

Teacher's Oral Corrective Feedback in Teaching Vocabulary for EFL Junior Secondary School Students

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Abstract

This study aims to reveal what types of oral corrective feedback teachers use in classroom vocabulary teaching and to investigate how the teacher's OFC impact students' vocabulary mastery. The researcher used a qualitative descriptive method design. To achieve the research objectives, data were collected through observations and interviews. The participants of this study were one English Teacher and five eleventh grade students at SMPN 3 Majauleng who are selected based on purposive sampling. The results of the observations and interviews showed that English teachers used three types of oral corrective feedback in teaching vocabulary. The teacher's OFC have positive impact on the students' vocabulary mastery by making students realize that they have made vocabulary mistakes and immediately know the correct form through the teacher's OFC which is well delivered in supportive way and easy for students to understand. This study suggest that teachers can use types of oral corrective feedback explicit correction and recast or implicit because these types can make students immediately know the correct form of a vocabulary and imitate the correct form also can mazimize learning time. However, the teacher must choose well the type of oral corrective feedback based on student need.

Keywords: *Teacher Oral Corrective Feedback (OCF), Vocabulary, EFL Junior High School Students.*

Introduction

Vocabulary is an essential element that must be mastering in learning language. Vocabulary constitutes an essential aspect of language. As noted by González, Fernández, and Schmitt (2017), it encompasses the words and expressions an individual employs to communicate in a particular language. In learning language, especially for foreign language, mastering vocabulary is a basic thing that learners should have. Moreover, a lack of vocabulary can make it difficult or even impossible for someone to understand language and convey something.

However, a research by Asyrafi, Makmur, and Marzulia (2018) also found that one of the primary challenges encountered by Indonesian learners of English as a Foreign Language (EFL) in enhancing their productive language skills lies in their limited vocabulary mastery. Therefore, one of the important elements in education that can facilitate and bridge EFL learners to mastery vocabulary is teachers. A study conducted in Thailand by Sulastri, Adri and Syamsuddin (2023) found that teachers play a vital role in fostering language development, and oral corrective feedback (CF) is an effective strategy to support vocabulary learning. Related to the topic of this research, the study that has been conducted in Iran by Mollakhan, Rasouli and Karbalaei (2013) found Previous research has indicated that teachers' oral corrective feedback (OCF) can

influence students' language development; however, some studies have primarily focused on comparing different types of feedback rather than exploring its broader pedagogical impact. For instance, Sa'adah (2021) emphasized the importance of implementing OCF in Indonesian classrooms, highlighting its relevance in supporting language learning. Similarly, Li and Huang (2021) examined the effects of focused and unfocused corrective feedback on vocabulary acquisition in EFL writing contexts and concluded that both forms contributed positively to learners' vocabulary development. Unfortunately, there is still lack of study about this topic that only focused on the impact of OFC on vocabulary in Indonesia. So, this research focused on the impact of OFC on students' vocabulary mastery in Indonesia.

Based on the reason above, the researcher conduct this study to know what types of OFC that teacher's used in teaching vocabulary for EFL junior secondary school student and have deep understanding about the impact of teacher's OFC on the students' vocabulary mastery.

Method

This research used a qualitative descriptive methodology. The research was carried out at SMPN 3 Majauleng. The study involved one English Teacher as research subject and key informant were five students from the eleven grade class. Technique of data collecting through conducting interviews with five students from the VIII. 1 and VIII.2 class of SMPN 3 Majauleng who selected used purposive sampling. Following the completion of data collection, the interview data obtained from students were analyzed using the interactive model of qualitative data analysis as outlined by Miles, Huberman, and Saldana (2014).

The data analytical framework encompasses three interrelated and iterative components: data reduction, data display, and conclusion drawing and verification. The model provides a comprehensive and systematic approach for interpreting qualitative data. Data reduction entails the process of selecting, focusing, simplifying, and transforming raw data into a more concise and organized form, thereby facilitating meaningful analysis. Data display involves the systematic organization of information in visual formats such as matrices, charts, or graphs, which serve to enhance understanding and interpretation. The final component, conclusion drawing and verification, consists of identifying patterns, relationships, and themes within the data, followed by the validation of these findings through critical reflection and triangulation with other data sources.

Results

1. Types of Oral Corrective Feedback are Used by the Teacher in Teaching Vocabulary.

a. Explicit Correction

The findings shows that there are nineteen explicit correction are used in correct students's error. The excerpt below shows the example of explicit feedback in pronunciation aspect.

Table 1. Observation Results

Phases	Indicators	Yes	No	Field Notes
Beginning	Provide correct form.	√		S: It is kosing by (vocabulary error) T: Causing (/kɔ:z/) ya, <i>menyebabkan, bukan kosing.</i>

The table shows that the student had vocabulary error with the word ‘**causing** (/kɔ:z/)', especially in the pronunciation aspect. Then the teacher provided the correction by uttering the correct pronunciation of the word causing, so with that the student could immediately realize that his vocabulary pronunciation was wrong and know the correct vocabulary pronunciation.

b. Recast or Implicit

There are one recast or implicit occurred in correct student. The teacher gives correction by repeating the sentence mentioned by the student before by replacing the wrong vocabulary. The excerpt below shows the recast or implicit feedback that used to correct student's vocabulary error:

Table 2. Observation Results

Phases	Indicators	Yes	No	Field Notes
Main Activity	Repeats student's speaking and replace student's error.	√		S: When I was a kid, I aften (vocabulary error) T: I often (/ˈɒftən/) visited, visited (/ˈvɪzɪt/)

The table shows that the student did not know the English word of ‘berkunjung’ and also mispronounced the word ‘often (/ˈɒftən/)’. Then the teacher provided the correction by provided the English word of the word berkunjung in correct way and clarifying it by mentioning it twice and provided the correction by uttering the correct pronunciation of the word often.

c. Clarification Request

The findings shows that the teacher used oral corrective feedback clarification request five times. The teacher provides correction by asking questions to students with questioning intonation on the vocabulary spoken by students so that students can immediately realize that they made vocabulary mistakes and try to pronounce it again in the correct form. The excerpt below shows the example of clarification request feedback.

Table 3. Observation Result

Phases	Indicators	Yes	No	Field Notes
Main Activity	Gives a sign and question.	√		S: Did it hujan last night? (vocabulary error) T: No, did it? S: Did it rain (/rem/) last night? T: Ya, did it rain last night?

The table shows that the student did not know the English word of 'berkunjung' and also mispronounced the word 'often (/ˈɒftən/)'. Then the teacher provided the correction by provided the English word of the word berkunjung in correct way and clarifying it by mentioning it twice and provided the correction by uttering the correct pronunciation of the word often.

2. The Impact of the Teacher's Oral Corrective Feedback on the Students' Vocabulary Mastery.

a. Improve Students' Ability to Understanding and Use Word in Right Context

The teacher OFC can have positive impact which is can improve their ability in understanding and using English words in the right context because the teacher's OFC makes students realize that they make vocabulary errors by using English vocabulary in inappropriate contexts because they do not know the meaning so that these mistakes are not made again by students. Then, students can immediately know the correct vocabulary from the oral correction given by the teacher. Beside that, the way the teacher also provides oral correction well and effectively or in supporting way is also one of the factors that correction can be well received by students. The following extract of the interviews results with students was obtained:

"Ya, benar karena gurutta itu memberikan kami jawaban yang benar setelah itu jawaban tersebut akan diberikan penjelasan kepada kami agar kami dapat memahaminya lebih cepat dan bisa digunakan dalam konteks tepat tapi hanya sebagian yang kupahami sekali saja."

"Yes, it is true because the teacher gave us the correct answer after that the answer will be given an explanation to us so that we can understand it faster, it can be used in the right context but only partly I understand it once." (NF, January 21, 2025).

Then, YA also added.

"Dapat sih, kan kalau misalkan to najelaskan mi toh kayak ada yang tidak dipaham terus najelaskan i."

"I got it, right, if for example I explain something I don't understand then I explain it." (YA, January 21, 2025).

b. Enhancing Students' Ability to Pronounce Vocabulary Correctly

All of the students stated that the oral corrective feedback given by their teachers in correcting their pronunciation mistakes have positive impact. Their teacher's oral corrective feedback can improve their ability to communicate with correct pronunciation. It showed that students have improved in pronouncing English words correctly after previously making English pronunciation mistakes after being given oral corrective feedback by their teachers.

Students were motivated to pronounce the vocabulary with the correct pronunciation because their teacher's oral corrective feedback make them realizing that they made pronunciation mistakes and hearing the correct pronunciation form from their teachers by imitating the correct pronunciation form told by their teachers. Although, one of the students stated that he could do the correct pronunciation only temporarily. The following extract of the interviews results with students was obtained:

"Bisa karena kan pertamanya kan salah, nah kan nakasih tahumi bilang yang benar ini nah kemungkinan kita bisaji juga diikuti apa yang benar dari kosakata yang benar dari yang nabilang guru tersebut."

"It can because the first one was wrong, now the teacher said the correct one, so we can probably also follow what is correct from the correct vocabulary of the teacher." (YA, January 21/2025)

In addition, SD also shared the same opinion with YA.

"Iya, dapat membantu karena kan nategurki lalu nakasi tahu ki mana yang benar mana yang salah jadi tahumi yang benar."

"Yes, it can help because we know what is right and what is wrong so we know what is right." (SD, January, 2025).

C. Encourage Students' Active Participations in Classroom.

The result of the interview with students showed that the oral corrective feedback given by their teachers in correcting the vocabulary mistakes they made during the learning process can affect the students' desire to participate or communicate in the learning process using English, meanwhile one of the students stated that the oral corrective feedback given by their teachers does not affect their desire to communicate using English in the classroom.

Based on the results of interviews conducted by the researcher with students, it can be concluded that oral corrective feedback given by teachers to vocabulary errors made by students can influence all students to communicate using English in participating or communicating in class. The desire is driven by several factors, such as students who want to use English because they already know the correct form of a vocabulary, such as the meaning, the right context of use and pronunciation so that students want to continue to practice their English skills by using it in class. Another factor is also caused by the way their teachers delivered oral corrective feedback in supportive way like giving feedback well and do not get angry so that students are more confident in using proper English in class after being given corrections by their teachers. The following extract of the interviews results with students was obtained:

"Iya, karena apa-apa saja yang sudah kupelajari yang mungkin memang sudah melekat di otak, saya sudah bisa gunakan secara sehari-hari ataupun saat saya belajar."

"Yes, because anything that I've learned that might have been stuck in my brain, I can already do it. I've learned that maybe it's already stuck in my brain, I can already use it in everyday life or when I'm studying. use in everyday life or when I study." (NF, January 21, 2025).

In addition, YA also shared the same opinion with NF.

"Percaya diri karena saya orangnya kalau misalkan belajar Bahasa Inggris toh karena lebih semangat karena gurutta juga Bu Erna tidak suka marah-marah jadi lebih sukaki kalau ada juga yang salah lebih duluki bertanya."

"Confident because I am a person who, for example, learns English anyway. because it is more enthusiastic because gurutta also Mrs. Erna does not like to get angry so I like it more if there is also something wrong, I will ask first." (YA, January 21/2025).

D. Increases Student's Motivation to Use and Learn New Vocabulary.

The result of the interview with students showed that all of the students stated that receiving oral corrective feedback from their teachers in the vocabulary learning process can motivate students to learn vocabulary. Based on the results of interviews conducted by researcher with students it can be concluded that oral corrective feedback

given by the teacher to vocabulary errors made by students can motivate students to continue learning vocabulary.

The correction given by the teacher makes them realize that they still have many mistakes in vocabulary and it also makes the learning process feel more exciting by students because most students feel more enthusiastic in learning vocabulary if they get corrections by their teacher. Meanwhile, one student felt that the oral correction given by her teacher was only a little motivating and even then in a short period of time due to internal factors from herself who did not like English. The following extract of the interviews results with students was obtained:

"Termotivasi karena lebih seru kalau misalkan adami koreksi."

"I'm motivated because it's more exciting if there are corrections." (YA, January 21/2025).

Then, SD also added a similar though.

"Ya, karena kalau dikoreksi senang rasanya bisa lebih paham."

"Yes, because if I get corrected, it's nice to understand better fluent, so if corrected, it's nice to understand better." (SD, January 21, 2025).

Discussion

The result of class observation and interview showed that the English teacher used explicit, recast or implicit, and clarification request OFC types in teaching vocabulary. Meanwhile in Faris, Hardjanto and Budiarti (2023) research identified that teachers utilized six types of oral corrective feedback, including recasts, elicitation, explicit correction, metalinguistic feedback, and paralinguistic cues. In addition, Suciati (2017) found that teachers employed five types of feedback strategies, such as recasts, explicit correction, elicitation, repetition, and metalinguistic clues.

The findings also show that students get a good impact in the process of their vocabulary mastery in several aspects in students vocabulary mastery, such as improve students' ability in understanding and using English word in right context, enhancing students' active participations using English, and Increased student motivation in learning English vocabulary. Li (2020) also supports the effectiveness of oral corrective feedback (CF) in vocabulary instruction, citing numerous studies and meta-analyses that provide strong evidence of its positive impact.

All students gave similar perceptive about the impact of their teacher vocabulary mastery and how their teacher oral corrective feedback impact in their vocabulary mastery, namely their teacher oral corrective feedback gives a good impact in their vocabulary mastery learning procces which is can improve their ability to pronounce the word correctly and they can understand the word and use it in the right context. It is shown that they can understand a vocabulary which initially they are still wrong in understanding the meaning of the vocabulary. The findings reflect with Nhach (2021) found that the use of oral corrective feedback significantly enhanced learners' accuracy in pronunciation and vocabulary, thereby contributing to improvements in their overall English proficiency.

In the context of active participations all of students stated that their teacher oral corrective feedback can increase their confidence and desire to participate and communicate using English during the English learning process caused by the way of giving oral corrective feedback. This reflect the findings of Hartono et al. (2022) study also found that corrective feedback does not diminish students' self-efficacy or confidence. The way teacher giving an explanation that is easily understood by students and dominantly giving examples of correct pronunciation when students make mistakes

by used explicit correction and that can improve their ability to pronounce the word correctly. This encourages students' desire and enthusiasm to be more courageous in communicating using English in the learning process.

Based on the findings of this research, the researcher also found the differences result between the reseacher's research and previous study. In this research, the researcher found that the used of teacher's oral corrective feedback can increase the students' confidence and desire to participate and communicate using English during the English learning process because the teacher delivered oral corrective feedback in supportive way. Meanwhile Lili (2023) research use of oral corrective feedback could contribute to students' anxiety, which, in turn, affects their confidence in speaking classes.

In motivation context, the students gave similar perceptions about the effect of their teacher's oral corrective feedback in motivating them to continue learning vocabulary. The students feel motivated by receiving oral corrective feedback from their teachers because they feel that learning vocabulary is more exciting if they have received corrections beforehand so they feel they get help in learning vocabulary. This finding is supported by a study by Van (2023) that data collected from five semi-structured interviews with EFL teachers and five focus group interviews with 35 first-year students revealed that both teachers and students recognized the positive impact of oral corrective feedback (OCF) in encouraging students to take greater responsibility for their learning, as well as enhancing their motivation and linguistic knowledge. Similarly, the findings of Farhan's (2024) study demonstrated that OCF contributed to increased student happiness and motivation following corrective feedback.

Increased student motivation in learning English vocabulary certainly increases student success in vocabulary mastery. It is also supported by a study conducted in Indonesia by Fitria and Adityarini (2023) found that several factors contribute to students' success in mastering English vocabulary at SMK Negeri Banyudono. Effective guidance during the learning process plays a crucial role in vocabulary acquisition, while motivation is essential to encourage students to engage in learning. Both guidance and motivation, which are primarily provided by teachers, significantly support students in enhancing their vocabulary mastery.

In addition, giving the student's positive impact on their vocabulary mastery by makes student's realize that they made a vocabulary error and presents the correct form of the error, as well giving the students' opportunity to utterance it. Teacher's oral corrective feedback also can have good impact because students' feel that the teacher gives corrective feedback so well and in a supportive way. So that the students feel comfortable in receiving the oral corrective feedback and . These reflections align with Gaffar et al. (2024) research who found that supportive feedback helps students feel more comfortable with their errors, normalizing them as an inherent part of the learning process.

Conclusion

Based on the research findings, it could be concluded that the English teacher at SMPN 3 Majauleng used three types of oral corrective feedback in teaching vocabulary for EFL junior secondary school students in the classroom. The types are explicit, recast or implicit, and clarification request. Based on class observation, the researcher also found that the English teacher also more often uses oral corrective feedback type in teaching vocabulary with the consideration to maximize learning time. The students also

thinks that explicit correction is the types are most effective in helping them in the vocabulary mastery process.

The used of oral corrective feedback in teaching vocabulary for EFL junior secondary school students proved to have a positive impact in improving students' abilities in various aspects, such as in vocabulary mastery, communicating using English in the classroom and motivating students to continue learning vocabulary. Oral corrective feedback can have a positive impact on students because of the effective provision of oral corrective feedback by their English teacher which is explained effectively and clearly so that students can immediately know that their vocabulary has errors and they can also immediately get an explanation of their mistakes and know the correct form. This encourages students to continue learning vocabulary.

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