

**EFL UNDERGRADUATE STUDENTS' ORAL CORRECTIVE
FEEDBACK PREFERENCES: A SURVEY STUDY**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, March, 14 2021

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MOTTO

“Seek opportunities to show you care. The smallest gestures often make the biggest difference”.



DEDICATION

With great gratitude to Allah SWT, I dedicate my thesis to:

MY DEAR SELF

My beloved parents Mr. Radisel and Mrs. Eryuliana who always give their endless love, pray, and support.

My two annoying younger siblings, Fadel Dharma Putra and Diliana Zaskya

My valued partner Sri Kresna Anggapati who always supports and keeps company with my journey.

My adored thesis supervisor Miss Astri Hapsari, S.S M.TESOL who always patiently and passionately guides me.

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All those who have helped the researcher to complete the thesis which may not be mentioned one by one.

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My special thanks goes to my adored thesis supervisor Miss Astri Hapsari, S.S M.TESOL who always patiently and passionately guides me until this thesis finished. I also thank all the lecturers at the English Language Education Department UII for giving valuable knowledge and experiences.

The researcher believes and realizes that this thesis is far from perfect. So that suggestions and recommendations are necessary for further improvements. Finally, the researcher expects this thesis can be beneficial for the readers.

Wassalamu'alaikum warrahmatullahi wabarakatuh

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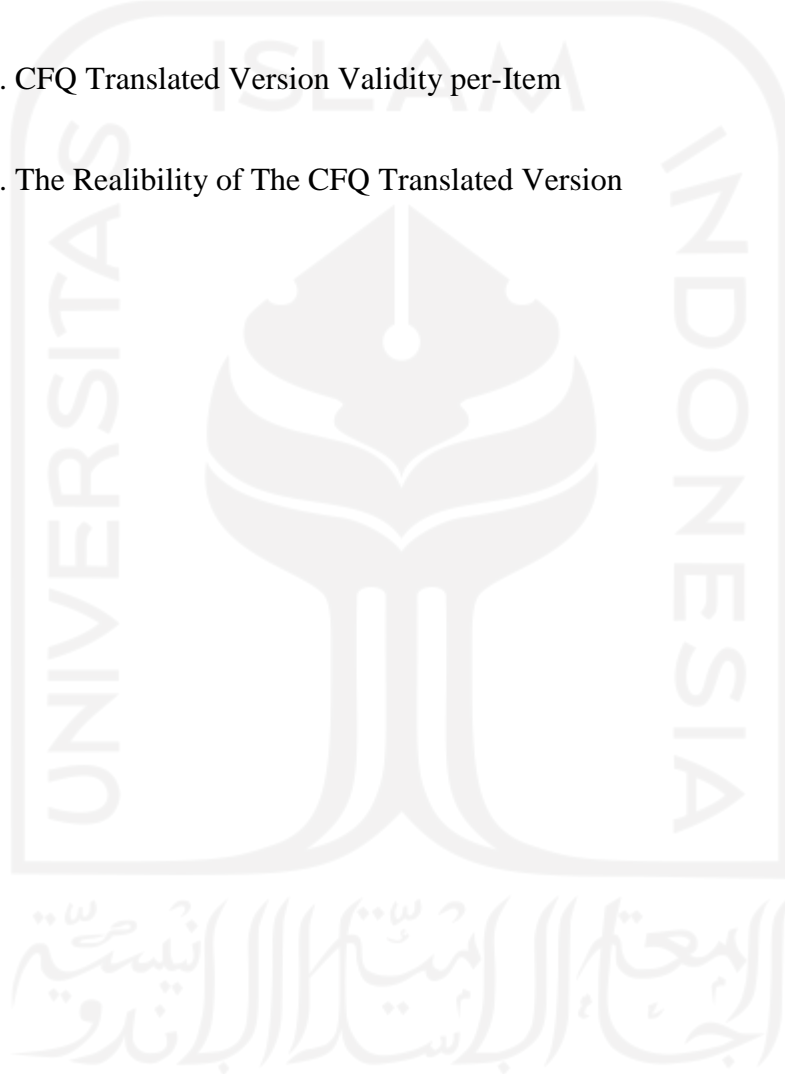
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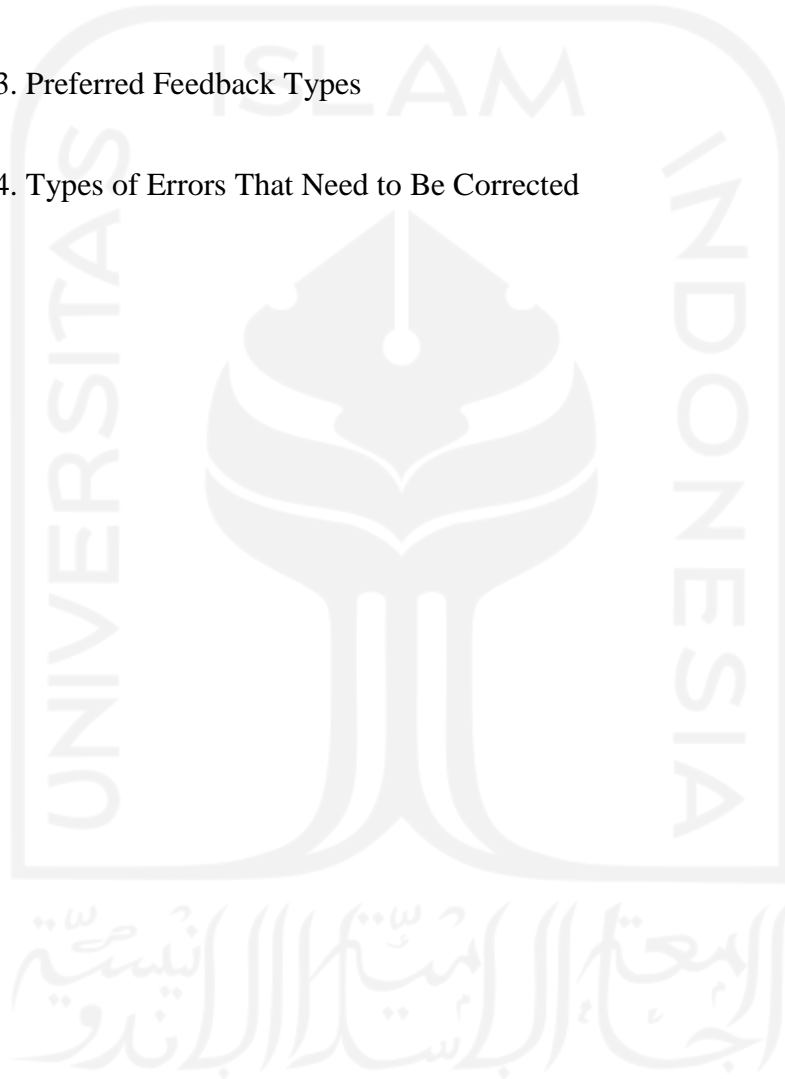
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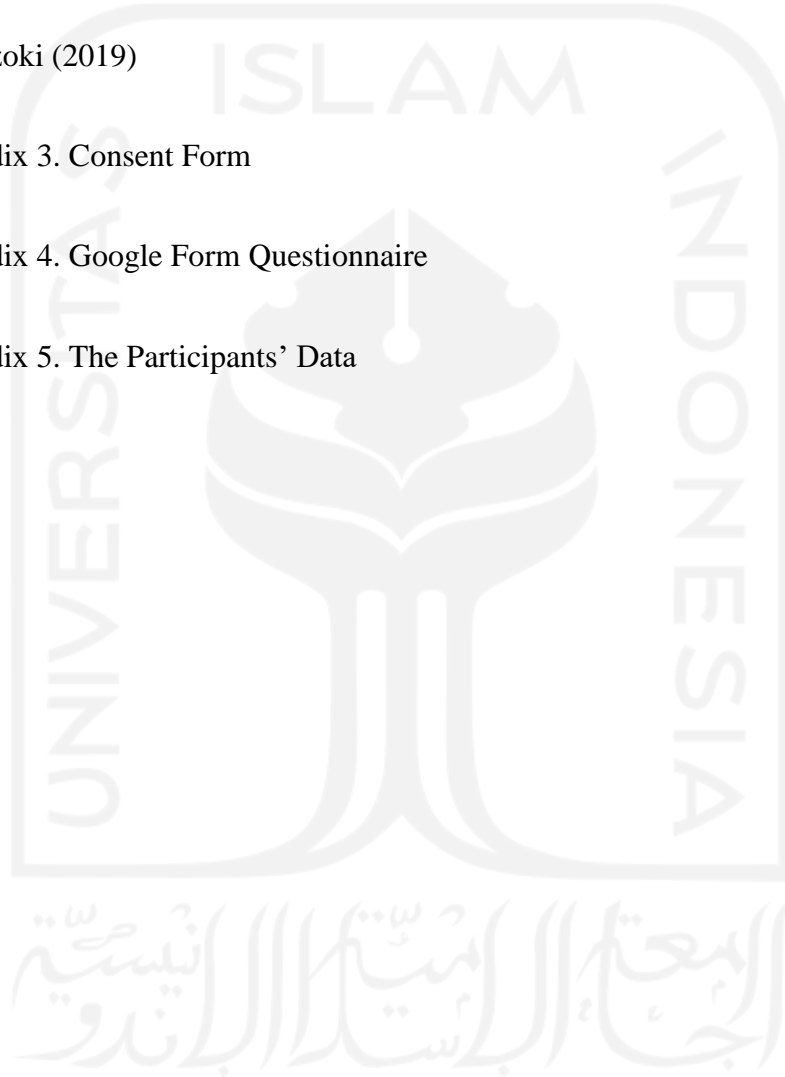
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**EFL UNDERGRADUATE STUDENTS' ORAL CORRECTIVE
FEEDBACK PREFERENCES: A SURVEY STUDY**

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ABSTRACT

EFL undergraduate students' oral corrective feedback preferences remains an under-researched topic in Indonesia context. This paper aims to identify EFL learners' preferences about corrective feedback in their learning process. A survey study was employed by adapting Salehi and Pazoki (2019). The participants of the study are students completing Academic Speaking coursework in the Department of English Language Education in a private university in Indonesia. 59 participants involved in the study. The findings show that peer correction is the most preferred oral corrective feedback ($M= 3.74$, $SD= 1.08$), followed by teacher correction ($M= 3.37$, $SD= 1$) and self-correction ($M= 3.24$, $SD= 1.08$). In terms of oral corrective feedback method, elicitation is the most preferred ($M= 4.00$, $SD= 1.00$), followed by: recasts ($M= 3.93$, $SD= 0.84$) and clarification ($M= 3.93$, $SD= 0.83$) with equal rating, corrective meta-linguistic ($M= 3.92$, $SD= 0.90$), explicit feedback ($M= 3.90$, $SD= 0.85$), and the least preferred is repetition ($M= 3.15$, $SD= 1.13$). Finally, all students agree to some extent that all types of errors in grammar, pronunciation, vocabulary, disfluency, need to be corrected, especially repeated error ($M= 4.15$, $SD= 0.81$) and fossilised error ($M= 4.44$, $SD= 0.82$)

Keywords: Oral Corrective Feedback, English as a Foreign Language (EFL) Learners, Higher Education

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, formulation of the problem, objective of the study, and significance of the study.

1.1. Background of the Study

In the process of learning English, corrective feedback can be interpreted as information provided by teachers to students with various strategies in order to respond to linguistic errors of students in their oral or written performance (Salehi & Pazoki, 2019). In terms of enhancing speaking skills, different teaching methods have different error correction strategies. Corrective feedback is one thing that is very important and needed by students for improvement. Students will know where their mistakes are, so that errors can be corrected. According to Salehi and Pazoki (2019) students preferences are influential aspects for deciding on error correction approaches. However, sometimes corrective feedback can be ineffective for several reasons. One of those reasons is because of the students themselves. Not all the students can receive corrective feedback well. The research by Lyster and Saito (2010) found that the corrective feedback provided had more benefits for young learners compared to old learners.

This becomes one of the references that there is a need to know the learner's preferences about the corrective feedback given by the teacher. By knowing what kind of feedback students want, the feedback given will function

more effectively. According to Öztürk (2016), there are six main types of oral corrective feedback. They are recasts, explicit correction, repetition, elicitation, clarification requests and meta-linguistic feedback. Each feedback has a different definition and difference in how it works.

In recent five years, there are several researchers who have studied oral corrective feedback preferences. In teaching speaking skills in English, EFL feedback preferences has been studied by Tasdemir and Arslan (2018) who examine the relationship between learning styles and learners' feedback preferences of Turkey EFL Learners with 348 students in a preparatory English program at School of Foreign Languages at a state university in Turkey. Moreover, Salehi and Pazoki (2019) investigate the impact of gender and task nature on EFL learners' oral corrective feedback preferences on 32 EFL learners in Iranian context. Hashemian and Mostaghasi (2015) discuss oral corrective feedback preferences in 60 Iranian L2 learners with different proficiency levels. Zhai and Gao (2018) conducted a study in 24 EFL students studying undergraduate courses in China about effects of corrective feedback on EFL speaking task complexity in China's university classroom. Khatib & Vaezi (2017) investigate Iranian EFL teachers and learners' preferences in the selection of different types of direct and indirect oral corrective feedback.

Based on several previous studies, most of them look for the relationship between learners' corrective feedback preferences and other conditions and views. There is no one focused solely on students' oral corrective feedback preferences

that give the students' awareness on the type of oral corrective feedback they favour to choose in an EFL speaking coursework as to what the learner actually wants to correct their errors. Then, the context of those studies is on academic speaking in Iran, China, and Turkey. Meanwhile, undergraduate students' oral corrective feedback preferences remains under-researched topic in Indonesia context. To fill this gap, this study identifies EFL undergraduate students' oral corrective feedback preferences in academic speaking coursework in a private university in Indonesia.

1.2. Formulation of the Problem

What are EFL undergraduate students' oral corrective feedback preferences in the academic speaking coursework?

1.3. Objective of the study

To identify EFL undergraduate students' oral corrective preferences in academic speaking coursework in a private university in Indonesia.

1.4. Significance of the study

The results of this study will contribute on teaching and learning process in EFL context. On theoretical discussion, it will present the concept of oral corrective feedback. On empirical discussion, it is present for academic purposes on what kind of feedback that learners need to correct their errors. On practical discussion, especially for English teachers, it will help to identify how learners' oral corrective feedback preferences given by teacher in the learning process.

CHAPTER II

LITERATURE REVIEW

This chapter explains about all the theories that support this study and some relevant of the study. It covers the theories of oral corrective feedback in English as a Foreign Language (EFL) context related to students' oral corrective feedback preferences, types of errors, types of feedback, and sources of feedback.

2.1. Oral corrective feedback

In teaching speaking skills, oral corrective feedback is an act of justifying the learner's linguistic errors so that they are aware of their incorrect utterances and allowing them to never happen again (Zhang & Rahimi, 2014). Error is a natural part of learning, likewise the feedback given to correct an error is a natural, inevitable and powerful part of learning and teaching (Tasdemir & Arslan, 2018).

Oral corrective feedback is needed in order to improve the learners and also teachers performances. According to Zhang and Rahimi (2014) students prefer corrective feedback given directly rather than corrective feedback given after students have finished speaking both to students who have high anxiety and students who have low anxiety levels. Oral corrective feedback also plays a clearly important role in promoting the task of speaking (Zhai & Gao, 2018).

2.2. Aspects to consider in Students' reflection on their preferences in corrective feedback

To deepen understanding related to learners' preferences of corrective feedback, there are three aspects that need to be considered in students' reflections about their preferences in corrective feedback, there are: 1) Types of errors; 2) Types of feedback; 3) Sources of feedback.

2.2.1. Types of errors

There are many types of errors that can occur when students learn a language. Every error has different treatment and handling. Zhu and Wang (2019) state that there is a linguistic taxonomy of learners' erroneous utterances, namely, grammatical, lexical, phonological, and pragmatic errors. Grammatical errors relate to errors in grammar, occur if in a sentence, there is a use of the wrong pattern that is used in a grammar. Then Lexical errors consist of misspelling, substituting, or deleting letters. Meanwhile phonological errors are related to errors in pronunciation, and any speech deemed inappropriate in a particular context, which violates the norm of the target culture, is defined as a pragmatic error. Zhu and Wang (2019) also state that errors can be judged by how influential they are so they can interfere with oral communication. According Salehi and Pazoki (2019), generally teachers were more concerned to correct lexical and phonological errors and more tolerant about grammatical errors. In addition, types of learner's errors also refers to features of their utterances which are different from native speakers (Tasdemir & Arslan, 2018).

2.2.2. Types of feedback

According to Öztürk (2016), there are six main types of oral corrective feedback: recasts, explicit correction, repetition, elicitation, clarification requests and meta-linguistic feedback. Explicit correction indicates an error has been made and provides corrections, while recast is reformulate all or part of error, to show the correct form. Tasdemir and Arslan (2018) state that clarification is a type of feedback which indicates that the student's utterance has not been understood and asks the student to reformulate it, while meta-linguistic means that the teacher gives technical linguistic information about the error. According to Hashemian and Mostaghasi (2015) elicitation feedback assists learners to self-repair their ill-formed utterances. Repetition is when teacher repeats the students' erroneous utterance, adjusting intonation to highlight the error (Khatib & Vaezi, 2017).

2.2.3. Sources of feedback

Feedback has been classified into three types in terms of its source, that is from teacher or teacher feedback, peer feedback, and also self – assessment. Teacher feedback can be considered the most commonly preferred feedback type, as the teacher is the richest source of the target content in the classroom (Tasdemir & Arslan, 2018). Other than that, peer feedback is the process when learners participate in conversations concerning their performance (Carless, 2006). It means that learners give each other feedback by commenting on their work. Meanwhile self – assessment is when the learners do a reflection and give values on their own work.

2.3. Review on Relevant Studies

There are some previous studies that are relevant to this study. The first study is based on Salehi and Pazoki (2019). The study aims to identify EFL learners' oral corrective feedback preferences related to the impact of gender and task nature. The participants were 32 (male and female) of Iranian EFL learners in a TOEFL speaking course, aged ranging from 20 to 27. The results in this study show that the students' oral feedback preferences were influenced by the course objectives. This is because in test-wise language teaching, the student's obsession with accuracy leads to a higher demand for feedback on all types of errors using methods that best highlight errors and make students aware of correct forms. Gender is another factor that can partly influence student preferences. In this study, the preferences of students who gave them corrective feedback were influenced by the gender of the students. The attitude towards the different types of feedback and the types of errors they choose to correct is largely influenced by the nature and general purpose of the assignment and course.

The second research based on Kaivanpanah, Alavi, & Sepehrinia (2012). They conducted a study which examine the differences between learners and teachers preferences for interactional feedback. The participants of this study were 200 Iranian EFL learners from eight private language teaching institutes in the age range 20 to 30. Then also 25 teachers aged between 20 and 28 participated which had taught speaking-based courses for at least one year. The results of the study show that the Iranian learners verified generally had a practically positive attitude

towards peer feedback, more positive indeed than their teachers. At the same time, all learners also supported teacher feedback in the classroom, particularly in relation to grammatical errors; elementary learners showed significantly stronger support for teacher metalinguistic feedback than the other groups. Then the result from both the teacher questionnaire and interviews show that the teachers surveyed tended to ascribe to learners more negative feelings about peer feedback than the learners themselves in fact reported.

The third research is based on Tasdemir and Arslan (2018). This study aimed to investigate the relationship between feedback preferences of EFL learners with respect to their learning styles. This study was conducted in the School of Foreign Languages at a state university in Turkey. A total of 348 students enrolled in a preparatory English program. The descriptive results stated that learning styles do not help to explain the nature of feedback preferences, and it is still difficult to understand why learners have different preferences for feedback.

The fourth research is based on Zhu and Wang (2019). The study is aims to identify EFL learners' beliefs about oral corrective feedback in China context. The students or participants came from 15 Chinese universities in 14 provinces and cities across the country. The results of this study indicate that the participants overall had a positive attitude towards corrective feedback, and they also showed more preference for direct corrective feedback than postponed corrective feedback. In addition, students were also slightly positive about the efficacy of

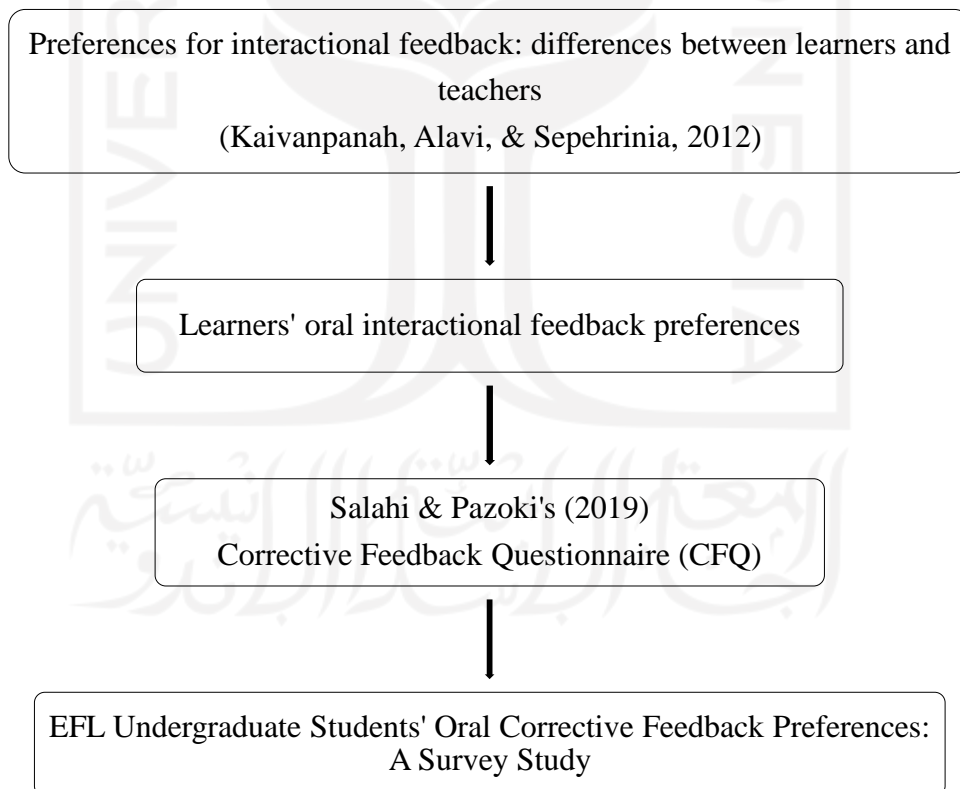
uptake and peer correction. The findings also show some consistency between Chinese students' corrective feedback beliefs and empirical SLA research on the effectiveness of error correction, as well as the variance of beliefs regarding corrective feedback across educational contexts.

The fifth study is based on Hashemian and Mostaghasi (2015) that look for the oral corrective feedback preferences in Iranian L2 learners with different proficiency levels. A total of 60 L2 students, whose ages ranged from 18 to 28 years, attended studies from various institutions. The results of this study indicate that the most preferred types of corrective feedback among intermediate participants are paralinguistic signals and requests for clarification. In addition, for upper intermediate participants, recasts and repetitions were the most frequent and significant types of corrective feedback that helped them improve their speech. Finally, with regard to advanced participants, the results indicated that the more proficient they were in terms of their linguistic threshold, the less likely they would be to exhibit significant positive or negative attitudes towards certain types of corrective feedback for dealing with their errors.

All of those studies related to this research because all of them examine the same variable that is oral corrective feedback preferences and belief in EFL context. The differences are the participants' characteristics, the classrooms setting of the study, methodology, and research instruments. Among these studies, the researcher chooses Salehi and Pazoki (2019) study as the main reference and also adapted Salehi and Pazoki (2019)'s instrument as this research instrument.

2.4. Theoretical Framework

In general, this research contains foreign language oral corrective feedback as the topic. Meanwhile, this research use a questionnaire to find learners preferences of oral corrective feedback. Preferences for interactional feedback: differences between learners and teachers were conceptualized by (Kaivanpanah, Alavi, & Sepehrinia, 2012), which consist: learners' oral interactional feedback preferences and teachers' correction preferences. The instrument adapted Salehi and Pazoki's (2019) corrective feedback questionnaire (CFQ) which was adapted from Kaivanpanah, Alavi, & Sepehrinia (2012).



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the methodology of the study. It covers the research design, participants and data collection techniques.

3.1. Research Design

This research is designed to identify EFL undergraduate students' oral corrective preferences in academic speaking coursework in a private university in Indonesia. This study uses quantitative research with a small scale survey study. According to Creswell (2014), quantitative research is a method for testing objective theory by examining the relationship between variables.

3.2. Population and Sample

There were 70 number of population in this research. They are EFL undergraduate students batch 2019 enrolling academic speaking coursework in academic year 2020/2021 in a private university in Indonesia. Academic Speaking was chosen as the coursework to recruit the participants because oral corrective feedback was practiced by the teachers during the coursework. The coursework was offered in the 3rd semester in the department. Thus, to achieve 95% confidence level, Slovin's formula was used to calculate the number of sample of this research. The sampling of this study involved 59 students enrolling in the coursework as research participants. Other than that, according to Ryan (2013) that Slovin formula is as follows:

$$n = \frac{N}{1+Ne^2}$$

Explanation:

n = Number of sample

N = Population

e = Error rate (5% = 0.05)

As already explained that in this sampling, researchers used an error rate of 5% to determine the number of samples to be selected. Therefore, from the calculation above, the population used is 70 students, so that the following results are obtained:

$$n = \frac{70}{1+(70)(0,05^2)}$$

$$n = \frac{75}{1,187}$$

$$n = 58, 97 \text{ or } 59 \text{ students}$$

3.3. Data Collecting Technique

This subchapter explains about the data collecting techniques which are instrument, validity and reliability.

3.3.1. Research Instrument

In this study, the researcher use questionnaire as an instrument to collect the data. Salehi and Pazoki (2019) Corrective Feedback Questionnaire version was adapted. The CFQ questionnaire consists of 30 items divided into three domains: who should provide corrective feedback, preferred feedback types, types of errors that need to be corrected, as presented in Table 1:

Table 1

Salehi and Pazoki (2019)'s Domains and Items of CFQ

Item	Statement	Domains
1	Everyone should care about correcting his/her own errors	Who should provide corrective feedback
2	Only the teacher has the knowledge to give feedback	
3	Learning is more effective when the teacher corrects the errors	
4	The classmates can provide better feedback as they might know points I might be unaware of	
5	I prefer the teacher/classmates to repeat the utterance up to the erroneous part and wait for self-correction	
6	The classmates are sincere in correcting others' errors	
7	When the classmates correct the errors, one does not feel humiliated	
8	I prefer the teacher to explain about the errors the classmates have pointed out	
9	I think self-correction is not a good idea because I often can't find my errors, if I can, I also don't know how to correct it	
10	The classmates have the competence needed for correcting others' Errors	
11	When the teacher corrects the errors, one is less stressed than when the classmates	
12	I prefer classmates/teacher to simply give the correct form of the erroneous utterance	Preferred feedback types
13	I prefer classmates/teacher to correct the error and explain about the error	
14	I prefer the classmates/teacher to provide some wrong and correct examples like "he go or he goes" and ask me to choose the correct answer	
15	I prefer the classmates/teacher to repeat the erroneous part with a rising intonation helping one notice the error	
16	I prefer the classmates/teacher to repeat the erroneous part of my utterance with an interrogative tone, so that I understand and correct my mistake	
17	I prefer the teacher/classmates to point out the errors and prompt for self-correction	
18	I prefer the teacher/classmates to repeat the whole utterance but stress the erroneous part for easier noticing	
19	I prefer classmates/teacher to correct my errors immediately	
20	The teacher/classmates should explain about my grammatical errors at the end of conversation	

21	All Grammatical errors	Types of errors that need to be corrected
22	All Pronunciation errors	
23	All Vocabulary errors	
24	Only The errors that impede the flow of communication	
25	The errors which are regularly repeated by the students	
26	The errors which their language forms have already been taught	
27	The errors which would be fossilized if not corrected	
28	The frequent slips of tongue	
29	Correcting all types of errors	
30	No error correction while speaking	

3.3.1.1. Questionnaire

The questionnaire was distributed to the participants in English Department batch 2019 who had completed the academic year 2020/2021. The researcher used the Google Form to create and distribute the link of the questionnaire: <http://bit.ly/OralCorrectiveFeedbackPreferencesSurvey> . Informed consent and the description of the survey study were also delivered in the google form. The participants were asked to select responses which demonstrated their agreement related to the items from scale 1 (which means totally disagree) to scale 5 (which means totally agree). The description is presented on table 2:

Table 2.

Salehi and Pazoki's (2019) Description of Likert scale on CFQ

Description	Scale
Totally Agree	5
Agree	4
Agree to some extent	3
Disagree	2
Totally Disagree	1

In accordance to Salehi and Pazoki (2019), there are 30 items for “Who should provide corrective feedback” (11 items: items 1-11), for “Preferred feedback types” (9 items: items 12-20) and for “Types of errors that need to be corrected” (10 items: item 21-30). The developed questionnaire came in two parts. The first part elicited demographic information including their age, gender, proficiency level, and length of experience in language courses. In part two, the items focused on four main aspects of oral corrective feedback including what errors need to be corrected, who should correct errors and how and when errors should be corrected.

As a result, the interpretation of each statement should be the higher scale chosen indicates higher preferences of oral corrective feedback. However, the researcher adapted the questionnaire by choosing only some original items of CFQ. There were two items that have been dropped out, they were item number 1 which lies the first scale (who should provide corrective feedback) and item number 16 in the second scale (preferred feedback types). Thus, there was an adjustment in the item numbering of the adapted instrument. So, in this current study there were only 28 items being tested including the three domains which were translated into Bahasa Indonesia by a professional translator and then the results of the translation were validated by thesis supervisor as the expert who gives judgement on the instrument.

3.3.2 Validity and Reliability of the Instrument

This subchapter consists of the elaboration of validity and reliability of the questionnaire that has been tested by the researcher.

3.3.2.1 Validity

Validity is defined as a measurement of the extent to which an instrument can be said to be accurate in quantitative studies (Kimberlin & Winterstein, 2008). Haela and Twycross (2015) argue that there are three types of validity which they are: construct validity, criterion validity and content validity. For the validity of the instruments used in this study, the researcher checked the questionnaire by asking the supervisor from English Language Education department as a judgment expert to obtain construct validity. After that, the researcher also conducted an instrument try-out activity by distributing the instrument to the first 15 participants. According to Hill (1998), 10 to 30 samples is highly recommended and acceptable in the survey research. The larger the sample sizes used in a study, the better and more valid it will be (Johanson & Brooks, 2009).

After re-checking all items, then testing the validity across all the 59 samples, and discussing with the expert, the researcher drop out 2 items which are invalid. So there were only 28 items (10 items for “Who should provide corrective feedback”, 8 items for “Preferred feedback types”, and 10 items for “Types of errors that need to be corrected”), being tested in this study to achieve an acceptable level of reliability. If it is calculated Pearson Correlation > from R-table, then the item is valid and vice versa (Sugiyono, 2007). The description from

the results of the instruments validity test of each item in this study with r table of 0,256 (df = 59-2 = 57; α = 0.05) is presented in the table 3:

Table 3.

CFQ Translated Version Validity per-Item

Item	Pearson Correlation	R - Table	Criteria
1	-0,031	0,256	Invalid
2	0,376	0,256	Valid
3	0,506	0,256	Valid
4	0,515	0,256	Valid
5	0,406	0,256	Valid
6	0,366	0,256	Valid
7	0,384	0,256	Valid
8	0,456	0,256	Valid
9	0,407	0,256	Valid
10	0,414	0,256	Valid
11	0,349	0,256	Valid
12	0,441	0,256	Valid
13	0,519	0,256	Valid
14	0,441	0,256	Valid
15	0,359	0,256	Valid
16	0,231	0,256	Invalid
17	0,266	0,256	Valid
18	0,445	0,256	Valid
19	0,498	0,256	Valid
20	0,514	0,256	Valid
21	0,695	0,256	Valid
22	0,667	0,256	Valid
23	0,707	0,256	Valid
24	0,337	0,256	Valid
25	0,623	0,256	Valid
26	0,644	0,256	Valid
27	0,499	0,256	Valid
28	0,540	0,256	Valid
29	0,503	0,256	Valid
30	0,346	0,256	Valid

3.3.2.2. Reliability

Reliability relates to the consistency of a measure. Reliability means that scores from an instrument are stable and consistent (Creswell, 2014). Cronbach's α is the most commonly used test to determine the internal consistency of an instrument, with an acceptable reliability score of 0.7 and higher (Haela & Twycross, 2015). In the original instrument on Salehi and Pazoki (2019), the reliability of the instrument was estimated at 0.70, using the 'Cronbach's alpha. However, the researcher also retested the adapted questionnaire through SPSS V.23 to obtain the reliability of the instruments tested in this study. The current results show that it has a Cronbachs' Alpha 0.861, as presented in the table 4:

Table 4.
The Realibility of The CFQ Translated Version

Case Processing Summary		
	N	%
Cases		
Valid	59	100,0
Excluded ^a	0	0
Total	59	100,0

Reliability Statistics	
Cronbach's Alpha	N of Items
,861	28

This means that the CFQ adapted questionnaire which has been translated into Bahasa Indonesia is reliable and can be used as intruments in this study.

3.4. Data Analysis Techniques

The survey of foreign language learners' preferences about corrective feedback was administered individually through an online platform by Google Form. The researcher shares the link of the questionnaire in group and personal chat apps of each student batches 2019. The researcher introduced herself first and then provided a brief explanation about the purposes of the questionnaire. After that the respondents can access and fill out the questionnaire directly. When all data is automatically collected on Google Form, the next step is for the researcher to process the data in the Spread Sheet and SPSS also doing data analysis.

3.4.1. Steps of Data Analysis Technique

There are several steps used by researcher in analyzing the data in this study, these steps are as follows:

- Reviewed the literature to understand the instruments.
- Adopted Salehi and Pazoki (2019) Corrective Feedback Questionnaire (CFQ) as an instrument.
- Translated the items of CFQ content in Bahasa Indonesia to a professional translator.
- Checked the content and construct validity of the instrument by discussed it with the supervisor for expert judgment of the items.
- Delivered the questionnaire by sharing the Google Form link.
- Analyzed the data by using Spread Sheets and SPSS to presenting it into tables and diagrams.

CHAPTER IV

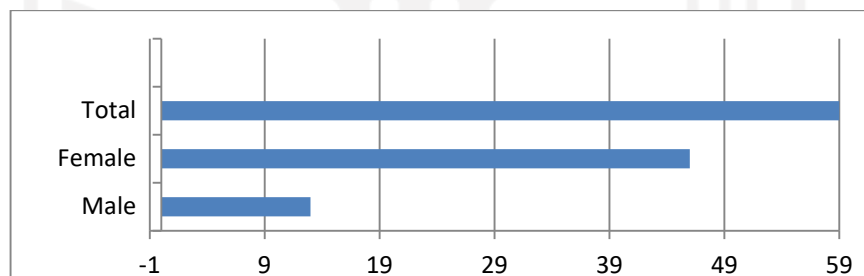
RESEARCH FINDING AND DISCUSSION

This chapter contains data obtained from a questionnaire to describe students' oral corrective feedback preferences. The results of the study consisted of two parts: the participants general information and the data of students' preferences on oral corrective feedback. In addition, tables and figures are also presented to provide detailed explanations.

4.1. Research Findings

4.1.1. Participants' General Information

Figure 1.
Participants' General Information



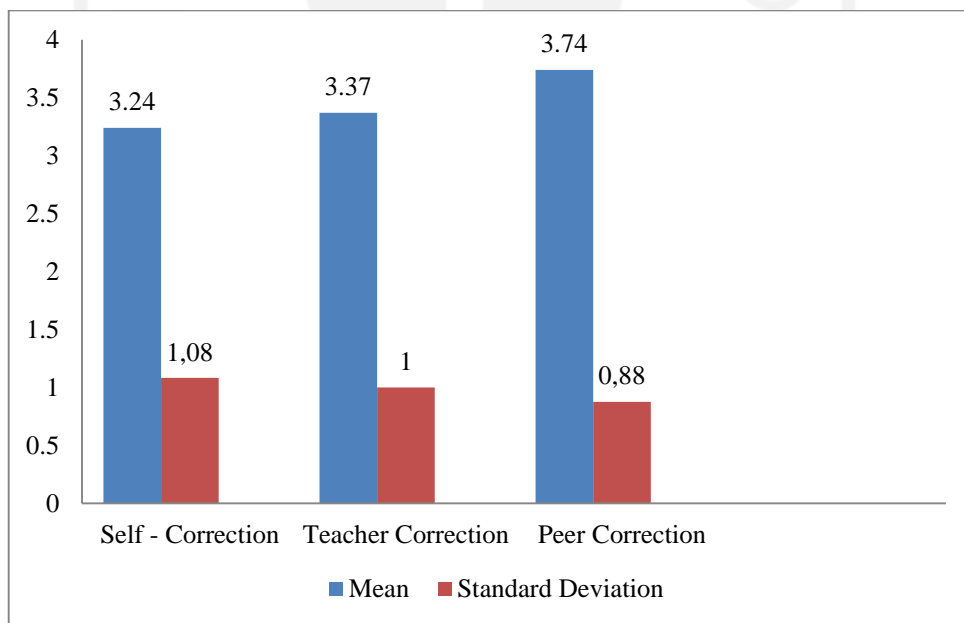
The participants of this study were 59 students which consisted of 13 male and 46 female. A total of 59 male and female EFL learners between 18-22 years of age participated in this study. The participants for this study were mainly from intermediate proficiency levels. All of the 59 participants in this study have filled out the questionnaire completely.

4.1.2. Result of Students' Preferences for "Who Should Provide Corrective Feedback"

On the first scale related to "Who should provide corrective feedback", there are 10 items (1-10) leading to three choices. There are items about self-correction (4 & 8), teacher correction (1,2,7,10), and peer correction (3,5,6,9). Student preferences for who should provide corrections are shown in the figure 2 below:

Figure 2.

Who Should Provide Feedback

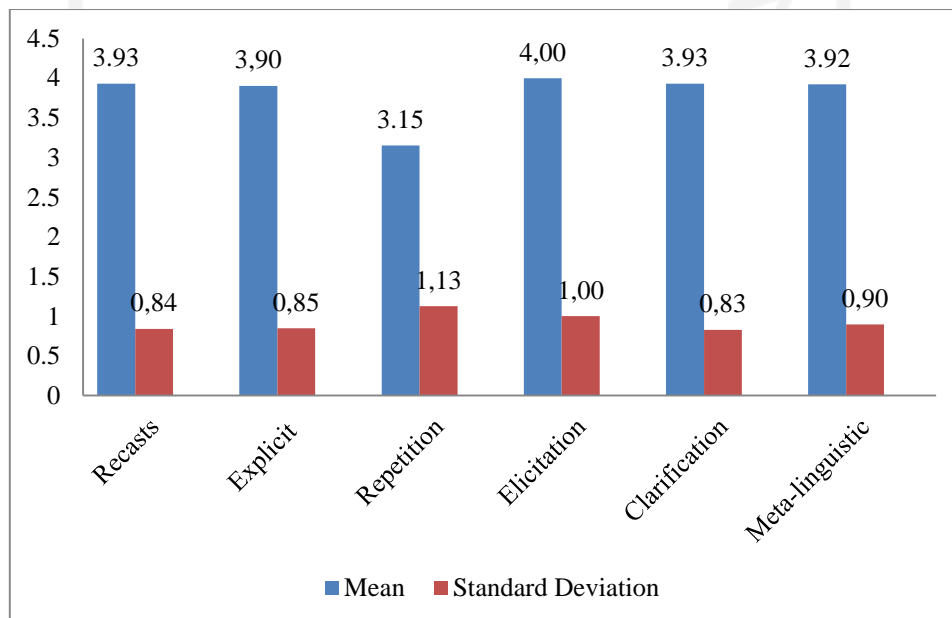


The descriptive analysis of the data above shows that peer correction is the most preferred with the highest score (M= 3.74, SD= 1.08), then followed by teacher correction in the second place (M= 3.37, SD= 1) and the lowest score was for self-correction (M= 3.24, SD= 1.08) which means the least desirable of the other two types of correctors.

4.1.3. Result of Students' Preferences for "Preferred Feedback Types"

The second scale contains items on types of corrective feedback (11-18), which consist of recasts, explicit correction, repetition, elicitation, clarification requests and meta-linguistic feedback. Student preferences for the feedback type are presented in the figure 3 below:

Figure 3.
Preferred Feedback Types

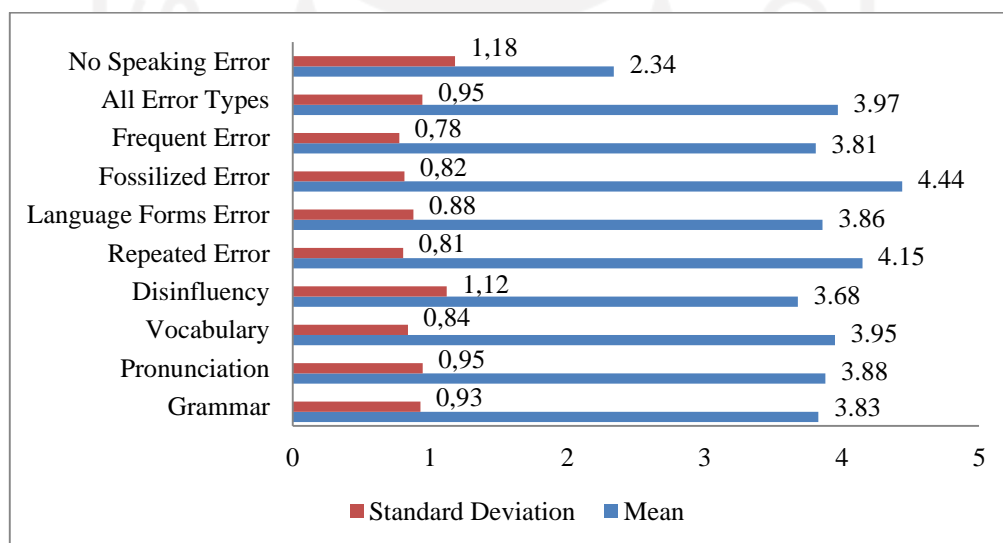


Based on the data, about corrective feedback method, elicitation corrective feedback is the most preferred with the highest score ($M= 4.00$, $SD= 1.00$). In the second place there are recasts ($M= 3.93$, $SD= 0.84$) and clarification ($M= 3.93$, $SD= 0.83$) with equal rates. Then followed by corrective meta-linguistic ($M= 3.92$, $SD= 0.90$) and explicit ($M= 3.90$, $SD= 0.85$) feedback. Regardless, students showed the least preference for repetition ($M= 3.15$, $SD= 1.13$).

4.1.4. Result of Students' Preferences for "Types of Errors That Need to Be Corrected"

On this third scale related to types of errors that need to be corrected, there are 10 items (19-28) types of errors. They are grammar, pronunciation, vocabulary, disfluency, repeated error, language forms error, fossilized error, frequent error, all error types, and no speaking error. Students preferences for the types of errors that need to be corrected are presented in the figure 4 below:

Figure 4.
Types of Errors That Need to Be Corrected



Based on the descriptive analysis data above, it shows that students believe that all kinds of errors need to be corrected. However, students consider fossilized errors (M= 4.44, SD= 0.82) or errors that hinder the flow of communication if not corrected as the most important mistakes that need to be corrected. Followed by repeated errors (M= 4.15, SD= 0.81) and all other types of errors.

4.2. Discussion

Based on the data finding, it was found that undergraduate students in Academic Speaking class really need oral corrective feedback to make them aware of their errors during the learning process. It could be the importance of corrective feedback that makes students welcome corrective feedback either in the form of teacher correction, self-correction, or peer correction. However, in general, students rely more on peer correction ($M= 3.74$, $SD= 1.08$) which is consistent with the previous research by Kaivanpanah, Alavi, and Sepehrinia (2012) who have discovered and developed the CFQ. On the other hand, Salehi and Pazoki (2019) have different findings. They found that students preferred teacher correction. This may be due to differences in the way of correcting between peers and teachers. Differences in the characteristics of students and teachers in different contexts can be a factor that drives those things to happen.

In terms of the types of corrective feedback, elicitation corrective feedback ($M= 4.00$, $SD= 1.00$) is the most preferred form of error correction. Students' preferences for elicitation error correction are inconsistent with the findings of Salehi and Pazoki (2019) where the type of correction that students prefer most is explicit corrective feedback. However, repetition correction ($M= 3.15$, $SD= 1.13$) was the least preferred Corrective Feedback among students. According to Tasdemir and Arslan (2018), repetition occurs when the teacher repeats what students say while pronouncing their mistakes. The purpose is to draw attention to errors so that clues to possible answers appear in the minds of students.

On the other hand, the overall participants believe that all types of errors need to be corrected, especially the fossilized errors ($M= 4.44$, $SD= 0.82$) which according to the students is the most important type of error to correct. Types of errors such as grammar, vocabulary and pronunciation errors are not the main thing that is very important to be corrected according to them. This is in stark contrast to the findings of Salehi and Pazoki (2019), where students in Iran consider grammar, vocabulary, and pronunciation errors to be the most important things to be corrected. Even though this is not in accordance with the actual classroom feedback practice, because based on Lyster's (1998) investigation, generally teachers are more serious in correcting lexical and phonological errors but they are more tolerant of grammatical errors.

Surprisingly the results of this study are different from the previous study by Salehi and Pazoki (2019) which found that students' preference was teacher correction. Students were also more comfortable with the explicit correction type than elicitation which was the most favorite found in this study. Then also in the previous Salehi and Pazoki (2019) research, students were more aware of grammar, pronunciation and vocabulary errors, where in this study students were more concerned with errors that were not mentioned in details but could have an impact in the future. These things show that indeed each student has different preferences in corrective feedback.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of a summary of the research based on the research findings in the previous chapter and recommendations for further research.

5.1. Conclusion

The purpose of this study was to identify EFL undergraduate students' oral corrective feedback preferences in academic speaking coursework in a private university in Indonesia. 59 participants who has completed Academic Speaking coursework involve in the study.

The conclusions in this study are based on research findings and discussion of students' preferences for oral corrective feedback in the classroom. Peer correction is the most preferred oral corrective feedback ($M= 3.74$, $SD= 1.08$), followed by teacher correction ($M= 3.37$, $SD= 1$) and self-correction ($M= 3.24$, $SD= 1.08$). In terms of oral corrective feedback method, elicitation is the most preferred ($M= 4.00$, $SD= 1.00$), followed by: recasts ($M= 3.93$, $SD= 0.84$) and clarification ($M= 3.93$, $SD= 0.83$) with equal rating, corrective meta-linguistic ($M= 3.92$, $SD= 0.90$), explicit feedback ($M= 3.90$, $SD= 0.85$), and the least preferred is repetition ($M= 3.15$, $SD= 1.13$). Finally, all students agree to some extent that all types of errors in grammar, pronunciation, vocabulary, disfluency, need to be corrected, especially repeated error ($M= 4.15$, $SD= 0.81$) and fossilised error ($M= 4.44$, $SD= 0.82$).

5.2. Recommendation

This study focuses exclusively on the preferences of students, especially EFL learners, to what kind of oral corrective feedback they want in the learning process in Academic Speaking classrooms. However, for further research it is necessary to compare the students' oral corrective feedback preferences in other speaking classes such as the speaking test class and other communicative classes. Further study on the effect of corrective feedback types on student performance can also be examined to find out whether considering students' preferences for corrective feedback will yield better results on their learning process. In addition, qualitative research such as an interview can also be conducted to find students' reasons behind their preferences on corrective feedback.

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APPENDICES

Appendix 1. CFQ (Corrective Feedback Questionnaire)

Part 1. Informasi Demografis (Data Pribadi Responden)

1. Nama Lengkap :
2. NIM :
3. Jenis Kelamin :
4. Umur :
5. Tingkat kemahiran berbahasa Inggris
 - Elementary
 - Intermediate
 - Advanced
6. Berapa lama Anda belajar bahasa Inggris?
 - < 1 tahun 7-9 tahun > 10 tahun
 - 1-3 tahun 4-6 tahun

Part 2. Petunjuk: Hal-hal yang tercakup dalam bagian kuesioner ini akan dinilai dengan skala Likert 5 poin yang didistribusikan sebagai berikut:

5 = Sangat setuju

4 = Setuju

3 = Agak setuju

2 = Tidak setuju

1 = Sangat tidak setuju

Pilihlah salah satu dari skala dibawah ini yang mewakili penilaian Anda.

Siapa yang sebaiknya memberikan umpan balik korektif						
1	Hanya guru yang memiliki pengetahuan untuk memberi umpan balik	1	2	3	4	5
2	Belajar menjadi lebih efektif saat guru mengoreksi kesalahan	1	2	3	4	5

3	Teman sekelas dapat memberi umpan balik dengan lebih baik karena mereka mungkin tahu hal-hal yang saya tidak sadari	1	2	3	4	5
4	Saya lebih suka guru/teman sekelas mengulang ucapan sampai pada bagian yang salah dan menunggu koreksi diri	1	2	3	4	5
5	Teman-teman sekelas tulus dalam hal mengoreksi kesalahan satu sama lain	1	2	3	4	5
6	Ketika teman sekelas mengoreksi kesalahan teman yang lain, tidak ada yang merasa terhina	1	2	3	4	5
7	Saya lebih suka guru menjelaskan kesalahan yang telah ditunjukkan oleh teman sekelas	1	2	3	4	5
8	Menurut saya koreksi diri bukanlah ide bagus karena saya sering tidak dapat menemukan kesalahan saya sendiri, dan jika saya bisa menemukannya, saya juga tidak tahu cara memperbaikinya	1	2	3	4	5
9	Teman sekelas memiliki kompetensi yang diperlukan untuk mengoreksi kesalahan teman lain	1	2	3	4	5
10	Ketika guru mengoreksi kesalahan, rasa tertekannya lebih kecil dibandingkan saat teman sekelas yang mengoreksi	1	2	3	4	5
Jenis umpan balik yang disukai						
11	Saya lebih suka teman sekelas/guru langsung memberikan bentuk yang benar dari ucapan yang salah	1	2	3	4	5
12	Saya lebih suka teman sekelas/guru mengoreksi kesalahan dan menjelaskan kesalahan tersebut	1	2	3	4	5
13	Saya lebih suka teman sekelas/guru memberikan beberapa contoh yang salah dan benar, misalnya “he go atau he goes” dan meminta saya untuk memilih jawaban yang benar	1	2	3	4	5
14	Saya lebih suka teman sekelas/guru mengulangi bagian	1	2	3	4	5

	yang salah dengan intonasi meninggi untuk membantu saya memperhatikan kesalahannya					
15	Saya lebih suka guru/teman sekelas menunjukkan kesalahan dan mendorong koreksi diri	1	2	3	4	5
16	Saya lebih suka guru/teman sekelas mengulangi seluruh ucapannya tetapi menekankan bagian yang salah agar lebih mudah diperhatikan	1	2	3	4	5
17	Saya lebih suka teman sekelas/guru segera memperbaiki kesalahan saya	1	2	3	4	5
18	Guru/teman sekelas sebaiknya menjelaskan kesalahan tata bahasa saya di akhir percakapan	1	2	3	4	5
Tipe-tipe kesalahan yang perlu dikoreksi						
19	Semua kesalahan tata bahasa	1	2	3	4	5
20	Semua kesalahan pengucapan	1	2	3	4	5
21	Semua kesalahan kosakata	1	2	3	4	5
22	Hanya kesalahan yang menghambat kelancaran komunikasi	1	2	3	4	5
23	Kesalahan berulang yang sering dilakukan siswa	1	2	3	4	5
24	Kesalahan yang bentuk bahasanya telah diajarkan sebelumnya	1	2	3	4	5
25	Kesalahan yang akan mengakar jika tidak diperbaiki	1	2	3	4	5
26	Kesalahan pengucapan (keseleo lidah) yang sering muncul	1	2	3	4	5
27	Koreksi semua jenis kesalahan	1	2	3	4	5
28	Tidak ada koreksi kesalahan saat berbicara	1	2	3	4	5

Appendix 2. The Original CFQ (Corrective Feedback Questionnaire) by Salehi and Pazoki (2019)

Appendix

Part 1 Demographic Information

1. Sex: Male Female
2. Age: below 18 between 18 and 25 between 25 and 30 between 30 and 35 above 35
3. Proficiency level. Elementary Intermediate Advanced
4. How long have you attended English courses?

Part 2

Directions: The items covered in this part of the questionnaire are to be judged on a 5-point Likert scale distributed as follows:

- 5 *Totally agree*
 4 *Agree*
 3 *Agree to some extent*
 2 *Disagree*
 1 *Totally disagree*

Circle the number that represents your judgment in the box next to the item. If you received the questionnaire online. Please put * for your choice instead of the number you choose.

For example:

I like ice-cream	1	*	3	4	5
I like ice-cream	1	(2)	3	4	5

Items on who is preferred to correct errors					
1) Everyone should care about correcting his/her own errors	1	2	3	4	5
2) Only the teacher has the knowledge to give feedback	1	2	3	4	5
3) Learning is more effective when the teacher corrects the errors	1	2	3	4	5
4) The classmates can provide better feedback as they might know points I might be unaware of	1	2	3	4	5
5) I prefer the teacher/classmates to repeat the utterance up to the erroneous part and wait for self-correction	1	2	3	4	5
6) The classmates are sincere in correcting others' errors	1	2	3	4	5
7) When the classmates correct the errors, one does not feel humiliated	1	2	3	4	5
8) I prefer the teacher to explain about the errors the classmates have pointed out	1	2	3	4	5
9) I think self-correction is not a good idea because I often can't find my errors, if I can, I also don't know how to correct it.	1	2	3	4	5
10) The classmates have the competence needed for correcting others' Errors	1	2	3	4	5
11) When the teacher corrects the errors, one is less stressed than when the classmates	1	2	3	4	5

Items on preferred correct errors types					
12) I prefer classmates/teacher to simply give the correct form of the erroneous utterance	1	2	3	4	5
13) I prefer classmates/teacher to correct the error and explain about the error	1	2	3	4	5
14) I prefer the classmates/teacher to provide some wrong and correct examples like "he go or he goes" and ask me to choose the correct answer	1	2	3	4	5
15) I prefer the classmates/teacher to repeat the erroneous part with a rising intonation helping one notice the error	1	2	3	4	5
16) I prefer the classmates/teacher to repeat the erroneous part of my utterance with an interrogative tone, so that I understand and correct my mistake	1	2	3	4	5
17) I prefer the teacher/classmates to point out the errors and prompt for self-correction	1	2	3	4	5
18) I prefer the teacher/classmates to repeat the whole utterance but stress the erroneous part for easier noticing	1	2	3	4	5
19) I prefer classmates/teacher to correct my errors immediately	1	2	3	4	5
20) The teacher/classmates should explain about my grammatical errors at the end of conversation	1	2	3	4	5

What errors should be corrected					
21) All Grammatical errors	1	2	3	4	5
22) All Pronunciation errors	1	2	3	4	5
23) All Vocabulary errors	1	2	3	4	5
24) Only The errors that impede the flow of communication.	1	2	3	4	5
25) The errors which are regularly repeated by the students.	1	2	3	4	5
26) The errors which their language forms have already been taught.	1	2	3	4	5
27) The errors which would be fossilized if not corrected.	1	2	3	4	5
28) The frequent slips of tongue.	1	2	3	4	5
29) Correcting all types of errors.	1	2	3	4	5
30) No error correction while speaking.	1	2	3	4	5

Appendix 3. Consent Form



FAKULTAS
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ILMU SOSIAL BUDAYA

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Hal : Jawaban Izin Penelitian
Lampiran : -

Kepada Sdr :
Vivi Septianisa/17322062
Pendidikan Bahasa Inggris
Universitas Islam Indonesia

Assalamualaikum wr wb

Puji syukur kehadiran Allah *Subhanahu Wata'ala* atas Rahmat dan Karunia-Nya. Sholawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad *Shalallahu'alaihi wa Salam*, keluarga, sahabat, dan para pengikutnya hingga akhir zaman.

Menindaklanjuti surat dari Prodi Pendidikan Bahasa Inggris Universitas Islam Indonesia nomor : 67/DPS/70/DURT/1/2021 perihal sebagaimana pokok surat, maka bersama ini Pimpinan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia mengizinkan mahasiswa berikut :

Nama : Vivi Septianisa
NIM : 17322062
Program Studi : Pendidikan Bahasa Inggris

Untuk dapat melakukan penelitian di Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia dalam rangka penulisan Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terimakasih.


Wassalamu'alaikum Wr. Wb

Yogyakarta, 15 Januari 2021
Dekan



Dr. H. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 4. Google Form for Questionnaire



Oral Corrective Feedback Preferences Survey

Assalamu'alaikum warahmatullahi wabarakatuh.

Nama saya Vivi Septianisa dari Jurusan Pendidikan Bahasa Inggris, Universitas Islam Indonesia, angkatan 2017. Saat ini saya sedang melakukan penelitian yang berjudul 'EFL Undergraduate Students' Oral Corrective Feedback Preferences: A Survey Study'. Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. Partisipan penelitian saya adalah mahasiswa/i Prodi Pendidikan Bahasa Inggris angkatan 2019 yang sudah menempuh mata kuliah Academic Speaking tahun akademik 2020/2021.

Dalam rangka mengumpulkan data, dengan kerendahan hati saya meminta kesediaan dari saudara/i meluangkan waktu sejenak untuk mengisi kuesioner ini. Kerahasiaan jawaban dan informasi apapun pada isian kuesioner ini dijaga dan dijunjung tinggi oleh etika akademik. Informasi yang diberikan Insya Allah sangat berharga dan bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan.

Sebagai ucapan terima kasih, saya akan memberikan pulsa sebesar Rp.100.000 untuk 2 responden yang beruntung. Apabila saudara/i bersedia mengisi kuesioner ini, silahkan memilih "bersedia" pada pernyataan dibawah. Atas partisipasi saudara/i, saya ucapkan banyak terima kasih. Semoga Allah SWT memberikan balasan yang setimpal untuk kebaikan saudara/i dalam mengisi kuesioner ini.

Wassalamu'alaikum warahmatullahi wabarakatuh.

* Required

Email address *

Your email _____

Saya bersedia untuk berpartisipasi dalam penelitian ini dan mengisi kuesioner sampai akhir. *

Ya

Appendix 5. The Participants' Data

No.	Name	Students Number	Gender
1.	Janurista Ayu Thamara	19322033	Perempuan
2.	Dwi Dyah Wahyuningtias	19322003	Perempuan
3.	Rahma Cahyaning Tyas	19322041	Perempuan
4.	Angger Satrio Wicaksono	19322047	Laki-laki
5.	Aisa Ayudia Nathania	19322063	Perempuan
6.	Fawwaz Dhea Mentari	19322012	Perempuan
7.	Fadhila intan	19322028	Perempuan
8.	Aulia Nabila	19322035	Perempuan
9.	Adisa Tiara Kinasihing	19322030	Perempuan
10.	Khairunnas Hibatullah	19322045	Laki-laki
11.	Dwika Salsabila	19322023	Perempuan
12.	NurAini	19322032	Perempuan
13.	Monic Afiyani Danita Sari	19322064	Perempuan
14.	Anisa dwi saraswati	19322043	Perempuan
15.	Ahmad Labahudin	19322031	Laki-laki
16.	Dhiya' Maghfirah	19322037	Perempuan
17.	Yola Ameliawati Agustin	19322005	Perempuan
18.	Jihan Khairunnisa	19322066	Perempuan
19.	Zalfah Ananda Juver	19322039	Perempuan
20.	Nailin Zulfatin Niamah	19322004	Perempuan
21.	G Indria Maharani	19322006	Perempuan
22.	Mafaaza Elma Maulidya	19322061	Perempuan
23.	Dinda fazar aulia	19322026	Perempuan
24.	Aulia Fachriyany	19322048	Perempuan
25.	Royhan rizky	19322046	Laki-laki
26.	Yuda Tri Bashkoro	19322015	Laki-laki
27.	Nurhamidah	19322068	Perempuan
28.	Yunita Salamatul Khoiroh	19322027	Perempuan
29.	Abyan Syam Zain	19322034	Laki-laki
30.	Sanazila Zakkaha	19322065	Perempuan
31.	Citra Noor Azizah	19322055	Perempuan
32.	Allisa Rachmayanti Nuriah	19322049	Perempuan
33.	Rafii Putra Ardinsyah	19322009	Laki-laki
34.	Nur Cholishoh Fadhilah	19322002	Perempuan
35.	Fathimah az zahroh	19322010	Perempuan
36.	Jumiatul Arpian	19322052	Perempuan
37.	Mella Qur'atul A'yun	19322062	Perempuan
38.	Zayyan Nur Alfidhdhoh	19322070	Perempuan
39.	Dea Tri Sulistia	19322038	Perempuan
40.	Nisrina Aziza	19322069	Perempuan
41.	Salwa sausan	19322017	Perempuan

42.	Riskinah	19322013	Perempuan
43.	Muhammad Isa Aryawan	19322011	Laki-laki
44.	Vivi Rinawati	19322022	Perempuan
45.	Alfaris Setria Narindra	19322036	Laki-laki
46.	Raja Dwi M	19322071	Laki-laki
47.	Dwi Nilasari	19322016	Perempuan
48.	Zulva rahmadhani	19322058	Perempuan
49.	Mohammad abdullah kafe	19322024	Laki-laki
50.	Rahayu NurFatimah	19322077	Perempuan
51.	Meliani Anisa	19322072	Perempuan
52.	Poppy Bella Hartati	19322044	Perempuan
53.	Ristiano Anggoro Mahardi	19322054	Laki-laki
54.	Berliana Safira Salsabiela	19322057	Perempuan
55.	Tahany Salsabila	19322014	Perempuan
56.	Umi Sismia Wardani	19322040	Perempuan
57.	Kurnia Catur Putri	19322029	Perempuan
58.	Angsoree kayem	19322074	Laki-laki
59.	Indah siti aisyah	19322053	Perempuan

