Oral Corrective Feedback in the Perception of Islamic Junior High School English Teachers and Students

Salma 'Aqilatul Muwaffaqoh[1]*, Sri Wahyuni[2]
[1,2] Postgraduate Program of English Education,
Institut Agama Islam Negeri Kediri, Indonesia
Jl. Sunan Ampel No. 7, Kota Kediri, Jawa Timur, 64127

*Corresponding Author:
salmasna99@gmail.com

Abstract: This research aimed to investigate oral corrective feedback (OCF) practice, teachers' and students' perception toward it and the relationship among those three. It is a basic interpretive study which involved three English teachers and students from three classes of the eighth grade (thirty-six students for each) in a state-Islamic junior high school. The data collection method covered observation sheets, video recordings, a questionnaire and interview. The results showed explicit correction and recasting as the highest appearance frequency of OCF practice because the teachers felt that both types are the most effective and simplest way to provide feedback. They have the same perception that providing OCF can make the students' speaking become better, but it still needs to consider their feelings. Even though, students' perceptions showed different and makes them pay less attention because they see it as something usual. However, they feel fine to accept it as long as it uses an 'easy-understood' type of OCF and not mad or shy when they receive it at all. Then, it showed that the relationship of OCF, teachers' and students' perception is aligned for the OCF practice and the feelings but missed in the perception of teachers' purpose of giving OCF and how students take it for their next speaking. All in all, considering how OCF is implemented, which is viewed from both teachers and students, can influence how well the OCF may work for achieving better English speaking.

INTRODUCTION

Over the past two decades, studies about corrective feedback (CF), especially in spoken or oral one, has performed not only two sides of a coin about its position as something supportive or threatening, but also has shown other surprising facts (Bacquet, 2019; S. Li & Vuono, 2019). Rather than only as simple as a feedback activity between teacher and student, CF is also connected to the stakeholders' policy, curriculum demand, the frame about culture and people where the language is spoken, even what media or technology probably used along the interactions (Kourtali, n.d.; Reynolds & Teng, 2022; Sugianto et al., n.d.; Weekly et al., 2022). Therefore, the relationship between teacher as the doer in delivering language teaching and as the representative of curriculum policy with

student as the receiver need to pay more attention (Mahalingappa et al., 2022; Sa'adah et al., 2018). Here, it appears that corrective feedback plays beyond just being something trivial. Later, the question comes up whether or not the teachers' intentions in giving OCF match with how students receive and practice it. This research attempts to explore this notion.

In speaking, oral corrective feedback (OCF) itself is viewed as a breakthrough activity to enhance learners' ability. Some problems faced by students may appear when it comes to speaking. Poor vocabulary knowledge and psychological factors, such as anxiety, confidence (Bashori et al., 2022; Rahmawati, 2016) and also the scarce environment for practicing speaking outside the classroom can affect the concept of speaking in English is hard to master (Dong, 2022). Then, OCF appears as an effort to try to make student's speaking better by giving a correction or comment feedback towards errors and mistakes occurring in students' speech production (S. Li, 2010). It can happen since the students can take what is right. Thus, they can minimize the possibility of making the same errors or mistakes for their next speaking.

Regarding its benefits, delivering OCF towards students' speaking somehow feels to be tricky. One of the reasons is because of its timing, whether it is immediate or delayed (Alsolami, 2019). One pole sees that too much corrective feedback can lead learners to be less comfortable to communicate. Then, it is better to not interrupt their speaking to try to correct them as soon as they are making the errors (Brown, 2007; Harmer, 2007). Meanwhile, the others believe that immediate corrective feedback is more facilitative than delayed one in developing second language acquisition (Fu & Li, 2022; Zhu & Wang, 2019). There is also a side which claims that both immediate and delayed feedback show no significant differences over the students' oral production task (Canals et al., 2021). However, OCF is still believed to improve an individual's second language development and mastery. It comes from any educational level whether in primary, secondary, or higher institutions (Mulyani et al., 2022; Paraskeva & Agathopoulou, 2022; Van Ha et al., 2021).

Besides, the role of teacher in OCF tends to have an important part. Cognition ability of error, mistakes, and corrective feedback itself need to be mastered by teachers (Couper, 2019; Sepehrinia & Mehdizadeh, 2018). Their beliefs, perceptions, and practices should be synchronized, even from their pre-service training in order to reach an effective OCF (Kartchava et al., 2020). Their teaching experience also contributes to the way they deliver the OCF to the students (Fallah & Nazari, 2019). In addition, the gesture and face expression, especially smiling, might also be another concern that teachers should have when they do OCF (Ergül, 2021; Thompson & Renandya, 2020). Teachers' strategies and what OCF types chosen, such as recast, prompt, negotiation of meaning, need to be chosen wisely because each type has their own challenges. The interplay of OCF can attract students' willingness to communicate (H. Li, 2021; Zare et al., 2022). It can be assumed that teachers have more than a single role rather than as short as someone who has an excellent language knowledge then 'delivers' it to other individuals.

Moreover, the party where students sit as the receiver and the target of OCF itself shows no less important position. Students' preference, emotion, attitude, uptake and perception become strong concerns in OCF studies (Bulusan et al., n.d.; Gholami, 2021; Muslem et al., 2021; Yakışık, 2021). Their psychological aspects as beliefs and motivation

is also considered in the OCF interactions (Van Ha et al., 2021). As a matter of fact, the side of students who get the OCF is a fundamental point to be carried out more by the teachers.

Furthermore, perception studies toward teachers or students mostly concern directly to the final result of how they perceive it and not really into the psychology and cognitive process of it (Agustuna et al., 2019; Hawin Amalia et al., 2019; Vattøy & Smith, 2019). In the linguistics field itself, there is a specific type of perception which is usually called the speech perception. In the language field, perception runs as an act of decoding speech signals into meaningful linguistic units or the production of the target language (Escudero, 2005). It means that a listener tries to connect the speech signal they have heard or read to the stored forms of their brain and its meaning in order to understand the language and produce a response towards it. This perception occurs in both physical or sensory organs and psychological or people's needs, interests, beliefs, attitudes, and values dimensions (Qiong, 2017).

Perception itself is built through three stages. The first is selection. It is when someone selects and converts the arriving stimuli at his sensory organs then waiting to be processed into meaningful experience. The second is organization. After selecting information or stimuli, an individual need to organize it by finding a certain pattern and experience with internal and external structure. The last is the interpretation or a process of attaching meaning to the selected stimuli which has been organized in the brain to make it sense. Then, the result will lead to positive or negative perception. In the other word is the expected or unexpected judgment of something or certain object. Taking a look at these stages can give a more comprehensive understanding to take a look at not only the perception over something, but also reasons which effect in each stage that lead to the final result of the perception (Qiong, 2017).

In the Indonesian context, where the educational institutions come from not only state or private schools but also the Islamic-based, the need to highlight the interconnection among OCF, teachers and students becomes more essential. However, most of recent studies in OCF more focus on single teachers' or students' point of view and conduct to university or senior high school students (Hartono, 2018; Sa'adah et al., 2018). The preliminary studies are also less in exploring the relation in an Islamic educational institution (Van Ha et al., 2021). Hence, this study runs in a state Islamic junior high school which supports the enhancement of students' language competence which includes in the wide open of opportunity of interaction that is given by the teacher. It exists to complete the gap related to the understanding, practice (which is represented by what OCF types used) and perception toward the implementation of OCF from both sides (teachers and students) in a state Islamic-based secondary school. By knowing how the OCF runs in both sides, it can influence the teaching-learning activity to make an optimal outcome. It is performed by analyzing how the frequency practice of OCF types, beliefs and both parties point of view in giving, receiving and implementing the OCF itself.

Therefore, the purpose of this research is to obtain a descriptive relationship among practice of OCF types by teachers and both of teachers' and students' perceptions in a state Islamic secondary school toward the OCF itself. It begins with the assumption that the effectiveness of OCF could be happened not only by how well teachers are delivering and

concerning other aspects of OCF or how students respond to it, but also it relates to trust, belief, willingness and practice by the students toward the given OCF itself. By knowing this, it can make a scientific contribution in teaching-learning activity, especially in speaking, and add a knowledge over EFL class in Islamic schools.

METHOD

This study applies qualitative approach with basic interpretive as its research design. It is addressed to exploring problem and detailed understanding of a central phenomenon or to interpret the meaning that people make of their experience with the world around them (Ary et al., 2010; Cresswell, 2007). It investigates whether in Islamic secondary education institutions, the students and the teachers share the match notion over each other towards the given OCF. It involves a state Islamic junior high school in Kota Kediri, East java. The school was chosen because it is one of the reputable Islamic schools in Indonesia and reached the best national achievement of *madrasah tsanawiyah* (Islamic junior high school) by the Ministry of Religion (MTsN 2 Kota Kediri, 2023). Therefore, the class interactions, especially in English class, were expected to be rich. Empirical data is still needed about the types of OCF given by teachers, and both of teachers' and students' perceptions toward the OCF itself.

The subjects of this study are the eighth-grade students and English teachers. It involved the students as well as the English teachers for three classes which consisted of thirty-six students for each. There were five meetings of classroom interactions observed. The meetings were the interactions in the context of speaking assessments which were held at the end of the materials. The two teachers assigned the students to do the speaking assessment in pairs. Therefore, each teacher needed to have it in two meetings (four meetings in sum). Then, the last teacher had it in groups. Accordingly, the researchers only observed one meeting.

As the instruments of data collection, this research applied four data collection tools. Observation sheets and video recordings tended to figure out the practice of OCF types. Then, a questionnaire was set to find out the students' perception (as a whole) while the interviews were conducted to know the teachers' and students' perception (as depth representatives). The first instrument was the observation sheet. It consisted of the six types of OCF, its frequency in number and possible additional notes or comments (**Lyster & Ranta, 1997; Wijayanti, 2018**). The sheet was taken during the observation or as long as the interactions of the classes. By having it, the researchers wanted to get data about the frequency of OCF which teachers gave to the students in class. The data are also supported by having the second instrument that was video recordings toward the classes interaction itself to record the data about what errors made by the students and the OCF by the teachers.

The third one was the questionnaire. It comprises three objectives to figure out: the types of OCF used by the teachers, the purpose of giving OCF, and the students' perception toward the given OCF. The 2-point Likert scale questionnaire was distributed extensively through offline contact after the speaking assessment meetings were done. Before being distributed, the questionnaire was validated by an expert as one of the English Department lecturers. The expert evaluated which are the effective statements representing the

objectives. Afterwards, a try out to detect any potential problems and misunderstandings or its validity on the questionnaire was done. It was carried out in one of the classes of the eight-grade only (others than those which are observed).

The last instrument was semi-structured interviews. They were done to the three English teachers and a student who got the highest, the medium, and the lowest score for each toward the speaking assessments. By doing it, the deeper data related to the teachers' and the students' perceptions toward OCF would be compiled.

In collecting the data, some procedural steps were done. First, the researcher got access and came to the school. After that, the researchers joined in the English classes to do the observations by getting observation sheets and video recordings of the class interactions. Next, the students of the three classes were asked to answer the questionnaire. Finally, the researcher interviewed the three English teachers and three purposive students to get their perception toward the OCF.

In analyzing the data, the researcher attended to four steps. First, the researcher had to organize and familiarize the data in order to make them gather in each group for each feedback. Second, coding and reducing data were done from observation sheets of the three teachers and interview results from both the three teachers and the three students. The coding comes with the sign "T1" for Teacher 1 and "S1" for Student 1. The number following the letter (for the code sign) goes for number 1 to 3, regarding the number of the teachers and the purposive students. The questionnaire of the students was analyzed by counting the percentage of each question item. Third, the researcher triangulated the data as the trustworthiness by cross-checking and comparing each result from the four instruments. It is applied to check whether or not the findings over the four tools had the same result. The data from the observation sheet was completed by the video recordings to record the same class interaction of OCF. Then in order to know both the teachers' and the students' perceptions, the researcher did an interview and compared the result with the one from the questionnaire given to the students. Lastly, the researcher interpreted and represented the data and supported it with preliminary studies.

RESULT AND DISCUSSION

In this session, the researcher discusses three problems that are conducted as the research questions. This study focuses on what OCF types that are mostly used by teachers and perceptions from both parties, teachers and students, toward the OCF. Based on the data that has been collected, explicit correction comes up as the most used type of OCF by the teachers. For teachers' perception, they agree that OCF can develop the students' language acquisition and motivate them to speak better. They also consider the students' feelings by having post-activity corrective feedback. In contrast, most of the students have a concept that it is something common for teachers to give OCF. But after all, the students do not feel mad or being embarrassed by the feedback given by their English teachers.

1. The Practice of OCF Types in the Class Interaction

In order to get the result, the total number of teachers' OCF were calculated. It talks about how many feedbacks there is in the six types of OCF. The result shows

explicit correction as the most applied type of OCF. It also matches with the interview that the two teachers mostly apply explicit correction and one of them perceives recasting to the students.

Table 1. Types of Feedback Frequency

No.	Type of Feedback	Frequency				Percentage (%)
		T1	T2	T3	Total	
1.	Explicit correction	12	4	6	22	44.89
2.	Elicitation	3	2	1	6	12.24
3.	Recast	3	6	3	12	24.48
4.	Repetition	2	1	-	3	6.12
5.	Metalinguistic feedback	1	2	1	4	8.16
6.	Clarification request	-	1	1	2	4.08
Total		**21**	**16**	**12**	**49**	**99,97 %**

The finding may happen for some reasons. First, the big percentage of explicit correction appears because it is the simplest way to correct the error since it only needs to tell the students' that they have made errors then directly say the correct form of the error itself. It is also supported from the result of the interview that the teacher argues the type is chosen for it feels clearer for the students than the other types of OCF. It is in line with (2010) finding which says that explicit correction is clearer with unambiguous wording or terminology. Tomczyk (2013) explains that it can reduce the students' possible confusions in receiving the feedback. Rassaei (2013) also adds that explicit correction is more likely to be recognized by the students as corrective feedback.

Second, the finding shows that recast stands as the second type that is mostly applied by the teachers. This fact may happen because it takes a short time to perform because the teachers only need to reformulate the errors into the correct one. They concern the limited time of the English subject which runs for 2 x 40 minutes. Soni (2018) supports it that recast is still the most popular oral corrective feedback beside the explicit correction because both of the types do not need a long explanation to make the students get the correct form of the errors.

Third, elicitation can be in the top three as one of the most applied oral corrective feedback by teachers since it may train the students' critical thinking towards the error. Alkhammash & Gulnaz (2019) even finds it as the type of oral corrective feedback with highest preference by the teachers because elicitation can give prompts to the students so they can try to correct their own errors.

Regarding how implicit the rest three types of OCF (repetition, metalinguistic feedback, and clarification request) are for the students, it can be a reason why they only raise a few amounts of frequency. It is in contrast with Fadilah et al. (2017) who finds that metalinguistic feedback and repetition are claimed to be the most applied by the teachers. According to them, metalinguistic feedback can provide new knowledge for the students. On the other hand, in this case, it seems a bit inappropriate to be given to the junior high school students for their limitation of prior knowledge. Clarification request also appears only twice because it feels less effective to give the correct form of the student's error since the teacher only asks "Are you sure?", "Sorry?", or something

else. It is in contrast with Sa'adah et al. (2018) study which includes clarification requests as the top three of OCF preference.

This fact concludes that explicit correction is still believed to get more effectiveness in leading the students' language understanding and acquisition regarding errors and mistakes correction. Then, it seems acceptable that the rest type of oral corrective feedback has lower frequency.

2. The Teachers' Perceptions towards OCF

To find out the teachers' perception in giving oral feedback to the students, the interviews with teachers are conducted. The finding shows that the teachers have some common or different opinions toward the OCF given. It can be seen from their perceptions which are derived further into three key topic areas; the purpose of giving oral feedback, in what kind of conditions or the way how they do it, and what expectation they wanted their students' speaking would be.

First, the three teachers agree that their main goal of giving oral feedback is to show the speaking mistakes or errors which were made by the students and how to correct them. *Second,* the time and the way the teachers' deliver the oral feedback is also important. It is related to whether or not they consider each student's ability in speaking English or the question of is it clear and objective enough for the students whenever they receive the feedback. All three teachers pay respect to their students' feelings and give the OCF at the end of the students' speaking. Two of them consider each student's English ability to decide how they deliver the OCF. A bit different thing comes from the other teacher who says that the treatment in giving oral feedback need to have the same act from the teacher so the students' get no discrimination in the teaching-learning activity. *Third,* the three teachers have the same perception that by giving the OCF, they can motivate and lead the students to have better English-speaking mastery.

The results above show that the teachers have the same purpose and expectations in giving the OCF. Presenting the correction of the errors or mistakes and giving motivation to the students in order to have better English speaking. The difference only comes in the way the teacher elaborates on the class and the students' psychological feelings whenever they show the OCF. While for the different fact is one of the teachers gives the same treatment of performing the oral feedback. It seems to occur because the teacher feels that the students have the equal right to each other to get the knowledge.

From the first main aspect of teachers' perception, all of the three teachers have the same opinions towards what the OCF is given for. They feel that it is necessary to provide corrections regarding their students' errors in the speaking performance. They stand that it will help the students' better language acquisition and performance.

The result probably happens because the teachers have the same mindset towards what the corrective feedback given for. It can lead them to one big purpose, which is to make better English. It means that they have selected the stimuli (the idea of OCF, in the first perception stage, as an essential thing in language learning. This one comes

important in giving impact towards their interpretation when they process it in their brain within the organization stage.

As the final result, the teachers' perception of the feedback's importance reflects how they perform themselves as English teachers in class interaction with their students. It is in line with **Baker & Burri (2016) & Lyster & Ranta (2013)** who find that OCF can facilitate learners' language learning and development. Harmer (2007) also supports that it is necessary to point out the errors to lead to complete accuracy or better language acquisition.

In the second aspect about how objective and clear the OCF given, all of the three teachers consider their students' feelings. Two of them pay attention to each student's ability. This aspect seems to be a sensitive one because the psychological side of the students may lead to reaction of acceptance or anxiety towards the feedback itself. Furthermore, it is supported by Couper (2019) who adds that teachers need to be careful in giving the feedback in order to make their students feel comfortable with the learning through the correction given.

Then, one of the three teachers stands that it is better to not differentiate how to treat (in giving OCF) the students. It means that the teacher also considers the students' feelings, although the treatment becomes a bit not similar with the other two teachers. This is in line with Roothooft (2014) who explains that it is better to not to increase the student's anxiety by putting them on the spot.

Moreover, the term of giving assumption of equality to the students can cause higher risk in affecting the students feeling, particularly in their anxiety. It is supported with a study by Banaruee et al. (2017) which says that providing OCF needs to consider the learner's personality or psychological condition to reduce the possible negative effect of the feedback itself. Although, Couper (2016) stands that it can be minimized with how the teachers acts and words when providing the feedback based on excellent knowledge about the class circumstances.

The last category is the teachers' expectation towards OCF. The three teachers have the same expectation that the feedback can make their students' speaking better. It may come when in the selection stage, the teachers have stimuli when they read literature or experience themselves of the successful OCF to the students. Then, in the organization stage, they found that it works for other teachers in various types of students and conditions (after having OCF literature). Then, in the interpretation stage, they definitely believe that OCF can be received successfully by the students, so that they can be motivated in performing better. But because it talks about whether or not the feedback can motivate the students, then it needs to take a deep look at the students' perception also.

On the other hand, most of the students feel that it gives no significance in motivating them (Figure 1). The lack of the goals of the feedback between the two parties (teachers and students) create the gap of the language acquisition that probably happens in the teaching-learning activity. It means that the feedback does not work effectively and properly. It is supported by Couper (2019) who proposes that it might be affected by teachers' cognitions which are related to their beliefs, perceptions, and practices. As can be seen in the first category of the previous explanation, the high

confidence of the teachers that the students can be motivated through the feedback given might lead them into belief and perception which are reflected in their practice in teaching.

Otherwise, the students attend to have minimum attention to the feedback because of the lack of further variation to understand it. Derwing & Munro (2015) strengthens it by claiming that its effectiveness has strong relevance to how the further treatment in class later is. He notes that teachers can intervene the students' peer-correction where they may help each other by negotiating meaning so that they will set their own goals. Khunaivi & Hartono (2015) also explains that self-correction can improve the students' independence in processing their critical thinking towards their own errors. It can be good stimuli in their perception process.

Besides that, the fact that the teachers only give small verbal attention in motivating the students seems to be something that supports the miss of the perception between the two parties. Lewis (2001) says the complex and the dynamic of an individual then a group background in a language development may raise more various perceptions. It is supported by Yang (2016) who reveals that cultural and prior knowledge background can affect learners' OCF, especially in their preference. Then, the teachers need to brief it verbally that the correction or the feedback has a positive impact on the students' speaking.

3. The Students' Perceptions towards OCF

The data of the students' perception towards the teachers' OCF are taken from the questionnaire and the interview. The finding reveals that fifty students (46.29%) can absorb the teachers' feedback by applying it for their next speaking in order to make it better. But over half of them (53.7%) are in a position which gives less concern in those feedbacks in order to have good speaking. They feel that the feedback has less impacts on their motivation in speaking English, even though almost all of them (83.3%) agree that they feel fine and comfortable with the feedback given by their English teacher.
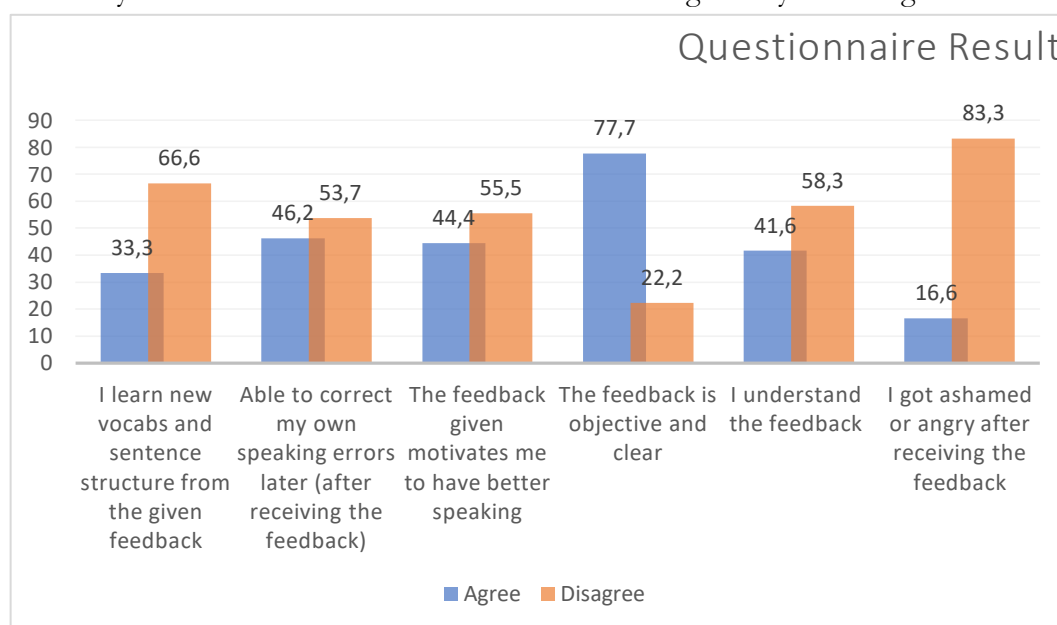

Figure 1. Students' Perceptions toward Teachers' Feedback

The findings from the questionnaire relate to the interview result of one of the students who get the medium and the lowest score of the speaking as follow:

"Well, actually I think that is a natural task for a teacher to correct the students' errors in speaking, especially for a language teacher. So, I just see it as something small. I hear it through my right ear then come out through the left. *Hehehe*…and also, I'm kind of student that can easily forget things like that. Therefore, the teacher will correct it again in the next speaking performance, then it is fine. That is why, I do not feel disappointed, inferior, or mad at the teachers' correction itself." (Interview with S2)

"Hmmm… maybe because I do not fit well with English and even the speaking, I just feel that this is the maximum effort I can give. So, whenever Mr. Adi gives the corrections, I will just nod my head. But actually, I do not get what he is talking about at all. And I think, since I know my own bad English ability, I never get mad at all of his corrections to me." (Interview with S3)

But the other students still give more attention in listening to their English teachers' OCF. It is said by one of the students who gets the highest score in the speaking:

"When Mr. Adi says the correction, I will write it down on my notebook, so I can remember it well. Sometimes, I will try to practice by repeating it over and over again. So, I won't get the same correction later on. You know, it is such a shame when we (the students) keep making the same mistakes. It proves that we do not pay attention to what Mr. Adi is saying." (Interview with S1)

The result shows that most of the students only take care of the OCF given in less concern. It becomes interesting since, according to them, it leads to temporary understanding towards the errors they made. The match of the facts which gathered from both of the questionnaire and interview gives the proof of the findings itself.

Somehow, the fact displays that what the teacher meant to or the goals of giving the OCF seems to be a bit miss or unsuitable. Whenever the teacher gives the feedback to try to motivate or to help the students in correcting the errors, surely to make the speaking better, the students feel nothing to pay more attention to. This one can be said as something addictive for them because the teacher also gives it back in the next performance of speaking. The previous finding which explains that explicit correction as the most applied-type of OCF can also be a supporting factor of this phenomenon regarding how explicit the correction is.

The fact means that most of the students perform a negative perception towards OCF. In the other words, they show unexpected perceptions that lead to different attitudes than the one being expected. It may occur when the stimuli or the OCF comes to their sensory organs (selection stage), they have selected it as something less important. This might happen at the time they process the stimuli in their brain with personal knowledge and experience (organization stage),

Furthermore, they interpret it to be put in their brain as short-term memory (interpretation stage). They draw the conclusion that it is fine to ignore the feedback

because the teacher will give it again later in the next speaking. It is totally in contrast with Anggraeni (2012) research findings which declare that the OCF can both make the students have better understanding in language knowledge and motivation in speaking English.

The atmosphere that their friends do the same thing, paying less attention to the teachers' OCF, supports the interpretation they made. This is related to Lewis (2001) who says that non-western culture may or may not build interdependent and collective relations among individuals.

But after all, it seems to be necessary to have a concern for the students who stand on the opposite side. Even though, those who are joined in this group are less than the one in the previous explanation above. As what we can find in the questionnaire result that the range of the difference is not too significant between the students who pay more focus on their teachers' feedback and those who do not with only 12 students in the range (48 students (agree) = 44.4 %).

The fact means that there are still a lot of students who care to apply the teachers' feedback to make their speaking better in the next performance. It is in line with Asnawi et al. (2017) who finds that the students have positive perception to get lots of knowledge for having better speaking. Then, it can be concluded that the goals of the OCF which are given by the teachers are a bit missed for most of the students. But some of them also can catch the point of the feedback well to make their speaking better.

Concerning the perception of the two parties, it seems clear that both teachers' and students' perception can give a deep impact toward the OCF. Studying the students' perception may help to minimize the unsuccessful OCF to brief the teachers in order to anticipate the anxiety and create more further class discussion. Therefore, the teacher can build the appropriate perception in language teaching that will reflect in their teaching practice.

4. **Descriptive Relationship among Practice of OCF Types, Teachers' and Students' Perceptions**

After knowing the results over the OCF types which represent the practice of OCF itself in class and the perceptions of teachers and students, then, the relationship among them can be recognized. The types of OCF used in the class interaction which shows explicit correction with the highest frequency of appearance is aligned with teachers' perception about their purpose of giving OCF. It is given to show, only, what error is and its correct form. Also, the students can catch and receive the feedback clearly, looking at the OCF is given in explicit one. It shows that the relationship of OCF from the intention of the giver (teachers), the attitude of the receiver (students) toward it and how the OCF is delivered in practice (with explicit one) is positive. It means that the OCF among the three sides is aligned, so that it connects smoothly.

However, even though the teachers have considered students' psychological feelings and practiced the OCF in explicit one, in order to make the students receive the OCF good, this perception of theirs does not seem to correspond with how the

students 'process' it. The main intention of the teachers, when the OCF can make their students learn new language knowledge and then can motivate them to have better speaking, is mismatch because the students show the opposite. It draws reality that the relationship of the three is negative. They are not in one line, so that the OCF cannot directly reach the main function of OCF which is "the correction to be learnt and to make it better". The highlight of the students here is that OCF is something common and truly usual to be provided by the teachers and that is why they have less attention to it. This perception leads to the failure of the relationship among the three into one line. In the end, the OCF cannot stand out itself to be in high achievement successfully.

Hence, the fact makes clear that in order to reach success OCF, how OCF is delivered in practice (the OCF type used), the teacher and the most important one is the student, need to be collaborated and elaborated properly. Particularly in junior high school-eighth graders' age (around age 13-14), OCF needs to be performed 'wisely'. Looking for students' belief about what they thought toward OCF at first can be a good start (H. Li, 2021). Mulyadin (2022) also proves that OCF works successfully because the teacher knows the level of the students' motivation, condition and their ability in receiving and understanding the feedback. It is in line with Lyster & Ranta (2013) who advise to practice a variety of feedback or even hybrid it just like (S. Li et al., 2016). As an alternative, teachers can provide a few moves of explicit feedback which draws students' attention to errors and then switch to implicit feedback after raising awareness of the linguistic target (Yilmaz, 2013). It is also strengthened by S. Li (2010) who correlates OCF with cognitive processes that explicit feedback can be felt easier because it demonstrates larger immediate effects, but the implicit one is more sustainable for language learning.

Furthermore, the relationship is absolutely linked to the psychological development which in junior high school age (11-14 years) is early adolescence. Distraction, such as other friends' perception (tends to ignore the OCF) or hoping for reward after implementing the feedback, can influence how the students' built the perception. It is in line with (Duchesne et al., 2022; Murray et al., 2015) who say that in this age, their emotional arousal is stronger than cognitive controls. They also have poor decisions and 'in the moment' and strong reward-seeking. Then, the relationship can be evaluated further by trying to adjust the OCF with small rewards, such as points or stars, or additional motivation brief about how OCF benefits. Even though, it is a bit in contrast with (Macintyre et al., 2003) who claim that in grade 7 to 9 (the three years of grades in junior high) has a steady level of anxiety in willingness to communicate L2. But, it seems to be more worrying since the students' perception in this study shows that OCF does not make them shy, mad or reduce their willingness to speak. Therefore, it is still necessary to have further and in-depth research on OCF and how perception can affect it both in the cognitive process and social environment of teacher and student.

CONCLUSION

Regarding research competence, Islamic junior high students in this study can accept the OCF given by the teachers for its simple form, even though they perceive it as

something usual and less important to be focused on. Therefore, it turns the relationship among the OCF given, teachers' and students' perception are not in one straight line which makes the purpose of OCF itself less optimal as it is expected. For the OCF types given, explicit correction and recast reach the highest frequency of appearance in class. The teachers feel that both types are the most effective feedback since it is simply understood by the students. Furthermore, the three teachers have the same perception that oral corrective feedback is beneficial to be given in order to develop the students' English ability, especially for the next speaking which is actually a bit contrary with students' perception. This could happen because their perception process leads them to a concept that the teachers will provide another feedback when the students make errors. Therefore, they pay less attention to it and this makes them lack motivation for better speaking performance in the future. But after all, they have the same perception that it is fine when they get the corrective feedback and not mad at all. Since this study is conducted in a state-Islamic junior high school institution and in an urban area, further researchers may investigate in rural or remote areas, or in private-Islamic junior high institutions. It is because the students in those areas or in private schools may have different characters and resources whether the human or the facility.

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