

**EFL UNDERGRADUATE STUDENTS' PERCEPTIONS AND  
PREFERENCES TOWARDS ORAL CORRECTIVE FEEDBACK**

**A Thesis**

**Presented to Department of English Education as Partial Fulfilment of The  
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**2024**

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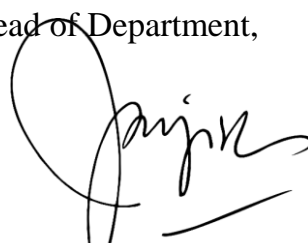
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## STATEMENT OF WORK'S ORIGINALITY

I hereby declare that this undergraduate thesis, which I have prepared, is the result of my own work and does not contain the results of other people's works. With the exception of those that have been cited within quotations and references with the standards of a scientific paper.

Yogyakarta, July 4 2024

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## **MOTTO**

“The more you praise and celebrate your life, the more there is in life to celebrate”

-Oprah Winfrey-

## **DEDICATION**

I dedicate this undergraduate thesis to my family. My beloved parents, Mr. Alimun and Mrs. Inderawati, and my beloved old sister, Kak Kiki, who have always been by my side and have given me so much support that I can finish this study. Finally, I also dedicate this undergraduate thesis to myself.

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1. My beloved parents, Mr. Alimun and Mrs. Inderawati, as well as my older sister, Kak Kiki, who have always cared about me, prayed endlessly for my success, and always provided me with helpful support, advice, encouragement, and motivation, so I can survive until now.
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5. All of my friends in the English Education Department 2020 who have struggled together until now.

The researcher realises that this thesis is still not completely perfect. Therefore, all kinds of suggestions and recommendations are needed by the researcher for improvement. Finally, the researcher hopes that this thesis can provide benefits for anyone who reads it.

Yogyakarta, June 17 2024

The researcher,



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# **EFL UNDERGRADUATE STUDENTS' PERCEPTIONS AND PREFERENCES TOWARDS ORAL CORRECTIVE FEEDBACK**

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## **ABSTRACT**

Providing corrective feedback that suits students' needs can make students more willing to accept error correction, which will be beneficial for the development of their English language skills. This research aims to identify the perceptions and preferences of International Program (IP) students towards Oral Corrective Feedback (OCF) in speaking activities. This research was conducted quantitatively using a survey study by adopting Gamlo's Questionnaire (2019). Respondents in this research were 65 EFL freshmen from five different IP study programs that participate in the Bridging IP Program at a private university in Indonesia. The current research shows that IP students have positive perceptions related to the implementation of OCF in speaking activities ( $M = 3.79$ ). In terms of preferences for the timing of OCF, most IP students prefer to get OCF after the speaking activity was finished ( $M = 3.69$ ,  $SD = 0.789$ ), and the implementation of OCF at the end of the class is their last preference choice ( $M = 3.58$ ,  $SD = 0.808$ ). Regarding preferences for types of errors, IP students want all types of errors to be corrected with OCF. Finally, regarding providers of OCF, IP students prefer their teachers as the main providers of OCF ( $M = 4.02$ ,  $SD = 0.857$ ), while the least preferred provider is self-correction ( $M = 3.63$ ,  $SD = 1.167$ ). The current research result can be used as a reference for teachers who want to implement OCF in accordance with the students' perceptions and preferences. Additionally, based on the findings of this research, it implies that teachers can apply the OCF process after the students finish their speaking activities to correct errors such as grammar errors, vocabulary errors, and pronunciation errors.

*Keywords: Gamlo, Oral Corrective Feedback, Students' Perceptions, Students' Preferences*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The ability to speak English is a skill that needs to be mastered by every EFL learner. With a good speaking skill, it will be easier for learners to communicate with other people who also use English. However, mastering speaking for EFL learners is not easy. Rao (2019) argues that speaking is a difficult skill to master since the speaker needs to construct sentences and speak spontaneously. This can be a challenge or problem for an EFL learner in learning speaking. In addition, Gamlo (2019) indicates that students at English language institutions also experience various challenges, one of which is their inability to avoid errors in speaking activities. Therefore, learners need feedback from their instructors to minimize errors making. The process of learning speaking does not only focus on providing material, but also involves the process of providing feedback to students.

One form of feedback that can be used in speaking activities is Oral Corrective Feedback (OCF). Oral Corrective Feedback (OCF) is a response provided orally by teachers to correct students' utterance errors (Ha et al., 2021). Previous researchers confirmed that OCF provides an important role in learning English. Gamlo (2019) indicated that OCF is expected to be able to help students identify the errors they make in speaking and increase their English-speaking skills. In addition, OCF is also expected to be able to prevent students from making the same errors in their learning process (Khunaivi & Hartono, 2015). They also added that OCF can help students to illuminate their comprehension about the meaning and the language structure. From the statements of previous researchers above, it shows that OCF does have an important role and is also beneficial for students in the process of learning English in class.

However, the process of implementing OCF in class does not always have a positive impact on students. Providing OCF can also cause new problems for students. Gamlo (2019) argues that providing OCF can reduce student motivation and hinder student development, thus increasing mistakes made. Another statement asserts that students' feelings and other distractions can prevent OCF from helping them in the language acquisition process (Calsiyao, 2015). In addition, providing OCF that is too excessive can cause a decrease in student self-confidence (Agudo, 2013). Based on statements from previous researchers above, it appears that students' feelings are an important matter for the teacher to pay attention to in the process of providing OCF. This is to prevent the emergence of a negative impact on students from the process of providing OCF. Therefore, a teacher needs to know and adjust the process of providing OCF based on the students' perceptions and preferences.

Previous researchers have conducted studies on student perceptions and preferences for OCF. In Şakiroğlu's research (2020), she examined 65 pre-intermediate and intermediate Turkish undergraduate students regarding how and when OCF should be carried out in the EFL Communicative Classroom class based on the students' perspective. Another research was conducted by Tasdemir and Arslan (2018). In that study, they examined 348 preparatory EFL students in Turkey regarding the relationship between EFL students OCF preferences and their learning styles. Furthermore, there was research conducted by Atma and Widiati (2015) on 74 freshmen and 73 sophomores from one of the public universities in Indonesia regarding OCF. Then, another research was conducted by Gamlo (2019), this study investigated the perceptions and preferences of 60 pre-intermediate EFL students in Saudi Arabia related to OCF in speaking activity in class.

However, research related to students' perceptions and preferences towards OCF among International Program (IP) students has not been widely conducted, especially in Indonesia.

Whereas students in IP are also part of the EFL learners who use English as a medium of instruction in class. Therefore, to fill this gap, the current research aims to identify the students' perceptions and preferences toward OCF in the IP context in Indonesia. In this research, IP students were chosen as a novelty aspect related to perceptions and preferences toward the implementation of providing OCF activities in an EFL context.

## **1.2 Identification of the Problem**

In the speaking activities, corrective feedback is often implemented by teachers in the classroom to evaluate students' performance or assignments. One common type of corrective feedback is Oral Corrective Feedback (OCF), which involves oral responses provided by the teacher to correct students' errors. Providing OCF on speaking activities that suit the perceptions and preferences of students can help them receive feedback better. However, most processes for providing OCF currently do not prioritize the perspective of the students. Whereas giving OCF also needs to be considered based on students' perceptions and preferences, so that students can receive OCF more effectively. Therefore, it is important to identify the perceptions and preferences of providing OCF based on the perspective of the students.

## **1.3 Formulation of the Problem**

The formulation of the problem related to this study is: What are the perceptions and preferences of IP undergraduate students about oral corrective feedback in speaking activities?

## **1.4 Objective of the Study**

The objective of this study is to identify IP undergraduate students' perceptions and preferences of oral corrective feedback in speaking activities at one of Indonesia's private universities.

### **1.5 Significance of the Study**

The results of this research are expected to help in the process of learning and teaching activities and serve as a reference for teachers who want to implement OCF. This research can help to find out various things that must be considered in the process of providing OCF. This research can also help teachers evaluate and develop their OCF method in accordance with students' perceptions and preferences.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Corrective Feedback**

Corrective feedback is an important part of the process of learning English; it is usually used in teaching English skills such as reading, writing, listening, and speaking. According to Ellis et al. (2006), corrective feedback can be defined as an activity that involves providing or making remarks about errors that appear in students' utterances. Ellis (2009) also added that corrective feedback can be used to increase student motivation while also maintaining linguistic accuracy. In addition, he also specified that corrective feedback can contain positive or negative feedback. Positive feedback is provided to the students to indicate that what they are doing is correct, while negative feedback is provided to indicate that they are making an error in their utterances. Furthermore, corrective feedback can be delivered in the form of written corrective feedback and spoken corrective feedback (Ha et al., 2021). This research only focuses on oral corrective feedback; therefore, written corrective feedback will not be discussed further in this current research.

#### **2.2 Oral Corrective Feedback**

Oral Corrective Feedback (OCF) is a response provided orally by teachers to correct students' utterance errors (Ha et al., 2021). In addition, based on Lyster and Ranta (1997), they identified that there are six types of OCF, such as explicit correction, recast, elicitation, repetition, clarification request, and metalinguistic feedback. OCF can have positive impacts on students' speaking skills. OCF can help students to improve their ability to communicate in English by correcting the errors in their utterances that have been identified through corrective feedback. Gamlo (2019) argued that through OCF, it is expected to be able to help students identify the incorrect speaking they do and improve their speaking skills. Besides, OCF can

also help students in order to avoid making the same mistakes in their language learning process. According to Khunaivi and Hartono (2015), students need to be corrected, this is to avoid continuing language errors, and it can help to clear up students' comprehension related to the meaning and language structure.

### **2.3 Students' Perceptions and Preferences of OCF**

Previous studies have shown that there is a correlation between students' perceptions and preferences towards OCF. Llinares and Lyster (2014) noted that “uptake can be described as a discourse move rather than a process of acquisition, whereas certain researchers believe that uptake may be related to learners' perceptions of feedback at the moment of feedback.” According to Llinares and Lyster' statement, it can be seen that the students' perceptions are related to uptake. In addition, Suryoputro and Amaliah (2016) argued that learners' uptake is closely related to students' responses to the feedback provided. Based on these previous statements, it seems that the students' perceptions are related to the students' responses to the feedback given.

Then, related to students' preferences, Yang and Chen (2012) argued that students' preferences are closely related to students' desires and their own preferred ways of interaction towards specific parts of the learning process. Since OCF is also part of the learning process, students' preferences for OCF can be interpreted as a desire and the way the students like the process of providing OCF. Based on Gamlo (2019), there are three themes that need to be considered related to students' preferences towards OCF: the time of oral corrective feedback, the types of errors in oral corrective feedback, and the providers of oral corrective feedback. The time of OCF is divided into three parts: immediate, at the end of the speaking activity, and at the end of class. There are three errors that need to be corrected in OCF: grammatical errors, pronunciation errors, and vocabulary errors. Then, the last one is the provider of OCF, which

is divided into three categories: provided by the teacher, provided by classmates, and self-correction. From the statements of the previous researchers above, it appears that students' perceptions and students' preferences show a correlation with the method or process of providing OCF. Furthermore, based on the explanations about the students' perceptions and preferences from the previous researchers, it seems that if students already have perceptions as a response related to OCF, they will have preferences for the process of providing OCF.

In addition, research on students' perceptions and preferences towards OCF has also been studied by previous researchers, one of which was conducted by Gamlo (2019). In that research, Gamlo (2019) shows that there are four themes related to students' perceptions and preferences towards OCF, including students' perceptions of OCF, students' preferences related to the timing of OCF, students' preferences related to the types of errors that should be corrected with OCF, and students' preferences related to the providers of OCF.

## **2.4 Previous Studies**

Several studies on perceptions and preferences for OCF have been conducted by researchers all over the world, with different situations and findings. The first is the research conducted by Şakiroğlu (2020). This research aims to investigate how and when corrective feedback should be carried out in the EFL communicative classroom based on the student's perspective. This research was conducted at Kafkas University in Turkey. Participants in this research consisted of 65 pre-intermediate and intermediate proficiency levels undergraduate students in language learning programs. The method used in this research is quantitative, which involves interviewing students through a self-report questionnaire. This research found that most students were willing to be provided OCF during communicative activities, but a small number refused because they felt intimidated and believed that they were able to develop on their own over time. In terms of student preferences, the result of this research indicates that

students prefer the teacher to provide OCF than their friends. Then, related to the timing of OCF, most students prefer OCF that is provided at the end of their speaking activities, while a small number of students prefer oral corrective feedback that is provided directly when they are doing speaking activities.

The second research was conducted by Tasdemir and Arslan (2018). The purpose of this research is to investigate the relationship between the preferences of EFL learners towards OCF and their learning styles. This research was conducted at the School of Foreign Language at a state university in Turkey, involving 348 preparatory EFL class students ranging in age from 19 to 25 years old. The participants' proficiency levels are A2, B1, and B2, as determined by the institution. The Learning Style Inventory and the Feedback Preferences Questionnaire (FPQ) were employed in this quantitative study. According to the findings of this study, students were sensitive about their mistakes and hoped that the teacher would provide corrective feedback in various forms and sources. However, the findings of this study indicate that students at different parts of the learning cycle do not differ considerably in terms of feedback preferences. As a result, the researchers in this study believe that the notion of learning styles may not be applicable in terms of corrective feedback preferences.

The third research was conducted by Atma and Widiati (2015). The purpose of this research is to investigate the preferences of 74 freshmen and 73 sophomores related to corrective feedback in speaking instructions or oral corrective feedback at one of the public universities in Indonesia. In relation to the data collection, the researchers collected the data using questionnaires and interviews. The result of the research found that the students were willing to get the correction. Based on the interview, the reason is because the benefit offered by corrective feedback could be to help the students notice and correct their errors. Furthermore, the research results show that students want all corrective feedback to be provided

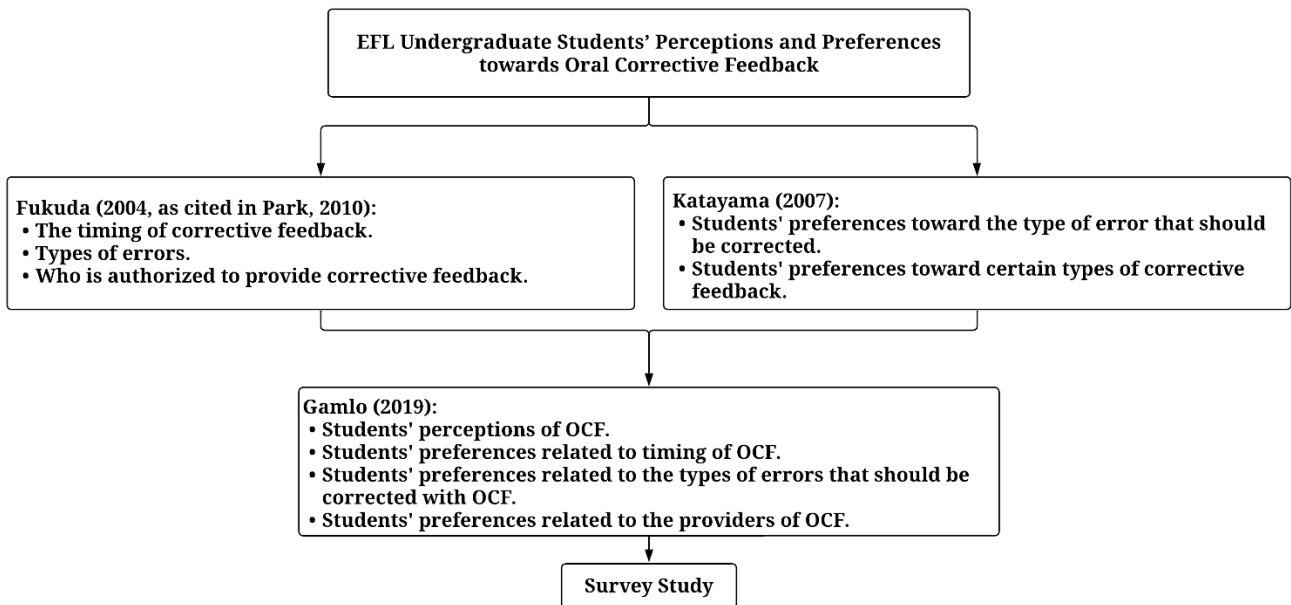
by their teachers. Then, related to the timing of corrective feedback, the students prefer to get the corrective feedback delayed and done after they finish their speaking activity. Lastly, this research shows that students preferred explicit correction types to respond to grammatical, phonological, and lexical errors.

The fourth research is based on the research of Gamlo (2019). This research aims to examine the preferences and perceptions of EFL students about OCF in speaking activities. This research was conducted at the English Language Institute of King Abdul Aziz University in Saudi Arabia with a mixed method using questionnaires and interviews. The participants in this research are preparatory EFL female students, which consist of sixty pre-intermediate proficiency level students with an age range of eighteen to twenty years old. In this research, it was found that students had a positive perception related to OCF in their speaking activities. In addition, related to preferences, the results of the questionnaire found that students tended to prefer immediate OCF, and they chose the teacher to provide the OCF. However, the results of the interviews found two other answers, that is students tended to prefer OCF either at the end of the class or at the same time when they were doing speaking activities. Then, in the questionnaire, it was found that students tend to prefer all errors to be corrected, such as pronunciation, vocabulary, and grammar. While the results of the interviews found that most of the students tend to prefer feedback related to grammatical errors.

## 2.5 Conceptual Framework

This research aims to identify the perceptions and preferences of IP students towards the OCF process. Therefore, to investigate this topic, the researcher used one instrument, namely adopted from Gamlo's questionnaire (2019). The questionnaire is an adaptation of Fukuda's questionnaire (cited in Park, 2010) and Katayama's questionnaire (2007). Gamlo's questionnaire (2019) is divided into 4 themes related to students' perceptions and preferences towards OCF, including students' perceptions of OCF, students' preferences related to the timing of OCF, students' preferences related to the types of errors that should be corrected with OCF, and students' preferences related to the providers of OCF.

Figure 2.1



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter explains about the research methodology, including the research design, population and sample, data collection, and data analysis technique.

#### **3.1 Research Design**

In this research, a survey study was implemented to identify EFL students' perceptions and preferences toward OCF at one of the private universities in Indonesia. A survey study is quantitative by nature. According to Creswell and Creswell (2018), a survey study analyses a sample of a population to obtain quantitative descriptions or test for correlation between variables in that population. Based on that statement, the researcher considers that the use of a survey study is in accordance with the objectives of this study.

#### **3.2 Population and Sample**

The current study's population are freshmen in the Bridging Program in International Program (IP) at an Indonesian private university. The total population in this study was 77 freshmen that were taking courses or classes in batch 2023. These freshmen are known to have good English skills, as they required to submit an English language proficiency certificate, such as TOEFL or IELTS, with a minimum score determined by the institution as one of the study requirements. Furthermore, Bridging Program is a program that is conducted during the first year of study to help freshmen improve their English skills. This program is used for preparation for a final assignment that later requires freshmen to carry out speaking activities in class in the form of a presentation. In the Bridging Program process, lecturers also provide feedback to students. Therefore, the researcher chose this program because it was suitable to use it as a setting in this study. Besides that, IP students were also chosen in this research as a

form of novelty regarding students' perceptions and preferences related to the process of providing OCF in the EFL context. There were five study programs that implemented this Bridging Program, such as Management, Accounting, Economics, Communication Science, and Industrial Engineering.

The researcher used a Convenience Sampling Technique (CST) to decide the samples. According to Etikan et al. (2016), CST is a type of non-probability or non-random sampling in which participants from the target population who meet specific practical indicators, such as readily available access, geographic closeness, availability at a particular moment, or readiness to participate, are included in the study. The minimum number of samples obtained is 65 participants, it is based on the calculation of the Slovin formula with an error rate of 5%. The following is the calculation of the minimum number of samples in this research using Slovin's formula:

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

Explanation:

- $n$  : Number of samples
- $N$  : Population
- $e$  : Error rate (5% = 0,05)

The calculation for the sample in this research:

$$n = \frac{77}{1 + (77)(0.05)^2}$$

$$n = \frac{77}{1.1925}$$

$$n = 64.59 \text{ or } 65 \text{ students}$$

### 3.3 Data Collecting Technique

This section explains the research instruments used in the current research.

#### 3.3.1 Research Instrument

In this current research, the researcher collects the data using a questionnaire. This questionnaire was adopted from Gamlo's questionnaire (2019). The questionnaire consists of 15 questions, which are divided into 4 themes, namely, including (1) students' perceptions of OCF (1-6), (2) students' preferences related to the timing of OCF (7-9), (3) students' preferences related to the types of errors that should be corrected with OCF (10-12), and (4) students' preferences related to the providers of OCF (13-15). In this study, the researcher used five Likert Scale questions to measure participants' opinions on the questionnaire, which consisted of Strongly Disagree (1), Disagree (2), Neither Agree/Nor Disagree (3), Agree (4), and Strongly Agree (5).

**Table 3.1** Distribution of the Questionnaire

No	Dimension	Number of Item	Item Number
1	Students' perception of OCF	6	1-6
2	Students' preferences related to the timing of OCF	3	7-9
3	Students' preferences related to the types of errors that should be corrected with OCF	3	10-12
4	Students' preferences related to the providers of OCF	3	13-15

### 3.3.2 Validity and Reliability

According to the definition, Heale and Twycross (2015) argued that validity is defined as the degree to which an idea is accurately measured in a quantitative study. They also added that there are three major types of validity in quantitative research, such as content validity, construct validity, and criterion validity. To measure how accurately the idea relates to the research topic of the current research, the researcher employed content validity. According to Heale and Twycross (2015), content validity is a sort of validity that shows whether the instrument used has covered all content relevant to the variable. To measure the validity of this research, the researcher checked the research questionnaire together with the supervisor or expert. In addition, Gamlo (2019) claimed that the questionnaire used in this research has shown that all themes have shown a statistically significant correlation, so this questionnaire can be considered valid.

Cronbach's Alpha was used in this study to calculate the reliability value in determining the consistency of the questionnaire. According to Gamlo (2019), the Cronbach Alpha value of this questionnaire is 0.7, which can be defined as reliable. In addition, to ensure the consistency of the adopted questionnaire, the researcher conducted a retest to discover its reliability. The retest was carried out using the IBM SPSS tool. Based on the retest finding, Cronbach's Alpha shows 0.859, which is included in the reliable category.

**Table 3.2** The Reliability of Gamlo's Questionnaire

<b>Case Processing Summary</b>			
		<b>N</b>	<b>%</b>
<b>Cases</b>	<b>Valid</b>	65	100.0
	<b>Excluded<sup>a</sup></b>	0	0
	<b>Total</b>	65	100

## Reliability Statistics

Cronbach's Alpha	N of Items
.859	15

### 3.4 Data Collection Procedure

This research involves several stages in the data collection procedure, including:

1. Determining suitable research instrument to use.
  - In the current research, the researcher adopted an instrument that is a questionnaire from Gamlo's questionnaire (2019).
  - During this stage, the researcher did not make any changes to the questionnaire items, such as adding, removing, or translating them into Indonesian.
  - The reason for not translating the questionnaire items is that IP students already have English language proficiency that is in accordance with the standards set by the university. Therefore, all questionnaire items remained in English.
2. The next stage was for the researcher to import the questionnaire items into an online survey platform, namely Google Forms.
3. After that, the researcher distributed the questionnaire to the study's participants.

### 3.5 Data Analysis Technique

The questionnaire related to student perceptions and preferences is presented on an online survey platform, namely Google Forms. The Google Forms link from the questionnaire was then distributed to five classes of the IP study program at one of the private universities in Indonesia. After all the data was gathered, the researcher analysed the questionnaire results with descriptive statistics using Google Spreadsheet and IBM SPSS Statistics 22 tools.

## CHAPTER IV

### FINDING AND DISCUSSIONS

This chapter provides an explanation of the research findings. The research findings were gathered through a questionnaire about students' perceptions and preferences toward OCF, completed by undergraduate students enrolled in the International Program (IP) at a private university in Indonesia. The explanation of the research findings will be divided into several parts: respondent information, students' perceptions of OCF, students' preferences related to the timing of OCF, students' preferences related to the types of errors that should be corrected with OCF, and students' preferences related to the providers of OCF. Moreover, the researcher will also include tables and explanations for each theme of the research findings.

#### 4.1 Research Findings

##### 4.1.1 The Result of Respondents' Study Program Information

**Table 4.1**

*Results of Respondents' Study Program*

<b>Study Program</b>	<b>Total Number</b>	<b>Percentage</b>
<b>Management</b>	16	24.62%
<b>Accounting</b>	19	29.23%
<b>Economics</b>	5	7.69%
<b>Communication Science</b>	19	29.23%
<b>Industrial Engineering</b>	6	9.23%
<b>Total</b>	65	

**Table 4.1** provides information about respondents, including their study program, total number (number of respondents), and percentage (number of respondents in percentage form). According to the table, it indicates that 65 respondents participated in completing the research questionnaire. This table also shows that the respondents came from various study programs, consisted of 16 Management students (24.62%), 19 Accounting students (29.23%), 5 Economics

students (7.69%), 19 Communication Science students (29.23%), and 6 Industrial Engineering students (9.23%).

#### 4.1.2 Students' Perceptions of Oral Corrective Feedback

**Table 4.2**

*Descriptive Statistics of Students' Perceptions of OCF*

Item Number	Statement	N	Weighted Mean	Standard Deviation	Weighted Mean Level
1	When my teacher corrects my speaking errors, I don't get annoyed.	65	4.20	0.939	Strongly Agree
3	I believe that teachers' oral CF can improve my speaking skills.	65	4.20	0.971	Strongly Agree
5	I prefer my teacher to always correct my errors during speaking activities.	65	4.14	1.044	Agree
4	I believe that oral corrective feedback will help me to not repeat my speaking errors in future.	65	4.08	0.889	Agree
6	I am not worried about making errors when I speak English.	65	3.48	1.077	Neither Agree/Nor Disagree
2	When my teacher corrects my speaking errors, I feel embarrassed.	65	2.69	1.060	Neither Agree/Nor Disagree
<b>Average</b>			<b>3.79</b>		<b>Agree</b>

**Table 4.2** demonstrated that the overall weighted mean of IP students' perceptions of OCF shows the number 3.79, which can be interpreted as agree. This shows that students feel that the process of providing OCF in speaking activities has

a good impact on them. As can be seen in Table 4.2, most students did not feel annoyed when their teacher corrected their speaking errors ( $M = 4.20$ ,  $SD = 0.939$ ). Most students also believe that providing OCF by their teacher can help them increase their speaking skills ( $M = 4.20$ ,  $SD = 0.971$ ). In addition, students also did not feel embarrassed if their teacher corrected their speaking errors ( $M = 2.69$ ,  $SD = 1.060$ ).

#### 4.1.3 Students' Preferences related to The Timing of OCF

**Table 4.3**

*Descriptive Statistics of Students' Preferences related to the Timing of OCF*

Item Number	Statement	N	Weighted Mean	Standard Deviation	Weighted Mean Level
8	I prefer my teachers to provide oral CF after the speaking activity ends.	65	3.69	0.789	Agree
7	I prefer my teachers to provide immediate oral CF.	65	3.62	0.930	Agree
9	I prefer my teachers to provide oral CF at the end of the class.	65	3.58	0.808	Agree

Based on **Table 4.3**, most IP students believe that the process of providing OCF can be done at any time. According to this table, it is evident that students tend to prefer providing OCF after the speaking activity ends compared to other times ( $M = 3.69$ ,  $SD = 0.789$ ), followed by providing immediate OCF ( $M = 3.62$ ,  $SD = 0.930$ ), and providing OCF at the end of class ( $M = 3.58$ ,  $SD = 0.808$ ).

#### 4.1.4 Students' Preferences Related to the Types of Errors that Should be Corrected with OCF

**Table 4.4**

*Descriptive Statistics of Students' Preferences related to the Types of Errors that Should be Corrected with OCF*

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Weighted Mean</b>	<b>Standard Deviation</b>	<b>Weighted Mean Level</b>
10	I need more oral CF on my grammatical errors.	65	4.14	0.916	Agree
12	I need more oral CF on vocabulary errors.	65	4.12	0.910	Agree
11	I need more oral CF on my pronunciation errors.	65	4.06	0.899	Agree

As can be seen in **Table 4.4**, the majority of IP students think they need an OCF process to address all types of errors in speaking activities. The table shows that IP students chose grammatical errors as the errors that most needed to be corrected through OCF ( $M = 4.14$ ,  $SD = 0.916$ ), followed by vocabulary errors ( $M = 4.12$ ,  $SD = 0.910$ ), and pronunciation errors as the least preferred type of error ( $M = 4.06$ ,  $SD = 0.899$ ).

#### 4.1.5 Students' Preferences related to The Providers of OCF

**Table 4.5**

*Descriptive Statistics of Students' Preferences related to the Providers of OCF*

<b>Item Number</b>	<b>Statement</b>	<b>N</b>	<b>Weighted Mean</b>	<b>Standard Deviation</b>	<b>Weighted Mean Level</b>
13	I like it when my teacher corrects my oral errors in the class.	65	4.02	0.857	Agree

14	I like it when my classmates correct my oral errors in class.	65	3.85	1.004	Agree
15	I like it when my teacher asks me to correct my errors myself in class.	65	3.63	1.167	Agree

**Table 4.5** shows that the majority of IP students agree that any OCF provider can correct their speaking errors during speaking activities. It is evident in the table that teachers are their primary choice for correcting speaking errors ( $M = 4.02$ ,  $SD = 0.857$ ), followed by classmates ( $M = 3.85$ ,  $SD = 1.004$ ), and self-correction ( $M = 3.63$ ,  $SD = 1.167$ ).

## 4.2 Discussions

Based on the data results, the majority of IP students show that the process of providing OCF during speaking activities is important and has good impacts on them. This is indicated by the mean values that are quite high in each question related to the students' perceptions of OCF in this research. This result is in line with previous research, which also found positive responses related to the process of providing OCF in learning activities (Atma and Widiati, 2015; Gamlo, 2019; Sakiroglu, 2020). In the current research, IP students do not feel annoyed if their teacher decides to provide OCF during speaking activities in class ( $M = 4.20$ ,  $SD = 0.939$ ), and instead, they believe that the process of providing OCF can help them improve their English-speaking skills ( $M = 4.20$ ,  $SD = 0.971$ ). Through OCF, students can find out the speaking errors they make and learn how to correct them. Therefore, this might be the reason why students feel that OCF can help improve their English-speaking skills. Research by Suryoputro and Amaliah (2016) also showed similar results, in which students felt that OCF could help improve their speaking abilities. Furthermore, the current research also found that

most IP students did not feel embarrassed when the teachers corrected their speaking errors ( $M = 2.69$ ,  $SD = 1.060$ ). Nevertheless, this research also shows that there are still some students who tend to feel uncomfortable when given feedback by their teachers due to embarrassment. This result is almost similar to Gamlo's research (2019), which shows that the majority of Arabic EFL students do not feel embarrassed when their teacher provides OCF in class. However, the results of the current research are different from the results of Atma and Widiati's research (2015), which showed that most students felt embarrassed when their teacher corrected their speaking errors. There may be several reasons why the majority of IP students in current research believe that they did not feel embarrassed during the OCF process. As is known, this Bridging Course Program is routinely held every week. As a result, the opportunity for students and teachers to meet is quite frequent, making students more familiar with their teacher. Thus, it can establish a positive relationship between teacher and student. Apart from that, learning materials that suit students' needs make them willing to accept error correction and motivate them to correct their errors rather than feel embarrassed.

According to recent research, IP students believe that the process of providing OCF can be done at any time, especially when they have finished speaking activities ( $M = 3.69$ ,  $SD = 0.789$ ), as the most preferred choice of OCF time. This result is in line with research conducted by Nhac (2022), which found that law-majored sophomores preferred the process of providing OCF that is carried out after they finished their speaking activity. Another research conducted by Ouali and Drid (2023) also shows the same thing, which EFL students prefer to receive OCF upon completion of their utterance. However, the current research results are different from the results of Ananda's et al. research (2017), which shows that EFL learners in the English Department tend to prefer immediate OCF rather than other OCF times. Furthermore, the choice of OCF time at the end of the speaking activity by IP students in this research may have occurred because they did not want to feel disturbed during the process of their speaking

activity. This could possibly disturb their concentration, reducing their self-confidence and willingness to continue speaking during speaking activities. According to Tomczyk (2013), students prefer the teacher to delay corrective feedback to avoid situations that can hinder their flow of communication during speaking activities. In addition, Park (2010) also explained that corrective feedback carried out after the activity ends can help students to be involved in communication without feeling disturbed due to the feedback provided by the teacher during the students' communication process, which can help students improve their speaking skills in terms of fluency and accuracy. In addition, recent research is also showing that OCF at the end of the class ( $M = 3.58$ ,  $SD = 0.808$ ) is the least preferred choice by IP students compared to other OCF times. The long period of time between speaking activities and providing OCF at the end of class is a factor in why this option is the least chosen by students. This may be because they are worried about forgetting their previous speaking activities if the teacher postpones OCF until the end of the class. According to Atma and Widiati (2015), students do not want to wait until the end of the class to get feedback because they may forget about the speaking activity they have done previously.

Regarding preference for types of errors, IP students feel that all types of speaking errors need to be corrected with OCF. The current research shows that grammar error is the type of error that most needs to be corrected for IP students ( $M = 4.14$ ,  $SD = 0.916$ ), followed by vocabulary error ( $M = 4.12$ ,  $SD = 0.910$ ), and pronunciation error ( $M = 4.06$ ,  $SD = 0.899$ ). Previous studies also show the same thing, which shows that students need all the errors to be corrected using OCF. For example, Calsiyao's research (2015) on 365 Filipino students revealed a preference to correct all types of speaking errors, particularly those that could hinder their communication, such as grammar errors. In addition, research conducted by Alharbi (2020) also shows the same thing, which students consider that all types of errors are essential things to pay attention to. Based on previous research, it appears that correcting all types of

speaking errors is something that is needed by most students. It might happen because students feel that any type of error could hinder them from communicating, especially during speaking activities. Therefore, they chose to have their teacher correct all types of errors. In addition, Atma and Widiati (2015) argued that students' choices related to preferences for correcting all types of errors may be connected to the substance of corrective feedback, which helps enhance their language awareness.

This research also revealed that IP students responded positively to preferences related to the OCF provider. According to the recent research findings, it appears that IP students are willing to receive OCF from anyone, especially their own teachers ( $M = 4.02$ ,  $SD = 0.857$ ). These results align with previous studies, which also show that teachers are the main providers chosen by students to offer OCF in the classroom. For instance, Gamlo's research (2019) showed that Arabic EFL students prefer their teachers to provide OCF. This preference appears from students' belief in their teachers' greater capability to correct errors compared to self-correction or correction by their classmates. The current research is also supported by Sakiroglu's research (2020), which found that EFL communicative students prefer their teachers to provide corrective feedback. The same thing was also found in Duklim's (2023) research, which showed that Thai undergraduate students prefer their teacher to point out their errors. The choices made by IP students in the current research may have been influenced by their trust in their English teachers' ability to correct speaking errors, making teachers the most preferred choice among OCF providers. Zacharias (2007) found that Indonesian students believe that teachers have better language capabilities and are also considered as the source of knowledge. Consequently, students believe that teacher feedback is important for increasing their language skills. It also found that IP students chose self-correction as their least preferred OCF provider ( $M = 3.63$ ,  $SD = 1.167$ ). This may be because they are still unable to recognize the speaking errors they make during speaking activities. As in Yavuz's research (2018),

showing that ELT students are unable to identify their own errors. It might be related to their lack of linguistic ability to correct their own speaking errors. Hence, they prefer someone more competent to correct them, such as a teacher.

The results of this questionnaire reveal that students have shown a positive response toward providing OCF in speaking activities. The questionnaire used in this research has also revealed various criteria for the OCF process that are in accordance with IP students' perceptions and preferences. Therefore, this research can serve as a reference or recommendation for teachers who are considering implementing OCF in speaking activities by paying attention to various aspects related to providing OCF, as revealed in this research. This can help teachers evaluate and develop a more focused OCF that aligns with the students need, thus making the process of providing OCF more effective.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explains the conclusion from the previous chapters and also contains suggestion and recommendation for future research.

#### 5.1 Conclusion

The current research study aims to identify the perceptions and preferences of International Program (IP) students about the implementation of Oral Corrective Feedback in speaking activities at a private university in Indonesia. The conducted research revealed that IP students maintain positive perceptions about the use of OCF in speaking activities. In addition, researcher also discovered various choices of preferences among IP students about the timing of OCF, the types of errors, and the provider of OCF. Regarding students' preferences for timing of OCF, IP students indicated that they preferred providing OCF after the speaking activity was finished ( $M = 3.69$ ,  $SD = 0.789$ ), followed by providing immediate OCF ( $M = 3.62$ ,  $SD = 0.930$ ), and providing OCF at the end of class ( $M = 3.58$ ,  $SD = 0.808$ ). Then, in terms of types of errors, IP students want that all types of errors need to be corrected, including grammatical errors ( $M = 4.14$ ,  $SD = 0.916$ ), vocabulary errors ( $M = 4.12$ ,  $SD = 0.910$ ), and pronunciation errors ( $M = 4.06$ ,  $SD = 0.899$ ). Finally, regarding providers of OCF, IP students think that they more prefer their teachers to provide OCF ( $M = 4.02$ ,  $SD = 0.857$ ), followed by their classmates ( $M = 3.85$ ,  $SD = 1.004$ ), and self-correction ( $M = 3.63$ ,  $SD = 1.167$ ).

The findings of this research can serve as a reference for teachers wanting to implement the practice of providing OCF in speaking activities. The many discoveries about student perceptions and preferences in this research can help teachers identify various aspects to

consider and also evaluate and develop their OCF methods that align with the students' perceptions and preferences.

## **5.2 Suggestion**

The current research aims to identify the perceptions and preferences of IP students towards the implementation of OCF in speaking activities through a questionnaire-based survey. Nevertheless, this survey is unable to identify the precise factors influencing IP students' perceptions and preferences regarding OCF. Hence, the researcher suggests that future research might include student interviews as an additional method for gathering data. Therefore, obtaining more suitable reasons for the opinions of IP students can be achieved. Alternatively, future research could apply other methods, such as the action research method. By using the action research method, it is expected to help to obtain deeper findings regarding IP students' perceptions and preferences of OCF.

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## APPENDICES

### Appendix 1. Gamlo's Questionnaire

#### Part 1. Demographic Information

1. Name :
2. Gender :
3. Age :
4. Study Program :

#### Part 2. Guidance

This questionnaire will be measured via a 5-point Likert Scale.

**1 = Strongly Disagree**

**2 = Disagree**

**3 = Neither Agree/Nor Disagree**

**4 = Agree**

**5 = Strongly Agree**

<b>Students' Perceptions of OCF</b>						
<b>No</b>	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	When my teacher corrects my speaking errors, I don't get annoyed.					
<b>2</b>	When my teacher corrects my speaking errors, I feel embarrassed.					
<b>3</b>	I believe that teachers' oral CF can improve my speaking skills.					
<b>4</b>	I believe that oral corrective feedback will help me to not repeat my speaking errors in future.					
<b>5</b>	I prefer my teacher to always correct my errors during speaking activities.					

<b>6</b>	I am not worried about making errors when I speak English.					
<b>Students' Preferences related to The Timing of OCF</b>						
<b>No</b>	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	I prefer my teachers to provide immediate oral CF.					
<b>8</b>	I prefer my teachers to provide oral CF after the speaking activity ends.					
<b>9</b>	I prefer my teachers to provide oral CF at the end of the class.					
<b>Students' Preferences related to The Types of Errors That Should be Corrected with OCF</b>						
<b>No</b>	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b>	I need more oral CF on my grammatical errors.					
<b>11</b>	I need more oral CF on my pronunciation errors.					
<b>12</b>	I need more oral CF on vocabulary errors.					
<b>Students' Preferences related to The Providers of OCF</b>						
<b>No</b>	<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	I like it when my teacher corrects my oral errors in the class.					
<b>14</b>	I like it when my classmates correct my oral errors in class.					
<b>15</b>	I like it when my teacher asks me to correct my errors myself in class.					

## Appendix 2. Consent Form



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Tanggal : 15 Februari 2024  
Nomor : 535/DEK/70/DAA/II/2024  
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Dr.rer.nat Dian Sari Utami, S.Psi., M.A

Direktur Direktorat Kemitraan/Kantor Urusan Internasional  
Universitas Islam Indonesia

*Assalamualaikum Wr. Wb*

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Oleh karena itu, kami mohon izin untuk melakukan penelitian/pengambilan data di kelas Bridging Program yang diselenggarakan beberapa prodi di UII (daftar Fakultas dan Prodi terlampir) dan berada di bawah pengelolaan Direktorat Kemitraan/Kantor Urusan Internasional. Pengambilan data tersebut akan dilakukan oleh mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia dengan data di bawah ini:

Nama Mahasiswa : Muhammad Wildan Aftandi Ali  
Nomor Induk Mahasiswa : 20322048  
Program Studi : Pendidikan Bahasa Inggris  
Pembimbing : Anandayu Suri Ardini S.S., M.A.  
Judul Skripsi :

**“Indonesian International Program Undergraduate Students’ Perceptions and Preferences towards Oral Corrective Feedback in Speaking Activities”**

Demikian permohonan kami, atas perhatian dan bantuan Ibu, kami ucapkan terimakasih.

*Wassalamualaikum Wr. Wb*

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya  
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## Lampiran

### Program Studi yang Menyelenggarakan Bridging Program

Program Studi	Fakultas
International Program Prodi Akuntansi	Fakultas Bisnis dan Ekonomika
International Program Prodi Teknik Industri	Fakultas Teknologi Industri
International Program Prodi Management	Management Fakultas Bisnis dan Ekonomika