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Teacher Oral Corrective Feedback In Video Conference Applications For Online Learning

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Abstract

This qualitative case study investigates the strategies employed by teachers to provide oral corrective feedback during online learning sessions via video conferencing applications and identifies the challenges encountered in this process. Data were gathered through observations and semi-structured interviews with one English teacher and four tenth-grade students from a Vocational High School in Tasikmalaya. The study addresses the central issue of delivering effective oral corrective feedback in an online learning environment. The findings indicate that teachers utilize various feedback types, such as recast, explicit correction, and repetition. Nevertheless, challenges like poor internet connectivity and technical disruptions hinder the communication and feedback process. This study highlights the complexities involved in delivering oral corrective feedback online and underscores the need to address technical obstacles to improve feedback efficacy.

Keywords: *Oral corrective feedback, Video conference application, Online learning*

Abstrak

Studi kasus kualitatif ini menyelidiki strategi yang digunakan oleh guru untuk memberikan umpan balik korektif lisan selama sesi pembelajaran *online* melalui aplikasi konferensi video dan mengidentifikasi tantangan yang dihadapi dalam proses ini. Data dikumpulkan melalui observasi dan wawancara semi terstruktur dengan seorang guru bahasa Inggris dan empat siswa kelas X dari sebuah SMK di Tasikmalaya. Studi ini membahas isu sentral dalam menyampaikan umpan balik korektif lisan yang efektif dalam lingkungan pembelajaran *online*. Temuannya menunjukkan bahwa guru memanfaatkan berbagai jenis umpan balik, seperti penyusunan ulang, koreksi eksplisit, dan pengulangan. Namun demikian, tantangan seperti konektivitas internet yang buruk dan gangguan teknis menghambat proses komunikasi dan umpan balik. Studi ini menyoroti kompleksitas yang terlibat dalam penyampaian umpan balik korektif lisan secara online dan menggarisbawahi perlunya mengatasi hambatan teknis untuk meningkatkan kemanjuran umpan balik.

Kata Kunci: Umpan balik korektif lisan, Aplikasi konferensi video, Pembelajaran online



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INTRODUCTION

Online education and courses are becoming integral components of the global education system. The online platform has made education convenient and accessible to everyone. Online learning which employs electronic media and technology in the teaching and learning process, offers students the chance to familiarize themselves with various technologies to enhance their learning

journey. While distance education has existed for some time, the transition to online classes as an alternative to traditional face-to-face classroom instruction in universities and colleges has gained significant consideration only in recent years. According to (Mohammadi, 2010) as cited in (Riduan, 2021) states that online learning is commonly defined as the intentional use of networked information and communications technology for teaching and learning purposes. So, online learning also defines as an educational model where teachers and students engage in learning simultaneously but from different physical locations, facilitated by internet connectivity. A wide array of applications and platforms, such as WhatsApp, Telegram, Zoom Meeting, Google Meet, and Google Classroom, has been employed to support this shift. The primary requirement for effective online learning is access to a computer or smartphone connected to the internet. According to (Fitria, 2020) there are numerous advantages to teaching English online. It is sustainable, as it saves on transportation and travel costs and reduces the need for printed materials. Additionally, it offers flexibility, enabling teachers to instruct students even when they are away from school and the classroom.

Furthermore, the use of video conference or zoom meet webinar are gradually seen a great impact in the field of teaching and learning. It is important to consider how the teacher and students receive the oral corrective feedback since there are a different situation rather than the traditional classroom. it can be known that teacher oral corrective feedback should be more often to be applied although in online learning situation. (Alkhamash & Gulnaz, 2019) State in their study that the oral corrective feedback technique was the most preferred choice among the students. (Abdillah, 2020) also emphasizes that Zoom is cost-effective and offers a satisfactory webinar experience. Utilizing Zoom allows participants to collaborate and engage during the process. Zoom is versatile and can be employed for community-based discussions and more.

The concept of oral corrective feedback, as elucidated by (Monteiro, 2014) entails the correction of students' spoken language errors within the context of a conversation or discussion. This practice, though challenging in virtual environments, is essential for enhancing students' comprehension of errors embedded in their tasks or assignments. This research delves into the experimentation of corrective feedback during video conferencing, a methodology increasingly influential in the teaching and learning landscape. As highlighted by (Lyster et. al, 2013) as cited in (Syakira & Nur, 2022) oral corrective feedback encompasses teachers' responses to students' erroneous remarks, serving as a potential tool for language improvement, particularly when fostering interactional change. Over the past two decades, this approach has captured the attention of foreign language teaching professionals. (Lyster & Ranta, 1997) as cited in (Alzubi, et.al, 2022) categorize OCF into six primary types, spanning from implicit to explicit approaches. These include recast, elicitation, clarification request, metalinguistic feedback, explicit correction, and repetition.

Teachers find themselves at the core of this process as they correct their students' mistakes through oral feedback, a pedagogical tool emphasized by (Alkhamash and Gulnaz, 2019). This oral corrective feedback whether implicit or explicit, holds a pivotal role in assessing and rectifying students' errors and performance while maintaining their self-esteem. In essence, it encourages students to address their verbal shortcomings. In a more detailed perspective, oral corrective feedback involves teachers' active support in rectifying students' spoken errors.

To effectively provide oral corrective feedback in the online learning landscape, educators can employ several strategies. First, video conferencing emerges as a powerful tool for real-time interaction and immediate feedback, with the option to record sessions for later review. Second, the use of chat features in these platforms enables educators to type corrections or feedback during

sessions, accommodating various connectivity issues. Alternatively, feedback can be provided post-session through recorded videos, audio messages, or written notes. It's essential to prioritize key errors over minor ones and balance corrective feedback with positive reinforcement to boost student confidence and motivation. Furthermore, encouraging self-correction by having students repeat correct sentences or identify their errors can enhance language awareness and self-monitoring skills. The provision of oral corrective feedback in the realm of online learning necessitates creativity and adaptability. By implementing these strategies, educators can deliver effective feedback, facilitating students' language skill development in virtual environments.

There is problem while this study conducted at Vocational School in Tasikmalaya especially in tenth grade class, in providing oral corrective feedbacks is proscribed within the absence of face-to-face classes. Students and teachers face several challenges related to oral corrective feedbacks. One of the main issues is the limitation of social interaction. Feedback in face-to-face learning often involves non-verbal cues such as facial expressions, body language, and intonation that aid in conveying and understanding messages. Additionally, students often tend to be less engaged or passive in the online learning environment. This lack of participation can render feedback from teachers less effective as students may not provide the necessary responses for instructional adjustments. Teachers may also encounter difficulties in providing detailed and high-quality oral corrective feedback in the online environment due to time constraints and the high number of students to monitor. Research indicates that effective feedback is specific, task-focused, and promptly delivered (Hattie & Timperley, 2007). However, in online learning situations, teachers may feel constrained in terms of time and the media used to provide detailed and timely feedback. Other challenges faced include technical constraints or insufficient digital skills from both the teacher and student sides, which can hinder the feedback giving and receiving process. Therefore, this study analyses the utilization of video conferencing in implementing teacher-to-student feedback. As (Ferdian & Purnawan, 2020) Stated that giving corrective feedback online should improve students' preferences revealed that they preferred their teachers used face-to-face corrective feedback frequently in learning English, which might improve learning effectiveness, accuracy, and experiences. Furthermore, the students stated that when face-to-face corrective feedback was adopted, teachers should be able to manage their learning, employ communicative methods, and motivate them by leveraging their learning preferences. According to (Adhamjonov, 2022) emphasis is placed on the impact of feedback on both teachers and students. When directed toward the teacher, feedback provides valuable insights into students' progress, helping the teacher identify deficiencies, monitor variations in student speech activities, and assess the alignment of teaching strategies with actual needs. It suggests that giving oral corrective feedback to the student should most likely lead them to require responsibility for what the teacher has provided through their language learning.

Therefore, this study aims to achieve two objectives. First, to determine the extent of teacher oral corrective feedback using video conference applications in online learning. Second, to analyze the challenges teachers face when utilizing Zoom meetings or webinars for oral corrective feedback in online education. This research contributes to fill the gap concerning oral corrective feedback in the context of video conference applications. By combining insights from various studies on these applications, it seeks to enhance the implementation of corrective feedback, thereby improving teachers' understanding and effectiveness in resolving issues related to online learning.

RESEACH METHOD

This research employed qualitative design principles, specifically utilizing a case study. Case study research involves an in-depth exploration of a particular case to understand its complexities and specific contexts (Stake, 1995, as cited in Tomaszewski et al., 2020). Qualitative research, as an interpretive and naturalistic inquiry, aims to uncover meanings and understand phenomena within their natural settings (Bloomberg & Volpe, 2019; Creswell & Poth, 2018, cited in Coombs, 2022). In this study, the case study method was chosen to provide a detailed examination of oral corrective feedback in online learning environments, particularly through Zoom webinar meetings, addressing challenges in teaching and learning online.

The research was conducted at a Vocational High School in Tasikmalaya, selected for its relevance to the study topic and the availability of suitable research conditions. The participants included one English teacher and four tenth-grade students, selected through purposive sampling to ensure data richness aligned with the study objectives (Creswell, 2012). Purposive sampling allowed for the deliberate selection of participants who could provide valuable insights into the phenomena under investigation, particularly regarding the delivery and reception of oral corrective feedback in online education.

Data collection involved a combination of observation and semi-structured interviews. Observations were conducted through video recordings capturing the entirety of teaching and learning interactions. Semi-structured interviews with participants further explored their experiences and perceptions of oral corrective feedback, focusing on specific instances observed during the teaching sessions. Semi-structured interviews allowed for deeper exploration and clarification of observed phenomena, following a set of key questions while allowing flexibility for additional insights (Gill et al., 2008).

Data analysis followed a framework adapted from (Miles and Huberman, 1994), involving three stages: data reduction, data presentation, and drawing conclusions. Initially, data were condensed from observations and interviews to focus on pertinent information related to oral corrective feedback. Subsequently, findings were presented descriptively to elucidate patterns and insights into the feedback process. Conclusions drawn from the analysis aimed to provide a comprehensive understanding of the complexities surrounding oral corrective feedback in online learning environments.

RESULT AND DISCUSSION

Data was gathered by observation and interview with the English Teacher at one of the Vocational High School in Tasikmalaya to find the answer to the research questions of this study. The research findings include an overview of the results of the data collection conducted by the researcher, which focus figure out how does the teacher provide oral corrective feedback in the use of video conference application in online learning and finding out the problems does the teacher face on giving oral feedbacks in online learning.

How Does The Teacher Provide Oral Corrective Feedback In The Use Of Video Conference Application In Online Learning?

To answer research question number one, the researcher employed non-participant observation. This involved taking videos, and using observation checklist and fieldnotes to document the teacher provide oral corrective feedback to students. After gathering the data, the researcher transcribed the observations. The findings are categorized based on the results from both the teacher and the students in implementing various types of oral corrective feedback. Based on the research findings, the observations involved dialogues from a total of four students. The teacher

employed two primary types of oral corrective feedback across these dialogues: recast and explicit correction. Additionally, repetition was used in one instance. The teacher addressed pronunciation, grammatical, and prepositional errors through a combination of recast, explicit correction, and repetition, helping students to internalize proper language use and fostering a supportive learning environment.

In the observation of a student's dialogue performance, the teacher provided feedback on the student's performance. The feedback included recasts and explicit corrections to address the student's grammatical errors and utterances. According to (Lyster, et al, 2013), recasts are commonly used by teachers when correcting students in dialogue performances. On the other hand, as described by (Tingding, 2012), explicit corrective feedback involves directly supplying the correct form. This method ensures that students are immediately provided with the correct wording, eliminating the need for them to infer the proper words or phrases themselves. The last types of oral corrective feedback that the teacher use is repetition. Repetition the teacher repeats the learner utterance highlighting the error by means of emphatic stress. Teacher adjusts their intonation so as to highlight the error (Lyster & Ranta, 1997, cited in Alzubi et al., 2022).

Students Dialogue Performance (1)

Student A : Hey, Mia! I was thinking about going for a hike this weekend. Want to join?

*Student B : Oh, that sounds like a **great /gri:t/** idea.*

*Teacher : like a **great /greɪt/** idea.*

*Student B : Oh, that sounds like a **great /greɪt/** idea! Where are you thinking of hiking?*

*Student A : How about the Galunggung Mountain? It's got beautiful **scenery /'skɛnəri/** and isn't too challenging.*

*Teacher : beautiful **scenery /'si:nəri/***

*Student A : It's got beautiful **scenery /'si:nəri/** and isn't too challenging.*

Student B : Perfect! I've heard it has some amazing viewpoints. What time are you thinking?

Student A : I was thinking of starting around 9 AM. Gives us enough time to enjoy the hike and not rush.

Student B : Sounds good to me. Do we need to bring anything specific?

*Student A : Just the essentials, water, some snacks, and **comfortable /'kʌmfɔrəbəl/** shoes. I'll bring a trail map too.*

*Teacher : and **comfortable /'kʌmfɔrəbəl/** shoes*

Student B : Awesome! Should we invite others to join us?

Student A : Sure, the more, the merrier! I'll ask around and see if anyone else is interested.

*Student B : Great! Let's meet at the gate **in** 9 AM then. Looking forward to it!*

*Teacher : Not **in** 9 AM. But, **at** 9 AM. Yang benar adalah **at** ya bukan **in**.*

*Student B : Great! Let's meet at the gate **at** 9 AM then. Looking forward to it!*

Student A : Absolutely! It's going to be a fun day outdoors. Can't wait!

In the first observation of student dialogue, the teacher provided oral corrective feedback during the students' dialogue performance. The teacher employed both recast and explicit correction techniques to address pronunciation and grammatical errors. Recast involves the teacher correcting the student's mistake without explicitly pointing it out, while explicit correction involves directly supplying the correct form. This approach was exemplified when Student B pronounced "great" as /gri:t/ and the teacher corrected it to /greɪt/, similarly with the word "scenery" corrected from /'skɛnəri/ to /'si:nəri/. The teacher's prompt and clear corrections helped students internalize the

proper language use. Additionally, the teacher used explicit correction to address grammatical errors, such as correcting "in 9 AM" to "at 9 AM," enhancing the students' understanding of English grammar. The teacher's methods included immediate feedback, modeling correct pronunciation, and explicitly stating the correct forms, creating a supportive learning environment.

Students Dialogue Performance (2)

- Student A : Hey, Maya! It's been a while. How about we catch up over coffee this weekend?*
Student B : Hi, Chris! That sounds like a fantastic idea. There's this cozy café on Maple Street I've been wanting to try.
Student A : Perfect! I've heard good things about that place. Saturday afternoon, maybe around 2 PM?
Student B : Works for me! I could use a caffeine boost by then. Anything specific on your mind?
*Student A : Well, I've been into this new book, and I'd love to get your **thoughts /tɔ:t/** on it. Also, I could use some advice on redecorating my apartment.*
*Teacher : Your **thoughts /θɔ:ts/** on it.*
*Student A : Well, I've been into this new book, and I'd love to get your **thoughts /θɔ:ts/** on it. Also, I could use some advice on redecorating my apartment.*
Student B : Sounds interesting! I've got a couple of book recommendations too. And I'm always up for some interior design talk.
Student A : Great! It's a plan, then. Saturday at 2 PM at the café on Maple Street.
Student B : Absolutely! Looking forward to it. A good cup of coffee and some quality conversation.
Student A : Sounds great. Can't wait for it.
*Student B : Totally! see you in **Saturday**,*
Teacher : Not in But on Saturday. Be careful dalam penggunaan in, on, at ya.
*Student B : Totally! See you on **Saturday**, Maya.*

The second observation involved the teacher providing feedback using both recast and explicit correction methods again. For instance, Student A mispronounced "thoughts" as /tɔ:t/ and the teacher corrected it to /θɔ:ts/, and similarly corrected the preposition use from "in" to "on" for meeting times. The teacher's feedback was timely and constructive, emphasizing the importance of correct pronunciation and grammar usage. The combination of recast and explicit correction helped students understand and internalize the correct language structures, fostering a supportive atmosphere for language improvement.

Students Dialogue Performance (3)

- Student A : Hey, Emily! **How's /haz/** your week going?*
*Teacher : **HOW'S /haʊz/** your week going?*
*Student B : Hi, Sarah! It's been a bit **hectic /'hi:ktɪk/** with all the **assignments /ə'sɪn.mənts/** and tests, but I'm surviving. How about you?*
*Teacher : **hectic /'hɛktɪk/** with all the **assignments /ə'saɪn.mənts/***
*Students B : It's been a bit **hectic /'hɛktɪk/** with all the **assignments /ə'saɪn.mənts/** and tests*
*Teacher : **assignments /ə'saɪn.mənts/***
*Student B : all the **assignments /ə'saɪn.mənts/** and tests, but I'm surviving. How about you?*
Student A : Same here, loads of homework! But hey, the weekend is almost here. Do you have any plans?

- Student B : Not yet, but I'd love to do something fun to **unwind** /ʌn `wɪnd/. Any ideas?
Teacher : something fun to **unwind** /ʌn `waɪnd/
Student B : Not yet, but I'd love to do something fun to **unwind** /ʌn `waɪnd/ Any ideas?
Student A : Well, there's a new movie playing at the cinema. Maybe we could catch it on Saturday?
Student B : That sounds great! Which movie is it?
Student A : It's a comedy called "**Laugh** /lɔ:f/ Out Loud." I heard it's hilarious
Teacher : "**Laugh** /læf/ Out Loud."
Student A : "**Laugh** /læf/ Out Loud." . How about we meet up at the cinema around 2 PM?

In the third observation, the teacher employed recast and repetition as oral corrective feedback techniques. Recast involved correcting the student's utterance without indicating it was wrong, while repetition involved the teacher repeating the learner's utterance with emphatic stress to highlight the error. For example, the teacher corrected "how's" from /hɑz/ to /hɑʊz/ and "hectic" from /'hi:ktɪk/ to /'hɛktɪk/, ensuring students grasped the accurate pronunciation. The teacher's feedback was swift and targeted, preventing the reinforcement of erroneous pronunciation patterns. By using a combination of repetition and recast, the teacher helped students internalize accurate pronunciation and vocabulary usage, promoting clearer communication.

Students Dialogue Performance (3)

- Student A : Are you doing anything today?
Student B : Not really. Why?
Student A : I'm to go a movie today
Teacher : I'm going to a movie today.
Student A : I'm going to a movie today. I wonder if you want
Teacher : To come with me?
Student A : I'm going to a movie today. I wonder if you want to come with me?
Student B : No, thanks. I don't like movie.
Student A : How about dinner? My mother is going to go to Jakarta with my father tonight. I can't /**ken-not**/ cook.
Teacher : I can't /**kænt**/ cook.
Student A : I can't /**kænt**/ cook.
Student B : Oh, sure. Sound good.
Student A : Okay. I'll pick you up at your house at seven.
Student B : Okay, see you then.

The fourth observation revealed the teacher's use of recast in providing feedback. For example, Student A's incorrect "I'm to go a movie tonight" was corrected to "I'm going to a movie tonight" without explicitly indicating the mistake. Similarly, "can't" was corrected from /ken-not/ to /kænt/, demonstrating the teacher's focus on one-word modifications. The teacher's interventions were instrumental in guiding students toward greater linguistic precision and proficiency. By addressing grammar, question formation, and pronunciation errors promptly, the teacher fostered a deeper understanding of language structures and conventions.

What Problems Does The Teacher Have In Giving Oral Feedbacks In The Use Of Video Conference In Online Learning?

The findings were divided into three categories such as technical challenges, experiences and strategies, and clarity and communication. Technical challenges included poor internet connectivity and platform glitches, which hindered effective feedback delivery. To address these issues, the teacher adopted alternative communication methods, such as WhatsApp groups, to ensure both students and teachers could exchange feedback despite technical difficulties. The teacher also utilized a combination of spoken and written feedback to enhance clarity and comprehension.

Maintaining student engagement and attention during oral feedback sessions conducted via video conferencing required intentional strategies. The teacher emphasized interactive feedback sessions, including asking questions and encouraging student expression. A variety of feedback types, such as recast, repetition, clarification, and explicit correction, were employed to keep sessions dynamic and engaging. The teacher outlined strategies for ensuring clear and comprehensible feedback, including using simple language, providing concrete examples, and encouraging active participation. The teacher also highlighted the importance of creating a supportive and inclusive virtual environment to enhance student focus and understanding during feedback sessions.

Based on the observation findings, the teacher's role in providing oral corrective feedback significantly impacted student utterances during dialogue performances. The teacher effectively employed recast and explicit correction to address students' errors promptly. Recast involved subtly modifying students' pronunciation and grammar errors without explicitly stating them, providing a clear model for proper language usage. This method, as supported by Mosa (2010), is less intimidating and helps reduce student anxiety. On the other hand, explicit correction ensured clarity by directly identifying and rectifying errors, preventing the reinforcement of incorrect language habits. This approach, as described by (Tingding, 2012), played a crucial role in guiding students toward linguistic accuracy, fostering a supportive learning environment conducive to continual improvement in language proficiency.

The observations also underscored the importance of targeted feedback in addressing various language aspects, including pronunciation, vocabulary, grammar, and question formation. The teacher used repetition feedback, echoing students' poorly formed utterances without modification, to help students recognize and correct their mistakes independently. In line with (Sheen, 2004) emphasized intonation to allow self-correction, enhancing students' comprehension of language structures. By utilizing these feedback strategies, the teacher facilitated the development of students' language skills, enabling them to apply this knowledge autonomously in future tasks. These findings, supported by (Lyster & Ranta, 1997, cited in Alzubi et al., 2022), demonstrate the effectiveness of varied feedback methods in improving students' linguistic proficiency and confidence.

The findings from the interviews indicated that the teacher faced disruptions in internet connectivity, which hindered communication and made it difficult to provide timely and coherent feedback. These interruptions impacted the effectiveness of feedback delivery, aligning with other studies that highlight challenges such as unstable internet connections and technical issues on platforms like Zoom (Alfadda & Mahdi, 2021). Teachers had to adapt by using alternative means of communication, such as written formats in chat or utilizing the videoconference whiteboard feature to reinforce oral corrections. Despite these technical challenges, the teacher focused on using simple and clear language, providing concrete examples, and ensuring audibility to facilitate understanding. The teacher's use of repetition feedback allowed students to recognize and correct their mistakes independently, enhancing their language skills (Sheen, 2004; Kennedy, 2010).

The teacher's role in providing oral corrective feedback was crucial in addressing various language aspects, including pronunciation, vocabulary, grammar, and question formation. The teacher adeptly employed recast and explicit correction methods, ensuring that feedback was clear and direct, which helped prevent the reinforcement of incorrect language habits (Tingding, 2012). The observations showed that the teacher's strategies for giving feedback, such as repetition and recast, were effective in creating a supportive learning environment.

Meanwhile, some previous studies have added to enriched the present study. (Alzubi et al, 2022) undertaken the previous study that focused on to investigated teachers' oral corrective feedback practices in an online EFL classroom interactions context. The result of this study investigated how English as a Foreign Language (EFL) teachers provide oral corrective feedback in online classrooms. This previous study perceived corrective feedback as crucial for enhancing language skills, particularly explicit feedback, which they used to increase students' awareness of mistakes, foster a conducive learning environment, improve academic achievement, and enhance understanding. Despite teachers' hesitation, immediate feedback was deemed effective for both accuracy and fluency. Overall, the study's findings offer valuable insights for EFL instructors teaching online, emphasizing the importance of incorporating oral corrective feedback to optimize language learning outcomes. Furthermore, (Pineda, 2019) undertaken the previous study that focused into illustrate the development of language accuracy among a group of online English learners. It intends to achieve this by examining the evolution of specific error types, the corrective strategies implemented by the teacher during synchronous learning sessions, and the subsequent responses from students to rectify these errors.

CONCLUSION

This study raised the topic of oral corrective feedback in video conference applications for online learning. The purpose of this study is to figure out how does the teacher provide oral corrective feedback in the use of video conference application in online learning and finding out the problems does the teacher face on giving oral feedbacks in online learning. In this study, the researcher employed qualitative principles with case study research design in order to collect the data and answer the research questions with one English teacher as participant. The researcher used observation as instrument of the study which to answer the research questions number one and interview as instrument to answer the research question number two. The first conclusions are the teacher was able to provide oral corrective feedbacks in online learning through video conference application. the teacher adeptly employs different types of oral corrective feedback, such as recast, explicit correction, and repetition feedback, to address students' errors promptly and effectively. Recast feedback involves indicating the correct form of words or phrases without explicitly stating that they are incorrect. Explicit correction feedback, on the other hand, provides direct and clear guidance on errors or mistakes, explicitly pointing out specific errors and offering corrections or suggestions for improvement. This type of feedback contrasts with implicit or indirect feedback, which may involve hints or prompts without directly stating the error. Repetition feedback helps students recognize and correct errors by echoing their poorly formed utterances, enabling them to autonomously refine their language skills. In conclusion, the teacher successfully utilized various forms of oral corrective feedback during online learning sessions via video conference applications. Through these strategies, the teacher facilitated a conducive learning environment, ensuring students received tailored support for language development in the online setting. The second conclusion is that the teacher faces challenges when providing oral corrective feedback in online

classes. Issues such as poor internet connections and technical problems with online platforms disrupt communication and affect the feedback process. These challenges are similar to those experienced by students, who also face unreliable internet and outdated devices, hindering their engagement and accessibility. To mitigate these challenges, the teacher used strategies to keep students engaged and focused during feedback sessions. Clear language and structured oral corrective feedback were employed to help students understand and act upon the feedback effectively. The teacher's adaptability in adjusting methods and addressing individual student needs demonstrated a keen understanding of what students require, creating a supportive environment where mistakes are seen as learning opportunities. By providing timely and tailored oral corrective feedback, the teacher created a positive and inclusive learning atmosphere, prioritizing student understanding and confidence. The findings highlight the teacher's dedication to improving oral corrective feedback in online learning, despite the challenges faced. These types of feedback are hoped to enhance students' English skills, ultimately improving their language abilities.

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