

APPENDICES

APPENDIX 1

OBSERVATION GUIDELINE

The observation is to figure out how does the teacher provide oral corrective feedback in the use of video conference application in online learning, which are consist of six types of oral corrective feedback such as recast, clarification, elicitation, metalinguistic, explicit correction, repetition.

OBSERVATION TRANSCRIPT

Student Dialogue 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** /gret/ idea.

Student B : Oh, that sounds like a **great** /gret/ 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** /'kʌmfɪtəbl/ shoes. I'll bring a trail map too.

Teacher : and **comfortable** /'kʌmfɪtərbəl/ 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!

Student Dialogue 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.

Student Dialogue 3

Student A : Hey, Emily! **How's** /hɑz/ 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'waɪnd/. 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** /lɑ: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?

Student B : Perfect! I'll be there. Thanks, Sarah.

Student Dialogue 4

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 **/kənt/** cook.

Student A : I can't **/kənt/** 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.

APPENDIX 2

OBSERVATION CHECKLIST AND FIELD NOTE

OBSERVATION CHECKLIST and FIELD NOTE

Date Observation : 23 February 2024

Teacher Name : Mrs. P

Time of Observation : 10:00 - 11:45

Class : X

Type of Oral Corrective Feedback

No	Types of oral feedback	Indicator	Sub Indicator	Example	Notes		Field Note
					Yes	No	
1	Recast	The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way.	Teacher does not use phrases such as 'you mean...' or 'you should say...' Teacher focus on one word and grammatical modification.	Student: "I went there two times". Teacher: "you've been there twice as a group?"	✓		Teacher focus on showing the appropriate pronunciation. From /grit/ into /grit/, and /skenci/ into /si:neni/
2	Clarification request	The corrector indicates that he/she has not understood what the learner said.	Teacher use word 'excuse me', 'what', 'sorry', 'pardon me', or 'I don't understand'.	Student: "what do you spend with your wife?" Teacher: "what?"			
3	Elicitation	The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.	'not, not that', 'it's a....' or just repeat the error'.	Student: "i'll come if it will not rain". Teacher: "I will come if it"?			
4	Metalinguistic	Comments, information, or questions related to the well-formedness of the	Metalinguistic feedback refers to comments, information, or question related to the well-	Student: "I go to the beach on Saturday." Teacher: "Good effort! But we use the past			

		student's utterance, without explicitly providing the correct form.	formedness of the students' utterance, without explicitly providing the correct form	tense form 'went' instead of 'goed.' So, you can say, 'I went to the beach on Saturday.' Keep up the good work!"		
5	Explicit correction	The corrector indicates an error has been committed, identifies the error and provides the correction.	Teacher use 'you should say' or 'we say...'	Student: "on May". Teacher: "not on May, in May. We say, 'it will start in May'."	✓	Teacher correct students error on preposition. (in) into (at) "in 9 Am" into "at 9AM".
6	Repetition	The corrector repeats the learner utterance highlighting of emphatic stress	Teacher adjusts their intonation so as to highlight the error.	Student: "I will showed you". Teacher: "I will SHOWED you". Student: "I will show you"		

OBSERVATION CHECKLIST and FIELD NOTE

Date Observation : 23 February 2024

Teacher Name : Mrs. F

Time of Observation : 10.00 - 11.45

Class : X

Type of Oral Corrective Feedback

No	Types of oral feedback	Indicator	Sub Indicator	Example	Notes		Field Note
					Yes	No	
1	Recast	The corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way.	Teacher does not use phrases such as 'you mean...' or 'you should say...' Teacher focus on one word and grammatical modification.	Student: "I went there two times". Teacher: "you've been there twice as a group?"	✓		Teacher directly correct students mispronunciation of the word (thoughts) /tə:t / in to /θə:t/
2	Clarification request	The corrector indicates that he/she has not understood what the learner said.	Teacher use word 'excuse me', 'what', 'sorry', 'pardon me', or 'I don't understand'.	Student: "what do you spend with your wife?" Teacher: "what?"			
3	Elicitation	The corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.	'not, not that', 'it's a...,' or just repeat the error'.	Student: "i'll come if it will not rain". Teacher: "I will come if it?"			
4	Metalinguistic	Comments, information, or questions related to the well-formedness of the	Metalinguistic feedback refers to comments, information, or question related to the well-	Student: "I goed to the beach on Saturday." Teacher "Good effort! But we use the past			

		student's utterance, without explicitly providing the correct form.	formedness of the students' utterance, without explicitly providing the correct form	tense form 'went' instead of 'goed.' So, you can say, 'I went to the beach on Saturday.' Keep up the good work!"		
5	Explicit correction	The corrector indicates an error has been committed, identifies the error and provides the correction.	Teacher use 'you should say' or 'we say...'	Student: "on May". Teacher: "not on May, in May. We say, 'it will start in May'".	✓	Teacher Intervention on students error of Preposition of Place. Teachersaid "Be careful dalam penggunaan in, on, at"
6	Repetition	The corrector repeats the learner utterance highlighting of emphatic stress	Teacher adjusts their intonation so as to highlight the error.	Student: "I will showed you". Teacher: "I will SHOWED you". Student: "I will show you"		

APPENDIX 3

LIST OF INTERVIEW QUESTIONS

The interview is focused to at finding out the problems does the teacher have in giving oral feedbacks in online Learning and divided into three categories. These categories as follows:

Technical Challenges in Online Feedback Delivery

1. Can you describe any instances where poor internet connectivity or platform glitches affected your ability to deliver effective oral feedback in online learning?
2. Share some experiences you've had while providing oral feedback to students in an online learning environment using video conferencing tools. What were the challenges you encountered?
3. How do you go about maintaining student engagement and attention during oral feedback sessions conducted through video conferencing? Can you share specific strategies that have worked for you?

Experiences and Strategies in Video Conferencing for Oral Corrective Feedback

4. Describe your approach to ensuring that your oral feedback is clear and comprehensible to students in the virtual setting. What strategies do you employ?

5. Can you recall a situation where misunderstandings or misinterpretations arose during oral feedback through video conferencing? How did you address and resolve those issues?
6. Explore the impact of limited non-verbal cues or the absence of face-to-face interaction on delivering oral feedback in the online learning environment. How do you navigate these challenges?

Clarity and Communication in Virtual Settings

7. Reflect on instances where student participation and communication posed challenges during oral feedback sessions conducted through video conferencing. How do you encourage and address these issues?
8. Share the challenges you face when giving oral feedback to students and how these challenges may affect the quality of your feedback?
9. Can you provide examples of specific obstacles you've encountered while providing oral corrective feedback, and describe how you manage these challenges to ensure your feedback is helpful?
10. In your experience, what common problems do teachers face when giving oral feedback, and how do these issues impact students? Share strategies you've found effective in overcoming these challenges.

Adapt from Kvale, S. and Brinkmann, S. (2009)

APPENDIX 4 DOCUMENTATION



Appendix 4.3 Semi-structured interview with the teacher



Appendix 4.4 Semi-structured interview with the teacher



Appendix 4.5 Semi-structured interview with the teacher

APPENDIX 5

CURRICULM VITAE



I. PERSONAL DATA

Name : Yuda Anugrah
 Sex : Male
 Address : KP. Cineam, RT/RW 011/004
 Ds. Cineam, Kec. Cineam, Kab. Tasikmalaya
 Place of Birth : Tasikmalaya, June 25th 1999
 E-mail : yuda.anugrah25@gmail.com
 Phone Number : 0852-1172-2956

II. EDUCATIONAL BACKGROUND

NO	Educational Background	Majoring	Graduate
1	SDN 3 Cineam	-	2012
2	SMPN 1 Cineam	-	2015
3	SMAN 1 Cineam	Science Major	2018