CHAPTER IV

FINDINGS AND DISCUSSION

This chapter offers and discusses the research findings. The research was carried out in order to answer the questions raised in the research problems. It concerns how the teacher provides oral corrective feedback and what type of oral corrective feedback the students prefer in listening class.

The researcher came into the classroom and did certain activities such as observation and interviews to collect data for the subjects of study. The researcher observed and recorded the kinds of oral corrective feedback the lecturer used during the listening learning process. The researcher then conducted interviews with numerous students and collected documentation in the form of audio recordings.

A. Findings

This research was conducted in Listening II courses at Antasari State Islamic University. Listening II courses are divided into three, those are class A, class B, and class C. Those classes were taught by Miss TN, who has 78 students from all classes. In this research, the researcher explains how the teacher provided oral corrective feedback in listening class at higher education level to answer the first research question. In this question, the researcher describes through nine observations. As for the second question, students' preferences toward oral corrective feedback provided by the teacher, the researcher interviewed twelve students to answer this question. In addition, the

researcher used documentation in the form of learning photos and field notes. Therefore, the data found in the field is shown below.

1. The Use of Oral Corrective Feedback in Listening Class

Based on data obtained through observation and interview, there were some types of oral corrective feedback provided by the teacher in Listening II courses. The researcher describes the oral corrective feedback provided by the teacher in each meeting below.

a. **The First Meeting**

The first observation was conducted on Monday 13 February 2023, the researcher observed the listening and teaching learning process in class A, which consisted of twenty-six students. The material studied is strategies for answering the Listening on The Paper TOEFL Test. There are three skills to learn, the first skill is skill ***Focus on The Last Line***, the second is ***Choose Answers with Synonyms***, and the third is ***Avoid Similar Sounds***. There are five listening practice questions that must be answered by students in each skill. In other words, there were fifteen listening practice questions that were done by the students at this meeting.

There were several errors made by students when answering the listening practice questions in class A. The first error occured when students answered listening practice question using skill 1. The researcher described first error below.

What the speakers are actually saying is:

man : *Was Steve able to get into the house?*

woman : *I left the door **unlocked** for him*

narrator : *What does the woman assume Steve did?*

What students hear is:

man : *Was Steve able to get into the house?*

woman : *I left the door **and lock** for him*

narrator : *What does the woman assume Steve did?*

The answer choices provided are:

(a) He locked the door.

(b) He tried unsuccessfully to get into the house.

(c) He was able to open the door.

(d) He left the house without locking the door.

From the description above the correct answer should be option (c), but the students chose option (b). Miss TN repeated what the students heard until the word *'door'* then asked them what the translation of *'tak terkunci'* in English was, some answered *'unlock'* some answered *'not locked'*. After that, Miss TN explained the difference in meaning and how to pronounce *'unlock'* and *'and lock'*. After explaining that, Miss TN played the audio again and finally the student was able to figure out what the speaker said and answered the listening question correctly. Judging from the way Miss TN corrected students' errors, it could be concluded that in this listening practice question Miss TN used elicitation with questions.

The second error occured when students answered listening practice question using skill 2. The researcher described the second error below.

What the speakers are actually saying is:

man : *Do you want to join me in the pool?*

woman : *Oh, I'll just run **and put** my suit on*

narrator : *What does the woman imply?*

What students hear is:

man : *Do you want to join me in the pool?*

woman : *Oh, I'll just run **than put** my suit on*

narrator : *What does the woman imply?*

The answer choices provided are:

a) She'd rather go running

(b) She doesn't want to go into the pool

(c) She'll change clothes quickly and go swimming

(d) She needs a sweat suit to go running

The correct answer should be option (c), but the students chose option (d). Miss TN rearranged students' oral errors into the right pattern, just like what the speaker said without directly telling students that they had made a error. Judging from the way Miss TN corrected students' errors, it could be concluded that in this listening practice question Miss TN used recast.

The third error also occured when students answered listening practice question using skill 2. The researcher described the third error below.

What the speakers are actually saying is:

man : *Has your family been in business for quiet some time?*

woman : *No, the family business just **established** last year*

narrator : *What does the woman say about the family business?*

What students hear is:

man : *Has your family been in business for quiet some time?*

woman : *No, the family business just **as stable as** last year*

narrator : *What does the woman say about the family business?*

The answer choices provided are:

(a) The company was founded about a year ago

(b) It was just established that he could go into business

(c) The family is well-established

(d) The business only lasted a year

From the description above the correct answer should be option (a), but the students chose option (b). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student error. However, students were still not able to understand their errors so that Miss TN indicated directly the student made an error and led the student to a clear explanation. Judging from the way Miss TN corrected students' errors, it could be concluded that in this listening

practice question Miss TN used two types of oral corrective feedback, clarification requests and explicit corrections.

The fourth error also occured when students answered listening practice question using skill 3. The researcher described the fourth error below.

What the speakers are actually saying is:

man : *How long until you'll be ready to leave?*

woman : *First, I need to water* ***the grass***

narrator : *What does the woman mean?*

What students hear is:

man : *How long until you'll be ready to leave?*

woman : *First, I need to water* ***in the glass***

narrator : *What does the woman mean?*

The answer choices provided are:

(a) She has to wait for some cash

(b) The waiter is bringing a glass of water

(c) The lawn is too dry

(d) She needs to watch out for a crash

Based on the explanation above the students failed to conclude about what the woman meant. The correct answer should be option (c), but the students chose option (b). Miss TN repeated what the students heard until the word *'water'* then encouraged students to be able to correct their own errors by explaining that the context *'water'* used here

was not as a noun. Miss TN asked the students to find another meaning of *'water*' as a verb. Encouragement from Miss TN made students realized that there was an error in what they heard. After that, Miss TN asked students to focus more on the similar sounds in the second line and played the audio again. Judging from the way Miss TN corrected students' errors, it could be concluded that in this listening practice question Miss TN used elicitation with encouraegement.

b. The Second Meeting

The second observation was conducted on Tuesday 14 February 2023, the listening and teaching learning process was observed in class C, which consisted of twenty-six students. The material used in this meeting was the same as the material for the first meeting.

There were several errors made by students when answering the listening practice questions in class C. The first student’s error in the second meeting (class C) was the same as the first student’s error in the first meeting (class A). The types of questions, what students heard, and how Miss TN corrected students’ errors were all excatly the same. In other words, miss TN also used elicitation with question when correcting the first student's error in this second meeting.

The second error occured when students answered listening practice question using skill 1. The researcher described the second error below.

What the speakers are actually saying is:

woman : *Do we have enough food for all the guests who are attending the reception this evening?*

man : *I think the refrigerator* ***<u>about to burst</u>****.*

narrator : *What does the man mean?*

What students hear is:

woman : *Do we have enough food for all the guests who are attending the reception this evening?*

man : *I think the refrigerator* ***<u>burst</u>****.*

narrator : *What does the man mean?*

The answer choices provided are:

(a) There's plenty to eat.

(b) The refrigerator's broken.

(c) The food isn't in the refrigerator.

(d) He's not sure if there's enough.

The correct answer should be option (a), but the students chose option (b). Miss TN used support with example because students misinterpreted the meaning of the word '*burst*' in the second line as *'broken*'. Miss TN explained the analogy of a refrigerator to a human stomach as an example. The refrigerator and the human stomach were likened to bursting if they were filled too much, but that did not mean that the refrigerator and the human stomach actually burst. After explained that, Miss TN asked students to focus more on the second line and played the audio again. Finally, after listening again the

students heard the words that they missed before *'burst'*, that wass actually *'about to burst'*. The conclusion was that 'about to burst' in the second line occurs because it was filled too much, in other words there was a lot of food in the refrigerator. After that the student was able to figure out what the speaker said and answer the listening question correctly.

The third error occured when students answered listening practice question using skill 1. The researcher described the third error below.

What the speakers are actually saying is:

man : *Have you sen Tim? I really need to talk with him about the phone bill.*

woman : *Well... he was here just* ***a minute ago***

narrator : *What does the woman say about Tim?*

What students hear is:

man : *Have you sen Tim? I really need to talk with him about the phone bill.*

woman : *Well... he was here just* ***a minute and go***

narrator : *What does the woman say about Tim?*

The answer choices provided are:

(a) She hasn't seen Tim

(b) Tim was there only for a moment

(c) Tim was around a short time ago

(d) Tim will return in a minute

The correct answer should be option (c), but the students chose option (b). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student error. However, students are still not able to understand their errors so that Miss TN indicated directly the student made an error and led the student to a clear explanation. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used two types of oral corrective feedback, clarification requests and explicit corrections.

The fourth student's error in the second meeting (class C) is the same as the third student's error in the first meeting (class A). The types of questions, what students heard, and how Miss TN corrected student errors were all exactly the same. In other words, miss TN also used clarification request and explicit correction when correcting the fourth student's error in this second meeting.

The fifth error occured when students answered listening practice question using skill 2. The researcher described the fifth error below.

What are the speakers are actually saying is:

woman : *Chuck is on his way to the bank now, isn't he?*

man : *Yes, he is. He thinks his bank account is* ***overdrawn***

narrator : *What does the man mean?*

What students hear is:

woman : *Chuck is on his way to the bank now, isn't he?*

man : *Yes, he is. He thinks this bank account* ***overdone***

narrator : *What does the man mean?*

The answer choices provided are:

(a) Chuck's bank account has too much money in it

(b) He thinks Chuck has the wrong kind of bank account

(c) He thinks that Chuck is on his way home from the bank

(d) There isn't enough money in Chuck's account

The correct answer should be option (d), but the students chose option (b). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student's error. After, students can figure out their errors. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used clarification requests.

The sixth error occured when students answered listening practice question using skill 3. The researcher described the sixth error below.

What are the speakers are actually saying is:

woman : *Why are you waiting here by the front door?*

man : ***The mail*** *should arrive at noon, and I'm expecting something important*

narrator : *Why is the man waiting?*

What students hear is:

woman : *Why are you waiting here by the front door?*

man : ***<u>The meal</u>*** *should arrive at noon, and I'm expecting something important*

narrator : *Why is the man waiting?*

The answer choices provided are:

(a) The meal will be served at noon

(b) The males should be driven there by noon

(c) He's expecting the ice to meals

(d) The letters ought to be delivered at 12:00

The correct answer should be option (d), but the students chose option (a). This time, Miss TN used a clarification request again to correct a student's error. Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student's error. After that students can figure out their errors.

The last student's error in the second meeting (class C) is the same as the last student's error in the first meeting (class A). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used elicitation with encouragement when correcting the seventh student's error in this second meeting.

c. The Third Meeting

The second observation was conducted on Wednesday 15 February 2023, the listening and teaching learning process was observed in class

B, which consisted of twenty-six student. The material used in the third meeting was still the same as the material in the previous meeting.

There were several errors made by students when answering the listening practice questions in class B. The first error in the third meeting (class B) is the same as the first student error in the first and second meeting (class A & C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used elicitation with question when correcting the first student's error in this third meeting.

The second error in the third meeting (class B) is the same as the second student's error in the second meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used support with example when correcting the first student's error in this third meeting.

The third error in the third meeting (class B) is the same as the sixth student's error in the second meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used clarification request when correcting the third student's error in this third meeting.

The last student's error in the second meeting (class B) is the same as the last student's error in the first and the second meetings (class A & B). The types of questions, what students heard, and how Miss TN

corrected student errors were all the same. In other words, miss TN also used elicitation with encouragement when correcting the seventh student's error in this second meeting.

d. The Fourth Meeting

The fourth observation was conducted on Monday 20 February 2023, the researcher observed the listening and teaching learning process in class A. The material studied is a continuation of the previous material. At this meeting there are three skills to learn, the first is skill 4: ***Draw Conclusion about Who, What, Where***. The second is skill 5: ***Listen for Who and What in Passive***. The last one is skill 6: ***Listen for Who and What with Multiple Nouns***. There are five listening practice questions that must be answered by students in each skill. In other words, there were fifteen listening practice questions that were done by the students at this meeting.

There were several errors made by students when answering the listening practice questions in class A. The first error occured when students answered listening practice question using skill 4. The researcher described first error below.

What are the speakers are actually saying is:

man : *Can you fill this **prescription** for me?*

woman : *If you leave the **prescription**, I can have it filled in about ten minutes.*

narrator : *Who is the woman*

What students hear is:

man : *Can you fill **description** for me?*

woman : *If you leave the **description**, I can have it filled in about ten minutes.*

narrator : *Who is the woman?*

The answer choices provided are:

(a) A pharmacist

(b) A dentist

(c) A teacher

(d) A business manager

The correct answer should be option (a), but the students chose option (d). Miss TN rearranged students' oral errors into the right pattern, just like what the speaker said without directly telling students that they had made a error. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used recast.

The second error occured when students answered listening practice question using skill 5. The researcher described the second error below.

What are the speakers are actually saying is:

man : *Has Harry heard from the law school yet?*

woman : *Yes, he was admitted **by the law** school for the fall semester*

narrator : *What happened to Harry?*

What students hear is:

man : *Has Harry heard from the law school yet?*

woman : *Yes, he was admitted **go to law** school on the fall semester*

narrator : *What happened to Harry?*

The answer choices provided are:

(a) He admitted that he wanted to go to law school in the fall

(b) The law school accepted him as a student

(c) The law professor admitted that he would be a student in the fall semester

(d) He would be admitted to law school after the fall

Based on the explanation above the students failed to conclude about what happened to Harry. The correct answer should be option (b), but the students chose option (a). Miss TN repeated what the students heard until the word *'admitted'* then encouraged students to be able to correct their own errors by explaining that the second line is a passive sentence where Harry is the subject and The Law School is the object. Encouragement from Miss TN made students realize that there was an error in what they heard. After that, Miss TN asked students to focus more on passive sentences in the second line and played the audio again. Finally the student was able to figure out what the speaker said and answer the listening question correctly. Judging from the way Miss

TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used elicitation with encouragement

e. The Fifth Meeting

The fifth observation was conducted on Tuesday 21 February 2023, the listening and teaching learning process was observed in class C. The material used in this meeting was the same as the material for the fourth meeting.

There were several errors made by students when answering the listening practice questions in class C. The first error occured when students answered listening practice question using skill 4. The researcher described first error below.

What are the speakers are actually saying is:

woman : *This is **flight 707** requesting permission to land.*

man : ***Flight 707**, you are **cleared** for landing.*

narrator : *Who is the man?*

What students hear is:

woman : *This is **client 77** requesting permission in the land.*

man : ***Client 77** you are **clean** for landing.*

narrator : *Who is the man?*

The answer choices provided are:

(a) He is a pilot

(b) He’s a flight attendant

(c) He’s a member of the grounds crew

(d) He works clearing land

The correct answer should be option (a), but the students chose option (d). Miss TN rearranged students' oral errors into the right pattern, just like what the speaker said without directly telling students that they had made a error. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used recast.

The second error in the fifth meeting (class C) is the same as the first student's error in the fourth meeting (class A). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used recast when correcting the second student's error in this fifth meeting.

The third error in the fifth meeting (class C) is the same as the second student's error in the fourth meeting (class A). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used elicitation with encouragement when correcting the third student's error in this fifth meeting.

The fouth error occured when students answered listening practice question using skill 6. The researcher described fourth error below.

What are the speakers are actually saying is:

woman : *Will the students be able to get hold of the books that they need?*

man : *The librarian **had them reserve** the books for two days.*

narrator : *What does the man mean?*

What students hear is:

woman : *Will the students be able to get hold of the books that they need?*

man : *The librarian **had reserved them** books for two days.*

narrator : *What does the man mean?*

The answer choices provided are:

(a) The Librarian was quite reserved with the students for two days.

(b) Within two days the librarian had the books for the students.

(c) The librarian reserved the books for the students.

(d) The students put the books on hold for two days.

The correct answer should be option (d), but the students chose option (c). Miss TN rearranged students' oral errors into the right pattern, just like what the speaker said without directly telling students that they had made a error. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used recast.

The last error occured when students answered listening practice question using skill 6 again. The researcher described fifth error below.

What are the speakers are actually saying is:

man : *The passenger arrived in a taxi*

woman : *Yes, and then **she had the taxi driver wait** at the corner*

narrator : *What does the woman mean?*

What students hear is:

man : *The passenger arrived in a taxi*

woman : *Yes, and then **she had waited the taxi** at the corner*

narrator : *What does the woman mean?*

The answer choices provided are:

(a) The passenger waited at the corner

(b) The passenger looked for a taxi at the corner

(c) The cab driver waited for the passenger

(d) The passenger cornered the waiting taxi driver

From the description above the students failed to draw conclusions about who was doing what because they were unable to hear what the speakers said correctly. The correct answer should be option (c), but the students chose option (a). Miss TN repeated what the students heard until the word *'had'* then asked them, didn't the first line state that the passenger arrived or came by taxi, then questioned why she had to wait for the taxi at the corner. Corrections from Miss TN made students realize that there was an error in what they heard due to the mismatch between the first line and the second line. After that, Miss TN played the audio again and finally the student was able to figure out what the

speaker said and answer the listening question correctly. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used elicitation with question.

f. The Sixth Meeting

The sixth observation was conducted on Wednesday 22 February 2023, the listening and teaching learning process was observed in class B. The material used in the sixth meeting was still the same as the material in the fourth and fifth meetings.

There were several errors made by students when answering the listening practice questions in class B. The first error in the sixth meeting (class B) is the same as the first student error in the fourth meeting (class A) and the second student’s error in the fifith meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used recast when correcting the first student's error in this sixth meeting.

The second error occured when students answered listening practice question using skill 5. The researcher described second error below.

What are the speakers are actually saying is:

man : *How are your friends going to get home from the airport after their trip?*

woman : *Their car **was left in the airport lot***

narrator : *What does the woman mean?*

What students hear is:

man : *How are your friends going to get home from the airport after their trip?*

woman : *Their car **was in the left of airport alot***

narrator : *What does the woman mean?*

The answer choices provided are:

(a) The car was in the left parking lot a the airport

(b) The friends parked their car at the airport

(c) The airport couldn't hold a lot of cars

(d) There were a lot of cars to the left of the parking lot

The correct answer should be option (b), but the students chose option (a). Miss TN rearranged students' oral errors into the right pattern, just like what the speaker said without directly telling students that they had made a error. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used recast.

The third error in the sixth meeting (class B) is the same as the second student's in the fourth meeting (class A) and the third error in the fifth meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used elicitation with encouragement when correcting the third student's error in this sixth meeting.

The fouth error occured when students answered listening practice question using skill 6. The researcher described fourth error below.

What are the speakers are actually saying is:

woman : *I cannot find the clerk.*

man : *The floor manager **sent him** back to the supply room.*

narrator : *What happened, according to the man?*

What students hear is:

woman : *I cannot find the clerk.*

man : *The floor manager **and him** back to the supply room.*

narrator : *What happened, according to the man?*

The answer choices provided are:

(a) The manager went to the supply room

(b) The clerk set supplies on the floor

(c) The clerk went to the supply room at the manager's request

(d) The clerk backed into the manager in the supply room

The correct answer should be option (c), but the students chose option (d). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student error. However, students are still not able to understand their errors so that Miss TN indicated directly the student made an error and led the student to a clear explanation. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss

TN used two types of oral corrective feedback, clarification requests and explicit corrections.

The last error in the sixth meeting (class B) is the same as the last student error in the fifth meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used elicitation with question when correcting the last student's error in this sixth meeting.

g. The Seventh Meeting

The seventh observation was conducted on Monday 27 February 2023, the researcher observed the listening and teaching learning process in class A. The material studied is a continuation of the previous material. At this meeting there are three skills to learn, the first is skill 7: ***Listen for Negative Expressions***. The second is skill 8: ***Listen for Double Negative Expressions***. The last one is skill 6: ***Listen for Almost Negative Expressions***. There are five listening practice questions that must be answered by students in each skill. In other words, there were fifteen listening practice questions that were done by the students at this meeting.

There were several errors made by students when answering the listening practice questions in class A. The first error occured when students answered listening practice question using skill 7. The researcher described first error below.

What are the speakers are actually saying is:

woman : *Would you recommend the hotel where you stayed in New York?*

man : *The hotel provided service* ***was unequaled!***

narrator : *What does the man say about the hotel?*

What students hear is:

woman : *Would you recommend the hotel where you stayed in New York?*

man : *The hotel provided service* ***wasn't any cool!***

narrator : *What does the man say about the hotel?*

The answer choices provided are:

(a) The service at the hotel wasn't too good

(b) This hotel gave excellent service

(c) The service at the hotel could have been improved

(d) This hotel's service was the same as the service at other hotels

The correct answer should be option (b), but the students chose option (a). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student's error. After, students can figure out their errors. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used clarification requests.

The second error occured when students answered listening practice question using skill 8. The researcher described second error below.

What are the speakers are actually saying is:

woman : *Do you think Paula undertands what she's done?*

man : *She **isn't** unaware of the trouble she's caused.*

narrator : *What does the man say about Paula?*

What students hear is:

woman : *Do you think Paula undertands what she's done?*

man : *She **is** unaware of the trouble she's caused.*

narrator : *What does the man say about Paula?*

The answer choices provided are:

a) She has problems that others aren't aware of

(b) Others aren't aware of her problems

(c) She knows she's been a problem

(d) She doesn't have a care in the world

The correct answer should be option (c), but the students chose option (d). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student's error. After, students can figure out their errors. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used clarification requests.

The last error occured when students answered listening practice question using skill 9. The researcher described second error below.

What are the speakers are actually saying is:

woman : *Was the philosophy exam very long?*

man : *I **scarcely had time** to finish it*

narrator : *What does the man mean?*

What students hear is:

woman : *Was the philosophy exam very long?*

man : *I **scaredly hadn't time** to finish it*

narrator : *What does the man mean?*

The answer choices provided are:

(a) He finished the exam in plenty of time

(b) He was scared he wouldnt to finish

(c) He used every possible minute to finish

(d) He was unable to complete the exam

The correct answer should be option (c), but the students chose option (b). Miss TN rearranged students' oral errors into the right pattern, just like what the speaker said without directly telling students that they had made a error. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used recast..

h. The Eighth Meeting

The eighth observation was conducted on Tuesday 28 February 2023, the listening and teaching learning process was observed in class C. The material used in this meeting was the same as the material for the seventh meeting.

There were several errors made by students when answering the listening practice questions in class C. The first error occured when students answered listening practice question using skill 7. The researcher described first error below.

What are the speakers are actually saying is:

woman : *Are you worried about the interview?*

man : *It's **unimportant** to me.*

narrator : *What does the man mean?*

What students hear is:

woman : *Are you worried about the interview?*

man : *It's **important** to me.*

narrator : *What does the man mean?*

The answer choices provided are:

a) The interview is very important

(b) He is worried about the interview

(c) What he's wearing to the interveiw

(d) He is not concerned about the interview

The correct answer should be option (d), but the students chose option (b). Miss TN asked students to repeat what they heard and then

asked for clarification on the exact part of the student's error. After, students can figure out their errors. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used clarification requests.

The second error in the eighth meeting (class C) is the same as the third student's error in the seventh meeting (class A). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used recast when correcting the second student's error in this eighth meeting.

The last error in this meeting occured when students answered listening practice question using skill 9. The researcher described last error below.

What are the speakers are actually saying is:

man : *Did Mark do well in Professor Franks' class?*

woman : *Mark **barely passed** the history exam that Professor Frank gave*

narrator : *What does the woman mean?*

What students hear is:

man : *Did Mark do well in Professor Franks' class?*

woman : *Mark **failed pass** the history exam that Professor Frank gave*

narrator : *What does the woman mean?*

The answer choices provided are:

(a) Although he did pass, Mark’s exam grade wasn’t too good

(b) Mark failed his history exam

(c) The highest grade on the history exam went to Mark

(d) Professor Franks didn’t pass Mark on the history exam

The correct answer should be option (a), but the students chose option (b). Miss TN asked students to repeat what they heard and then asked for clarification on the exact part of the student error. However, students are still not able to understand their errors so that Miss TN indicated directly the student made an error and led the student to a clear explanation. Judging from the way Miss TN corrected students' errors, it can be concluded that in this listening practice question Miss TN used two types of oral corrective feedback, clarification requests and explicit corrections.

i. The Ninth Meeting

The ninth observation was conducted on Wednesday 1 March 2023, the listening and teaching learning process was observed in class B. The material used in the sixth meeting was still the same as the material in the seventh and eighth meetings.

There were several errors made by students when answering the listening practice questions in class B. The first error in the ninth meeting (class B) is the same as the first student error in the eighth meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words,

miss TN also used clarification request when correcting the first student's error in this ninth meeting.

The second error in the ninth meeting (class B) is the same as the third student's error in the eighth meeting (class C). The types of questions, what students heard, and how Miss TN corrected student errors were all the same. In other words, miss TN also used clarification request and clarification request.

The description of observations during the nine meetings above shows that the listening teacher did not only focus on one type of oral corrective feedback when correcting students' utterance errors. The researcher found that there were six types of oral corrective feedback used by Miss TN, those are Explicit Correction, Clarification Request, Recast, Elicitation with Encouragement, Elicitation with Question, and Support with Example. The results showed that the most frequently used was Recast, while Support with Example was the least used. In addition to the data obtained through observation, this is also reinforced by Miss TN's statement below.

> *"Usually I use different types of oral corrective feedback but these types of corrections are consistent on the same problem. For example, in class A there was a student error on question number 3, then in class B and C there was also student error on that question, so I tend to correct using the same type of correction. Actually there is no particular reason for me when giving oral corrective feedback which is different for each question. I correct implicitly more often, I give encouragement so that students are able to do self-correction. But I have also corrected their errors several times directly and blatantly."*

2. Students Preferencs of Oral Corrective Feedback in Listening Class

To explore students' preferences for the oral corrective feedback provided by the teacher, the researcher interviewed twelve students. These students became the interview sample because they were suitable with the criteria expected by the researcher in obtaining the results of this study. Based on the interviews that the researcher held with the students, ten out of twelve students tended to prefer being corrected implicitly instead of explicit. This could be proven based on the statements below.

Student 1 : *"I prefer to have my errors corrected directly because the corrections are very clear"*
Student 2 : *"In my opinion explicit corrections are easier to understand than implicit corrections"*
Student 3 : *"I prefer to have my errors corrected directly because it's more efficient"*
Student 4 : *"I think it's better to be corrected implicitly because explicit correction makes one lazy to think"*
Student 5 : *"I prefer implicit because explicit correction embarrasses me a little"*
Student 6 : *"I prefer implicit correction. I chose implicit correction because in my opinion it encourages and hones my skills more. Explicit correction is only accepted, so it's different from implicit, so I prefer implicit correction."*
Student 7 : *"I prefer implicit correction because I don't feel comfortable being corrected explicitly. "*
Student 8 : *"I prefer to be corrected implicitly because I am addicted to the feeling when I am able to correct errors with my own efforts"*
Student 9 : *"Actually, explicit and implicit are both good but I prefer implicit correction because it triggers me to think more "*
Student 10 : *"I like to be corrected implicitly because there is encouragement from the teacher so that I can do self-correction"*
Student 11 : *"I prefer implicit correction because it further hones my skills"*

Student 12 : *"Implicated correction is better in my opinion because I am encouraged to think harder"*

More specifically, some preferences of students toward oral corrective feedback provided by the teacher in listening class are:

a. Recast

The study discovered that recast was the most preferred sort of correction tool for student errors based on findings from interviews. Five of the twelve participants examined by the researcher demonstrated a proclivity for this form of oral corrective feedback. Those people contended that recasting was a sort of oral corrective feedback useful for addressing students' errors.

Student 5 : *"What I like about the recast is that Miss TN doesn't say directly and blatantly that I made a error, but implicitly reformulates the error I did"*
Student 6 : *"I like it when miss TN reformulates the error part that I did and it doesn't confuse me"*
Student 7 : *"I feel comfortable when corrected using recast, because apart from not directly judging my errors, recast also doesn't cause confusion"*
Student 8 : *"I like recast because among the types of oral corrective feedback, recast is an implicit correction tool which in my opinion is easier to understand"*
Student 9 : *"The recast given by Miss TN is clear and not confusing, I am very comfortable with this type of oral corrective feedback"*

The students mentioned above chose recast as their preferred sort of oral correction feedback for similar reasons. The main reason these students chose recast over other sorts of oral corrective feedback was that implicit corrections are provided in an easy-to-understand way.

b. Explicit Correction

According to the interview data, explicit correction was on of the favored sort of correction method for student errors. Three of the twelve participants examined by the researcher shown a proclivity for this form oforal corrective feedback. Those three people contended that explicit correction was a sort of oral corrective feedback that was appropriate for rectifying students errors. This could be proven based on the statements below.

Student 1 : *"Explicit correction is not confusing and leads to the clear explanation"*
Student 2 : *"So far, when miss TN uses explicit correction, I never feel pressured"*
Student 3 : *"I think going straight to the point correcting my errors without convoluting is more efficient because it does not waste a lot of time just for one listening question"*

The three students mentioned above chose explicit correction as their preferred style of oral corrective feedback for various reasons. The first argument suggested that an explicit correction was easier to comprehend because it was less difficult and resulted in a straightforward explanation. The second explanation demonstrated that the student felt no pressure when being clearly corrected. Furthermore, the third reason demonstrated that using explicit correction was more efficient because it saved a significant amount of time when answering other listening practice questions.

c. Elicitation with Question & Elicitation with Encouragement

In accordance with the results of the interview, elicitation was the preferred type of correction tool for student errors. Of the twelve people

interviewed by the researcher, there were three people who had a tendency towards this type of oral corrective feedback, whether it was elicitation with questions or elicitation with encouragement. Those people argued that elicitation was a type of oral corrective feedback that was appropriate in correcting students' errors. This could be proven based on the statements below.

Student 10 : *"I prefer elicitation, whether it's elicitation with a question or with encouragement. I think Miss TN's way of implementing elicitaton is correct and I am happy when I am able to do self-correction after being encouraged to try on my own"*

Student 11 : *"Elicitation is the right type of oral corrective feedback in my opinion because Miss TN gives clear clues and I can do self-correction"*

Student 12 : *"I feel that I think harder when I try to do self-correction when corrected using elicitation with questions and elicitation with encouragement. I like to think harder because it will improve my skills."*

Based on the statements above, it could be concluded that these students chose elicitation with questions and elicitation with encouragement because they further honed their skills in doing self-correction and the clues provided by the teacher were also clear.

d. Clarification Request

The study discovered that one out of all twelve students exhibited a proclivity for this form of oral corrective feedback. The student thought that requesting clarification was a sort of oral corrective feedback that was appropriate for addressing students errors. Based on the assertions below, this could be confirmed.

Student 4 : *"Miss TN quite often uses clarification requests as an error correction tool, either to me or to my other friends. Sometimes the use of clarification requests can be considered a failure because if we still don't understand our error Miss TN ends up using explicit corrections. However, when I was personally corrected using a clarification request, I always managed to do self-correction and that made me proud and I tend to like this oral correction tool."*

Based on to the statement above, this student had strong reasons for choosing clarification requests as the type of oral corrective feedback that he preferred because he was proud of his ability to self-correct when several other students had difficulty being corrected using clarification requests.

B. Discussion

After the data is presented in the description above, the researcher writes and analyzes based on the findings that have been written. The researcher has two research questions answered in this study. After collecting data and completing analyses, researchers want to share their findings and explain how they fit into current theories. The results are discussed below.

1. The Use of Oral Corrective Feedback in Listening Class

This study focuses on two major questions. The initial phase is to identify the different kinds of oral corrective feedback provided by the teacher to address students' blunders in listening comprehension. The students have figured it out by analyzing the frequency of usage over the

course of nine meetings. In this study, the researcher examine Explicit Correction, Recast, Clarification Request, Repetition of Question, Repetition of Students' Error, Elicitation with Encouragement, Elicitation with Question, Elicitation for Correction, Support with Example, Explanation of Language Rules, Explanation about Meaning, and Direct Denial as forms of oral corrective feedback.

There are at least five of the thirteen distinct types of oral corrective feedback that are delivered by the teacher in the form of oral corrections. In accordance with Amalia et al. (2019), it is possible for teachers to employ a variety of different forms of corrective feedback in one class while taking into consideration the students' varying levels of language proficiency. Based on the analysis, it was found that recast, explicit correction, clarification requests, elicitation with questions, elicitation with encouragement, and support with examples were commonly used by the lecturer in the listening class. The researcher also found recast is the most frequently used error correction tool in listening class. Lyster & Ranta (1997) considered recast to be the most frequently used type of oral corrective feedback when correcting students' error utterances. However, these results are in contrast to Fan's study (2019) which demonstrates that recast is the least common form of oral corrective feedback in listening courses.

Following recast, a clarification request is also an error correction tool that is often used. However, the occasional use of clarification requests still

causes ambiguity, causing teachers to switch to using explicit corrections. Golshan (2013) agrees that clarification requests can cause ambiguity, besides that clarification requests did not provide learners with the ability to determine the specific issue in their production. Furthermore, elicitation with questions, elicitation with encouragement, and support with examples which are categorized by Fan (2019) as a sub-classification of elicitation show a positive impact on their use. Ammar (2003) agrees that elicitation is effective in improving EFL learners' language skills.

2. Students Preferencs of Oral Corrective Feedback in Listening Class

This study found that students consider that teacher's corrective feedback is important and a necessity for them because it is considered to be an indication of where their errors are and can be used as a foundation for self-improvement. In this study, students gave a positive response to the existence of the lecturer's corrective feedback because it was considered to help them become better at improving listening skills. This is supported by the opinion Irawan & Salija (2017) which state some students believe oral corrective feedback given by the teacher is the right step because they are able to find errors so that it is very useful to prevent the repetition of the same errors. Moreover, Saville-Troike (2006) examine how important feedback is given because it can be used as a way to help students achieve results like native speakers. Students also added that the lecturer's corrective feedback was also considered as evidence that the lecturer paid attention to and appreciated their performance and active role. In line with

this, Muyashoha (2019) also found that most students have a positive perspective on lecturers' corrective feedback which invites students to make improvements independently. In other words, by making improvements independently students can learn meaningfully.

The learners' responses to the interview questions revealed that the majority of the learners chose implicit corrections over explicit corrections. The results obtained are in line with Yoshida (2008), who found that before receiving direct corrective feedback from lecturers, learners would rather have the opportunity to reflect on their errors. However, students who chose explicit correction were satisfied with the explicit correction, they emphasized the importance of the correctness of their utterances for their teacher. This represented that the learners generally had positive attitudes toward receiving CF from their teacher.

a. Recast

The researcher found that recast was the most frequently used type of oral corrective feedback and the majority of interviewees chose recast as their preferred oral correction tool. Previous research has also shown that recast is the most frequently used form of oral corrective feedback in various settings and situations. This statement is supported by a study conducted by Mifka-Profozic (2012) who found that teachers generally use recast because this type of corrective feedback is more effective in improving students' abilities. This finding is also in line

with the research of Lyster and Ranta (1997), which states that recast is the type of feedback preferred by students.

Contrary to the findings, there are several studies that suggest the disadvantages of this type of oral corrective feedback. Ammar & Spada (2006) found that recast can create ambiguity for students because it does not indicate the precise location of their errors. In this study, however, the researcher discovered that students readily understood and found no ambiguity in the teacher's recast in the listening class.

b. Explicit Correction

Students preferred their lecturer directly corrected errors, clearly stated the form of the error and how the correct answer was, that was the reason why they preferred the lecturer to use explicit correction rather than the other types of oral corrective feedback. This finding is supported by the results of Liskinasih's research (2016) which suggests that explicit correction is the type of oral corrective feedback that students are most interested in. Moreover, the theory that supports the results of this study is research conducted by Ellis (2009) which found that students prefer explicit corrective feedback because students prefer unambiguous corrections. Ellis (2009) also suggests that the teacher should provide clear corrections because if not, the type of corrective feedback that does not provide direct improvement will require a longer processing time and cannot function optimally if the student being corrected does not have sufficient knowledge.

Based on another point of view, explicit correction can also have some drawbacks for the students. As noted by Lyster and Ranta (1997), this form of corrective feedback may be less effective in encouraging students to modify their erroneous utterances.. Situations when the teacher directly indicates a student's error can be bothersome for the students as well. (Long et al., 1998). In addition, explicit correction tends to make students feel uncomfortable if the teacher corrects them at the same moment they make the error. (Lowen & Reinders, 2017).

c. Elicitation with Question and Elicitation with Encouragement

Students contend that the cues provided by the teacher when eliciting students' error utterances, whether through encouragement or questions, were quite clear. It was because, despite the fact that elicitation is a form of implicit correction, this type of oral corrective feedback did not cause students to become confused. Lyster et al. (2013) concur that elicitation is a less implicit instrument for correction than clarification requests.

Research by Roothooft & Breeze (2016) also shows that elicitation has a positive impact on its use so that teachers prefer elicitation as a tool for correcting oral errors. This finding is also in line with Fan's study (2019) which classifies elicitation into elicitation with questions and elicitation with encouragement to show a positive impact on their use.

d. Clarification Request

Nobuyoshi & Ellis (1993) investigate the beneficial effects of clarification requests on learners' errors during the performance of communicative tasks and found that clarification requests were useful in reducing learners' errors. However, in the context of listening in this study, the researcher has not been able to confirm that a clarification request is an appropriate type of oral corrective feedback to use. This is because based on the results of observations which show that almost half of the entire frequency of using clarification requests cannot be properly captured by students. Ellis (2009) suggests that prompts in the form of clarification requests are not as effective as explicit corrections. Moreover, Golshan (2013) agrees that clarification requests can cause ambiguity, besides that clarification requests did not give the learners the opportunity to find out what the exact error in their production was.

Even so, there was student who prefer to be corrected using clarification requests because according to him, even though clarification request sometimes confusing, clarification requests always challenge him to think harder and when he was able to do self-correction he was proud and more motivated. This is agreed by Brown (2000) that students have a tendency towards things that motivate them in learning.