors which involve the four language components:

1. *Morphosyntactic errors*: Learners incorrectness occurs in using items such as word order, tense, conjugation and particles.
2. *Phonological errors*: indicates learners' mispronounce of vocabulary.
3. *Lexical errors*: Because of their lack of lexical knowledge, learners use words inaccurately or do code-switching to their first language.
4. *Semantic and pragmatic errors*: Even though there are no grammatical, lexical, or phonological problems, a learner's speech is misunderstood or misinterpreted.

In line with this, Touchie (1986) proposed two major causes of errors produce by EFL students in speaking. The first source is called

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interlingual errors which come from the interference of the first language. Then the second source is referred to as intralingual and developmental factors which are due to the difficulty of the second/target language.

Therefore, teachers need provide a kind of response to correct students' linguistic errors as a way of leaning language. According to Lyster and Ranta (1997), there are seven types of Oral Corrective Feedback, such as recasts, explicit correction, elicitation, clarification requests, metalinguistic clues, and repetition. Years later, Yao (2000) added body language as another strategy. He said that either a facial expression or a body movement such as a frown, head shaking, or finger signaling "no" can be used as a corrector to respond for the incorrect utterances of the students. Both theories by (Lyster and Ranta, 1997) and (Yao, 2000) are used as the theoretical framework for the oral corrective feedback discussed in this research.

Then, in light of this respect, teachers' beliefs which are characterized as their implicit and explicit assumptions - have an impact on their professional and instructional practices, which may involve interactions with students and the processes of learning. Feedback not only helps learners become more aware of their surroundings, but it also clarifies their comprehension of the structure and meaning of the language. Teachers should therefore be mindful about how they mark students' work because a particular method of correction can be suitable for one student but not another.

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Li (2012) emphasized that beliefs play a crucial role in language teaching, as they shape how individuals interpret the world, influence the understanding of new information, and determine whether such information is accepted or rejected. In other words, teachers can design syllabus and improve their teaching methods by taking these beliefs into consideration and recognizing how they affect language learning and teaching, learners' expectations, and strategies. The way teachers prepare their lessons, make decisions, and conduct themselves in the classroom is more influenced by their beliefs than by their knowledge.

Drawing on the operational concept mentioned above, the researcher aimed to explicate the conceptual framework as follows:

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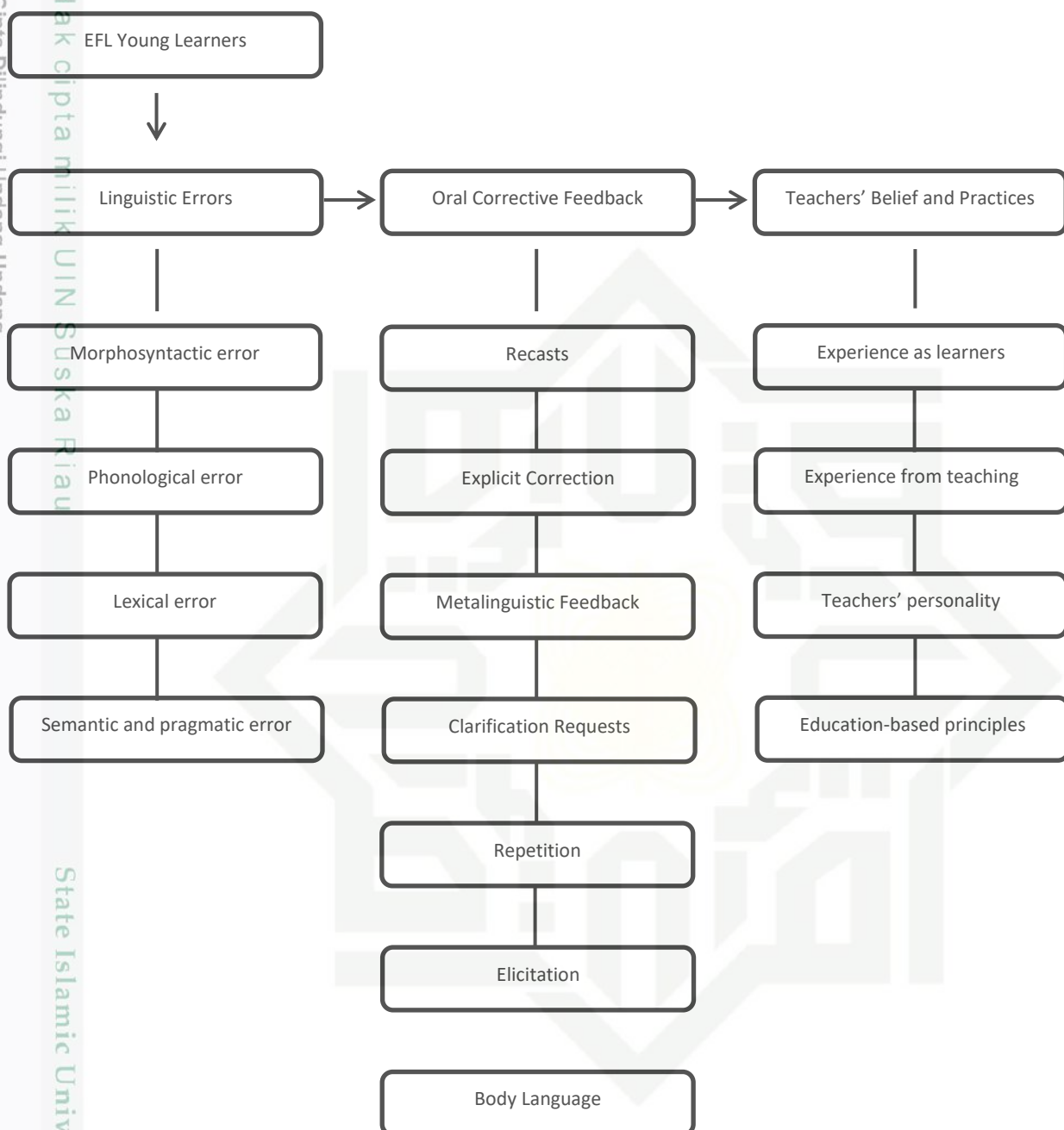


Diagram 2.1 Conceptual Framework

(Adapted from: Mackey, Gass and McDonough (2000); Lyster and Ranta (1997); Yao (2000); Kindsvatter, Willen, and Ishler (1988); Abdi and Asadi (2011))

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a qualitative research conducted under a case study research design. The qualitative approach was deliberately chosen because it helps to obtain in-depth and holistic findings regarding with the teachers' belief and practice of oral corrective feedback on students' linguistic errors. It is a pertinent research approach since Gay (2012) stated that qualitative research approach is based on different beliefs and designed for different purposes. Hence, this research is not intended to obtain generalizations related to the topic under study. However, it is more about looking at the uniqueness of the data from the object of the research which is describe as an abstract social phenomenon.

This research adopts the principles of case study research design. As stated by Tight et al. (2016) that case studies are set to explore any phenomena in the data which serves as an interesting point. A case study is an empirical method which Yin (2018) stated that it investigates a modern case in depth and within its real-world context. In line with this, Cohen, L., Manion, L., & Morrison, K. (2018) also stated that a case study offers a unique representation of human beings in real situations which helping them to understand ideas more clearly than just presenting abstract theories or principles. Thus, the case

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study design is intended to explore the subjective interpretations that influence individual and group actions in a particular setting.

Moreover, Hitchcock and Hughes (1995) stated that several hallmarks a case study possess, such as: it is concerned with a rich and vivid description of events relevant to the case; it provides a chronological narrative of events relevant to the case; it blends description with analysis of events; it focuses on individual actors or groups of actors, and seeks to understand their perceptions of events; and it highlights specific events that are relevant to the case.

Therefore, case study is considered as the appropriate research design for this study since the characteristics possessed by this research design. According to Merriam (1998), the case study method used in qualitative research has the following characteristics: Particularistic, Descriptive & Heuristic.

Firstly, Merriam (1998) described case study as particularistic which means it focuses on a particular individual, group, event, program or phenomenon. When examining the particular individual, group or event, it may or may not be influenced by the researcher's bias. In this research, the focus is teachers' belief and practice of oral corrective feedback for young learners.

Secondly, Merriam also characterized case study as descriptive research which can illustrate the complexities of a situation, describe the influence of people, and the influence of time on the phenomenon – from many sources. In this research, there are many factors and different opinions

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contributing to the understanding of the phenomenon since the informants are teachers who teach in different schools in Pekanbaru.

The next characteristic is that case study is a heuristics research. This means that a case can explain the reasons for a problem or issue under study which can bring about the discovery of new meaning and extend the reader's experience. In this research, it explains what happened to teacher's belief and practice of oral corrective feedback on young learners' linguistic errors in English classroom.

It can take into account that the use of case study in this research will be particularly effective for several reasons, for instance the in-depth exploration it offers, case study allows for a deep dive into individual or group experiences, bringing teachers' complex opinions into context. In addition, the educational setting, cultural background, and individual experiences of teachers all have an impact on their beliefs. Rich contextual information that aids in the explanation of these ideas can be found in case study. Teachers' beliefs are complex and can be contradictory. Case study, which provide real-life scenarios where beliefs may change or express differently depending on circumstances, might help to illustrate this complexity. By means of observation, interview, and document analysis, case study provide comprehensive qualitative data that can illuminate the peculiarity of teachers' beliefs and their practical application.

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A. Research Site

This research was done in one of the Islamic public elementary school in Pekanbaru, which is SD Islam As-Shofa. Two classes were chosen to conduct the research. Elementary school is selected because of the consideration carried in this research is about the oral corrective feedback for young learners. The research site is purposively selected as it is considered able to provide the data needed (Auerbach & Silverstein, 2003). According to Lyster & Saito (2010), learners' age causes an influential effect of language development since younger learners seemed to benefit from corrective feedback more than older learners. Therefore, teachers should make use of this potential to improve learners' language accuracy.

In addition, many studies on teachers' corrective feedback have primarily focused on adult learners in English classrooms (Bakar & Abdullah, 2014; Faqeih, 2012; Fidan, 2015), while research involving younger learners remains limited (Taipale, 2012). In response to this gap, the present study seeks to examine teachers' beliefs and classroom practices of corrective feedback when teaching young learners at the elementary school level.

Schools in Pekanbaru are chosen because the numbers of research found about students errors in English classroom, either in speaking task or writing task. As the research by Ramadhani (2021) which conducted in three vocational high school Pekanbaru about errors correction strategies of students' writing. It is stated that many students did errors in their learning

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process in class such as the errors with the tenses and the verbs. In addition, Elvionita (2019) conducted a research about an analysis of students errors in pronunciation in one of Islamic school in Pekanbaru. It is found that students' level of errors in pronouncing one of the phonics is high.

In addition, the resource in ERIC Journal from the last 5 years which is between 2019 to 2024, showed only one study conducted the issue of students linguistic errors in the classroom. Almost all of the study is conducted in junior or senior high school. Therefore, the chosen of elementary schools in Pekanbaru as the research site for this study is considered to be imperative which hopefully can contribute to the teachers' belief and practice of the phenomena under this research.

B. Participants of the Research

The participants involved in this research are two English teachers teaching in SD Islam As-Shofa. The study employed purposive sampling, particularly criterion sampling, whereby participants were selected based on specific criteria. In this case, the criteria are that the participants must be a graduate of English Language Teaching Department who are familiar or know the basic knowledge of Oral Corrective Feedback in the EFL classroom.

In addition, the participants have a minimum teaching experience for 3 years. The minimum teaching experience is deliberately applied in order to strengthen the validity of teachers' belief and their practice since they have a

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lot of experience in teaching, and dealing with students' linguistic errors in the classroom. Purposeful sampling is considered appropriate for this research since the purpose of this research is to gain thicker and deeper understanding of the belief and practice of oral corrective feedback on students' linguistic errors. As it is stated by Gay (2011) that criterion sampling is used to get rich and obvious information related to the topic by identifying the participants who meet the defined criterion. Below is the detailed information about the participants.

Table 1 Demographic information of Participants

Teacher Participants	Sex	Educational Background	Teaching Experience Abroad	School level
1	M	Master's degree	5 years	Primary
1	F	Master's degree	3 years	Primary

C. Instrumentation

Regarding the design of this research is qualitative research approach, the instrument of this research was the researcher itself. As proposed by Lincoln and Guba (1985) that qualitative research needs an instrument that is flexible enough to capture the complexity of people as well as is capable of adjusting and responding to its surroundings. In other word, the researcher is the key instrument since the qualitative research investigates human experiences and situations. It is also stated by Gay, Mills and Airasian (2012)

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that the researcher is the primary instrument in data collection for qualitative research. Only a human is able to carry the task because they are the ones who communicate with people in the setting, observe their behavior, comprehend their documents, and record the information to the field notes (Ary et al., 2010).

Besides the researcher as the primary instrument in this qualitative research, supporting instruments such as interview and classroom observation, have also been used to get data on the belief and practice of teacher's oral corrective feedback on EFL young learners' linguistic errors in the classroom. According to Patton (2002) interview is a data-collection technique which an interviewer asks questions to an interviewee to obtain things that cannot be directly observed such as feelings, thoughts, and intentions.

Furthermore, Roulston and Choi (2018) stated that interview performs properly for gaining the data on people's beliefs, perspectives, and meaning-making, which will answer the research question about how the belief of teachers on oral corrective feedback for EFL young learners' linguistic errors. To get the participants talking about their ideas, experiences, understanding, and opinions regarding the OCF, a list of 10 guiding questions (see Appendix 1) have been carefully designed. Four questions were adapted from the questionnaire in Ölmezer-Öztürk's (2019) study and three from Roothoof's (2014) with some adjusted wordings.

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Then, dealing with the observation, it is the process of watching people, places and situation at a research site in order to obtain firsthand, open-ended information. As stated by Patton (2002) that developing a close connection with the individuals in a location through firsthand experience enables the researcher to utilize firsthand information when conducting formal interpretation analysis. In this research, the nonparticipant observation was used because it allows the researcher to investigate the situation in its natural setting.

D. Data Collection Techniques

Regarding the design of this research is qualitative research approach, the data was collected by conducting interview and exploring the documents related to the case under studied, and conducting classroom observation to obtain the data on how the practice of teachers in oral corrective feedback. These instruments are described in detail below:

1. Interview

Kvale (1996) described interview as an *interview* which means an exchange of opinions between two or more individuals on a subject of common interest to examine how important human interaction is to the development of knowledge, and highlight how socially put the research findings are. Through interviews, participants are able to share how they see the world and how they perceive particular situations from their own perspective. As (Cohen et al, 2000; Barribal & While, 1994) stated that



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interview is used to look into the experiences and concerns of individuals from their own point of views. In these ways, the interview is about life itself; life's human embeddedness makes it more than just a means of gathering data about it.

Furthermore, according to Hochschild (2009), interviews are able to make researchers do things that surveys are unable to, such as provide in-depth analysis of a subject, reveal how and why individuals formulate their perspectives, draw connections between ideas, values, events, opinions, and behaviors. Hence, interview is chosen as one of the data collection techniques in this research to find out the teachers' beliefs and practices of oral corrective feedback on young EFL learners' spoken linguistic errors.

As Gay (2012) distinguished the type of interviews became structured interviews, unstructured interviews, and semi-structured interviews, this research will use the semi-structured interview to get the data. According to Denscombe (2007), semi-structured interviews are particularly useful "to let the interviewee develop ideas and speak more widely on the issues raised by the researcher" (p. 176).

The open-ended questions were used so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. In addition, Creswell (2012) stated that the several guiding questions allow researcher to have spontaneous questions if the questions planned do not meet the intended purposes. In



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other words, the participants create responses to the questions without being forced into response possibilities or potential answers.

In this research, the interview was conducted face-to-face with three English teachers in one of Islamic private elementary school in Pekanbaru. The Bahasa Indonesia was used during the interview to obtain clear responses and to avoid misunderstandings. The guided questions were used to help the researcher in getting teachers' responses about their ideas, opinions, understanding and experiences about oral corrective feedback for EFL young learners. It was done with some questions related to the topic under study, such as: (a) *What are your opinions about Oral Corrective Feedback on EFL young learner's linguistic errors in English classroom?*, (b) *How is the actual practice in giving Oral Corrective Feedback in the classroom?*, (c) *What are the factors that lead to (if any) inconsistency between your belief and practice of Oral Corrective Feedback in the classroom?*. More detailed procedures in conducting the interview as the participant information outline is attached.

2. Observation

According to Gay (2012), understanding the participants' natural surroundings without changing or modifying them is the main goal of observation. Researcher should be able to enter and comprehend the situation being observed since the data collection technique is based on the actual condition.



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In this research, to obtain the descriptions of how the teachers practice oral corrective feedback and to know what types of oral corrective feedback the teachers employ in the classroom – used the observation approach to get the data. The teaching and learning process of two English teachers was recorded in their classroom. The classroom observation was conducted from September and October 2025. The researcher becomes a participant observer who just watches and records the situation happened in the classroom.

As Creswell (2012) said that a nonparticipant observer is an observer who comes to the location and takes notes without being involved with the participants in the activities. Besides, Gay (2012) also stated that in nonparticipant observation, the researcher “observes and records behaviors but does not interact or participate in the life of the setting under study”. Hence, throughout the classroom observation, the researcher will record and fill the prepared observation sheet which is developed based on the categorization of oral corrective feedback proposed by Lynster and Ranta (1997).

The data from the video recording supports the data obtained from the observation sheet. In addition, McMillan and Schumacher (2001) mentioned some important things in taking field notes from the observation sheet such as capturing feelings, thoughts, or actions that are not stated.

E. Data Analysis

This section presents the data analysis of this research, which was obtained from the semi-structured interview, classroom observation and document analysis. The data analysis begins as soon as the data collection process is completed. The transcription data from the interview was analyzed to answer the questions on the teachers' belief, teachers' practice, and the reflection of teachers' belief with their practice in giving oral corrective feedback. Then, the field notes from the classroom observation was analyzed to answer the question on how the teachers' actual practice in the classroom about giving oral corrective feedback on EFL young learners' linguistic errors.

The data analysis was done inductively which defined by Creswell (2012) that it is going from the particular or detailed data such as the interview transcription - to the general codes or themes. The process of analyzing the qualitative data was done with the steps suggested by Merriam (2009). The detailed procedures are stated on the following.

1. Category Construction

In this stage, the process begins with transcribing the data and the field notes gathered from interview and observation. All words occurred during the interview and actions emerged during the observation will be transcribed in Bahasa Indonesia. According to Creswell (2012), it also includes typing the word "pause" when the interviewee takes a moment of silence and "laughter" when the interviewee laughs, for instance.

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Transcribing all words and actions are needed since it provides data that reflect the detail of an interview and observation.

Then, making notations next to bits of data that strike as potentially relevant for answering the research questions is done afterward. It is the process of selecting, focusing, and getting the data with still being open to anything possible at this point since any parts of the data might be useful. It is a start for coding process to construct categories. According to Merriam (2009), categories refer to themes or conceptual components that "cover" or span numbers of unit of data that have been identified.

Flick (2002) introduced this as an open coding where every important information found in the transcription of interview and documents are given a specific code. In this phase the codes are left open. The relevance between the themes has not been seen. It will be carried out after the open coding is complete.

2. Sorting Categories and Data

Following multiple readings and coding, the transcribed data and document need to be sorted into which part of categories or themes are placed. As stated by Marshall and Rossman (2006) that conceptualizing the categories is as "buckets or baskets into which segments of text are placed". It can be said that there is a possibility the categories found at the beginning – become subcategories. As it is done, the categories may undergo some revision.

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According to Flick (2002), it is a part of axial coding phase where the researcher looks at the relationship between the categories. Similar categories are merged in the same code, or even be deleted. Thereafter, the researcher makes a final selection of the existing categories. In this phase, the researcher also decides and chooses a category with coding that should be discussed further and will be used as research findings in accordance with the research question.

3. Naming the Categories

Although selecting categories is mostly an intuitive process, it is also methodical and guided by the purpose of the research, the researcher orientation and knowledge, and the meanings intended by the participant. According to Merriam (2009), naming the categories can come from at least three sources which are the researcher, the participants, and the literature. In other words, the names of these categories will be in line with the research case since the categories, themes, or findings address the research questions.

The categories constructed in data analysis should meet number of criteria, as suggested by Merriam (2009):

- a. The categories should be *responsive* to the purpose of the research.
In this case, the categories present the findings of the research questions.
- b. The categories should be *comprehensive* that all important and relevant data are inserted to the category made.

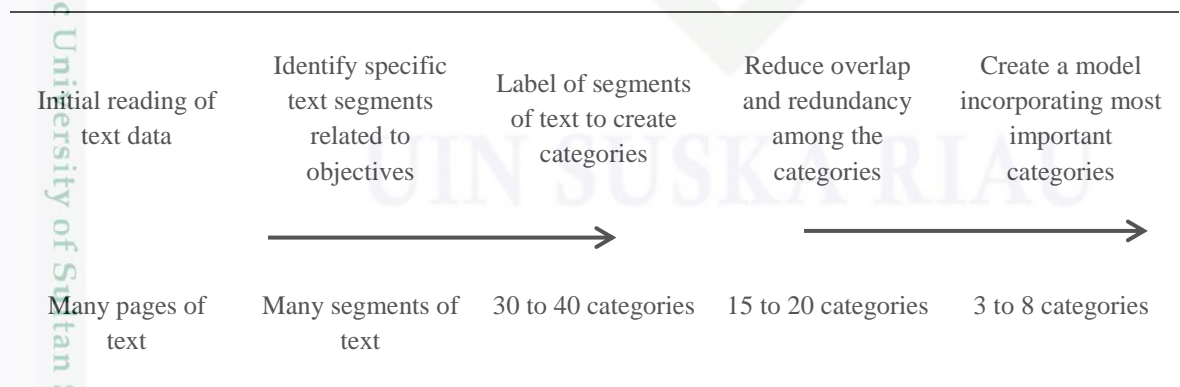
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- c. The categories should be *mutually exclusive* which means that a related unit of data can be put into only one category.
- d. The categories should be *sensitizing* that implies the clarity of the data being understood so readers are able to gain the sense of the findings.
- e. The categories should be *conceptually congruent* which means that all categories are at the same conceptual level in the form of a chart or table.

This is a data display process which provides a new way of arranging and thinking about the embedded data - in a form of comprehensive text, diagram, chart, or matrix. Furthermore, data display is helpful in understanding why a program or system is or is not working well and what might be done to change it. Considering the data will be analyzed inductively, the coding process will be used as it was introduced by Creswell (2012).

Figure 2 . The Coding Process in Inductive Analysis





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. Based on the coding process overview shown in Table 2, creating a small number of categories is the goal of this process. The researcher's view captures the main aspects of the categories which are identified from the raw data and are assessed to be the significant categories considering the research objectives. Therefore, an inductive coding process may be considered completed if it comes in with a large number of significant themes—more than eight, for instance. In this case, the researcher needs to combine some of the categories or make difficult choices regarding which themes or categories are most significant.

F. Data Trustworthiness

In qualitative research, it's essential to ensure the data validity.

Triangulation was used by the researcher to evaluate the validity of the data for this investigation. Creswell (2009, p. 185) stated that data was triangulated by gathering it from multiple sources. It is suggested that in order to make sure the data collected are consistent, the researcher used a variety of data sources, many observers, and multiple techniques during the verification process. Denzin (1978) and Patton (1999) identified four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.

In this research, the method triangulation was used to ensure the data validity. According to Polit and Beck (2012), method triangulation is the process of gathering data on a single phenomenon using several different

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methods. Interviews and classroom observation were used to get accurate information on the data collected at SD Islam As-Shofa. In this research, the interviews were conducted with two selected English teachers as the main data sources

In addition to interviews, classroom observations were also used. These various methods create distinct data, which in turn provide different insights into the behaviors observed in the SD Islam As-Shofa, providing diverse insights into the phenomenon under study. As a result of these numerous points of view, information was gained in order to attain reliable truth.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussions, the writer concluded that:

1. The findings of this study revealed that teachers at As-Shofa Islamic Elementary School hold a variety of beliefs about oral corrective feedback: Oral corrective feedback is important to improve students' pronunciation, corrective feedback should maintain students' confidence and avoid embarrassment, repetition and metalinguistic are effective types of oral corrective feedback, and the importance of timing in providing oral corrective feedback towards young learners' linguistic errors. In a nutshell, teachers believe that oral corrective feedback is essential for correcting students' linguistic errors and can have an impact on their ability to speak. Students can learn from the feedback that the teachers use and recognize the weaknesses the students need to work on.
2. Teachers' beliefs significantly shape their practice in giving oral corrective feedback, but their practices are also flexible and influenced by classroom situations. The reflection process appears to guide teachers in balancing linguistic accuracy, student confidence, and lesson objectives. This shows that effective oral corrective feedback happens when teachers

balance what they think is good teaching with the practical conditions of the classroom.

A. Suggestions

Based on the findings of this study, the researcher proposes the following recommendations for students, teachers, and future researchers as follows:

1. For the students/young learners

Based on the findings of this study, students are encouraged to view oral corrective feedback as a helpful part of the learning process rather than as criticism. Since teachers believe that feedback supports accuracy and confidence, students should actively listen to explanations, hints, and corrections provided during classroom activities. Young learners are also advised to ask questions when they do not understand the feedback given, as this can help them make better use of the guidance offered by their teachers. In addition, students can benefit from practicing self-correction by paying attention to common patterns in the feedback they receive. By responding positively, staying engaged, and showing willingness to improve, students can maximize the benefits of oral corrective feedback and strengthen their overall language development.

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2. For the teachers

Based on the findings of this study, teachers are encouraged to provide oral corrective feedback in ways that are supportive, clear, and developmentally appropriate for young learners. Since young students are sensitive to tone and classroom situation, teachers should balance accuracy-focused correction with strategies that maintain learners' confidence and motivation. Using simple metalinguistic cues and repetition can help students notice their errors without feeling discouraged. Teachers are also suggested to adapt their feedback to learners' needs, capability levels, and classroom conditions, as flexibility is essential for effective practice. Common reflection on feedback strategies—such as considering what works well for specific students or error types—can further enhance teaching effectiveness. By creating a safe and encouraging environment, teachers can ensure that oral corrective feedback supports both linguistic development and positive attitudes toward learning.

3. For future researchers/ educational policy makers

For future researchers, it is recommended to explore oral corrective feedback in a wider range of classroom contexts to gain a more comprehensive understanding of how teachers' beliefs and practices influence young learners' language development. Further studies could examine how different types of oral feedback—such as metalinguistic

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feedback, repetition, or recasts—affect various age groups, proficiency levels, and learning environments. Researchers may also consider using mixed-method approaches to capture both the depth of qualitative insights and the measurable outcomes of learners' progress. Additionally, investigating learners' perspectives and emotional responses can provide a more holistic picture of what makes feedback effective for young learners. Continued studies will lead to more effective feedback approaches and contribute to more informed pedagogical practices.

APPENDIX 1: Observation Checklist Concept

General Information

- Teacher Code :
- School :
- Grade :
- Observer :

Section A

Alignment with Research Question (b):

How are the reflections of teachers' beliefs in their practice of oral corrective feedback?

This section focuses on what teachers actually do in the classroom, which will later be compared with interview data on beliefs.

A1. Linguistic Focus of Feedback

NO	Error Type	Observed (✓)	Not Observed (✗)	Evidence
1	Pronunciation			
2	Grammar			
3	Vocabulary			
4	Sentence structure			

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A2. Importance of Oral Corrective Feedback

NO	Indicator	Observed (✓)	Not Observed (✗)	Evidence
1	Teacher provides oral corrective feedback during speaking activities			
2	Teacher selectively corrects errors			
3	Teacher ignores errors that do not affect meaning			

A3. Types of Oral Corrective Feedback

NO	OCF Type	Observed (✓)	Not Observed (✗)	Evidence
1	Recast			
2	Explicit correction			
3	Repetition			
4	Metalinguistic feedback			
5	Clarification Request			
6	Elicitation			
7	Body Language			

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A4. Timing of Oral Corrective Feedback

NO	OCF Type	Observed (✓)	Not Observed (X)	Evidence
1	Feedback is given immediately			
2	Feedback is delayed			
3	Timing matches activity focus (fluency/accuracy)			

Section B

Alignment with Research Question (c):

What factors lead to inconsistency between teachers' beliefs and practices?

This section captures **contextual and situational factors** observed during teaching.

B1. Affective and Emotional Factors

NO	Indicator	Observed (✓)	Not Observed (X)	Evidence
1	Teacher avoids correction to protect students' confidence			
2	Teacher uses a supportive tone			
3	Teacher avoids embarrassing students			

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B2. Classroom and Instructional Factors

NO	Indicator	Observed (✓)	Not Observed (✗)	Evidence
1	Limited time affects feedback provision			
2	Classroom noise influences feedback decisions			
3	Lesson objectives (fluency/accuracy) affect feedback			

Section C

Students' Response to Oral Corrective Feedback

(Supports analysis for RQ b and c)

NO	Indicator	Observed (✓)	Not Observed (✗)	Notes
1	Students attempt self-correction			
2	Students repeat corrected form			
3	Students stop speaking after correction			
4	Students continue speaking confidently			

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APPENDIX 2: Interview Guidelines

Part 1. Personal and Professional Background

1. What is your name? How old are you?
2. How long have you been teaching English at this elementary school? Have you ever taught English at any other level (rather than primary level)?
3. Please tell me about your educational background regarding your English learning,

Part 2. Content Interview Questions

1. What do you know about oral corrective feedback? Have you ever used it in your class?
2. Imagine that your student has made the following error. How do you give oral CF [corrective feedback] on this error? Can you please number them from one to six in order of your preference: from the one you prefer most to the one you prefer least?

Student: 'I don't go to school in Sunday'.

You say:

- a) 'on Sunday'
- b) 'not in Sunday, say on Sunday'
- c) 'with days, which preposition do we use?' (in Bahasa Indonesia or in English?)
- d) 'In Sunday? (with a rising intonation)'
- e) 'Sorry?' or 'Can you repeat that?'
- f) 'I don't go to school . . .? (you omit the erroneous part of the sentence and repeat the sentence with a rising intonation).

3. How often do you correct your students' errors?
4. When do you prefer to give OCF? ((immediately after your student makes an error (immediate feedback) or waiting for the student to finish his/her utterance (delayed feedback))
5. What types of errors (e.g. grammar, spelling, pronunciation, meaning, word choice, etc.) can oral CF benefit the most? Why?
6. Are there any situations where you do not give oral CF to your students' errors? Why not?
7. Do you think it is necessary to give feedback to all kinds of errors? If not, what types of errors do you think should be focused on? Why?
8. What are the obstacles (if any) you faced in providing oral corrective feedback in the classroom?

9. Do you think your students benefit from your feedback on their oral errors? Why (not)?
10. In your opinion, how important is the oral corrective feedback given to the students?

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APPENDIX 3: Interview Transcript

Transkrip Wawancara 1

Waktu Wawancara : 08.00 – 08.33

Lokasi Wawancara : Perpustakaan SD Islam As-Shofa

Hasil Wawancara

Penulis	: Assalamualaikum bu Masni, apa kabarnya pagi ini?
Narasumber	: Waalaikumussalam Alhamdulillah sehat, ms Mawa apa kabar?
Penulis	: Alhamdulillah sehat juga. Sebelumnya, terima kasih atas waktunya ms. Saya mau interview ms tentang beberapa hal mengenai Oral Corrective Feedback, your belief and practice in your classroom
Narasumber	: Iyaa silahkan
Penulis	: Ibu mengajar di kelas berapa?
Narasumber	: Saya mengajar di kelas 4, 5, dan 6
Penulis	: Oke baik...saya ingin bertanya, biasanya di kelas itu.... kesalahan apa, atau linguistic error apa yang biasanya ms temui di kelas. Hmmm kesalahan bahasa mungkin, pronunciationnya, atau grammarnya gitu.
Narasumber	<p>: Oke, hmmm sebenarnya kalau tentang kesalahan, kita tau yaa bahasa Inggris itu bukan bahasa pertama kita, kan bahasa asing yaa di Indonesia...apalagi dengan kondisi kita sekarang. Kalau untuk di As-Shofa itu memang secara umum anak-anak itu masih bisa dibilang asing dengan bahasa Inggris itu karna mereka kesulitan....dari pemilihan katanya, tidak tau artinya, atau bahkan cara mengucapkannya.</p> <p>Sebenarnya kalau berbicara tentang bagaimana mengoreksi, tergantung...kalau untuk lower level, itu biasanya mereka bukan hanya mengucapkan tapi memilih "kata" nya juga masih agak kesulitan...Cuma untuk pronunciation itu biasanya kalau untuk lower level itu biasanya saya lakukan gini "Can you repeat that?"...kalau untuk upper kan kita udah bisa talking each other yaa...udah ada discussion dan segala macam.</p> <p>Kalau untuk kasih oral itu tergantung...misal kalau untuk daily conversation seperti ini kita ngomong. Biasanya dia ngomong, bikin kesalahan, yang harusnya dia ngomong itu "study" tpi dia baca "studi"...itu nanti kalau daily conversation, saya langsung kasih tau aja..."it's not studi, but study"...Tapi kalau misalnya kayak kegiatan di kelas, ntah dia presentasi atau bercerita, saya menghindari untuk tidak langsung mengoreksi, karna kalau langsung...pernah saya lakukan, saya langsung mengoreksi, jadi anak itu jadi blank dia di depan....jadi biasanya saya tulis dulu, saya note dulu, kesalahan disini, ini yang harus diucapkan. Dan setelah presentasi nanti baru saya benarkan kembali, saya koreksi kembali. Tergantung sebenarnya apa aktivitas yang dilakukan...</p> <p>Kalau daily saya langsung koreksi, jadi anak itu tau, salahnya dimana, tapi kalau untuk ada tugas presentasi atau segala macam...karna ini</p>

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	supaya dia gak, oh dia salah, jadi anak ini jadi takut untuk ngomong lagi...jadi blank. Jadi yang udah disiapkan jadi tidak ini (focus) lagi, gitu
Penulis	: Apakah sebelumnya ibu familiar dengan istilah oral corrective feedback?
Narasumber	: Pernah, pernah mendengar tentang oral corrective feedback itu. Cuma memang tidak target utama di kelas. Karna agar anak ini mau ngomong dulu, kalau langsung kita koreksi, anak ini jadi tidak...tidak confident lagi untuk speaking, gitu.
Penulis	: Oke, biasanya kalau di kelas, itu biasanya ms pakai cara yang seperti apa mengkoreksinya? Tadi kan ada disebutkan, “mengulang” gitu kan. Cara lain ada tidak yang ms pakai di kelas?
Narasumber	: Cara lainnya tu biasanya gini, eee....menyandingkannya dengan “kalau ini tu ada gak di dalam bahasa Indonesia gitu...ada tidak dipakai dalam Bahasa Indonesia...waduh saya lupa lagi...apa yaa
Penulis	: Atau mungkin dengan intonasi suara, penekanan suara dengan yang salah itu dimana...
Narasumber	: Oh, iya iyaa...itu sebenarnya untuk bedaka, kalau nanya itu seperti ini loh nadanya, kalau kalimat tu seperti ini, gitu ...ee karna anak-anak ini kan kadang memang mereka tidaktidak “full”....kalau dalam rules kan, harus ada question words, kemudian baru subject, be, dan segala macam...tapi untuk mengkoreksi itu saya juga biasanya juga dengan intonasi.
Penulis	: Kalau dengan cara yang seperti ...misalnya, ditranslate kan dengan ke bahasa Indonesia gitu pernah tidak?
Narasumber	: Oh yaa...kalau translate iya, kadang itu kan penting sebenarnya. Jadi anak-anak itu tau yaa...apalagi anak-anak itu agak malas membuka kamus. Jadi kita sebagai teacher punya aktivitas tambahan...jadi kalau ada katanya itu, kita terjemahkan dulu, jadi anak tau...oh ini dia..gitu
Penulis	: Nah, berbicara tentang error tadi, biasanya bentuk error apa yang sering diberikan feedback? Grammar kah? Atau spelling? Atau pronunciation?
Narasumber	: Kalau mostly itu di pronunciation, cara pengucapannya. Kalau grammar mungkin ada, untuk membedakan grammar itu seperti, oh karna ini sudah berlalu...misalnya “I do my homework last night”...itu kan secara grammatically kan salah ya...harusnya I did my homework last night. Itu juga biasanya saya ini (perbaiki) ke anak-anak...Cuma mostly memang di pronunciation
Penulis	:Okee...dan menurut ibu yang paling memberikan dampak besar itu di aspek kesalahan yang mana?
Narasumber	: Menurut saya sih lebih ke pronunciation, setelah mereka tau how to pronounce the words, baru mereka nanti kita arahkan ke yang lain...tapi sebenarnya satu sama lain itu sangat mendukung yaa. Berbagai aspek itu sangat mendukung. Cuma setelah saya coba ke siswa itu tapi sebenarnya satu sama lain itu sangat mendukung yaa. Berbagai aspek itu sangat mendukung. Cuma setelah saya coba ke siswa itu, memang pronunciation dulu...setelah mereka confident

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	pronounce the words, baru nanti kita perlahan mulai masuk ke grammarnya...pronunciation itu biasanya setelah di koreksi... ini harusnya seperti ini, the way to say it tu seperti ini, gitu.
Penulis	: Nah, dalam mengkoreksi itu, ada tidak kendala yang muncul. Apa saja biasanya kendala yang muncul dan dihadapi saat memberi feedback kepada anak-anak?
Narasumber	: Beri feedback ke anak-anak?
Penulis	: Iya, ada kendalanya tidak biasanya ms?
Narasumber	: Kendala itu...pertama mungkin accent kita yaa, kadang anak-anak ini...kita kan sebagai teacher , punya accent. Mother tongue kita kan mempengaruhi kan. Mungkin yang kita dari malay, lain lagi dari java...dan anak-anak itu suka meniru...bagaimana kita membilang...itu kendalanya adalah, mereka kesulitan mengikuti itu, mereka kesulitan karna ada "accent" tadi.
Penulis	: Oke...nah menurut ms apa sih dampaknya diberikan feedback ini ke anak-anak? Dikoreksi gitu dampaknya apa?
Narasumber:	: Dampaknya itu menurut saya bisa positif, bisa negative. Positive nya adalah anak jadi tau, yang gimana cara pronounce the word yang benar, seperti itu yaa...dan dia jadi tau spelling nya yang benar tu seperti itu. Dampak buruknya adalah kadang itu...kalau seandainya si guru tidak memberi feedback secara tepat. Itu malah akan menurunkan confident dia untuk berbicara...ada beberapa anak yang seperti itu. Tapi saya percaya, kalau kita bisa memberikan feedback itu dengan cara yang tepat, tanpa mempermalukan anak-anak, tanpa men decrease their confident...itu memberikan dampak yang positive...dalam memberi feedback ini
Penulis	: Jadi menurut ms seberapa penting diberikannya oral corrective feedback ini ke anak-anak?
Narasumber	: Oh itu sangat penting. Ini sangat penting. Kita perlu sekali untuk mengkoreksi , untuk memberikan feedback itu, karna kalau feedbacknya oral kan anak bisa langsung dengar, gitu.
Penulis	: Baik, terima kasih yaa ms...itu pertanyaan yang terakhir. Terima kasih waktunya dan terima kasih juga jawaban-jawabannya.
Narasumber	: Sama-sama ms.

Transkrip Wawancara 2

Waktu Wawancara : 14.00 – 14.41

Lokasi Wawancara : Perpustakaan SD Islam As-Shofa

Hasil Wawancara

Penulis	: Assalamualaikum bapak, dan selamat siang
Narasumber	: Waalaikumussalam, selamat siang
Penulis	: Saya Mawa, mahasiswa S2 dari UIN Suska Riau...izin ingin menginterview bapak, menanyakan beberapa hal tentang penelitian saya. Sebelumnya, boleh Bapak perkenalkan diri dulu?
Narasumber	: Baik, nama saya Fauzan Ahmad. Saya guru bahasa Inggris di... As-Shofa? Iya, As-shofa. Selama ini tahun ke-5
Penulis	: Baik, saya mau mengkonfirmasi. Bapak ini guru SD, kan?
Narasumber	: Betul, iya.
Penulis	: Oke, baik. Nah, langsung saja nih Pak. Sebelumnya, Bapak familiar tidak dengan istilah oral corrective feedback?
Narasumber	: Iya, familiar. Lumayan sering dilakukan juga di kelas
Penulis	: Oke. Di kelas itu biasanya yang seperti apa bentuknya? Kalau menemukan error atau kesalahan di siswa itu bentuk feedback apa yang diberikan biasanya?
Narasumber	: Memang tidak setiap pertemuan ini dilakukan. Kalau misalkan memang kegiatan kita belum kepada inti materi, hanya sebatas ingin berkomunikasi dengan siswa saja, error-error yang mereka lakukan itu tidak terlalu saya berikan perbaiki, tidak saya perbaiki. Namun ketika sudah masuk ke pelajaran intinya, seperti tata bahasa dan grammar-nya, ketika terolah dalam pertemuan itu, apapun yang mereka ucapkan, yang mereka sampaikan, contoh-contoh kalimat yang mereka buat, disitu akan langsung diberikan feedback. Kita ambil contoh, misalkan.....
Penulis	:Misalnya... anak itu bilang , I don't go to school on Sunday. Kan ada beberapa cara...misal bapak ngasih kode pakai intonasi kah? Atau langsung to the point memperbaiki? Atau pakai gesture? Kan banyak tipenya.
Narasumber	: Lebih seringnya melemparkan apa yang dia ucapkan itu ke teman yang lain. Apakah ini benar, I don't go? Saya tanyakan kepada teman dia yang lain, misalkan. Itu benar atau salah? Sebenarnya lebih ke saya lempar ke yang lain dibanding saya harus mengoreksi pribadinya. Biar teman yang lain memperhatikan sebenarnya di mana letak kesalahan ataupun benar atau salahnya. Kawan dia yang mengoreksi sebenarnya. Langsung, langsung seperti itu.
Penulis	: Tapi kan tentu pasti pernah dari bapak sendiri feedbacknya gitu. Nah yang bapak sering lakukan di kelas itu yang bentuknya seperti apa?
Narasumber	: Kalau memang teman-teman sudah kebingungan untuk menjawabnya tentu kita langsung saja kita ingatkan kembali materinya. Ketika misalkan, ini kan simple past ini, masa lampau. Jadi ininya berubah jadi

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<p>apa? Langsung sebenarnya lebih diulangi lagi sih materi itu jadinya. Kalau seandainya itu pada saat itu materi itu kita jelaskan. Tapi kalau seandainya pertemuan berikutnya dengan materi yang telah dipelajari dan kita menemukan ada lagi error misalkan dalam berkomunikasi saya tidak memberikan itu salah atau tidaknya. Saya akan berusaha membuat anak itu mengingat kembali ini pelajaran kemarin loh coba kira-kira di mana letak kesalahannya.</p> <p>Lebih ke memancing atau proving kepada siswa itu sendiri agar mengingat kembali kalau seandainya terjadi error dalam kalimat yang mereka ucapkan</p>	
<p>Penulis</p>	<p>: Oke... Berarti kan tadi ada dua itu anak yang kasih feedback sama bapak gitu langsung kan. Mana yang lebih sering biasanya dilakukan? Yang anak atau yang bapak?</p>
<p>Narasumber</p>	<p>: Seringnya siswa, siswa memberi feedback tapi kan kita kan mengarahkan sebenarnya.</p> <p>Kita yang mengarahkan keinginan kita adalah ini harus diperbaiki caranya seperti apa. Kalau kita saja yang memperbaiki otomatis siswa yang akan paham dengan materi itu hanya siswa yang diperbaiki saja. Yang lainnya sebenarnya harus juga memperhatikan dan mungkin mempunyai pikiran yang sama juga dengan siswa yang melakukan kesalahan ini.</p> <p>Jadi nanti ketika kedepannya dia akan berbicara karena telah mendengar feedback yang kita sama-sama diskusikan ini dengan teman yang lain, dia akhirnya lebih berhati-hati dan tidak lagi mengulang kesalahan itu. Jadi ini sebenarnya untuk melibatkan semuanya terhadap feedback itu kan salah satu pembelajaran juga bagi siswa. Lebih seringnya pada siswa.</p>
<p>Penulis</p>	<p>: Nah kalau misalnya saya berikan ini Pak ada beberapa tipe feedback gitu kan. Seperti contoh yang sebelumnya tadi, I don't go to school. Nah disini kan ada beberapa cara.</p> <p>Pertama Bapak langsung bilang yang benarnya gitu on Sunday terus atau dengan cara not in Sunday, say on Sunday gitu. Atau dengan cara yang pakai bahasa Indonesia ditranslate kan gitu kan. Atau pakai intonasi, biasanya kan ada in Sunday gitu supaya mereka paham gitu ya.</p> <p>Mereka ngeh gitu kalau salah. Terus ada juga yang kayak gini, sorry can you repeat that to clarify their mistake. Terus ada juga yang I don't go to school terus diblankan mistake-nya terus suruh mereka perbaiki.</p> <p>Nah dari yang itu Bapak seringnya yang mana?</p>
<p>Narasumber</p>	<p>: Yang C, with days which preposition do we use karena ingin mengulang kembali materi itu</p>
<p>Penulis</p>	<p>: Jadi melengketkan dia ke materi sebelumnya.</p>
<p>Narasumber</p>	<p>: Tipikal siswa SD kan memang mudah lupa, mudah hilang pelajaran</p>

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	yang udah lewat.
Penulis	: Nah tadi kita bahas tentang pemberian feedback itu kan sebenarnya ada tipe yang lainnya juga Pak. Langsung pada saat anak itu melakukan kesalahan atau nunggu mereka dia dulu selesai ngomong. Nah itu biasanya lebih prefernya yang mana?
Narasumber	: Siswa menyelesaikan dulu kalimat yang dia ingin ucapkan itu. Lalu kita nanti memberikan feedbacknya.
Penulis	: Kenapa ya pak? Alasannya?
Narasumber	: Di samping kita memberi rasa percaya diri kepada siswa itu. Kalau seandainya masih setengah kalimat kita sudah melakukan, kita potong ini salah, ini perbaiki. Hilangnya rasa percaya diri ataupun apa yang sudah ada di pikiran mereka itu tak tersampaikan juga jadinya. Jadi kalau udah diselesaikan ataupun kalau perlu kita akan catat kembali apa yang mereka ucapkan. Nah disitu baru kita detailkan gimana letaknya nanti kesalahan yang udah diucapkan oleh mereka.
Penulis	: Kalau di situasi yang memang meng-ignore kesalahan itu pernah tidak? Pernah tidak di situasi dimana Bapak tidak memberikan feedback gitu?
Narasumber	: Pernah, tentunya pernah ya. Tidak setiap saat juga kita akan concern kepada feedback-feedback yang bersifat teori, materi. Seperti tadi kalau seandainya masih di awal-awal pertemuan kita masih sifatnya masih tanya-jawab. Nah disitu tidak terlalu sering saya ingin memberikan feedback. Tujuan saya bertanya dulu kalau bertanya hanya sekedar ingin memotivasi mereka melihat kesiapan mereka untuk belajar. Maka feedback-feedback yang bersifat ini perbaiki, ini diperbaiki tidak terlalu sering saya lakukan.
Penulis	: Oke, nah lalu kita bahas tentang errornya nih. Di aspek bahasa apa yang Bapak sering perbaiki? Maksudnya tipe error yang apakah grammar, pronunciation, atau spelling mereka gitu?
Narasumber	: Kebetulan karena mengajar di level kelas 3 tentunya banyak juga errornya itu di pronunciation-nya. Itu juga sering. Bahalah lebih seringnya yang disitu ya, pengucapan kata yang benar. Karena banyak kata yang hampir mirip pelafalannya, bunyinya itu disitu mereka agak kebingungan. Kalau seandainya pada susunan ataupun tata bahasa itu biasanya hanya pada pertemuan-pertemuan tertentu yang memang kita mengarah kepada materi itu. Lebih seringnya memang ke pronunciation mereka. Kata itu mereka sudah tahu maksudnya, cuma ketika mereka ucapkan mungkin agak berbeda dengan yang kita mau
Penulis	: Setelah diberikan feedback, kira-kira Bapak temui tidak manfaatnya bagi anak-anak?
Narasumber	: Tentunya ada.

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<p>© Hak cipta milik UIN Suska Riau</p>	<p>Namanya dalam mengingatkan sesuatu kadang lengket kadang tidak. Dan kita akan menemukan misalkan di pertemuan berikutnya ya Alhamdulillah ada juga yang sudah tidak lagi melakukan kesalahan yang sama. Tapi ini biasanya lebih seringnya kepada feedback yang bersifat teori tadi.</p> <p>Karena itu lebih mudah mereka ingat. Cuma kalau yang bersifat pronunciation ini ya itu berulang kembali kesalahannya. Besok ada lagi kesalahan seperti itu karena mereka jarang menggunakan bahasa itu mungkin.</p> <p>Kata-kata itu jarang mereka gunakan jadinya feedbacknya saat hari itu kita berikan kemungkinan besok bisa terjadi lagi kesalahan yang sama.</p>
<p>Penulis</p>	<p>: Jadi sebenarnya susah atau mudah Pak memberikan feedback itu ke anak-anak terutama yang oral ya?</p>
<p>Narasumber</p>	<p>: Kalau saya cenderung memang lebih sukanya saya berprinsip belajar itu lebih enak itu memang dari kesalahan. Jadi kita minta siswa itu bukan berarti kita berharap siswa itu melakukan kesalahan tidak.</p> <p>Karena biasanya belajar dari kesalahan itu lebih cenderung lumayan lengket juga lah di kepala anak-anak. Karena ketika dia menemukan hal yang sama lagi akhirnya dia akan memutar kembali memori ketika dia diberikan feedback itu. Jadi menurut saya tidak rumit ya malah saya senang melakukan feedback secara oral dibanding tertulis.</p> <p>Dibanding tertulis lebih cenderungnya ke oral sih</p>
<p>Penulis</p>	<p>: Nah dalam pemberian oral feedback ini pernah tidak kendala yang Bapak temui? Atau apa saja kendala yang biasa Bapak temui di kelas?</p>
<p>Narasumber</p>	<p>: Kendala itu tentunya dari diri kita sendiri sih. Lebihnya kayak hari itu apakah bersemangat atau tidak dalam lebih ke dalam mengajarnya semangat atau tidak.</p> <p>Tapi kan kalau kendala dari siswanya sendiri karena kesalahan itu terjadinya setiap ada aja setiap momen lah. Jadi lebih ke lelah lah mungkin ya kalau dalam oral ini lelah. Kendalanya dari kita sendiri sih yang harus lebih bersemangat lagi kayaknya.</p>
<p>Penulis</p>	<p>: Nah dan menurut Bapak gitu ya tadi kan kita sudah Bapak kan sudah jawab tuh dampaknya ke anak-anak ya kan. Dan seberapa penting menurut Bapak oral korektif feedback ini diberikan ke anak-anak?</p>
<p>Narasumber</p>	<p>: Ini sangat penting sekali karena di sisi lain itu menunjukkan bahwa kita kepedulian kita terhadap siswa itu tinggi. Dan dia merasa diperhatikan gitu.</p> <p>Kalau kita mengabaikan saja apa yang dia ucapkan kita lewatkan saja ada kesalahan disitu ya akhirnya dia akan berpikir gitu. Salah tak salah bebas saja tak ada perhatian dari gurunya gitu. Jadi sebenarnya di samping kita memberikan meluruskan pemahaman juga itu menunjukkan bahwa kita itu peduli terhadap apapun yang mereka ucapkan.</p> <p>Kita menghargai juga jadinya kan yang mereka. Jadi dengan catatan kita tidak 100% mengatakan wah kok salah terus ini kok kamu salah saja. Tidak maksudnya itu harus lebih dengan apresiasinya ada tetap</p>

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	<p>kita apresiasi dulu baru-baru kita sampaikan ada yang kurang ini biar lebih bagus lagi.</p> <p>Nah seperti ini lebih keren lagi bahasanya nah seperti itu sih diapresiasi dulu siswanya.</p>
Penulis	: Kalau dampaknya ke kemampuan mereka menurut bapak?
Narasumber	<p>: Tentunya ada meskipun kalau kita dibilang apakah tinggi sekali juga tidak sebenarnya. Tapi dampak itu untuk sebagian siswa itu pasti ada.</p> <p>Terutama bagi mereka yang memang senang ya senang kita berikan masukan kita berikan feedback itu berdampak bagi mereka yang cuek-cuek ya ada juga.</p>
Penulis	<p>: Baik Pak terima kasih itu pertanyaan yang terakhir. Terima kasih atas waktunya.</p> <p>Terima kasih atas jawabannya. Assalamualaikum warahmatullahi wabarakatuh.</p>

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KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 Po.BOX. 1004
Phone & Fax (0761) 858832. Website: <https://pasca.uin-suska.ac.id>. Email : pasca@uin-suska.ac.id.

Pekanbaru, 20 Juni 2025

Nomor : S-2092/Un.04/Ps/PP.00.9/06/2025
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. Kalayo Hasibuan. M. TESOL (Pembimbing Utama)
2. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Mawaddah Warahmah
NIM	: 22290120028
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VII (Tujuh)
Judul Tesis	: Efl Teachers' Belief And Practice Of Oral Corrective Feedback On Efl Young Learners' Linguistics Error: A Case Study Of English Teachers At As- Shofa Islamic Elementary School

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 1 002

Tembusan :

1. Sdr. Mawaddah Warahmah
2. Arsip

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: B-4919/Un.04/Ps/HM.01/12/2025 Pekanbaru, 19 Desember 2025

:-

: Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada

Yth. Kepala SD Islam As Shofa Pekanbaru

Jalan Tuanku Tambusai Ujung

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: MAWADDAH WARAHMAH
NIM	: 22290120028
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2025
Judul Tesis/Disertasi	: EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SD Islam As Shofa Pekanbaru

Waktu Penelitian: 19 Desember 2025 s.d 19 Maret 2026

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Prof. Dr. Hj. Helmiati, M.Ag

NIP. 19700222 199703 2 001



YAYASAN AS-SHOFA PEKANBARU SD ISLAM AS-SHOFA

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Web : www.asshofa.or.id, E-mail : sdislam.as.shofa.pekanbaru@gmail.com
Izin Operasional Nomor : 623/109/F5/A6/1994



Pekanbaru, 5 Januari 2026 M
16 Rajab 1447 H

Kepada Yth.
Prof. Dr. Hj. Helmiati, M.Ag
Direktur Pasca Sarjana
UIN Sultan Syarif Kasim Riau
di –
Pekanbaru

Nomor: 005.11/SB/SDI-Yasfa/I/2026
Lamp. : -
Hal : **Balasan Surat Izin Kegiatan Riset
Tesis/Disertasi**

Assalamualaikum Wr. Wb.

Kami selalu mendoakan semoga Ibu berada dalam keadaan sehat dan lancar dalam segala urusan. Aamiin.

Sehubungan dengan surat Ibu Nomor: B-4919/Un.04/Ps/HM.01/12/2025, Perihal. Izin Melakukan Kegiatan Riset Tesis/Disertasi Mahasiswa Ibu di SD Islam As-Shofa atas nama:

Nama : **MAWADDAH WARAHMAH**
NIM : 22290120028
Program Studi : Pendidikan Agama Islam S2
Semester/Tahun : VIII (Delapan) / 2025
Judul Tesis/Disertasi : EFL Teachers' Beliefs and Practice of Oral Corrective Feedback on EFL Young Learners' Linguistic Errors: A case study of English Teachers at As-Shofa Islamic Elementary School

pada prinsipnya kami mengizinkan Mahasiswa Ibu untuk melakukan riset selama 3 bulan (19 Desember 2025 s.d 19 Maret 2026) untuk mendapatkan data yang berhubungan dengan penelitiannya di SD Islam As-Shofa. Untuk koordinasi selanjutnya bisa menghubungi Waka. P2MS Ibu Arse Gustiani, S.Pd.

Demikianlah surat ini kami sampaikan, semoga Ibu dapat memakluminya.



Wassalam
Kepala Sekolah
DIANA EKAWATI, S.Si., S.Pd.

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No.	Tanggal Konsultasi	Materi Pembimbing/ Promotor*	Paraf Pembimbing/ Promotor	Keterangan
1.	30/6.25	- Background - Penulisan (consistency)		
2.	4/7.25	- References		
3.	28/7.25	- Writing - Chapter 2		
4.	22/8.25	- Conceptual Framework - References		
5.	25/9.25	- Interview guideline		
6.	24/12.25	- Revisi Revisi.		

Catatan:

*coret yang tidak perlu

Pekanbaru, 24 Des 2025

Pembimbing I/Promotor

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing/ Promotor*	Paraf Pembimbing/ Promotor	Keterangan
1.	30/6.25	- Research problem		
2.	8/7.25	- Interview guidelines		
3.	22/8.25	- Writing - References		
4.	11/9.25	- Result - Review		
5.	25/10.25	- Observation concept		
6.	17/11.25	- Revisi		

Catatan:

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