

BIBLIOGRAPHY

- Abdillah, L. A. (2020). Online Learning Menggunakan Zoom Teleconference Work Form Home During COVID-19 Global Pandemic. *Universitas Bina Darma*.
- Adhamjonov, M. (2022). *Implementation of Effective Oral Corrective Feedback in English Language*. 04(2771–8948), 30–33. <http://www.ajird.journalspark.org/>
- Alkhammash, R., & Gulnaz, F. (2019). Oral Corrective Feedback Techniques: An Investigation of the EFL Teachers' Beliefs and Practices at Taif University. *AWEJ*, 10(2), 40–54. <https://doi.org/https://dx.doi.org/10.24093/awej/vol10no2.4>
- Alzubi, A. A. F., Nazim, M., & Al-Mwzaiji, K. N. A. (2022). Learning through Correction: Oral Corrective Feedback in Online EFL Interactions. *World Journal of English Language*, 12(8), 382–389. <https://doi.org/10.5430/wjel.v12n8p382>
- Archibald, M. M., Ambagtsheer, R. C., Casey, M. G., & Lawless, M. (2019). Using Zoom Videoconferencing for Qualitative Data Collection: Perceptions and Experiences of Researchers and Participants. *International Journal of Qualitative Methods*, 18, 1–8. <https://doi.org/10.1177/1609406919874596>
- Beyene, W. M., Mekonnen, A. T., & Giannoumis, G. A. (2023). Inclusion, access, and accessibility of educational resources in higher education institutions: exploring the Ethiopian context. *International Journal of Inclusive Education*, 27(1), 18–34. <https://doi.org/10.1080/13603116.2020.1817580>
- Bloomberg, L. D., & Volpe, M. (2019). Completing Your Qualitative Dissertation. In *SAGE Publications* (4th ed.). SAGE Publications.
- Coombs, H. (2022). Case study research: single or multiple [White paper]. In *Southern Utah University*. <https://doi.org/https://doi.org/10.5281/zenodo.7604301>.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. SAGE Publication.
- Dzulhiza, Z., Amalia, H., Fauziati, E., & Marmanto, S. (2018). *PREFERENCES FOR THE ORAL CORRECTIVE FEEDBACK TYPES IN SPEAKING CLASSROOM: VOICES FROM MALE AND FEMALE UNIVERSITY STUDENTS*. 1997, 109–116.
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. In *Studies in Second Language Acquisition* (Vol. 28, Issue 2). <https://doi.org/10.1017/S0272263106060141>
- Ferdian, N. R. (2020). ESP Students' Preferences in Learning English: Face to Face Corrective Feedback vs Online Corrective Feedback. *JETAL: Journal of English Teaching & Applied Linguistic*, 2(1), 29–36. <https://doi.org/10.36655/jetal.v2i1.199>

- Fitria, T. N. (2020). Teaching English through Online Learning System during Covid-19 Pandemic | Pedagogy : Journal of English Language Teaching. *Pedagogy: Journal of English Language Teaching*, 8(2), 138–148. <https://doi.org/10.32332/pedagogy.v8i2>.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204(6), 291–295. <https://doi.org/10.1038/bdj.2008.192>
- Given, L. M. (2008). *Qualitative Research Methods*. SAGE Publications.
- Guzacheva, N. (2020). Zoom Technology as an Effective Tool for Distance Learning in Teaching English to Medical Students. *Bulletin of Science and Practice*, 6(5). <https://doi.org/10.33619/2414-2948/54/61>
- Ha, X. Van. (2023). High school EFL teachers' oral corrective feedback beliefs and practices, and the effects of lesson focus. *IRAL - International Review of Applied Linguistics in Language Teaching*, 61(4), 1799–1826. <https://doi.org/10.1515/iral-2021-0213>
- Haqien, D., & Rahman, A. A. (2020). Pemanfaatan Zoom Meeting untuk Proses Pembelajaran pada Masa Pandemi Covid-19. *SAP (Susunan Artikel Pendidikan)*, 5(1). <https://doi.org/10.30998/sap.v5i1.6511>
- Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. In *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. <https://doi.org/10.4324/9780203887332>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Hyland, K. (2006). Feedback in second language writing : contexts and issues. *Language Teaching*, 39.
- Kartal, M. G., & Atay, D. (2019). Corrective feedback on writing in EFL context: Comparison of two approaches. *Eurasian Journal of Applied Linguistics*, 5(3). <https://doi.org/10.32601/ejal.651390>
- Kholida, B. A. I., Nawawi, N., & Amin, M. (2020). *Teachers' Online Corrective Feedback, Character, and Narrative Text*. 465(Access 2019), 212–215. <https://doi.org/10.2991/assehr.k.200827.053>
- Lowenthal, P. R., Borup, J., West, R. E., & Archambault, L. (2020). Thinking Beyond Zoom: Using Asynchronous Video to Maintain Connection and Engagement During the COVID-19 Pandemic. *Journal of Technology and Teacher Education*, 28(2).
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. In *Studies in Second Language Acquisition* (Vol. 19, Issue 1). <https://doi.org/10.1017/S0272263197001034>
- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46(1), 1–40. <https://doi.org/10.1017/S0261444812000365>

- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Retrieved from <https://books.google.co.id>.
- Monteiro, K. (2014). An experimental study of corrective feedback during video-conferencing. *Language, Learning and Technology*, 18(3), 56–79.
- Nhac, H. T. (2021). Effect of teachers' corrective feedback on learners' oral accuracy in english speaking lessons. *International Journal of Learning, Teaching and Educational Research*, 20(10), 313–330. <https://doi.org/10.26803/ijlter.20.10.17>
- Ölmezer-Öztürk, E., & Öztürk, G. (2016). *Types and Timing of Oral Corrective Feedback in Efl Classrooms: Voice From Students*. 1971. http://www.novitasroyal.org/Vol_10_2/2.OlmezerOzturk&Ozturk.pdf
- Panova, I., & Lyster, R. (2002). Patterns of Corrective Feedback and Uptake in an Adult ESL Classroom. *TESOL Quarterly*, 36(4). <https://doi.org/10.2307/3588241>
- Pineda, J. E. (2019). Oral Language Accuracy, Corrective Feedback and Learner Uptake In An Online EFL Course. In *Doctoral Dissertation* (Issue 2). Universitat Oberta de Catalunya.
- Pratiwi, A. D., Afandi, & Wahyuni, E. S. (2019). Potensi Aplikasi Zoom Cloud Meetings Dalam Pembelajaran Di Era Digital . *Prosiding Seminar Nasional FKIP 2019*.
- Rahayu, D. (2020). Synchronous Zoom Web Conference System: An Exploratory Study on Students' E-Learning Experience. *JER/Journal of ELT Research*, 5(1).
- Rahman, F. A., Kahfi, E. H., & Dalimunthe, R. N. R.-P. (2020). *Exploring the Implementation of Teacher's Corrective Feedback on Students' Pronunciation: A Case Study in an Indonesian Public High School*. *Beltic 2018*, 477–485. <https://doi.org/10.5220/0008220804770485>
- Riduan, M. (2021). *The Students' Perceptions of Online Learning During the Covid-19 Pandemic*. IAIN Palangkaraya.
- Russell, J. V., & Spada, N. (2006). The Effectiveness of Corrective Feedback for Second Language Acquisition: A Meta-analysis of the Research. In *Synthesizing research on language learning and teaching* (pp. 133–164). John Benjamins Publishing Company. <https://doi.org/10.1075/lilt.13.09val>
- Sagita, M., & Khairunnisa, K. (2020). E-Learning for Educators in Digital Era 4.0. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2), 1297–1302. <https://doi.org/10.33258/birci.v3i2.974>
- Sheen, Y. (2004). Corrective feedback and learner uptake in communicative classrooms across instructional settings. *Language Teaching Research*, 8(3). <https://doi.org/10.1191/1362168804lr146oa>
- Shobaha, S. (2019). The implementation of oral corrective feedback in EFL

- classroom. *LangEdu Journal*. <https://core.ac.uk/download/pdf/287229441.pdf>
- Steen-Utheim, A., & Hopfenbeck, T. N. (2019). To do or not to do with feedback. A study of undergraduate students' engagement and use of feedback within a portfolio assessment design. *Assessment and Evaluation in Higher Education*, 44(1). <https://doi.org/10.1080/02602938.2018.1476669>
- Syakira, S., & Nur, S. (2022). *Learners' Perceptions on the Use of Oral Corrective Feedback in One-to-One EFL Classroom*. 6(2), 286–306.
- Tingding. (2012). The comparative effectiveness of recasts and prompts in second language classrooms. *Journal of Cambridge Studies*, 7(2).
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods*, 19, 1–7. <https://doi.org/10.1177/1609406920967174>
- Wirantaka, A. (2019). *Investigating Written Feedback on Students' Academic Writing*. 353(IcoSIHESS), 1–7.
- Yoshida, R. (2008). Teachers' choice and learners' preference of corrective feedback types. *Language Awareness*, 17(1), 78–93. <https://doi.org/10.2167/la429.0>
- Yoshida, R. (2010). How Do Teachers and Learners Perceive Corrective Feedback in the Japanese Language Classroom? *Modern Language Journal*, 94(2). <https://doi.org/10.1111/j.1540-4781.2010.01022.x>
- Zhang, W. Y., & Perris, K. (2004). Researching the efficacy of online learning: A collaborative effort amongst scholars in Asian open universities. *Open Learning*, 19(3). <https://doi.org/10.1080/0268051042000280110>