THE IMPLEMENTATION OF IMPLICIT CORRECTIVE FEEDBACK THROUGH RECORDINGS TOWARDS EFL STUDENTS IN LISTENING AND SPEAKING ENGLISH CLASS: CASE STUDY

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ABSTRACT

Corrective feedbacks are necessary to facilitate speaking skills but are rarely used by teachers asynchronously. This research explores the implementation of implicit corrective feedback through recordings in an English Listening and Speaking class of first-year university students. The research employed a case study method. An English teacher and 23 English students acted as the informants in this study. Questionaries, interviews and the teacher’s implementation of corrective feedback were analysed. This study aimed to reveal the implementation of implicit corrective feedback through recordings by Screencast-O-Matic, how the student and teacher perceived implicit corrective feedback through recordings, and what implications the teacher and student experience. Implicit corrective feedback through recordings were given to highlight student's mistakes in their recorded monologues. The result of the study revealed the pattern of the implicit corrective feedback implementation through recordings carried out by the teacher. The perceptions from the students and the teacher on the practice were considered positive. Implicit corrective feedback through recordings improved the EFL student's speaking accuracy awareness and motivation for self-directed learning. Meanwhile, the teacher gained benefits from delivering personal feedbacks and managing time. In addition, some technical difficulties occurred though it was not a big issue.

KEYWORDS: corrective feedback, EFL, speaking skills

INTRODUCTION

Speaking enables someone to communicate, convey information, express feelings and thoughts orally. The use of appropriate pronunciation, vocabularies and grammar is beneficial for both the speaker and listener in understanding the message being conveyed by one another. Speaking skill is considered as the most dominant language skill needed for communication (Rao, 2019). Speaking fluency and accuracy are primarily used to judge someone’s language ability on a certain language (Kurum, 2016).

English as a Foreign Language (EFL) has been a language taught and learned by people all around the world. Challenges occur in the distance learning process, especially from the absence
of the teacher’s presence in real-time. Meanwhile, fewer opportunities practicing English and the differences of the English words’ sounds and structure compared to the speaker’s first language are some other difficulties faced by EFL students during the learning process (Sari, 2018; Heriansyah, 2012; Kurum, 2016; Rao, 2019).

Teachers should rely on engaging activities to improve EFL student’s speaking skills. Students being involved in role-plays is often used as a practice in responding to one another (Brown, 2007). However, the students’ dialogues in the role-plays depends on the students’ language ability. Students with elementary English skills have tendency to response shortly; in one or few sentences. Engaging students to do monologue supports students to build vocabularies and get used to the target language’s grammar.

A monologue is a one-direction speaking that does not require interruption or response (Supriyati, 2019). Monologues enable students to speak-up about a certain topic. Practicing monologues prepare students to practice English more since a monologue needs more than just one sentence. Karpovich et al. (2021) stated that monologues can help students deliver their messages in various real-life situations, such as in dialogues.

In this digital era, students are aware of technology. Podcasts, vlogs, and video channels are not something new. Involving students in recording themselves speaking English is the main speaking activity carried out in this research. Previous researches (Aoki 2014; Gokturk, 2016; Yanju et al., 2017; Fortinasari, 2017; Sudharma, 2017) about students recording their own speaking proved positive improvements in motivation, self-confidence, and oral fluency on producing a target language.

On the contrary, recording activity may lead to the student’s lack of speaking accuracy awareness. Dormer (2013) and Kurum (2016) stated that English teaching strategies nowadays, focus more on oral fluency, leaving oral accuracy as a minor issue. Therefore, teachers' participation in facilitating students with corrective feedback in their speaking accuracy is vital.

Corrective feedback is defined as a term to refer to responses indicating occurred mistakes (Sheen & Ellis, 2011). Facilitating students with corrective feedbacks as noticing tools has the intention to raise speaking accuracy awareness leading to improvements during the process of language learning (Gass & Mackey, 2006; Maolida, 2013; Kalisa, 2017; Maolida, 2017; dan Suryoputro & Amaliah, 2016).

The implicit corrective feedback typed giving prompts, consisting of the repetition and clarification request are said to be more effective and long-lasting in the memory than other types of corrective feedbacks (Sheen & Ellis, 2011; Li, 2010; Lyster & Saito, 2010). Furthermore, Yoshida (2008) and Yang (2016) stated that students prefer the teachers to give them time to self-repair their mistakes. Based on the stated benefits and preferences of implicit corrective feedbacks, this study carried out the implicit corrective feedbacks through recordings.

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Issues on recorded or asynchronous feedbacks (Edwards et al., 2012; Harper et. al, 2015; Sadik, 2015) resulted positive perceptions and impacts in improving student’s writing skills. Meanwhile, there are few studies on corrective feedbacks through recording asynchronously for student’s speaking skills. Therefore, the main problem of this study was about students’ less awareness of speaking accuracy. This research focuses on the usage of implicit corrective feedback through recordings. The main research question in this research is how the implicit corrective feedback was implemented through recordings in the Listening and Speaking English class. There
were three main focuses of this research:

- How is the teacher’s implementation pattern in giving implicit corrective feedbacks through recordings?
- What are the students’ and teacher’s perceptions about the implementation of the implicit corrective feedbacks through recordings?
- What are the implications of the implementation of the implicit corrective feedbacks through recordings?

**METHODS**

This research employed a case study method. A case study is a research method used to explore a case in-depth (Gall et al., 2007). An English teacher referred to Teacher X afterward, and her 23 EFL students (13 female students and 10 male students) from the English Department, ranging from age 18 – 20 years old, acted as the informants in this research. During this research, Teacher X was 36 years old and had been teaching for eight years in the University where this study took place.

Due to the usage of implicit corrective feedback, this research was conducted in a Listening and Speaking class taken by first-year university students in Indonesia. The duration of this research was three months or a total of 16 meetings (two meetings once a week) starting from the beginning of March 2020 and ended in May 2020.

The instruments used in this study consisted of online questionnaires by Google Form, a list of questions for students and Teacher X’s interviews, materials for Teacher X’s training sessions, and students’ recorded monologues which were edited by Screencast-O-Matic by Teacher X to give implicit corrective feedback.

**Training Materials for Teacher X**

In the preparation step, Teacher X had two training sessions. The taxonomy of corrective feedback by Lyster et al. (2013) were used as the guideline research materials in the first training session. All the corrective feedbacks were explained, so Teacher X had a clear understanding of the differences. The practice of implementing the repetition and clarification request type of implicit corrective feedbacks were highlighted because they would be the type used in this research.

Teacher X could only repeat, request for clarification (such as adding *Pardon? Huh? Are you sure?*), or do the combination of both in responding students’ mistakes. For example, in the utterance “*The man goed home*”. There was a misuse of the verb *goed* which should be *went*. Teacher X could choose three options in responding. First, repeating the utterance *The man goed home* as to how the student said it, without any changes of tone (the repetition type of implicit corrective feedback). Second, the teacher could reply "*Huh?*" as the clarification request type of implicit corrective feedback. Third, the teacher could say "*The man goed home (question tone)? Huh?*" as the combination of both types.

Afterwards, in the next training session, Teacher X was introduced to Screencast-O-Matic. Screencast-O-Matic is a software that has screencast and video editor feature. In this research, the
feature used was the video editor. This feature could edit videos by inserting new recordings in the video, either audio containing narrations or video.

Teacher X was tutored by the researcher on how to use some tools in the Screencast-O-Matic software for inserting implicit corrective feedbacks in the students’ video recording monologue, such as upload, play video, insert new recordings (for corrective feedback implementation), save and download.

Firstly, Teacher X had to open Screencast-O-Matic’s website. After she had registered her account, the Video Editor was chosen. This feature had a one-month free trial during the data research collection. To be able to insert implicit corrective feedbacks, Teacher X must upload the student's recorded monologue first in Screencast-O-Matic. Then, Teacher X must select a place in the recording use a microphone where to insert her implicit corrective feedback.

When the implementation of implicit corrective feedback had been accomplished, the file should be saved and sent to the student's personal Whatsapp (to be referred to WA afterward) account. Figure 1 shows the steps on how Teacher X used Screencast-O-Matic gave implicit corrective feedback.

**Figure 1.**
Steps on Implementing Implicit Corrective Feedback through Recordings

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Open Screencast-O-Matic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>Choose Video Editor</td>
</tr>
<tr>
<td>Step 3</td>
<td>Upload Student’s Recorded Monologue</td>
</tr>
<tr>
<td>Step 4</td>
<td>Implement Implicit Corrective Feedback</td>
</tr>
<tr>
<td>Step 5</td>
<td>Save the File</td>
</tr>
</tbody>
</table>

**EFL Students Recorded Monologues**

During the research, the EFL students had created three recorded video monologues and uploaded them on Youtube. The purpose of uploading the 3 to 5-minute recorded monologues was to encourage the students to be creative and do their best in accomplishing the recordings. Figure 2 shows a screenshot of students’ recorded video monologue.
The topics of the monologues were about an unusual place to visit, the importance of learning English, and the experience of studying with distance learning. Through the monologues, the EFL students had the opportunity to express their opinions in detail.

The students recorded monologues then became an instrument for Teacher X in implementing her implicit corrective feedback. The researcher gave a tutorial and example for the second training session using the students’ first monologue. Therefore, the teacher implemented implicit corrective feedbacks through recordings on the second and third recorded monologues.

**Questionnaires for EFL Students**

The use of questionnaires in this research were intended to obtain students’ perceptions (Neuman, 2014). The questionnaires were distributed to students online by Google Form. Google Form provides various options that could be determined by the survey author such as yes/no answer options, answers with a number scale, short answers, long answers, and multiple-choice answers.

Furthermore, the questionnaire questions adapted Elsaghayer's (2014) questionnaire questions. The questions contained how the student’s perceived implicit corrective feedback through recordings. There were three types of questions in the questionnaires; 2 closed questions (yes/no answers), 3 open questions (long answers), and 9 questions with a 4 Likert scale (strongly disagree, disagree, agree, strongly agree).

Hartanto (2017) stated that scale 3 (neutral) in the 5 Likert scale has a central tendency effect. Informants has the tendency to choose neutral, either because they could not decide or it was truly their decision. Therefore, this research used a 4 Likert scale to perceive the informants’ dominant position.

**Interview Questions**

Interviews were also conducted with both the teacher and student so that researchers could have a more in-depth picture of the case. According to Nunan & Bailey (2009), interviews are one of the activities in collecting data directly from research informants. To enrich data, the researchers of this research did semi-structured interviews, namely interviews that could be elaborated on previously prepared questions if needed (Nunan & Bailey, 2009).

Teacher X had two interview sessions, one in the beginning of the research and another
one at the end of the research. The initial interview questions disclosed Teacher X’s belief and experience in her practice about giving feedbacks to her EFL students. Meanwhile, the final interview revealed her views regarding implicit corrective feedback through recordings. In the students’ interview stage, the students were divided into 7 to 8 students. The interviews took 3 meetings, 7 to 8 students a day, through WA call. Each student was interviewed one-by-one that took approximately 15 minutes.

Overall, the procedure of this research involved three stages; preparation, obtaining data process, and data analysis. This research began with an initial interview followed by the first training session for Teacher X. The teaching and learning process were conducted online.

The next stage was obtaining the research data, including Teacher X’s feedbacks in EFL students’ recorded monologues, questionnaires, and interviews. This research took 16 meetings. The initial interview to Teacher X was conducted in the first meeting. The first training session was carried out in the second meeting, meanwhile the second training session was in the fourth meeting. Students were announced to record their monologue and upload them in their personal Youtube channel. The first monologue was due in the fourth meeting, the second monologue was due in the eighth meeting, and the third monologue was due in the eleventh meeting.

Teacher X’s feedbacks were given back to the students in the seventh, ninth and eleventh meeting of the research. Furthermore, the questionnaires were distributed in the twelfth meeting, EFL students’ interviews were held on the thirteenth to the fifteenth, and Teacher X’s final interview was on the last meeting of the research. To illustrate, Figure 3 shows the procedure of this research.

After the data collection, Teacher X’s corrective feedback from the EFL students’ recorded monologues and interviews were transcribed manually. Along with the questionnaires’ result, the researcher identified the patterns in the data as one of the data analysis techniques presented by Nunan and Bailey (2009).
ANALYSIS

The data analysis revealed the pattern found in the implementation of implicit corrective feedback as well as Teacher X's and students' perceptions. The implications of the implementation of implicit corrective feedback through recordings in this research were also discussed.

The Implementation Pattern of Implicit Corrective Feedback through Recordings

During the data collection process, Teacher X explored three topics, comprising places (topic 1), school and education (topic 2), also internet and technology (topic 3). Throughout each topic, the teaching and learning process consisted of listening and speaking activities. Students had to listen two audios, watch a video, do bookwork for the listening activities. Afterwards, students practiced using the targeted vocabularies and the targeted grammar for the speaking activities.

The teaching and learning process was carried out with WA group calls. The class had a WA group account where Teacher X shared materials, did online discussions and collected students’ tasks. In each end of the topic, students recorded a video monologue and uploaded them to their personal Youtube channel. Then, Teacher X edited the video monologues by adding her implicit corrective feedbacks by utilizing Screencast-O-Matic.

The data analysis exposed Teacher X’s implementation usage pattern of implicit corrective feedbacks through the recordings. Based on data analysis, Teacher X consistently practiced a pattern in the student's monologue, containing an intro, implicit corrective feedback implementation, and closing. To illustrate, Figure 4 depicts Teacher X’s implementation pattern of implicit corrective feedback through the recordings.

For the intro, Teacher X greeted each student by name and told the students that she would be giving comments on the student’s monologue and the location of her comment. Teacher X had two ways in locating her implicit corrective feedback. The following shows a transcription of the feedback in the student’s first and second monologue as the intro,

"Hi, (student’s name)! I will be giving you feedbacks focusing on your grammar and pronunciation that you will need to improve. The feedbacks will be after your single mistake and repeated at the end of your monologue. Please listen carefully for the
comments” (Teacher X recording transcription).

In the third recordings, the teacher did not give implicit corrective feedback in every single mistake found in the student’s monologue, for it was time-consuming. Thus, Teacher X announced that her feedbacks would be at the end of the student's monologue.

“Hi, (student’s name)! I will be giving you feedbacks focusing on your grammar and pronunciation that you will need to improve. The feedbacks will be at the end of your monologue. Please listen carefully for the feedbacks” (Teacher X recording transcription).

After the intro, each student’s utterances were analysed by Teacher X. In the first monologue topic, Teacher X focused on students’ pronunciation mistake and grammar mistakes applying the simple past tense. In this topic, students had to do a monologue about an unusual place to visit, encouraging other people to visit the site.

In the second monologue topic, Teacher X focused on students’ pronunciation and grammar mistakes applying the simple present tense. In this topic, students did a monologue about what their opinion about the importance of learning English, information for other people that learning English was not only important for themselves, but also for other people for pursuing future career.

As for the third monologue topic, Teacher X focused on students’ pronunciation and the grammar mistakes applying modals. In this topic, students expressed what they thought about distance learning as well as the advantages and disadvantages.

The pronunciation and grammar mistakes were highlighted by Teacher X by repetition, clarification request or the combination of both type implicit corrective feedbacks. The following Table 1 represents some students’ mistakes in their recordings and how Teacher X gave the implicit corrective feedback. It was expected that students realized the mistakes and gave efforts for the mistakes’ corrections.

<table>
<thead>
<tr>
<th>Mistakes</th>
<th>Mistake Identification</th>
<th>Implicit Corrective Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I have never been given so many assignments before...</em></td>
<td>Pronunciation of <em>assignments</em> /əˈziːməns/ should be /əˈsæmənts/</td>
<td>Repetition: <em>I have never been given so many assignments</em> /əˈziːməns/ before...?</td>
</tr>
<tr>
<td><em>They thought that the lecture.....</em></td>
<td>Pronunciation of <em>thought</em> /θɔːt/ should be /θɔːt/</td>
<td>Clarification request: <em>They thought</em> /θɔːt/? Pardon?</td>
</tr>
<tr>
<td><em>Some of the advantage is it’s more .......</em></td>
<td><em>Simple present, advantage should be advantages, and is should be are</em></td>
<td>Repetition: <em>Some of the advantage is it’s more .......</em></td>
</tr>
</tbody>
</table>
After Teacher X gave her implicit corrective feedbacks, she closed the recordings by giving some motivational words, “OK, now it’s your turn to find out how to correct the mistakes I have highlighted for you. I know you can do it (student’s name)!”. Then, the recording was saved and sent to each student’s personal WA.

Based on the Teacher X’s information from the interview about her action in the recordings, Teacher X pointed out that motivations could encourage students in putting effort to do a task. In sum, Teacher X believed that students also needed compliments and motivations resulting a recording that is acceptable for her students because it was not only correcting, but also motivating and complementing.

Teacher X’s Perception of Implicit Corrective Feedback through Recordings

From the initial interview, Teacher X shared her experience in giving feedbacks on speaking skills before the research began. Based on her information, she was not aware of the types of corrective feedbacks terms. However, Teacher X had the belief that facilitating students with corrective feedback was necessary.

Teacher X also stated that she had no specific rule on giving corrective feedback in her teaching experience. However, she declared that she explicitly told her students and provided corrections. In some other situations, Teacher X wrote down sentences containing mistakes and asked students to repair them.

Based on the initial interview findings, it could be concluded that Teacher X had a belief that feedbacks are important in a teaching and learning process. Even more, she had been applying corrective feedbacks in her classes, especially the explicit type ones. Applying only the implicit corrective feedback type in this research was her first experience.

In the final interview, Teacher X answered the researcher’s questions about her experience on the implicit corrective feedback through recordings. She stated that there were no difficulties in the consistency of giving repetition, clarification requests, or the combination of both through recordings. However, Teacher X did not deny she needed time to get used to operate Screencast-O-Matic.

Moreover, Teacher X explained the differences that she felt when giving feedbacks through recordings compared to the traditional way (in class). The differences comprised comparisons on students’ reactions, the corrected mistake, how it was done, the need of device and the teacher’s relation with the students. Table 2 summarizes Teacher X’s point of view about the differences.
Teacher X explained that giving implicit corrective feedback through recordings supported distance learning. Despite the inability to know the students’ reactions, whether they could repair their mistake or not, Teacher X had the ease to in recognizing more of her students. Teacher X admitted that in her traditional class (face-to-face), she had tendency to only recognize active students. However, by giving asynchronous feedbacks, she experienced an ease recognizing all her students. Therefore, she felt more closer to her students.

From the interview findings, Teacher X admitted that she enjoyed managing her time implementing implicit corrective feedback to each student based on their needs, though it added her workload. Even so, Teacher X showed her interest in using Screencast-O-Matic to give corrective feedbacks in the future.

Even though Teacher X needed to be well prepared with devices and internet when giving feedbacks through recordings, she explained that it was not a big issue because having a computer, network connection, and supporting devices had been vital for her job as a teacher.

From the finding information, it could be concluded that Teacher X had positive perceptions about implicit corrective feedback through recordings. It was applicable and helpful for teachers in supporting students with their needs in being more aware of their speaking accuracy in English, though it effected the workload.

**Students’ Perceptions of Implicit Corrective Feedback through Recordings**

Knowing the students’ perceptions about the ongoing teaching and learning process is beneficial to improve the teacher’s teaching practice in class. Thus, a list of questions was distributed through an online questionnaire for the students. The questions were to obtain information about the students’ experience on how they felt during the research.

In the beginning of the questionnaire, the researcher first asked about the students' experience using Screencast-O-Matic, the application used in this study to provide feedback. Based on the findings, 3 out of 23 students (13%) already used the application before, indicating Screencast-O-Matic as a new application for most students (87%). Even though the 3 students had
used Screencast-O-Matic before, they informed that the use of Screencast-O-Matic in this research were completely different. In their previous school, Screencast-O-Matic were used for screen casting, not for receiving teacher’s feedback.

The findings of the questionnaire also showed a tendency that all students agreed that they learned a lot from implicit corrective feedback through recordings (100%). The students were able to recognize their highlighted mistakes motivated to find out how to repair the mistakes. Figure 4 shows EFL students’ answers to the questionnaire.

**Figure 4.**

Students’ Perceptions on the Implicit Corrective Feedback through Recordings

As seen in Fig 4, EFL students felt that implicit feedback through recordings was necessary and helped them in learning (100%). The majority of students also agreed that they liked it (92%) and could understand the implicit corrective feedback received (83%), more motivated (100%) and confident (100%), and could avoid the feeling of being embarrassed (92%) when getting corrective feedback on pronunciation and grammar mistakes.

Furthermore, the researcher interviewed the students by asking “How did you first feel when you heard implicit feedback (in the form of repetition of words/phrases/sentences or requests for clarification) through Screencast-O-Matic? Explain.” There were positive and negative responses. 82% of the EFL students responded positively (they felt happy, satisfied, and helped). 18% of the EFL students gave negative responses (less satisfied, did not understand, and could not hear the corrective feedback through recordings).

Therefore, it could be concluded that EFL students’ perceptions about implicit corrective feedback through recordings tend to be positive because it made them happy, satisfied, helped, motivated, and less embarrassed. The findings supported Elsaghayer’s (2014) research findings that implicit corrective feedbacks kept students’ confidence and willingness to speak when learning a foreign language. Corrective feedbacks that were implicitly given is considered to be able to cause less anxiety towards students.
Implications on the Implicit Corrective Feedback through Recordings

Understanding the implications of implicit corrective feedbacks through recordings could help the teacher evaluate in order to be make the practice more improved when applied again in the future. The implications came from both the teacher and students.

To be able to find out the impacts of corrective feedback on speaking skills from the students' point of view, the researcher asked “Do you think that feedback/correction by using Screencast-O-Matic is useful to help improve your English skills?” The findings showed that 100% of the students answered yes. All students shared the same opinion that corrective feedback through recordings was beneficial for their English language skills.

To get more detailed information about the implications of feedback in helping students' language skills, the researcher asked in a questionnaire with open-ended questions, “What can you learn from the feedback that you have received?” Findings showed that 65% of the EFL students specifically stating that they could learn more about the use of grammar and pronunciation in English. Meanwhile, 26% of the students stated that they could learn from their mistakes. The other 9% of the students did not state specifically about what they could learn but answered that they felt that corrective feedback was important to be provided.

Receiving feedbacks and recognizing mistakes act as part of a learning process (Gass & Mackey, 2006). This research showed that facilitating students with feedback intended for encouraging students to realize their mistakes, could help them learn. There were many ways that the students did during the correction process. Table 3 represents how the implicit corrective feedback through recording gave impacts to their learning process.

**Table 3. Impacts of Implicit Corrective Feedback on EFL Students’ Learning Process**

<table>
<thead>
<tr>
<th>Description</th>
<th>Answers</th>
<th>Frequency of the same answers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking up the dictionary more</td>
<td>9</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Eager to practice English more</td>
<td>10</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Interested to create English videos</td>
<td>3</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Enjoyed watching English videos</td>
<td>1</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

From the findings, the researchers found that the EFL students engaged in some self-directed learning activities after receiving feedback. First, the students looked up dictionaries more often. The type of dictionary they referred was the digital dictionary. Some students downloaded the dictionary on their gadget to make it easier to get the correct pronunciation, while others accessed online dictionaries through the internet.

Second, the EFL students felt more enthusiastic about practicing using English. This finding showed that implicit corrective feedback did not reduce the students' motivation to practice English. Some students admitted that after they found out their mistakes and corrected them, they practiced more on it. For example, the student practiced more sentences after the student corrected the mispronunciation of assignments /əˈziːgməns/ that should be /əˈsæmənts/. 

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Third, students became more interested in creating video recordings using English and then uploading them to their Youtube channel or creating audio/video journals to keep by themselves. Some students stated that they loved the opportunity of speaking in front of a camera. They said it made them more comfortable using English language. Some were interested to be a youtuber or a vlogger and to use English mostly for their video. On the other hand, a student said that she had been creating audios and videos in English as journals to help her improve her speaking skills in English.

Fourth, EFL students enjoyed watching English videos as a new hobby to practice pronunciation and grammar in various themes. During the research, this student admitted that he had been watching English videos to enrich his vocabularies, learn English expressions as well as to check the pronunciation and grammar. He enjoyed this activity because he could use the language knowledge that he discovered into his recorded monologues. This student felt that his activity in his learning process was enjoyable.

From the four activities mentioned previously, looking up in the dictionary more, practicing English more eagerly, creating English videos more and watching more English videos, it could be concluded that the EFL students in this research were engaged into self-direct learning. Self-direct learning is a skill that enables students to practice English autonomously not only during the teaching and learning process in the classroom, but also outside the classroom hours (Zainuddin, et al, 2019). Learning and practicing English outside from class hour could encourage students to be more encouraged speaking more English. Students would have the opportunity to learn based on their weaknesses in their language skill. Students would also be more aware in their speaking accuracy leading into speaking skills improvements outcomes.

Even though there were many positive perceptions on the implicit corrective feedback through recordings found from the research findings, difficulties were also revealed by the students during the learning process. From the interview question “What difficulties did you experience? Explain”. The difficulties faced by the students were related to unstable internet (17%), over-rehearsals of monologue recordings (17%), poor voice feedback volume (9%), and a less friendly learning environment (9%).

Because of a sudden change in the teaching and learning process into distance learning, not all students were ready. Some students admitted that they did not support themselves with appropriate audio devices, so they could not clearly hear the feedbacks in the recordings. In addition, the students were not also aware of their internet providers’ connection. Some had difficulties joining the class meeting call, uploading, and downloading the class materials.

Some other explained that sometimes the environment were not friendly to support them to study. They could not control the noise from their surroundings. Other students mentioned that they wanted their recorded monologue to be perfect, so they wasted their time doing rehearsals excessively.

In sum, though the EFL students could gain positive impacts from the self-direct learning in correcting their mistakes based on the Teacher X’s implicit corrective feedback through recordings, some students faced some difficulties because of external factors. Being more prepared on audio devices, network connections and a friendly learning environment could have minimized the students’ difficulties.

On the other hand, Teacher X described some advantages and disadvantages of her practice
using Screencast-O-Matic when implementing implicit corrective feedback through recordings that she experienced during the research. The following Table 4 shows the advantages and disadvantages of implementing implicit corrective feedback through recordings.

Table 4.
The Advantages and Disadvantages of Implicit Corrective Feedback through Recordings

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easy to be implemented</td>
<td>1. Free trial for one month</td>
</tr>
<tr>
<td>2. The corrective feedback could be re-recorded.</td>
<td>2. Could not directly see student's reactions</td>
</tr>
<tr>
<td>3. Could be saved for further evaluation</td>
<td>3. Required a lot of time in giving feedback.</td>
</tr>
<tr>
<td>4. Felt closer to students</td>
<td></td>
</tr>
<tr>
<td>5. Flexible (could be done anytime and anywhere)</td>
<td></td>
</tr>
</tbody>
</table>

As seen in Table 4, Teacher X revealed more advantages than the disadvantages when implementing implicit corrective feedback through recordings, as it was easy to operate Screencast-O-Matic. Teacher X also mentioned that she did some re-recordings in her first trial. The re-recordings happened because she was adjusting herself with Screencast-O-Matic, for it was her first time to use the application for giving feedbacks. Teacher X admitted it was a lot of work in the first and second recordings because the feedbacks came right after the mistakes. Therefore, in the third recording she managed to give her feedbacks at the end of the students’ monologue, for she felt it was more effective and time saving.

Although there were no interactions with the students, Teacher X felt she was giving live consultations and got the opportunity to know more about her students’ abilities in speaking. Teacher X explained that this kind of feedback could reduce students’ anxiety when receiving feedback. Students often looked ashamed and in fear when the teacher corrects or give hints on student’s mistake in class. Thus, feedbacks through recordings that were personally given to the students, hindered their fear of feeling ashamed to other students in class.

Another advantage stated by Teacher X was that delivering implicit corrective feedback through recordings gave her flexibility in time. In other words, because of the non-spontaneously needed feedback, Teacher X could manage to deal with this task in her spare time. Furthermore, the recorded feedbacks could be saved and used for evaluation when needed.

Meanwhile, the disadvantages of implementing implicit corrective feedback implied by Teacher X was the video editor feature of Screencast-O-Matic was a free trial version. The application needed to be upgraded for further use. Consequently, this situation could be discussed with the institution so that an account could be registered to be used by other teachers to facilitate students speaking skills.

Even more, Teacher X implied that although the reactions from students were not able to be directly seen when receiving feedback, she believed the students looked through the recordings and gave effort in correcting their highlighted mistakes because the feedbacks through recordings
were advantageous to be heard. Teacher X made sure the students went through their recordings by mentioning that the topics of their monologues would be used for their mid-term examination.

Another disadvantage that should not be ignored was the workload for editing and recording implicit corrective feedback. Teacher X responded that all kinds of feedbacks required time. However, the number of students in this research did not appear as a problem for Teacher X. In addition, Teacher X added that giving personal recordings less than three feedbacks would be a better choice if Teacher X managed to re-apply the implementation of implicit corrective feedbacks in her other classes.

Based on the findings, the implication of implementing implicit corrective feedback through recording was the opportunity to provide implicit corrective feedback personally to each student. Not all students had the same abilities and need in learning. Implicit corrective feedback through recordings was a helpful way to raise awareness to improve language skills in speaking accuracy. However, the teacher needed to manage time because providing corrective feedback through recordings takes time.

Moreover, the findings of this research showed that students could gain more benefits from recording their speaking. Not only increase motivation, self-confident, and fluency found in previous researches (Aoki 2014; Gokturk, 2016; Yanju et al., 2017; Fortinasari, 2017; Sudharma, 2017), but also student’s awareness of speaking accuracy could also be enhanced by teacher’s involvement in facilitating students with implicit corrective feedback. In addition, it could also be concluded that students were engaged into self-direct learning that may lead into being more aware of speaking accuracy leading into speaking skills improvements. However, students must provide themselves with good audio device, strong network provider and a friendly learning environment in order to gain more benefits.

CONCLUSION

Based on the analysis, three conclusions could be made related to the research questions. First, Teacher X’s implementation pattern of implicit corrective feedback through recordings by using the Screencast-O-Matic application consisted of intro, implementation of implicit corrective feedback, and closing. This pattern was found consistently used by Teacher X throughout the recordings. Hence, the pattern could be considered as a model and applied by other language teachers to be practiced in class.

Second, the perceptions of the practice in this research were proved positive for the teacher and EFL students. The majority of the EFL students found that implicit corrective feedback through recordings were helpful, satisfying and motivating. The teacher found the practice was easy, applicable, and helpful in delivering feedbacks in her class. In addition, the practice had raised her interest in applying similar procedures to her other classes.

Positive perceptions from both the student and teacher in this study indicated that the practice of implicit corrective feedback through recording should be considered in facilitating students’ speaking skills. Even more, implicit corrective feedback could be an option to facilitate students who have less confidence in using the target language.

Third, there were implications from the practice of giving implicit corrective feedback through recordings for both the EFL students and the teacher. This study proved that implicit
corrective feedback through recordings could encourage students to be more aware of their accuracy on grammar and pronunciation and try to repair their corrections independently by self-direct learning. In addition, providing implicit corrective feedback through recordings allowed teachers to provide personal corrective feedback based on the students' needs and support their language learning process. However, there were some aspects from technical issues that need to be prepared and improved to gain more benefits from the practice.

This research shows that implementing implicit corrective feedback through recordings by Screencast-O-Matic was applicable for facilitating students with feedbacks for their speaking accuracy. Even so, both the teacher and student should be well prepared with the devices used for the teaching and learning process. From this research, it is hoped that more teachers could implement implicit corrective feedbacks successfully and achieve positive results.

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