

AN INVESTIGATION OF STUDENTS' PERCEPTIONS OF ORAL CORRECTIVE FEEDBACK IN EFL PUBLIC SPEAKING COURSE

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Abstract

This study was aimed at the investigation to know-how are the students' perceptions about oral corrective feedback given by the teacher in the EFL Public Speaking course. This study was mixed method. The research sample of this study was the 5th-semester students of the public speaking course in the academic year 2020/2021 of IAIN Palangka Raya. Questionnaire and interview were used as the instruments. The data were analyzed using SPSS and Microsoft Excel software. The result showed that: (1) Students feel oral corrective feedback is necessary and helpful in the public speaking course and they are learned a lot from oral corrective feedback because there were 25 students who chose to answer Agree (72%) and Strongly Agree (20%). (2) Students accept all kinds of oral corrective feedback by the teacher because 52-76% of students agree to all kinds of oral corrective feedback. (3) Students prefer all ways to deliver oral corrective feedback because 52-72% of students agree to all methods to delivering oral corrective feedback. (4) Students feel motivated, comfortable, and being happy by oral corrective feedback because 88% of students agree that they feel motivated and 80% of students feel happy and comfortable by oral corrective feedback.

Keywords: Students Perception, Oral Corrective Feedback, EFL Students, Public Speaking Course

INTRODUCTION

Speaking is seen as a critical talent that must be acquired. Because speaking skill is often utilized in daily lives. According to Morozova (2013), One of the most fundamental skills for good communication is the ability to speak. Without oral language skills, humans will find it difficult to make relationships with others. Due to the fact that language is a way of communication, the capacity to talk and communicate with others is important. It is essential that people be able to express their thoughts, views, feelings, and ideas using language. Bahrani and Soltani (2012) stated that the interlocutor can achieve a task via speaking, such as communicating ideas, acquiring information, or expressing a view. Richards and Renandya in Nazara (2011) add that "Speaking is regarded as the most difficult skill for the majority of students. Most foreign language learners find it difficult to master speaking In English because learning a foreign language requires more than just understanding semantic and grammatical rules".

In fact, the teaching-learning process certainly will not be free from errors by the students. According to Dilek (2015, p. 1311), students' errors in utilizing the objective language are inescapable. In light of the experience of the researcher in the field, there are many English Students' commit wrong utterances in speaking activities in the speaking course. Especially in EFL students' public speaking course of the fifth semester of IAIN Palangka Raya. To help them notice their incorrect utterance, giving feedback on the errors by the English Students is

important to help them to acquire their English. Brown and Rodgers in Tsuneyasu (2017) mentioned “blunders made by students in using objective language must be corrected by teacher feedback”. As second or foreign language learners, learners must make errors in the process of their learning and it also needs to be corrected by feedback to achieve literacy. Henderson (2015) adds that learners may have a variety of learning needs, however, they are all deserving of the benefits of feedback processes. According to Agudo and de Dios (2013) Oral feedback affects EFL students emotionally from the teacher in a variety of ways. Tong (2011) definite that “oral corrective feedback is oral feedback given in reply to students' mistakes in speaking performance and frequently focuses on vocabulary, pronunciation, and language objective”. Maolida (2013) asserted that teachers' corrective feedback is essential for supporting students' interlanguage development. The concept or idea of oral corrective feedback is not newly discovered fact. It has been a critical tool for teachers for decades in dealing with student errors.

Students are an important source of information for all classroom activities. Students can feel, see, speak, and hear how the teacher is contributing to the classroom by providing material and explaining, including the language the teacher speaks, and also the major thing of this research is how the teacher feedback. Roorda et al (2011) stated “for several years, the relationship between students and teachers has been a universal research theme of concern, and numerous studies have verified its position as an indicator of students' academic outcomes and social adjustment”. Therefore, asked the students about phenomenon or the situation between student and teacher is the right people in the right place, especially their perception of oral corrective feedback by the teacher in EFL public speaking course at IAIN Palangka Raya. Thus, it is much needed to conduct research investigating how “An Investigation of Students' Perceptions of Oral Corrective Feedback in EFL Public Speaking Course”.

METHOD

This study used mixed method. The quantitative approach was to describe the questionnaire in form of percentages about the students' perceptions of oral corrective feedback in EFL speaking course. Qualitative data requires to support the questionnaire to gain a better understanding of students' perceptions of oral corrective feedback in EFL public speaking course which is by interview. This survey examined students' perceptions of oral corrective feedback in an EFL public speaking course. The research subjects were the EFL students of public speaking course at English Education study program in the 5th-semester academic year 2020/2021 at IAIN Palangka Raya. The researcher chooses the subject based on the purposive sampling criteria. Purposive sampling was selected based on the characteristics of a population and the purpose of the research, so that the sample will be representative of the population. The researcher collected data primarily through the use of a questionnaire, collected data in the form of numerical values for statistical analysis; The data were analyzed using SPSS and Microsoft Excel software. Whereas descriptive was employed to describe and strengthen the data received as a secondary instrument from interviews. The researcher chose this survey design to learn about students' perceptions of their experiences with oral corrective feedback in EFL public speaking course and to try to interpret those descriptions into valuable descriptions. As stated by Ary (2010) stated “in survey research, researchers ask about people's views, opinions, characteristics, and behavior”.

RESULTS AND DISCUSSION

Results

1. Perceptions of oral corrective feedback given by teacher

The findings are supported by questionnaires and interview data. Starting from the questionnaire as the main instrument that consists of 28 questions with 4 questions topics and the interview as the secondary data that consists 9 questions with 3 topics to strengthen the main instrument. This section described the first topic, perceptions of oral corrective feedback given by the teacher. In Table.1 was the summarized result of the questionnaire. The percentages indicate the number of students.

Table 1
Result of the Questionnaire

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I receive oral corrective feedback from the teacher in Public Speaking Course	4%	64%	24%	8%	0%
2	Oral corrective feedback provided is necessary and helpful	20%	72%	4%	4%	0%
3	The oral corrective feedback I receive is relevant to my goals as a student	20%	68%	12%	0%	0%
4	I learnt a lot from oral corrective feedback	16%	64%	16%	0%	4%

The finding from Table.1 shows that the Students feel oral corrective feedback is necessary and helpful in public speaking course and they are learned a lot from oral corrective feedback, because there were 25 students who chose to answer Agree (72%) and Strongly Agree (20%).

Apart from revelation of the above questionnaire, the researcher also used Interview as a secondary instrument to strengthen the main instrument, the questions of the Interview in this research is related to the questionnaire's questions. The sample of the Interview are 6 students; ST, CN, AD, AR, NH, and LA. The Interview is conducted on Tuesday, 14 September 2021.

a. *Do you receive oral corrective feedback from the teacher in Public Speaking Course?*

ST, CN, AD, AR, and NH stated that:

“They all agree that they receive oral corrective feedback from the lecturer. ST also adds “oral corrective feedback is needed so that they can keep learning. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

b. *Do you learn a lot from oral corrective feedback?*

ST, CN, AD, AR, and NH all agree that:

“Oral corrective feedback can give them a lot of knowledge. ST adds “something wrong must be corrected. This statement related to Brown and Rodgers in Tsuneyasu (2017) mentioned that errors made by students in using the target language should be corrected by teacher feedback. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

c. *Do you think oral corrective feedback is necessary and helpful?*

ST, CN, AD, AR and NH stated that:

“They all agree that oral corrective feedback is useful and helpful, and students really need it for a better future. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH).

2. Perceptions of kinds of oral corrective feedback

This section described the second topic, perceptions of oral corrective feedback given by the teacher. In Table.2 was the summarized result of the questionnaire. The percentages indicate the number of students.

Table 2
Result of the Questionnaire

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	I want teachers to correct my errors with Repetition type	20%	44%	20%	8%	8%
6	I want teachers to correct my errors with Elicitation type	16%	52%	16%	16%	0%
7	I want teachers to correct my errors with Metalinguistic feedback type	20%	44%	24%	12%	0%
8	I want teachers to correct my errors with Clarification request type	12%	44%	28%	8%	8%
9	I want teachers to correct my errors with Recast type	8%	44%	36%	8%	4%
10	I want teachers to correct my errors with Explicit type	24%	52%	24%	0%	0%

The findings in Table.2 shown that Students accept all kinds of oral corrective feedback by the teacher, because 52-76% of students agree to all kinds of oral corrective feedback.

3. Perceptions of preferences of oral corrective feedback given by teacher

The findings are supported by questionnaire and interview data. This section described the third topic, perceptions of preferences of oral corrective feedback given by the

teacher. In Table.3 was the result of the questionnaire. The percentages indicate the number of students.

Table 3
Result of the Questionnaire

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11	I prefer teachers to correct every error made by me	24%	40%	20%	12%	4%
12	I prefer teachers to correct only important error made by me	12%	44%	40%	4%	0%
13	I prefer when my teacher gives oral corrective feedback to my error after the class.	16%	44%	28%	12%	0%
14	I prefer when my teacher gives oral corrective feedback to my error immediately	24%	48%	20%	4%	4%
15	I prefer when my teacher gives oral corrective feedback to my error individually.	24%	48%	24%	4%	0%

The findings in Table.3 shown that the majority of the Students prefer all ways to deliver oral corrective feedback by the teacher, because 52-72% of students agree to all methods to deliver oral corrective feedback.

The researcher also used Interview as a secondary instrument to strengthen the main instrument, the questions of the Interview in this research are related to the questionnaire's questions. The sample of the Interview are 6 students; ST, CN, AD, AR, NH, and LA. The Interview is conducted on Tuesday, 14 September 2021.

- a. *Which one do you prefer, teachers correct every error or only important error?*
ST, AR, CN and AD decide that:
"They all want the teacher to correct every error in public speaking course. ST adds "every mistake in public speaking course needs to be corrected by the teacher.
While NH stated that:
"She just needs the teacher to correct an only important error in the class. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)
- b. *Do you prefer the teacher give oral corrective feedback to your error immediately or after the class?*
AD, CN stated that:
"Prefer the teacher correct students' error after the class.
AR, ST, NH stated that:

“They prefer the teacher give oral corrective feedback immediately in the class. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

4. Perceptions of emotional reaction to oral corrective feedback given by teacher

The findings are supported by questionnaire and interview data. This section described the last topic, perceptions of emotional reaction to oral corrective feedback given by the teacher. In Table.4 was the result of the questionnaire. The percentages indicate the number of students.

Table 4
Result of the Questionnaire

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16	I worry about making oral mistakes in language class.	20%	36%	24%	16%	4%
17	I resent when I make oral mistake	4%	32%	56%	8%	0%
18	I resent being orally corrected by the teacher in the classroom	4%	40%	20%	20%	1%
19	I feel happy being orally corrected by the teacher	28%	52%	20%	0%	0%
20	I feel embarrassed when the teacher orally corrected my error	0%	16%	44%	32%	8%
21	I feel angry being orally corrected by the teacher	0%	12%	8%	48%	32%
22	I feel disturbed being orally corrected by the teacher	0%	8%	24%	44%	24%
23	I feel nervous when the teacher orally corrected my error	16%	36%	28%	20%	0%
24	I feel satisfied of oral corrective feedback the teacher	16%	52%	28%	4%	0%
25	I feel comfortable with oral corrective feedback given by the teacher	12%	68%	20%	0%	0%
26	I consider oral corrective feedback by the teacher as an evaluation of my strengths and weaknesses in public speaking course	36%	32%	20%	8%	4%
27	After receiving oral corrective feedback, I feel motivated	32%	56%	12%	0%	0%

28	I get upset when I don't understand what the teacher is correcting	8%	24%	52%	8%	8%
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The findings in Table.4 it can be concluded that Students feel motivated, comfortable and being happy by oral corrective feedback by the teacher because 88% of students agree that they feel motivated and 80% of students feel happy and comfortable by oral corrective feedback and It's also supported by the Interview. Interview as a secondary instrument to strengthen the main instrument, the questions of the Interview in this research is related to the questionnaire's questions. The sample of the Interview are 6 students; ST, CN, AD, AR, NH, and LA. The Interview is conducted on Tuesday, 14 September 2021.

a. *Do you motivated after receiving oral corrective feedback?*

ST, CN, AD, AR, and NH have a similar answer:

"They all agree that they got motivated after receiving oral corrective feedback, AD also adds oral corrective feedback can improve his public speaking skill. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

b. *Do you happy or angry being orally corrected by the teacher?*

ST, AR stated that they:

"Happy being oral corrected by the teacher, because she thought the teacher loves his students by did it.

While CN, AD and NH stated that:

"They feel neutral in this case. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

c. *Do you feel comfortable or nervous being orally corrected by the teacher?*

ST, CN has similar reasons:

"Feel nervous being orally corrected by the teacher in the class. ST also adds "the teacher that gives his orally corrected sometimes like getting angry.

AR, AD stated that:

"Feel comfortable being orally corrected by the teacher in public speaking course. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

d. *Do you worry about making oral mistakes and being oral correct?*

NH, AR, and AD agree that:

"They not afraid making mistakes in the class. AR adds "mistake is the process of getting better.

ST and CN have a similar reason:

"Both little bit worried about making mistakes in public speaking class and being oral correct by the teacher. ST also adds "Everyone definitely doesn't want to make mistakes. (Interview was conducted on Tuesday, 14 September 2021 by WhatsApp Messenger with ST, CN, AD, AR and NH)

Discussion

From the result of the questionnaire as the main data and the interview as the secondary data. The research question was “How are the students’ perceptions of oral corrective feedback in EFL Public Speaking course at IAIN Palangka Raya?” to answer this question, the data were gained from the students of public speaking course by using questionnaire and interview and can be concluded; Students feel oral corrective feedback is necessary and helpful in public speaking course and they are learned a lot from oral corrective feedback, Students accept all kinds of oral corrective feedback by the teacher, Students prefer all ways to delivering oral corrective feedback by the teacher and Students feel motivated, comfortable and being happy by oral corrective feedback by the teacher.

The finding was in line with other researchers. First findings, Students feel oral corrective feedback is necessary and helpful in public speaking course and they are learned a lot from oral corrective feedback. The finding was line with Gutiérrez et al (2020) and Van Der Kelij and Adie (2020). According to the result of Gutiérrez et al (2020) Clearly demonstrate positive perceptions of feedback received from teachers during English language courses, consequently going to profit their learning process and improving their language skills. In line with Van Der Kleij and Adie (2020) that the result of the study showed the students mostly saw feedback as corrective information. This finding is also in line with Elsaghayer (2014), the result of Elsaghayer’s research concluded 85% of the students chose Agree in general that oral corrective feedback is necessary and helpful. While 64% of the students admitted that they are learned a lot from oral corrective feedback. This finding was supported by Agricola et al (2019) and McCarthy J (2017), result of Agricola et al (2019) shows that the students have positive perceptions of the teacher’s verbal feedback. The result has shown verbal feedback improved the control of students’ learning beliefs significantly. In line with McCarthy J (2017) that also show the result of his study was that the majority of the students responded positive perceptions to feedback. Also, the finding was supported with Zacharias (2007) the result, 93% of the students believed that feedback is important for the students, necessary and helpful. This finding was supported by Zhu and Wang (2019) that the result of the study indicates that the students had an overall positive attitude toward corrective feedback. In the result, 96% of the students believed that correcting their errors using corrective feedback by the teacher is helpful.

The next findings of this research, Students accept all kinds of oral corrective feedback by the teacher and Students prefer all ways to deliver oral corrective feedback by the teacher. The finding was in line with Calsiyao (2015) and Ryan (2012) that the majority of the students want their errors to be corrected by the teacher. The result of the finding by Calsiyao (2015) the findings indicate that students want the teacher to correct all of their spoken errors in the classroom.

And the last findings of this research, Students feel motivated, comfortable and being happy by oral corrective feedback by the teacher. The claim by the students above was supported by the students’ emotional perceptions that clearly, they all feel comfortable and happy being orally corrected by the teacher. It was proved by the result that 80% of the students chose it and also lined with Roothoof and Breeze (2016) that 86% of students feel grateful and happy toward oral corrective feedback. All of the students also stated that they feel motivated after being orally corrected given by the teacher. It was proved that 68% agree with it and also lined with Halim et al (2021) that the majority of the students showed positive attitude toward corrective feedback and considered it can motivate them.

CONCLUSION

According to the research finding, there were discovered some conclusions from the questionnaire and interview; (1) Students feel oral corrective feedback is necessary and helpful in public speaking course and they are learned a lot from oral corrective feedback, because there were 25 students who chose to answer Agree (72%) and Strongly Agree (20%). (2) Students accept all kinds of oral corrective feedback by the teacher because 52-76% of students agree to all kinds of oral corrective feedback. (3) Students prefer all ways to deliver oral corrective feedback by the teacher because 52-72% of students agree to all methods to delivering oral corrective feedback. (4) Students feel motivated, comfortable and being happy by oral corrective feedback by the teacher because 88% of students agree that they feel motivated and 80% of students feel happy and comfortable by oral corrective feedback.

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