

REFERENCES

- Alsolami, R. (2019). Effect of oral corrective feedback on language skills. *Theory and Practice in Language Studies*, 9(6), 672-677.
- Anggoro, I. (2013). *Corrective feedback found in speaking class at the English Department of Muhammadiyah University of Surakarta*. [Research Paper, Muhammadiyah University of Surakarta, Surakarta, Indonesia].
- Apriska.M.N.C.(2018). *Lecturers' oral corrective feedback in speaking class at English Department of Muhammadiyah University of Surakarta*. Thesis.
- Bachman, L.F. & Palmer, A.S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford University Press.
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9-13. <https://www.scirp.org/%28S%28lz5mqp453edsnp55rrgjct55%29%29/reference/referencespapers.aspx?referenceid=2938370>
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. Continuum.
- Brown, H. D. (1980). *Principles of language teaching and learning*. Prentice Hall.
- Brown, H.D. (2001). *Teaching by principles. An interactive approach to language pedagogy*. englewood cliffs: Prentice Hall. <https://smartlib.umri.ac.id>
- Brown, H. D. (2001) *Teaching by principles an interactive approach to language pedagogy,(2nd ed)*. Pearson Education Inc.
- Brown, H. D. (2002). *English language teaching in the “post-method” era: toward better diagnosis, treatment, and assessment*. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology on language teaching: An anthology of current practice*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667190.003>
- Cahyono,Y & Indah,R.N,. (2012). *Second language research and pedagogy: toward the development of English language teaching in Indonesia*. UM Press.
- Cameron, Lynne. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Chaney, A.L., & Burk.T.L., (1998). *Teaching oral communication in grades k-8*. Allyn&Bacon.

- Chomsky, N. (1965). *Aspects of the theory of syntax*. MIT Press.
- Crystal, D. (2003). *English as a global language* (2nd ed). Cambridge University Press. Doi: <http://dx.doi.org/10.1017/CBO9780511486999>
[https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=476536](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=476536)
- Chu, R. (2001). Effects on teacher's corrective feedback on accuracy in the oral English of English-majors college students. *Theory and Practice Language Studies*, 1(5), 454-459. Doi:10.4304/tpls.1.5.454-459
- El-Sakka, S. M. F. (2016). Self-regulated strategy instruction for developing speaking proficiency and reducing speaking anxiety of egyptian university students. *English Language Teaching*, 9(12), 22-33. Doi: <https://doi.org/10.5539/elt.v9n12p22>
- Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246. <http://dx.doi.org/10.1111/j.1473-4192.2009.00231.x>
- Fan, N. (2019). An investigation of oral corrective feedback in an ESL listening and speaking class. *Journal of Language Teaching and Research*. 10(1), 197–203. <http://dx.doi.org/10.175707/jltr.1001.22>
- Fungula, B. N. (2013). *Oral corrective feedback in the chinese EFL classroom. degree project*. Karlstads University
- Gringo M, J. (2017). *Effects of focused direct and metalinguistic corrective feedback on L2 learners' writing/gringo Magbanua Jusa*. University of Malaya.
- Guinness,K., Detrich, R., Keyworth, R. & States, J. (2020). *Overview of corrective feedback*. The Wing Institute.
<https://www.winginstitute.org/instructional-delivery-feedback>
- Halliday, M. A. K. (1985). *An introduction to functional grammar* (1st ed.). Edward Arnold.
- Hanh, P. T., & Tho, P. X. (2018). Oral corrective feedback in EFL/ESL classrooms: Classification models. *VNU Journal of Foreign Studies*, 34(5), 40–48. <https://doi.org/10.25073/2525-2445/vnufs.4301>
- Harmer, J. (1998). *The practice of english language teaching*. Longman
- Harmer, J.(2001). *The Practice of language teaching* (3rd ed.). Pearson Education Limited.

- Harmer, J. (2007). *The practice of english language teaching*. Pearson: Longman.
- Haryudin, A., & Jamilah.S.A., (2018). Teacher's difficulties in teaching speaking using audio visual aid for autistic students. In *ELTIN*,6(2), <http://download.garuda.ristekdikti.go.id/>
- Huang, H. T. D., (2015). *Modeling the relationships among topical knowledge ,anxiety, and inte-grated speaking test performance: a structural equation modeling approach.*[PhD. Thesis, University of Texas, Texas, USA].
- Hyland, K., & Hyland, F. (2006). *Feedback in second language writing: Contexts and issues*. Cambridge university press.
- Jafari, J. (2013). *The role of elicitation questions in language learning: a function based framework*. Anchor Academic Publishing
- Jill, & Hadfield, C. (2008). *Introduction to teaching English*. Oxford University Press. <https://www.academia.edu>
- Kayi, R. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(1). <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Kuning, D. S. (2019). Technology in teaching speaking skill. *Journal of English Education, Literature and Linguistics*, 2(1), 50-59. <https://doi.org/10.31540/jeell.v2i1.243>
- Laeli.A.F., & Setiawan.S (2019). oral corrective feedback in speaking class: Its frequency, students' perceptions and preference. *Exposure: Journal of English Education*, 8(2), 257-269 <https://doi.org/10.26618/exposure.v8i2.2785>
- Lee, E. J. (2013). Corrective feedback preferences and learner repair among advanced ESL students. *System*, 41(2), 217–230. <https://doi.org/10.1016/j.system.2013.01.022>
- Leong L, Ahmadi S M. (2017). An analysis of factors influencing learners' English speaking skill. *IJREE*. 2(1), 34-41
- Lightbown, P. M., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching: Effects on second language learning. *Studies in second language acquisition*, 12(4), 429-448.
- Lyster, R. and Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37-66. <http://rel.sagepub.com/cgi/content/abstract/38/1/37>.

- Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Benjamins Publishing Company.
- Minghe, G., Yuan,W. (2013). Affective factors in oral English teaching and learning. *Journal of Higher Education of Social Science*. 5(3). 57-61
- Muslem, et al., (2021). Students' perception toward oral corrective feedback in speaking classes: A case at English education department students. *IJoLE Journal of Syiah Kuala University*, 5(4), 244-259
<https://doi.org/10.26858/ijole.v5i4.19010>
- Muyashoha,A.B., & Sugianto,A. (2019). The students' perception towards oral corrective feedback in speaking class. *INACELT journal*, 3(1), 14-29
- Nation, I.S,P & Newton, Jonathan. (2009). *Teaching ESL/EFL listening and speaking*. Routledge
- Nicholas, H., Lightbown, P. M., & Spada, N. (2001). Recasts as feedback to language learners. *Language Learning*, 51, 719-758.
- Normadewi, B. (2012). *Analisis pengaruh jenis kelamin terhadap persepsi etis mahasiswa akuntansi dengan love of money sebagai variabel intervening*. Universitas Negeri Semarang.
- Nugroho. (2012). *Profesionalisme guru SD Negeri Se-Kecamatan Warungasem Kabupaten Batang. suatu tinjauan aspek persepsi guru tentang kepemimpinan kepala sekolah dan motivasi berprestasi guru*. Varidika.
- Nunan, D. (1995). *Language teaching technology: A textbook for teachers*. Phoenix ELT.
- Nunan, D. (2001). *Second language teaching and learning*. Heinle and Heinle Publishers. [https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgjct55](https://www.scirp.org/(S(lz5mqp453edsnp55rrgjct55)
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
<http://dx.doi.org/10.1017/CBO9780511667336>
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.
- Nunan,D. (2003). *Practical English language teaching*. Mc Graw, Hill.
<https://scirp.org/reference>
- Nurgiyantoro. (2013). *Penilaian pembelajaran bahasa*. BPFE- Yogyakarta.
- Penning de Vries, B. W. F., Cucchiarin, C., Strik, H., & van Hout, R. W. N. M. (2010). *The role of corrective feedback in second language learning*:

New research possibilities by combining call and Speech Technology.
 Proceedings of SlaTE

- Ranta, L., & Lyster, R. (2007). *A cognitive approach to improving immersion students' oral language abilities: The awareness-practice-feedback sequence*. In DeKeyser, R. (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge University Press.
- Richards, J. C. (2008). *Teaching listening and speaking*, Cambridge University Press. <https://www.professorjackrichards.com>
- Richards, J. and Lockhart, C. (1996) *Reflective teaching in second language classrooms*. Foreign language teaching and research press. Cambridge University Press.
- <https://doi.org/10.1017/CBO9780511667169>
- Rohana,S. (2016). Writing instructional model for elementary education program. *International Journal of English Language Education*. 4(1), 79–92. <https://eprints.unm.ac.id>
- Rohana,S. (2018). Method improving reading comprehension in primary education program student. *Series:Journal of Physics*. 954, 1-8 . <https://eprints.unm.ac.id>
- Russell, J., & Spada, N. (2006). *The effectiveness of corrective feedback for the acquisition of L2 grammar: A meta-analysis of the research*. In J. M. Norris, & L. Ortega (Eds.), *Synthesizing Research on Language Learning and Teaching*. John Benjamins Publishing Company. <https://doi.org/10.1075/llt.13.09val>
- Sato, K. (2003). *Improving our students speaking skills: Using selective error correction and group work to reduce anxiety and encourage real communication*. (ED475518). ERIC. <https://files.eric.ed.gov/fulltext/ED475518.pdf>
- Schwartz, S. H. (2005). *Basic human values: An overview*. <http://segr-did2.fmag.unict.it/Allegati/convegno7-8-1005/Schwartzpaper.pdf>
- Solikhah, I. (2016). Oral corrective feedback in speaking class of English department. *Lingua*, 13(1), 87–102
- Spada, N., & Frohlich, M. (1995). *COLT observation scheme*. Sydney: National Centre for English language teaching and research. Macquarie University.

- Thornbury,S. (2005). *How to teach speaking*. Longman.
- Tridinanti, G. (2018). The correlation between speaking anxiety, self-confidence, and speaking achievement of undergraduate EFL students of private university in palembang. *International Journal of Education & Literacy Studies*, 6(4), 35-39
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting student' speaking performance at le thanh hien high school. *Asian Journal of Educational Research*, 3(), 8-23. <https://www.scirp.org>
- Ur, P. (1996) *A course in language teaching: Practice and theory*. Cambridge University Press.
- Utomo, B. (2018). *Students anxiety in speaking English : A descriptive research at the second semester of english education department*. [Undegraduate Thesis, Muhammadiyah Univerity of Makassar, Makassar, Indonesia].
- Retrieved from https://digilibadmin.unismuh.ac.id/upload/10851-Full_Text.pdf
- Wong, L. L. C., & Nunan, D. (2011). The learning styles and strategies of effective language learners. *System*, 3(9). 144-163. <https://doi.org/10.1016/j.system.2011.05.004>
- Yang, N. (2014). A study of metacognitive strategies employed by English listeners. *International Education Studies*, 2(4), 134-139. <http://dx.doi.org/10.5539/ies.v2n4p134>
- Zao, W. (2015). *Learners' preferences for oral corrective feedback and their effects on second language noticing and learning motivation*. McGill University.
- Zhang, Y. (2009). *Reading to speaking: integrating oral communication skills*. English Teaching Forum. <https://www.scirp.org>