

Oral corrective feedback as a formative assessment in teaching speaking skill

Pooja Anggunsari¹, Siti Mahmudah²

¹English Department, Faculty of Tarbiyah, Postgraduate of State Islamic Institute (IAIN) Kediri, Indonesia,

²Islamic Education, Faculty of Tarbiyah, Postgraduate of State Islamic Institute (IAIN) Kediri, Indonesia

¹poojaanggunsari96@gmail.com, ²sitimahmudah700@gmail.com

*) correspondence: sitimahmudah700@gmail.com

ABSTRACT

The purpose of this research is to investigate how teachers and students implement OCF in speaking for EFL students. This research aims at figuring out and reviewing the process, the implementation, and the preferences of teaching-learning in the classroom by applying a type of assessment; that is oral corrective feedback (OCF). English needs to have an assessment as it becomes crucial and affects students from the diagnostic test to the final test. Speaking is a skill that needs to be mastered by students, but it has a lot of challenges faced by foreign students. The term assessment means procedural steps conducted in educational systems to interview, observe, construct questions, review students' work, and respond to students' work. Assessment is broken down into two types, formative and summative assessment. Formative assessment is done during the teaching-learning process when the class is still running. Meanwhile, summative assessment happens at the end of the learning period, and it is the last judgment of the teachers. One of the formative assessments that is mostly used and applied is feedback. OCF becomes the focus of this research to improve the students' speaking skills and to minimize their errors. This research applies library research to find out the use of OCF. It can be seen from the teachers' feedback because the students will get their errors and try to correct them based on the feedback given by the teachers.

Keywords: formative assessment; oral corrective feedback (OCF); teaching speaking

INTRODUCTION

In the educational system, assessment cannot be separated from learning activities. It starts from the beginning to the end of the class period. The beginning assessment in education is called a diagnostic test or pre-test. During the class process, teachers can do the assessment by conducting feedback and evaluation. At the end of the learning activities, students will have a final test to evaluate and assess how far their understanding is. Assessment becomes one of the crucial steps in the teaching-learning process because it is used to know whether the students undergo progress and development or not. There are two terms that several people sometimes think the same, especially in the procedures; those are assessment and testing. Assessment means a process that includes a complete procedure which can be used to gain some information related to the students' learning, such as observations, the rates of their performances when doing some projects, the test (paper or pencil), and so on. On the other hand, testing means a type of assessment which consists of a collection of questions that is supervised in an exact and fixed period (Brown, 2003).

Two kinds of assessment are beneficial to find out the function of assessing students because each type of assessment has its own functions and procedures. When teachers intend to measure and summarize what the students comprehend during the learning process, they will conduct a summative assessment (Ezir, 2013). Based on the name, giving grades and scores, and determining the students' progress are applied in this type of assessment. According to (Bakerson, 2005 as cited in Dwiyantri, 2021), after finishing explaining the lessons, a summative assessment is going to be undertaken at the end of the learning process. Besides, the second assessment is called a formative assessment. Teachers

provide feedback to the learners as it is the function of formative assessment which is planned to assist the learning process so that the teachers can identify the students' strengths and weaknesses. Allal (2021) stated in her research that the students analyze and think of their errors that are corrected by the teachers based on the lessons in class. They are expected not to make similar mistakes when producing and creating the next assignments. To make the feedback interesting, teachers can correct the students' errors by using some advanced technologies, free software developed by Google, such as Docs, Sheets, Slides, and Google Forms (Alharbi, 2021)

Feedback is a useful technique that is applied in class, especially for teaching productive skills. English has two productive skills, writing, and speaking, that need to be handled and controlled by teachers to minimize errors while the students are producing the assignments. Feedback is divided into two, namely oral corrective feedback and written corrective feedback. Based on their names, oral corrective feedback is utilized to respond and correct the students' errors orally; it can be when the students speak or write something in English, whereas written corrective feedback is used to score and correct what the students produce. Lyster and Ranta (1997), they categorized oral corrective feedback into six types: repetition, elicitation, metalinguistic feedback, recast, explicit correction, and clarification requests. Giving feedback becomes beneficial for students because they can locate and understand their own errors, so they are able to analyze and correct them.

Speaking as one of four skills in English takes the students' attention since it becomes the hardest part in learning English. It can be seen from the students' results. Some aspects of speaking must be understood and mastered by students, such as grammar, pronunciation, and others. Sometimes, it is hard for students to arrange the words into a good sentence or a paragraph when speaking. Students are also afraid to speak in public places or they are nervous because English is not their native language. Due to those reasons, oral corrective feedback plays an important role as a tool to assess and support the students' speaking. They can be more confident and enjoy speaking English in front of many people. Teachers can apply the types of oral corrective feedback based on the students' needs and preferences. This research aims at investigating the use and implementation of oral corrective feedback for the students' speaking skills. The previous studies said that OCF can help students acquire their target language and it can support the students to be more active in class. (Fadilah, et al., 2017) stated that the lack of OCFs that the teachers give may lead the students into fossilized errors because they assume that their utterances are already correct. When giving OCFs, some students will have different preferences from other students. Preferences here need to be understood by the teachers if they are going to apply OCFs in the teaching-learning process.

LITERATURE REVIEW

Formative assessment

Assessment is a part of the teaching-learning process that must be conducted to assess the students' understanding; it can be at the beginning of the class or at the end of the meeting. According to Brown (2003), assessment becomes an ongoing procedure covering a huge field by responding to questions, offering comments, striving out new structures, and making some projects. The students' results of learning over a period of time can be discovered from an assessment because it is beneficial for teachers to analyze and scheme what teachers may undertake next. Assessment can be an evaluation of how far the progress of the students is. Alderson & Bachman (2006) stated that an assessment may create various effects positively or negatively. It is generated the power to change the life of the students.

Informal and formal assessments are the types of assessment. Both have different functions in assessing the students. Informal assessment is conducted during the teaching-learning process. Alternative assessment, classroom assessment, and authentic assessment become several terms of informal assessment which have the same practice even though the terms are dissimilar (observations, portfolios, performance-based). It is incidentally and spontaneously given to the students while doing the assignments. Formal assessment belongs to exercises or procedures specifically designed to measure the students' skills and knowledge. It is systematic and planned to grade and evaluate the

students' understanding. Taking a test of the lesson is a part of determining the students' performances in formal assessment. It monitors and measures how well the students learn in class.

Besides, based on the functions, assessment has two distinctions. Formative assessment is the first function that evaluates the students in the process of forming their competencies. Therefore, it helps the students continue the growth process. Almost all informal assessments are under the umbrella of formative assessment. In class, when teachers give feedback to the students, feedback can develop and improve the students' ability in their language skills. This feedback is appropriate for all skills in learning English, especially for productive skills. There are many parts of feedback in both written feedback and oral feedback. Each part of feedback has its own effects when it is given to different students. Formative assessment is able to share comprehensive information on the students' skills. On the other hand, the word summative comes from "sum" which means to sum up or to conclude. Bennett (2011) as cited in Nurhayati (2020) mentioned that the function of summative assessment is to assess the students' achievements at the end of the class or program. After getting the lesson for some meetings, the summative assessment can be conducted. According to Brown (2003), summative assessment is to measure and summarize what the students understood. It occurs at the final of the lesson, program, semester, or school year (final examinations).

Oral corrective feedback

Feedback can be broken down into two types, namely written corrective feedback and oral corrective feedback. In teaching speaking, oral corrective feedback is needed by the students because it can help them remember their errors and try not to repeat similar errors in the following assignments. Teachers pay attention to the students' speaking skills. It can be from grammar errors, mispronouncing words, dictions, and the fluency of the students' speaking. OCF means the reaction of the teachers when students perform their utterances. In the process of giving feedback, the teachers apply dissimilar techniques to obtain the students' interest in their errors and develop their ability to rectify their errors.

Feedback can be positive or negative. Positive feedback happens when students perform behavior or tasks correctly. Teachers can give praise or awards to the students having good performances in class successfully. Meanwhile, negative feedback occurs when students need correction from the students. The teachers correct the students' errors in their tasks and strive to change them into the correct ones. According to Ellis (2006), corrective feedback is a response to the students' utterances that contain errors. Corrective feedback refers to the teachers and students applying corrections to the students' production. The teachers can easily give comments to the students directly or indirectly to their errors. It is supported by Russel and Spada (2006) that corrective feedback is an indication of the students who get incorrect productions in their target languages. Students will recognize and try to correct the errors at that time. After analyzing their errors, it is expected not to speak or write the errors in the next assignments.

When giving feedback, teachers need to adjust to the students' characteristics and preferences. Some students may feel down when they get corrections whenever they are producing something. Thus, these students must be corrected indirectly, whereas some are into it because they may remember their errors when they are corrected directly. Oral corrective feedback will be conducted in class and it is supposed to be revised by the students without making the same errors. Oral corrective feedback can help students improve the students' ability to speak. Based on Brookhart (2008), oral corrective feedback becomes interactive because teachers can talk to the students and make conversation among them. Teachers and lecturers have to take this into account when they teach speaking in class and provide oral corrective feedback because it is a crucial issue that needs to be applied. (Muslem et al, 2021).

Lyster and Ranta (1997) observed diverse types of corrective feedback that the teachers give on the students' errors and try to examine the students' uptake, a clue that students have already noticed and known what the feedback means. Feedback can establish the contribution and procedural knowledge from cognitive approaches (Doski & Cele, 2018). There are six types of oral corrective

feedback mentioned by Lyster and Ranta. Those can be applied in class by analyzing the students' preferences at the beginning of the class. It will be helpful because a student may have different types of studying. Here is the list of oral corrective feedback types:

Explicit correction	The teachers alert the students and provide the correct form clearly and directly. "John has rabbit." "John has a rabbit."
Recast	The teachers reformulate all parts of the students' utterances, minus the errors. It is generally implicit so that the students do not listen to the words "You mean.../ You should say.../ Use this word...."
Clarification request	The teachers give clues to the students' utterances. It can be in the form of phrases, like "Pardon? Sorry? Excuse me?" There are two indications whether the speaking is not correct or the teachers misunderstand the utterances.
Metalinguistics feedback	The teachers direct the students to correct their errors by giving comments or questions based on grammatical terminologies, "She study English." "What is the ending of the verb when the subject is singular in simple present tense?" "Add s/es in the verb."
Elicitation	Three ways can be applied in this type of oral corrective feedback. (1) Eliciting completion of the students' utterances "He has" (2) Using questions "How do we say X in English?" (3) Asking students to reformulate it.
Repetition	The teachers repeat the incorrect sentence. Teachers can adjust their intonation to highlight the errors.

Teaching speaking

English consists of four skills that are described based on their functions and directions. When people generate a language in speaking and writing, it is referred to as productive skills since they produce products both written and spoken. People are directed by a language when those people are trying to do what the directions say. It is called receptive skills because people only need to listen and read something. Both productive and receptive skills give challenges to the teachers to be creative and innovative so that students will enjoy the class and the learning process. Speaking is hard for students who have not learned English before and it makes them lack interest in arranging words into sentences in the target language.

Speaking becomes a skill which is taught in schools. It is started by producing words by words and uttering sentences in English. It is supposed to cover five aspects of speaking, such as comprehension, grammar, vocabulary, pronunciation, and fluency. Those must be balanced because they can affect one another. By practicing speaking, students can share information, transfer knowledge, and express what they feel in a good way. At school, speaking can be a tool to interact and communicate between teachers and students. It can be in the case of talking about daily conversations or presenting their speaking assignments. Oxford Advanced Dictionary mentions the meaning of speaking is that it is used to communicate or express feelings, opinions, thoughts, and ideas by uttering or talking to other people. Speaking produces systematic verbal utterances to deliver meaning. According to Thornbury (2005), speaking is interactive, and it requires competencies to collaborate when doing the turn-taking. Speaking is an oral skill which is more complex than it seems because people have to pay attention to the five aspects stated above.

Teaching is a process to transfer knowledge from teachers to students. It is held both formal and informal; it can be at school or outside the school. There is no significant difference in teaching formally or informally. The goals of speaking are to invite students to speak more and to share information with other people. Lier (1995) differentiated spoken and written languages in various significant ways that can be seen in the table below:

Spoken Language	Written Language
Auditory	Visual
It is temporal (temporary)	It is persistent (permanent)
Prosody	Punctuation
Giving feedback immediately	Giving feedback later or no feedback
Limited planning and editing	Unlimited planning, editing, and revising

Some people said that teaching speaking is sometimes considered a straightforward process. Brown (2007) stated that speaking is an activity to guide and facilitate the learning process, to bring the students to learn, and to set the condition inside the class. Teachers are suggested to construct the learning style, learning approach, methods, and techniques. They must facilitate the students to learn and get interesting methods and techniques since those efforts will assist the students to relish the learning process. Some catchy activities can be conducted in class to reach the goal of teaching speaking; for instance, doing drama or role-play, telling stories, making projects, holding interviews, doing information gap activities and jig-saw, students' presentations, solving problems and making decisions, and exchanging thoughts. Those activities can encourage students to be more active and improve their confidence to speak in front of the public. Brown (2007) also mentioned seven principles of teaching speaking; those are (1) fluency and accuracy must be considered, (2) motivating techniques are provided, (3) encouraging the usage of authentic language, (4) feedback and correction must be given, (5) capitalizing the link of speaking and listening, (6) initiating oral communication done by students, (7) boosting the development of speaking strategies.

Sometimes students feel confused about how to practice their speaking skills. There are several factors influencing the process of speaking. Students must be stimulated by activities that are able to boost their interest to speak. In teaching speaking, teachers will ask students to do some activities which can be in a group discussion or a personal project. Teachers can guide students while moving around to control the students. While handling the students, teachers can support the students by drilling them to enrich the students' vocabularies. Moreover, speaking is one line with pronunciation. The better they pronounce the sentences, the more understandable their speaking is.

METHODS

The method used in this research is a library research methodology which analyzes and figures out the implementation and students' preferences for formative assessment in ELT. Library research is a method of gathering data through reading, studying, and comprehending information from various resources. This kind of research consists of a sequence of actions or steps which are connected to the ways of acquiring library data, reading, examining research resources, and others. Reading is conducted by collecting many resources considered by the scientific establishment. When gathering data, the source can be from scientific papers, newspapers, scientific publications, theses, research reports, and others. After reading the sources, evaluating data becomes the next step. Because the data collection does not use and involve direct observation, the researchers collect the data that have been obtained from other sources, then are gathered, and then are analyzed to be one single document. This method is to preserve and provide useful information related to a theme, and it supports a culture of learning by providing appropriate resources. The researchers focus on the articles that explain oral corrective feedback in speaking and strive to draw the implementation of this assessment. The limitation of this research is to collect some research articles from OCF that focus on teaching speaking skills from 2013 to 2023.

RESULTS AND DISCUSSION

The implementation of oral corrective feedback has created various benefits for teachers and students. They are proven from many researches showing that OCF is effective in teaching and improving the students' skills, especially in teaching productive skills. By using OCF, students can develop their

competencies and make them confident in performing assignments. In communication, it will be easier for them as they have been corrected by the teachers in some error cases. Over the last few years, the research on OCF in education showed that OCF gives positive impacts and helps students produce languages more accurately. As stated by Laeli & Setiawan (2019) in their research, students are aware and careful in uttering sentences because they pay attention to the errors that the teachers corrected before. The language proficiency of the students could be considered based on how many errors they make in speaking. In the pronunciation aspect, students need more attention since it is a foreign language that has to be understood in the stressing, the word connection, and also the phonemic scripts. Outer aspects can influence the way the students pronounce the words. Different places to live cause the students hard to have correct pronunciation as described in the English dictionary without practicing it continuously. Khunaivi & Hartono (2015) mentioned that, in speaking, corrective feedback is needed to reduce and minimize the possibility to get wrong in the languages that people study and are a concern. Teachers are going to continue leading the students to express their ideas in English in the correct form. Giving feedback is essential to be applied in class because it can assist the teachers in order that the students will not utter similar errors and it creates the students' abilities in comprehending and revising the errors.

Sa'adah, Nurkamto & Suparno (2018) mentioned that three types of OCF were mostly applied by teachers in a conversation class. Explicit correction, metalinguistics, and clarification requests were very effective for students based on their research. It can be seen in the improvement of the students in their performances. Those OCF helped students because explicit correction points out the errors and directly allocates the correct form. Then for metalinguistics, while listening to the students' utterances, teachers note the incorrect form and share the errors by explaining based on their linguistic knowledge. Students can memorize and understand easily when given detailed elucidation. A clarification request is not clearly stated to the students, so the students are questioned by teachers according to the errors they make. The three OCFs have positive effects; one of them is on the students' willingness to communicate.

On the other hand, metalinguistic feedback shows the high remark and it is followed by recast and elicitation feedback (Nhac, 2022). The research explained that students preferred to have a clear explanation of their erroneous utterances because the teachers repeated the students' grammatical errors, and it made students able to revise their own mistakes. By using recast, the teachers restate the students' speaking and substitute the students' errors with the correct form without directly declaring that there is something wrong with their utterances. Elicitation feedback gives a short explanation and a question that orders the students to make their utterances correct. The results reveal the implementation and preferences of the students and teachers about how teachers give OCF to the students. Students show more favor in fixing their errors either at the end of their utterances or at the end of the speaking tasks. Additionally, students may have the correction directly when they speak or indirectly after their speaking is finished.

According to Doski & Cele (2018), OCF becomes one favorite methods in teaching speaking. All students performed significantly better after the teachers responded to their speaking by providing OCF, especially for the use of articles in English. Students get difficulties in distinguishing a, an, and the in creating sentences. Most errors come from substituting 'a' with 'the' both of them are actually different. This research showed that two OCFs were helping the students in correcting the errors. Prompt and recast are the highest OCF used by students. Prompt becomes the first rank and it is followed by recast as the second OCF. The higher effects of prompts could encourage students to have opportunities to apply the article's declarative knowledge. The errors in the students' utterances can be from their background knowledge affecting their study in class. In other words, some students only know a little more information and understand English than other students. Others claim that recast becomes the best OCF as it is positive and unnoticeable, and it also provides the correct form of the students' errors.

Other research focuses on the students that got OCF from their lecturers. University students felt easier at applying the correct speaking skill consisting of some aspects. Most students preferred

using explicit correction as it made the students remember their errors and they could directly spot the errors and then correct them. Meanwhile, other students stated that implicit OCF was better than explicit because they could focus more while speaking. Students believed that implicit feedback can keep the secret. It is because the lecturers will give the feedback individually so that other friends do not know the weaknesses. The frequently corrected aspect which is given by the lecturers is phonological errors, especially in pronunciation. This is an important thing in communication since the interlocutors need to understand what the speakers are saying. OCF improves the abilities of the lecturers in the terms of grammar, and pronunciation, and it enables lecturers to speak more, so it increases their speaking fluency. From the students' view, after knowing and understanding the errors, they will prepare what they are going to share or present in front of the public. Students will be careful of the errors and they are expected not to mention the same errors in the future. The students are not anxious anymore after getting the feedback from the lecturers so they feel safe and confident to speak the target language (Muslem, et al, 2021)

Rahmi (2017) supported those statements by using the results of her research. She mentioned seven types of OCF adopted by Sheen & Yao (2004) and stated that recast becomes the most frequently used by lecturers. Students remember the words or phrases easily at the time the lecturers correct their errors. When they find the same words or phrases, they will not produce the same words or phrases since they know that they are corrected by the lecturers with those words or phrases. Lecturers gave several OCFs and chose one of them to be their tendency. Before giving OCFs to the students, lecturers must strive and practice all kinds of OCF, so they are able to know which one is appropriate for both students and lecturers.

OCF proves the positive effects for the educational aspect. It can be seen from the result of the research articles that are mentioned above. Because OCF becomes beneficial, teachers and lecturers are suggested to apply this method in teaching productive skills. Lyster (2013) reveals that the students' desire is great to be corrected in class and they do not want to ignore their mistakes. They are going to strive to produce the correct form after the teachers correct them. Zale (2014) said that OCF is a direct interaction between the students and the teachers that can make them become closer and tie their feelings and emotions. It encourages both students and teachers to be a great team in the teaching-learning process.

CONCLUSION

Overall, the implementation of oral corrective feedback shows us many benefits. As stated above, there are several kinds of OCF that can be applied in class. However, the preferences of the students and teachers will be dissimilar. As the result, some OCFs become highly used in some places. It can have diverse results when OCFs are applied in different places. It can be inferred that OCF is necessary to be conducted in teaching productive skills. If the students' errors are not addressed well by the teachers, it will affect the students' abilities and competencies in the future because the teachers do not provide and guide the students in the right way. Using OCF is crucial to control and handle the students in developing or improving their skills.

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