

## ORAL CORRECTIVE FEEDBACK IN EFL CLASSROOM

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### Abstract

Feedback is the most essential part in EFL (English as Foreign Language) teaching and learning process. At this stage, students speaking is evaluated so that they know the progress of their learning. This study is aimed at examining the application of teachers' corrective feedback in classroom interactions. The research used qualitative methods and it used observation sheets and audio recorders. The writer collected data through observations to generate the main data and through interviews to support the primary data. The sample for this study consisted of 34 students and two English teachers. Data were analyzed by a qualitative procedure based on the Mile and Huberman (2013) model. This includes data reduction, data display, and inference. Results showed that the most common corrective feedback used by teachers in classroom interactions was recast, occurring 66.7% or 64 times in the class. Interviews revealed that there were three reasons for using corrective feedback are to help students avoid mistakes; to improve students' grammar, vocabulary, and pronunciation; and to motivate students to learn English better

**Keywords:** EFL Classroom Interaction, Feedback, Recast, Elicitation

### 1. Introduction

Today, English is a much-needed international language and most communication is conducted in English. Therefore, most students consider fluency in English to be very important to participate in international communication, such as when studying online or studying abroad (Harmer: 2007). In the process of language learning, feedback is one of important aspect for students.

Feedback is an objective statement of actions and consequences that can serve as both recognition of good work and suggestions for improving it. The purpose of feedback is to encourage the recipient of the feedback to move forward through learning, growth and change (Harvard: 2007). When a learner demonstrates good speaking ability, teachers often appreciate by saying "good" or "well done". In this way 2 learners are often motivated to remember more and develop further; this leads to a change in attitude towards learning which may have long-term effects. Meanwhile, when they make mistakes in grammar, pronunciation, vocabulary, etc., they need to be encouraged by teachers' comments such as asking for reformulation or elicitation. This helps learners to learn more and know their stage. Gass, Behney, and Plonsky (2013) stated that feedback is an important source of information for learners. Collectively, it

provides them with information about the success (or, more likely, failure) of their utterances and provides them with more opportunities to focus on production or understanding.

Therefore, in EFL classes where students have poor English proficiency, it is important to apply appropriate feedback to students' performance to ensure that students learn the correct form of language and use it to communicate effectively. In fact, students still have low speaking skill with inadequate ability in using grammar and vocabularies. This due to lack of feedbacks from the teachers which do not lead to correct use of forms. Hence, this study is intended to investigate teachers use of corrective feedback in EFL classroom and to know the most common type of CF used during interaction.

Several researches have been done related to corrective feedback in teaching English as foreign language. A research by Muhsin (2016) attempted to investigate how teacher's corrective feedback given in teaching speaking activity. It was found that the most popular corrective feedbacks were explicit correction, elicitation, and repetition. They effectively correct students' mispronunciation, low accuracy and fluency. The other types such as implicit correction, recast, clarification request, and metalinguistic feedback have lower percentage.

Later, a research "Type of Corrective Feedback used by four Lecturers on Students' Speaking Performance" was conducted by Rahmi (2017) to university students. It was found that recasting was the most frequently feedback used by the lecturers during students' speaking performance. In addition, this research found that most of lecturers' feedback were not successful yet in EFL classroom.

Next, Kusuma (2018) conducted similar study on CF investigating the occurrence corrective feedback and uptake in children bilingual classroom. The result showed that he majority feedback given to grammatical errors was repetition type, recast was exploited to phonological errors, and explicit correction was mostly served to lexical errors. This study also found that recast and elicitation led to the highest rate to students' uptake.

Hence, this study was done to non-English department learners who are taking English as compulsory subject to complete their semester. It is worth noting that appropriate feedbacks are valuable in this beginner class to improve their structure and vocabulary use.

## **2. Literature Review**

### **2.1 EFL (English as Foreign Language)**

According to Harmer (2007), EFL refers to teaching of English where the students are learning English in their own country and they engage in short courses conducted in English. Also, Gebhard (2006) defined EFL where English is learnt by students in which English is not used as their first language for communication. Hence, Indonesian students who are learning English in their country is defined as EFL students. They may face some difficulties in adapting with English as foreign language. Corrective feedback is vital for making their speaking more grammatically correct. It gives students the opportunity to transform or reproduce new grammatical forms after receiving corrections from the teacher. A variety of techniques of correction should be used to achieve their learning goals and encourage active student engagement in the classroom. In correcting students' errors, teacher can use recast which directly provide the correct form to students, and elicitation by asking questions to request appropriate response. By doing so, teachers can identify students' strengths and weaknesses in their language skills.

### **2.2 Corrective Feedback**

Ellis (2009) defines corrective feedback (CF) as a teacher's response to a student's answer containing an error. He further said that corrective feedback works when students recognize their mistakes. Corrective feedback is the teacher's response to significantly altering a student's statement and

asking for correction (Chaudron quoted in her Panova & Lyster, 2002). In EFL classroom, this feature is highly significant for students' improvement and learning motivation. Corrective feedback is divided into model with six separate movements by Lyster and Ranta (1997), they are explicit corrections, restatements, clarification requests, metalinguistic feedback, error collection and repetition. Subsequently, Sheen and Ellis (2011) discussed oral remedial feedback in language instruction from the perspective of implicit and explicit. Therefore, in the Sheen & Ellis CF model, rewriting corrective feedback can be considered implicit and encouragement explicit. In this study, the analysis is only focused on two types of corrective feedbacks namely recast (direct feedback) and elicitation (indirect feedback).

Recast feedback is defined as providing correct form to students' incorrect utterance (Lyster and Ranta, 1997). Recast is implicit reformulation by teachers to students' errors or correction without directly pointing out that their response was wrong (Coskun as quoted in Ayouni, 2017). This phase gives direct correction to students as displayed in the following extract:

- S : I looking for my pen  
T : You are looking for your pen.  
S : I am looking for my pen.

Receiving this kind of feedback, students know the level of their ability, what to correct and learn. This improves language aspects like grammar and vocabularies. In identifying *recast* of many corrective feedback models, some features can be detected such as acknowledgement, intonation, and stress/emphasis (Chaudron in Asari, 2015).

Firstly, recast by acknowledgement is when teacher approve their responses such as "Ok, good" or "Well that's good". This does not mean that students' answer is correct, but in this case, the teacher is not willing to tell that it was wrong. Therefore, the student may receive this kind of comment in *recast*. Providing a *recast* with a sign of acknowledgement may signal that the student to continue his/her talk without particularly pointing out that a mistake was made (Asari, 2015). It can be seen in the following example:

- Teacher : What do you want to do ten years from now?  
Student : I want **go to** Hollywood and become an actress  
Teacher : **Ok. Good.** You want **to** go to Hollywood and become an actress.

Secondly, recast can be used by raising intonation forcing students to correction (Lyster as cited in Asari, 2015). Using such intonation when recasting students' incorrect sentence can make them more alerted that it the previous response was ungrammatical or inappropriate. It is as provided in the following example:

- Teacher : What do you want to do ten years from now?  
Student : I want **go to** Hollywood and become an actress  
Teacher : You want **to** go to Hollywood and become an actress (↗)

#### *Emphasis*

Giving much emphasis on ill-formed word of *recast* is essential in order to make student more aware which one is error and requires for correction. Stressed recast helps them focus on the features that need to be attended (Asari, 2015). Emphasizing a recast can be evident in the following extract:

Teacher : What do you want to do ten years from now?  
Student : I want **go to** Hollywood and become an actress  
Teacher : You want **TO** go to Hollywood and become an actress.

### 2.3 Elicitation

Another corrective feedback technique that can be used in the classroom is elicitation. Elicitation is a technique where the teacher prompts the student to self-correct, providing hints or clues that guide them towards the correct answer. This technique requests to self-correct which can be done by pausing, asking open question, asking reformulation of the ill-formed (Panova & Lyster, 2002). This move can be illustrated in the following example:

S : She has go to the museum  
T : Sorry?. What is the correct verb?

In comparison to recast, elicitation has been shown to be more effective in encouraging students to self-correct. Lyster (2002) argues that, in immersion classrooms, learners often do not notice the recasts made by their teachers. This is due to primary focus on meaning, which can make it difficult for learners to realize their mistake. On the other hand, elicitation allows for a more active role by students in identifying their errors and correcting them. Elicitation, is also defined as reformulation of their utterances (Lyster, 2011).

Elicitation type can be realized by asking open question, pausing, and asking for reformulation of the ill-formed (Panova & Lyster, 2002). The following is an example of eliciting of corrective feedback with questions.

Student: The president giving the speech.  
Teacher: Sorry?. What's do you say?  
Student: The president **is** giving the speech.

The teacher also can pause and let the student to complete the utterance. unfinished sentence can be posed to elicit the correct form from students. This technique is often called strategic pausing (Alsubaie, 2015). This featured displays in extract below:

Example:

Student: It is very hard to studying English  
Teacher : It is very hard to.....?  
Student: to study English.

### 3. Research Method

In this study, the teacher-student relationship in the classroom was examined using the qualitative research approach. The researcher can collect classroom data in naturally occurring language using this technique. The researcher did not participate directly in the students' English instruction or learning as she collected data; instead, she acted as a non-participant observer. The focus of qualitative research is on understanding through a detailed examination of people's statements, deeds, and records. Cresswell (2009) defines qualitative research as a technique for examining and comprehending the significance that individuals or groups place on a social or human issue. Data are routinely acquired in the participant's environment during the research process, and data analysis generally builds from particular to broad

concepts and the researcher's understanding of the data's meaning. The researcher conducts the study in the natural context as the primary source of data, constructs a complex, comprehensive picture, analyzes words, gives in-depth perspectives of information. Inductive data analysis is a common technique used by qualitative researchers, which implies they don't look for data or any supporting information before beginning their studies. She therefore attended the session and took notes while videotaping the teacher-student interactions during the entire lesson. In other words, the goal of this study was to naturally characterize research findings as phenomena found in actual settings.

The data were collected through classroom observation by using video-recording and observation sheet. The data were analyzed by implementing qualitative procedure based on the Mile and Huberman (2013) model comprising data reduction, data display, and inference. Data reduction refers to selecting the data needed for the analysis. It means that only sequences which contained recast and elicitation will be analyzed. Data display is discussing the finding of data analysis. The last step is drawing conclusion from the findings.

#### **4. Research Participants**

34 students and two English teachers participated in this study as the sample. Thus, the research subjects were chosen based on a number of factors using the purposive sampling technique. Purposive sampling, according to Black (2010), is a non-probability sampling technique in which the researcher makes decisions about which members of the population to include in the study based on her own assessment.

The essential data for this research are gathered using research tools. The observation sheet was used as a tool for gathering information about teachers' casting during the teaching and learning process. In second language research, observation is used to record key elements of verbal interaction in L2 classrooms and to give researchers a way to contrast specific characteristics of classroom discourse with everyday language (Nunan, 1992). This study utilized video – recording and observation sheet in gaining the data. Interviews were also employed to gather additional information to corroborate the main data collected through observation and record-keeping. Two classroom teachers were interviewed by the researcher. The teachers' queries served as an opportunity to go into greater detail regarding the corrective feedback that concentrated on recasting, elicitation, and to ascertain the rationale behind the instructor's use of remedial feedback in the classroom. The research question was answered by the researcher with the aid of this interview.

#### **4. Results**

The research issues were addressed in this study using a qualitative methodology. During the teaching and learning process, a three-hour (3x45-minute) session of English instruction for the students was recorded. Direct participants in the study included two teachers and the students. These instructors work at this institution. The students were from non-English departments and lacked proficiency in the language. This semester, they had to take an English course as a requirement. According to the researcher's observations, the female teachers who have master's degrees were doing an excellent job of content mastery and instructional technique. They were well-prepared and knowledgeable about the subject matter they presented. The lecturers persisted in probing the students' comprehension of the subject. At the conclusion of the class, they used a group discussion and required the students to work in groups to complete the task. Each group was requested to present their work to the class after the students had finished the assigned task. Due to the students' limited skill in English, the professors frequently

referred to Indonesian while discussing the grammatical structures of the gerund, passive voice, and reading comprehension.

The outcome demonstrated that there was a highly structured interaction between the tutors and students, which took the shape of student responses, corrective comments from the teachers, and some student uptake. In order to build on the grammar lesson about "gerund," "passive voice," and reading comprehension, several subjects were introduced, and students were allowed to participate in an active dialogue. The use of immediate casting of remedial input was made to address pupils' errors in word meaning, sentence construction, and pronunciation. The teachers directly interrupted the pupils' speech to correct them and make them aware of the inappropriateness of what they had said. During the conversation, the students were asked to give examples of how to use the tenses, passive voice, gerund, and to-be grammatical points. Recast immediately ignited the students' error.

According to the results of the qualitative analysis of the data, 96 instances of the Lyster & Ranta (1997) corrective feedback model's recast and other corrective feedback were discovered in this study. When lessons were being taught in the classroom, there were 64 recast numerals and 32 other CF. These facts are required to answer the research question. What kind of corrective feedback does the teacher use most frequently in the EFL class? As a result, the table below clearly displays the frequency of each occurrence:

Table 4.1 The Number of Frequency of Recast

Type of corrective feedback	Frequency	Percentage
Recast	64	66,7%
Elicitation	32	33,3%
Total	96	100%

## 5. Discussion

### *The type of corrective feedback used by the teachers in EFL Classroom*

Each interchange of recast and elicitation in the data was counted in order to respond to this study question. The result of analysis encountered two types of teachers' corrective feedback in the classroom. The teacher's used both recast and elicitation in correcting students' errors. The results also showed that during the interaction of the teaching and learning process, recast was the most prevalent sort of corrective feedback used by the teacher. According to the table, it occurs 64 times out of a total of 96 times, or 66.7% of the time. The teacher frequently had to correct students' spoken mistakes in reading comprehension, including erroneous "gerund", "passive" sentences, to-be, tenses, and pronunciation.

Recast is a sort of implicit feedback that aims to reformulate, enlarge, or finish a wrong response without explicitly stating that it was untrue (Panova and Lyster, 2002). The lecturers in this English class frequently rewrote the pupils' improper sentences and to make the pupils in this English class aware of their flaws, the teachers frequently rewrote their erroneous sentences and pronunciation mistakes. Some of the recasts were employed to fix grammatical errors, while others concentrated on pronunciation and meaning. The professors used the acknowledgement and highlight recasting techniques.

### **Recast**

According to the study's findings, English teachers acknowledge student responses by praising them when they use words like "OK" or "good" before giving them the right answer. Recognition is when a teacher supports a student's response with a favourable comment such as "good" or "well that's

good." Although the teacher does not wish to point out the students' mistakes, it does not imply that they are entirely accurate. Giving a revised version and indicating your acknowledgement may allow the student to continue speaking without explicitly mentioning the error (Asari, 201). The following is an illustration of this feature:

Extract 1 (151 – 152)

151. S : Drinking much can make us health.

152. T : **Ok. Drinking a lot of water can make us health.** Next. The one in the corner. Please.

As evidenced by this dialogue, the student made the mistake of failing to include the noun following the word "much". The student omitted a noun that would have completed the phrase "drinking much can make us healthy." For "much" to constitute a complete phrase, a noun was required. As a result, the instructor repeated the question which an acknowledgment and fix the sentence: "Ok. A lot of water can improve our health. This is a straightforward correction to the student's incorrect statement in which she used the noun "water" to finish an incorrect utterance.

In order to increase student awareness of which recast words are incorrect and need to be corrected, Asari (2015) claims that placing a lot of stress on the poorly constructed words is crucial. They can concentrate on the features that need attention with the help of stressed recast. The analysis's findings showed that the professors gave particular terms more emphasis when educating students in the mechanical department using various types of CF. The following extract clearly demonstrates the recasting technique for emphasis:

Extract 1 (157-158)

157. S : Having no money make sad.

158. T : **Having no money makes me sad.** Ok jadi itu gerund as subject nah  
Sekarang kita akan melihat gerund as complement.

The student erred in this exchange regarding the grammar. Due to the student's omission of the 's' in the present verb, the word 'make' is grammatically incorrect in the sentence. The teacher then corrected the mistake by stating the right answer. The teacher demonstrates it by saying, "Not having any money makes me sad." The teacher corrected the student's mistake in this instance by emphasizing the word "makes".

### **Elicitation**

The finding data indicates several elicitations of corrective feedback used by the lecturer in the classroom. In this EFL class, the lecturer invited students to discuss about some topics such as looking for jobs. Unexpectedly, students speaking contain errors and need to be corrected. Therefore, elicitation is used to remind them the correct form and word which can be generally done by questions as presented in the following data:

59. S : It's about 4 jam miss?

60. T : How do you say '4jam' in english?

61. S : Four hour

The extracted conversation above gives evidence that student's use of her first language in the first line "It's about 4 jam miss?" can be corrected by elicitation "How do you say '4jam' in English?". This

feedback is suddenly accepted by the students with correction “four hour”. This CF was successfully corrected student’s vocabulary. It is functioned as reformulation of their utterances (Lyster, 2011).

Elicitation type can be realized by asking open question, pausing, and asking for reformulation of the ill-formed (Panova & Lyster, 2002). Posing some kind of question to elicit students’ correct use of L2 can also be seen in the interaction below:

75. S : *Kantor* miss  
76. T : How do you say *kantor* in English?  
77. S : Office

This feedback move serves a lot of benefits for students so that they are alerted to use L2 word correctly. “How do you say *kantor* in English?” is a direct correction from the teacher to make the speaker aware of the mistake which is realized in the third move “office”. This kind of feedback is effective to monitor students’ use of the target language word and structure. This is in line with the outcome of the interview with the lecturers who stated that they used elicitation for some purposes; to help students avoid mistakes; to improve students' grammar, vocabulary, and pronunciation; and to motivate students to learn English better.

#### ***The most commonly used of CF in classroom interaction***

The most popular form of corrective feedback utilized by instructors in classroom interactions according to findings-related theory was the topic of recasting. Recasting is a sort of corrective feedback that aims to remedy students' errors by giving them the right answers, according to Panova & Lyster (2002, p.582). This teacher-repair form was encountered 64 times during classroom interactions. The teacher typically corrected students directly rather than instructing them to fix their mistakes. It was intended to reformulate their grammatical, pronunciation, and semantic errors. The following extracted data show how teachers' recasts were put into practice:

167. S : one of his duties (pronounced datis) is attending meeting  
168. T : one of his duties [dju:tis] is attending meeting

In the example above, the teacher used immediate *recast* to student response. The teacher’s turn in the second line “duties (dju:tis)” is *recast* to correct student’s error in the first line “duties (datis)” which contains incorrect use of pronunciation. Regarding this, the teacher reformulated it without directly saying that he was wrong.

The teacher utilized an instant recast to the students' responses in the aforementioned scenario. The student's blunder in the first line's usage of the improper English plural form for the word "table" is corrected by the teacher by changing the word "tables" in the second line. The teacher rephrased it in this regard without outright admitting that he was mistaken.

## **6. Conclusion**

Following a thorough analysis of the research findings, the following conclusions can be made: Recast is the most popular form of CF that teachers employ when teaching English in a classroom. It accounted for 64 recasts out of 96 total occurrences, or 66,7%. The teacher used it to correct students' mistakes in grammar, meaning, and pronunciation; elicitation was corrective feedback, which was followed by students' uptake most frequently; 32 elicitation moves were all followed by 32 uptake. The most frequent sort of corrective feedback utilized by the teachers in teaching English was recast, which

appeared 64 times with a 66,7% frequency. Teachers corrected students' grammar, pronunciation, and vocabulary problems as they spoke during the teaching and learning process.

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