

**UNVEILING STUDENTS' PERCEPTION TOWARDS ORAL CORRECTIVE
FEEDBACK AND L2 WILLINGNESS TO COMMUNICATE**

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By

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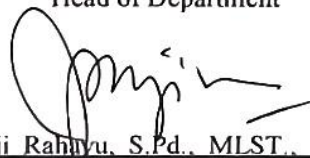
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STATEMENT OF WORK'S ORIGINALITY

I honestly confirm that this thesis was originally written by me. This thesis does not contain the work or parts of the work from others except those cited in quotations and references, as a scientific paper should.

Yogyakarta, July 17 2025



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MOTTO

“ Indeed, with every hardship comes ease ”
(Q.S 94:6)

DEDICATION

This thesis is dedicated to my hardworking parents. Thank you for always supporting me with your love, strength, and sacrifices. I couldn't have done this without you.

ACKNOWLEDGMENT

Alhamdulillah rabbi'l'alamin, all praises and gratitude be to Allah, the Most Gracious and the Most Merciful. It is only by His permission, strength, and guidance that I was able to complete this thesis. Through the challenges, doubts, and long hours, Allah's help has never left my side.

This thesis would not have been possible without the prayers, love, and support of many people. I would like to express my sincere gratitude to:

1. My beloved parents, Mama and Ayah, and my brother, Faza

Thank you for your endless prayers, patience, and love that never fail to lift me up, even in my most difficult moments. Your sacrifices and support have been the foundation of every step I take.

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Thank you for being there through the ups and downs. Your presence has made this journey more meaningful and less lonely. I will forever cherish the laughter, chaos, and support we shared.

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Thank you for being my calm in the storm. I am beyond grateful for your presence in both my best and most stressful moments.

This thesis is a product not only of individual effort, but of love, support, and countless contributions from those around me. May Allah bless you all with happiness, health, and endless *barakah*.

Yogyakarta, July 17 2024



Arlintang Sofina Ramadan

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**UNVEILING STUDENTS' PERCEPTION TOWARDS ORAL CORRECTIVE
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ABSTRACT

This study aims to determine students' perceptions of oral corrective feedback (OCF) in learning English as a Foreign Language (EFL). OCF is one of the strategies commonly used by teachers to help improve students' language accuracy, especially in the context of communication. This study was conducted at a university in Yogyakarta involving 113 students of the English Language Education study program. The method used was a quantitative approach with a questionnaire as the data collection technique. The instrument consisted of 19 statements divided into five dimensions: teachers' corrective behavior ($M = 3.83$, $SD = 0.94$), explicit and implicit feedback ($M = 3.88$, $SD = 0.96$), immediate and delayed correction ($M = 3.90$, $SD = 0.98$), linguistic targets ($M = 3.67$, $SD = 0.93$), and types of oral corrective feedback (OCF) and willingness to communicate (WTC) ($M = 3.50$, $SD = 0.93$). The results of the data analysis showed that the majority of students showed positive view of Oral Corrective Feedback in the classroom. Students tended to prefer explicit corrections that were given directly, especially for grammatical errors. In addition, various types of feedback, such as clarification, repetition, and metalinguistic explanations were also seen as helpful in improving understanding and speaking skills. These findings provide an overview of how students view the role of OCF in the learning process, and can be input for teachers in designing correction strategies that are more appropriate to students' needs.

Keywords: English teaching, grammar correction, oral corrective feedback, students perception

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the field of language learning, oral corrective feedback is often used in language classes to help students improve their accuracy and increase student language production in the learning process (Ellis, 2009). Considering the importance of effective communication in English classrooms, oral corrective feedback plays an important role in supporting students' speaking development. Corrective feedback has been described as “any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner's utterance,” including the teacher’s correction of errors in students’ production (Chaudron, 1977, p. 31).

This ongoing cycle of feedback and improvement plays an essential role in developing students’ speaking accuracy and enhancing teachers’ ability to provide effective feedback. Oral Corrective Feedback (OCF) emerges as a vital tool that can influence individuals' Willingness to Communicate (WTC) in a second language. WTC was initially defined as the intention to initiate communication when being provided the choice, with relation to L1 communication (McCroskey & Richmond 1990). MacIntyre et al. (1998) described L2 WTC as "a readiness to communicate with a specific person or people, at a particular time, using an L2" (p. 546). Later, MacIntyre and Charos (1996) proposed L2 WTC as a support to language teaching and learning discipline.

Researchers have previously investigated how OCF and WTC are linked, focusing on the importance of corrective feedback in improving students' self-confidence and communication abilities. Zare et al. 's (2020) study revealed significant data about the link between OCF and WTC. The study found that constructive feedback not only repaired linguistic problems, but also enhanced students' confidence and encourage to engage in oral communication in their second language. Additionally, Ferrero-Santamaria (2023) found that a high percentage of participants believed that teachers should always correct oral production, indicating a strong expectation for corrective feedback as part of the learning process. These findings highlight OCF's major impact on creating a positive learning environment that promotes language acquisition and communication.

While many studies have explored oral corrective feedback (OCF) using both qualitative and quantitative methodologies (e.g., Rahman & Singh, 2023; Liu, 2023; Ferrero-Santamaría, 2023; Zare et al, 2020), research that specifically focuses on OCF and learners' willingness to communicate (WTC) as two key areas of classroom interaction remains limited. Given the importance of both concepts in shaping learners' classroom experiences, further research using quantitative descriptive approaches is necessary to provide a broader understanding of how students perceive these aspects.

1.2 Identification of the Problem

Based on the previous study, Zare et al. (2020), found one major challenge identified was understanding how different feedback styles affect students' willingness to communicate in language learning, i.e., understanding how different feedback methods affect students' motivation to communicate in

language acquisition. Furthermore, students may take feedback differently depending on their background, language skills, and personal preferences (Zare et al., 2020). As a result, addressing these complications is critical to ensuring the validity of research findings in this field.

1.3 Limitation of the Problem

Based on the identification of the problems, this study solely focuses on oral corrective feedback in language learning. Although the concept of Willingness to Communicate (WTC) is mentioned in relation to OCF, this study does not explore WTC as a primary variable and does not aim to examine the correlational of OCF on students' WTC.

1.4 Formulation of the Problem

This research attempted to answer the following question: How EFL students perceive oral corrective feedback in the classroom?

1.5 Objectives of the Study

The objective of this study is to explore EFL students' views and perceptions toward oral corrective feedback in classroom settings. This study focuses on how students respond to different aspects of oral feedback given during English learning in the classroom

1.6 Significances of the Study

The findings of the research provide insight into the viewpoints of the students and offer some theoretical and practical solutions for:

1. English Education Lecturers:

This study provides an overview of students' perception and responses to different types of oral feedback. This can help teachers consider more effective ways to provide corrections that support students' learning and confidence during speaking activities.

2. Students of English Education Department:

This study can encourage greater awareness of the role of oral feedback in language learning, helping them to better understand its purpose and how it can support their progress.

3. Future Researchers:

This study offers possibilities for further research in language instruction. Through the identification of EFL Students' Perceptions towards Oral Corrective Feedback and L2 Willingness to Communicate.

CHAPTER II

LITERATURE REVIEW

2.1 Oral Corrective Feedback

Accuracy is a crucial component of language learning and teaching in foreign language courses, especially for oral communications, as it facilitates meaningful interactions with speakers. Oral corrective feedback (OCF) is a useful strategy for improving oral communication accuracy while teaching second or foreign languages. Feedback is a crucial component of language learning according to both behavioral and cognitive theories. Feedback is viewed as a strategy for enhancing student motivation and delivering linguistic accuracy in both structural and communicative methods to language teaching (Ellis, 2009).

Li (2010) describes corrective feedback (CF) as any response teachers make to students' errors. Furthermore, Ellis (2006) defines corrective feedback (CF) as the teacher's "response to learner utterances that contain an error" (p. 28). This means that OCF concentrates on spoken errors, fixing the gap between what the learner says and the correct language form as soon as the problem occurs. According to Chaudron (1998), corrective feedback is a teaching approach that is applied when an error happens in order to educate learners of their mistake.

In summary, Oral corrective feedback (OCF) is a strategy used to improve oral communication accuracy in foreign language courses. It enhances student motivation and linguistic accuracy. Corrective feedback is a teaching

approach that educates students about their mistakes, enhancing their language learning experience.

As it helps students in recognizing their errors and gradually correcting them over time, OCF plays an important role in education. In ESL and EFL classroom settings, oral corrective feedback is a crucial component of language instructions. It involves a variety of strategies including Recast, Elicitation, Clarification Request, Metalinguistic feedback, Explicit Correction, and Repetition (Lyster & Ranta, 1997). Recasts, in which the teacher reformulates the student's wrong statement into a correct form without directly pointing out the issue, were the most regularly used feedback type in the study. Elicitation uses other signals to encourage students into producing the right form. Clarification requests are used by teachers to ask students to clarify their utterances or provide more information, promoting student-generated repair. Metalinguistic feedback involves the teacher providing explicit information about the language form or structure, successful in eliciting student uptake, particularly in terms of repair. Explicit correction involves the teacher immediately pointing out the fault and supplying the correct form, which is more likely to result in repair than needs-repair. In order to encourage student uptake, teachers might use repetition feedback, which consists of repeating the student's mistake or giving the student the proper form to repeat.

To sum up, corrective feedback is crucial to language learning since it enables students to identify and rectify their errors, accelerating their learning and enhancing their pronunciation. As spelling and pronunciation mistakes are

expected when learning a language, it is essential that students receive detailed feedback in order to become proficient in these areas. In ESL and EFL courses, oral corrective feedback (OCF) is particularly crucial. Each of these techniques has advantages that allow students to improve their error correction and language form knowledge. Through employing these various OCF strategies, teachers can effectively assist students in developing their language abilities while emphasizing the critical role that corrective feedback plays in language acquisition.

2.2 OCF and Willingness to communicate

One of the main focuses in foreign language teaching is how teachers provide corrections to students' language errors effectively. In this context, Oral Corrective Feedback (OCF) is one of the strategies often used in spoken language learning. Ellis (2009) explains that OCF is a direct response to student errors that occur in oral interaction, and has the aim of correcting errors while supporting the second language acquisition process. Common types of OCF include recast, explicit correction, metalinguistic feedback, clarification request, repetition, and elicitation. Each type has a different approach, both in the level of clarity and the strategy of delivering the correction.

In the context of learning English as a foreign language (EFL), how students perceive OCF is important as it can affect their learning experience. Students who perceive correction as a useful aid tend to be more open to receiving feedback and improving their speaking performance. Conversely,

corrections that are perceived as too sharp or embarrassing can discourage students from speaking.

One concept that is often associated with student responses to OCF is Willingness to Communicate (WTC). McCroskey and Baer (1985) defined WTC as a person's readiness to initiate communication when the opportunity arises. In an EFL classroom environment, WTC refers to students' readiness to use English in various interactive situations, such as answering questions, discussing, or expressing opinions.

Although this study does not directly examine the effect of OCF on WTC, some previous studies indicate a relevant link between the two. Tavakoli and Zarrinabadi (2016), for example, found that explicit OCF can increase students' self-confidence, which in turn has a positive impact on their WTC. Furthermore, some other studies that did not initially aim to examine the relationship between OCF and WTC actually produced interesting findings that suggest that the way corrections are delivered can affect students' participation in oral communication i.e., respectful and supportive feedback may increase willingness to speak (Muslem et al., 2021).

2.3 Review of Relevant Studies

Lyster and Ranta (1997) made a significant contribution to knowledge of corrective feedback strategies in communicative language acquisition through qualitative research. They investigated how feedback impacted learning in French immersion classrooms. They conducted the study in six classrooms operating different immersion programs in two school

districts in Montreal, Canada. To collect the data, they recorded classroom interactions. One hundred lessons were recorded in four fourth-grade classes and two sixth-grade classes, which were then transcribed by a native French speaker.

They analyze transcripts from 27 lessons, totaling in 18.3 hours. The study discovered that teacher employed six different types of corrective feedback: recasts (55%), elicitation (14%), clarification requests (11%), metalinguistic feedback (8%), explicit correction (7%), and repetition of error (5%), with recasts being the most common. Recasts and explicit correction were significantly less likely to result in learner uptake, at 31% and 50% . In contrast, elicitation had a 100% uptake rate, making it the most effective method for promoting student replies. Clarification requests, metalinguistic feedback, and repetition all had high uptake rates (88%, 86%, and 78%).

Lyster and Ranta (1997) also found that elicitation, metalinguistic feedback, repetition, and clarification requests were the most effective forms of feedback for form negotiation, which involves students in actively changing incorrect statements. In roughly 45% to 46% of cases, these feedback types resulted in student-self repairs, showing successful form negotiation. Despite being the most common type of feedback, recasts were shown to be less effective in encouraging learners to correct their own mistakes.

In general, the results indicate that specific forms of feedback, such elicitation and metalinguistic feedback, are more successful in promoting self

correction and helping students negotiate forms in communicative language courses.

Meanwhile, Sheen (2010) conducted a quantitative study on the effects of written and oral corrective feedback in the ESL classroom. The study involved 143 adult learners participants from different first language backgrounds in American University in Washington DC, they were all participating in intermediate ESL classes. First, a pretest was given to each participant to figure out their prior proficiency with English articles. Following this, participants were divided into five different groups: written direct correction (n = 31), written direct metalinguistic feedback (n = 32), oral recasts (n = 26), oral metalinguistic feedback (n = 26), and a control group (n = 28). During the treatment, detailed feedback on the correct use of English articles was given based on the assigned group. Post-tests were then given to identify any changes or improvements in the participants' acquisition of English articles after the treatment.

The study from Sheen (2010) discovered that the oral recasts, written direct correction, and control groups did not significantly differ from one another in terms of their pretest total scores. This shows that all groups performed equally in terms of understanding and application of English language articles. However, the study noted various limitations that the short treatment period could have influenced the results. Additionally, the study only focused on two functions of English articles (indefinite and definite), which are simple features of article usage. This limitation may have influenced the

findings' applicability to the larger acquisition of articles and other grammatical features.

Furthermore, the most-recent study was from Zare et al. (2020) who conducted a mix method study on OCF and WTC involving sixty Iranian EFL learners from across four different proficiency levels. The data were gathered through two main methods. Firstly, participants were given a modified questionnaire for the survey based on Katayama's (2007) original instrument. The questionnaire used a 5- point likert scale containing 21 items divided into 5 dimensions focused on different aspects of oral corrective feedback and its impact on learner's readiness to participate in the L2. Following this, semi-structured interviews were done with selected participants, with two students from each proficiency level (a total of eight) chosen randomly. The interviews were meant to explore deeper regarding the previous participant's responses in the questionnaire, The interview results supported the quantitative data from the questionnaire, providing qualitative insights into the learners' thoughts on the role of oral corrective feedback in improving L2 communication willingness at all competence levels.

The study from Zare et al. (2020) revealed that English as a Foreign Language (EFL) students prefer receiving prompts as a type of feedback to improve their communication abilities. Prompting learners with questions was selected as the most effective sort of feedback to engage in English communication. The study also discovered that learners' readiness to speak in English was significantly impacted by the type of spoken corrective feedback

they received. There was an obvious improvement in the learners' confidence to speak in English after the feedback sessions, demonstrating the beneficial effects of customized feedback approaches on improving their communicative skills.

Recent studies from the past five years have further emphasized the importance of oral corrective feedback (OCF) in supporting the development of students' speaking skills. For example, Muslim et al. (2021) found that students viewed lecturers' oral corrective feedback as a valuable element in language learning, particularly in enhancing their speaking abilities. Similarly, Nhac (2022) reported a strong alignment between teachers and learners regarding the necessity of oral corrective feedback, with both groups favoring the use of linguistic feedback. Furthermore, Nurjanah et al. (2024) highlighted how students' emotions and preferences play a significant role in determining the type of feedback and its perceived effectiveness. Their findings revealed a preference for linguistic feedback and recasts, although perceptions of effectiveness varied among students. These findings highlight the necessity of implementing appropriate feedback strategies to help EFL learners express themselves more confidently and proficiently in English.

2.4 Conceptual Framework

The purpose of this study is to offer a more objective understanding of how English as a Foreign Language (EFL) learners perceive oral corrective feedback in the classroom. The present study used the survey questionnaire developed by Zare et al. (2020) that was modified from Katayama's (2007) questionnaire to investigate the participants' perception towards Oral Corrective

Feedback (OCF). The modified questionnaire included additional items related to the immediate/delayed and implicit/explicit aspects of OCF, as well as questions about the linguistic targets of OCF and WTC. The questionnaire was validated with Cronbach's alpha 0.82. The reviewed studies were described in the figure below.

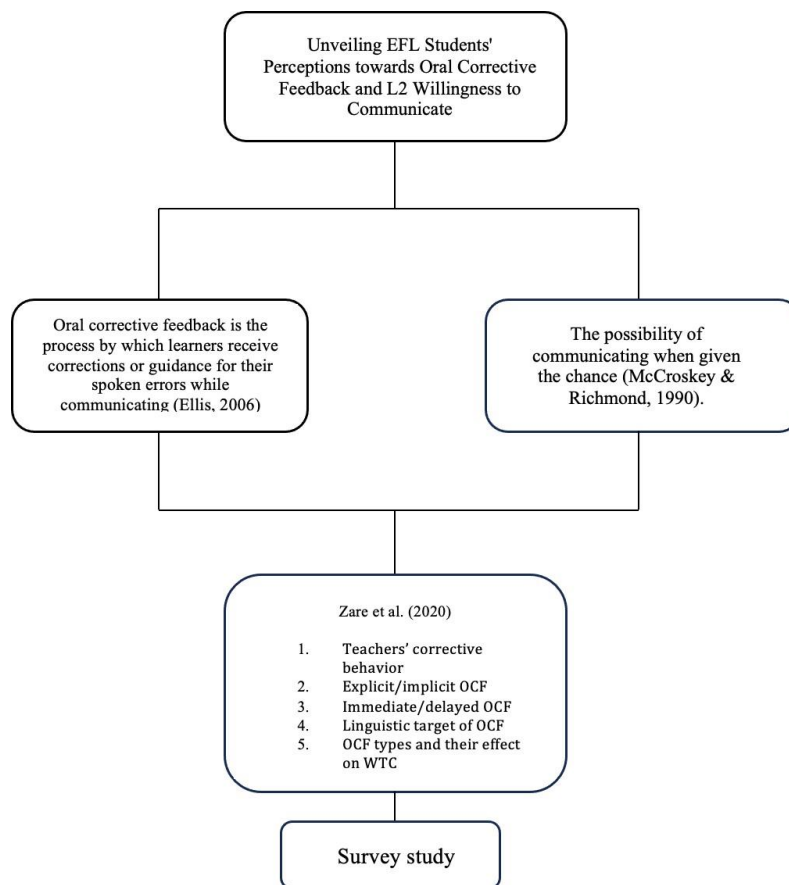


Figure 2. 1 Conceptual Framework of Students' Perceptions about OCF and L2 WTC

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study employed a survey as the design. According to Cresswell (2015), survey design is a quantitative research method used to gather information from sample populations using questionnaires or interviews in order to generalize the result into larger populations. This research design works ideally to gather self-reported data on students' views. The survey is used to find out how students perceive oral corrective feedback in the classroom.

3.2 Population and Sample

This study involved students from the 2021, 2022 and 2023 batches of English Language Education Department at a university in Yogyakarta, who have experienced oral corrective feedback from lecturers during students' learning process in classroom. This study used a non-probability sampling technique, specifically purposive sampling. The total number of populations in this research is 159 students from the batch of 2021 (N=61), 2022 (N=64), and 2023 (N=34). Based on the calculation of the sample size calculator, the survey required at least 113 students.

Sample size: **113**

This means 113 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

The image shows a sample size calculator interface with the following fields and values:

- Confidence Level: 95%
- Margin of Error: 5%
- Population Proportion: 50% (with a note: "Use 50% if not sure")
- Population Size: 159 (with a note: "Leave blank if unlimited population size.")

Buttons: Calculate, Clear

Figure 3. 1 Sample size calculator

3.3 Data Collection Technique

The researcher conducted this study by adapting a questionnaire designed by Zare et al. (2020) referred to Learners' views Towards Oral Corrective Feedback (OCF) and its relation on Second Language Willingness to Communicate (L2 WTC). This questionnaire contains 19 items arranged into five dimensions (i.e., teachers' corrective behavior, explicit /implicit OCF, immediate/delayed OCF, linguistic target of OCF, OCF types and their effects on WTC). The questionnaire measures responses using a 5-point Likert scale: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree. Meanwhile, for items under the linguistic target oral corrective feedback dimension a different 5-point Likert scale is used, i.e., (1) never, (2) seldom, (3) sometimes, (4) usually, and (5) always.

Table 3. 1 The Blueprint of OCF and WTC adopted from Zare et al. (2020)

Constructs	Item numbers
Teachers' corrective behavior	1, 2, 3
Explicit/implicit OCF	5,7,9

Immediate/delayed OCF	4,6,8
Linguistic target of OCF	10, 11, 12
OCF types and their effect on WTC	13,14,15,16,17,18,19

According to Zare et al., (2020) the reliability of the instrument estimates for the different skill areas ranged from .81 to .88, indicating good internal consistency for those specific skill areas. The Cronbach's alpha coefficient of .82 reported for the modified questionnaire used in the study suggests that the items in the questionnaire related to perception towards Oral Corrective Feedback (OCF) and Second Language Willingness to Communicate (L2 WTC) are also internally consistent and measure the intended constructs reliably.

Therefore, both the reliability estimates for the skill areas and the Cronbach's alpha coefficient of .82 for the questionnaire indicate good internal consistency and reliability of the measurement instruments.

Table 3. 2. Reliability Results of the Present Study

No	Dimension	Cronbach's Alpha
1.	Teachers' corrective behavior	.582
2.	Explicit/implicit OCF	.718
3.	Immediate/delayed OCF	.766
4.	Linguistic target of OCF	.802
5.	OCF types and their effect on WTC	.754

3.4 Data Analysis Technique

This study analyzed the data using descriptive statistics. Descriptive statistics measure the mean, frequency, and standard deviation of each item. The data collected from Google Forms and gathered in Microsoft Excel. Data from

MS Excel is imported into SPSS and examined using descriptive statistics. This data was ultimately transformed into a table and a graph.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions aimed at addressing the research problems. The data were collected through a questionnaire distributed to students of the English Language Education Department from the 2021, 2022, and 2023 cohorts who have experienced oral corrective feedback during their learning process at a university in Yogyakarta.

4.1 Research Findings

4.1.1 Result of Demographic Information

The following table presents the demographic profile of the respondents who participated in the questionnaire conducted at a university in Yogyakarta. A total of 113 students took part in the study, representing a range of academic batches and gender identities.

Table 4. 1 Participants' Demographic Information

	Item	Frequency	Percentage (%)
Gender	Male	39	34%
	Female	74	65%
Batch	2021	53	46%
	2022	36	31%
	2023	24	21%

As shown in Table 4.1, in terms of gender, the majority of participants were female, accounting for 65% (n = 74), while male participants made up 34% (n = 39).

Participants also came from three academic batches: 2021, 2022, and 2023. The largest group of respondents came from the 2021 batch, with 53 students (46%), followed by 36 students (31%) from the 2022

batch, and 24 students (21%) from the 2023 batch. This shows that the sample includes students with varying levels of experience in university English classes. Students from earlier batches may have had more exposure to different types of oral feedback, which could affect how they interpret or value it.

4.1.2 Students' Perceptions towards Oral Corrective Feedback

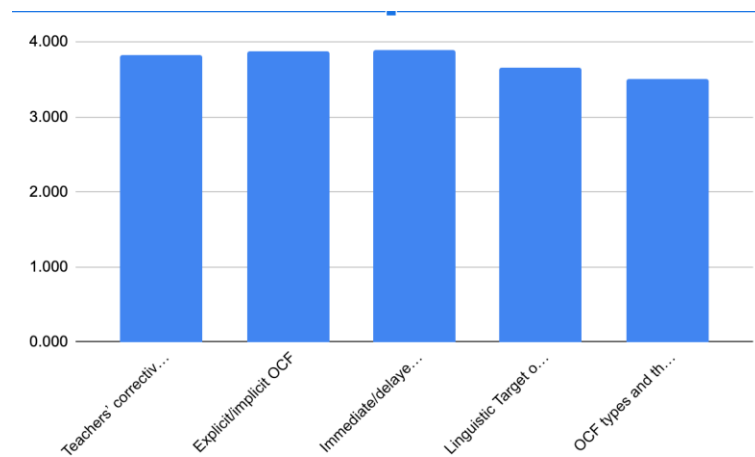


Figure 4. 1 Result of Student's Perceptions toward OCF and WTC

This section explores the students' perceptions of Oral Corrective Feedback (OCF) based on the questionnaire results. The questionnaire consisted of 19 items, which were grouped into five main aspects: (1) teachers' corrective behavior, (2) explicit versus implicit OCF, (3) immediate versus delayed OCF, (4) linguistic target of OCF, and (5) OCF types and their influence on students' willingness to communicate (WTC). These categories helped capture different dimensions of how students view oral feedback in classroom settings.

The descriptive statistical analysis was conducted using SPSS, and the results are presented in the bar chart above. Each bar represents the average score for one of the five aspects. Overall, the findings show relatively high mean scores across all aspects, indicating generally positive perceptions of OCF among the participants.

Among the five categories, the highest average ratings were found in the aspects of explicit/implicit OCF and immediate/delayed OCF, which both received scores close to 4. This suggests that students are quite aware of, and possibly value, the timing and directness of the feedback they receive. The aspect of teachers' corrective behavior also received a high average score, reflecting students' appreciation for teachers who actively provide feedback during oral activities.

Meanwhile, the aspects of linguistic target of OCF and OCF types and their effect on WTC received slightly lower but still positive scores. This may indicate that while students recognize the importance of feedback on grammar, pronunciation, or vocabulary, they may be less certain about how different types of correction impact their confidence or willingness to speak in class. In general, these results highlight that students tend to respond positively to oral corrective feedback, especially when it is delivered clearly and at the right time. The findings from this section will be further explored in the discussion chapter to understand their implications for teaching practice.

4.1.3 Result of Students' Perception towards OCF and L2 WTC

4.1.3.1 Teacher's corrective behavior

Table 4. 2. Teacher's corrective behavior

Statement	N	Mean	Std. Dev
1. I want the teacher to correct my errors in the classroom.	113	4.19	.882
2. Teachers should correct all the errors learners make in the classroom.	113	4.01	.901
3. Teachers should correct only the errors that interfere with communication.	113	3.30	.1060

This part explores how students feel about teachers correcting their errors during classroom learning. There were three statements related to this topic, and the responses show interesting insights into what students expect from their teachers.

The first statement, "*I want the teacher to correct my errors in the classroom*", received the highest average score ($M = 4.19$, $SD = .882$). This clearly shows that most students are open to being corrected and even want their teachers to do so. It seems that they see correction as something helpful, not something to be avoided. In other words, teacher feedback is seen as a positive part of the learning process.

The second statement, "*Teachers should correct all the errors learners make in the classroom*", had a slightly lower average ($M = 4.01$, $SD = .901$). Even though the mean is still high, this suggests that while students do support full correction, they

may not see it as necessary all the time. Some students probably feel that not all errors need to be pointed out, especially if it interrupts the flow of the lesson.

The third statement, “*Teachers should correct only the errors that interfere with communication*”, received the lowest score ($M = 3.30$, $SD = 1.060$). The high standard deviation here tells us that students had very mixed opinions about this idea. Some agreed with focusing only on big or “serious” errors, but others might still want feedback even on smaller or less noticeable mistakes.

Overall, it can be said that students appreciate correction from teachers and believe it helps them improve. Most of them are comfortable with their errors being pointed out, especially when the goal is to support their learning. However, not all students think the same about *which* errors should be corrected, showing that teachers might need to adjust their feedback based on the situation and the needs of each learner.

4.1.3.2 Explicit and Implicit OCF

Table 4. 3. Explicit and Implicit OCF

Statement	N	Mean	Std. Dev
5. I like the teacher to correct my grammatical errors explicitly.	113	3.99	.995
7. I like the teacher to correct my vocabulary errors explicitly.	113	3.88	.937
9. I like the teacher to correct my pronunciation errors explicitly.	113	3.76	.947

This section focuses on students' preferences regarding the way corrective feedback is delivered whether explicitly stated or more implicitly suggested. The responses were gathered using a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*), covering three types of language errors: grammar, vocabulary, and pronunciation.

As shown in the table, the highest mean score belongs to item 5: “*I like the teacher to correct my grammatical errors explicitly*”, with a mean of 3.99 and a standard deviation of .995. This suggests that many students value clear and direct correction when it comes to grammar, perhaps because grammar rules often require precise explanation and structure.

Item 7, which relates to vocabulary correction “*I like the teacher to correct my vocabulary errors explicitly*” follows with a mean of 3.88 ($SD = .937$), indicating that students also appreciate being clearly corrected when they misuse or

mispronounce a word.

Item 9, focusing on pronunciation “*I like the teacher to correct my pronunciation errors explicitly*” recorded the lowest mean among the three at 3.76 ($SD = .947$). While still leaning toward agreement, this slightly lower mean may suggest that pronunciation errors are perceived as more sensitive or that students might feel more self-conscious when corrected explicitly in this area.

Overall, the data show a consistent preference for explicit corrective feedback across all three aspects of language use. The mean values indicate that most students are comfortable with and even expect clear and straightforward correction, particularly when it helps them improve accuracy and understanding in specific linguistic areas.

4.1.3.3 Immediate and Delayed Oral Corrective Feedback (OCF)

Table 4. 4. Immediate and Delayed Oral Corrective

Statement	N	Mean	Std. Dev
4. I like the teacher to correct my grammatical errors immediately.	113	3.93	1.075
6. I like the teacher to correct my vocabulary errors immediately.	113	3.91	1.048
8. I like the teacher to correct my <u>pronunciation errors immediately.</u>	113	3.85	.826

This section explores students’ responses regarding the timing of oral corrective feedback (OCF), specifically whether

they prefer their grammatical, vocabulary, and pronunciation errors to be corrected immediately during classroom interactions.

Among the three items, the highest mean score was recorded in item 4: *“I like the teacher to correct my grammatical errors immediately”*, with a mean (*M*) of 3.93 and a standard deviation (*SD*) of 1.075. This suggests that a number of students expressed a preference for prompt correction when it comes to grammar-related mistakes.

Item 6, which states *“I like the teacher to correct my vocabulary errors immediately”*, followed closely with a mean of 3.91 (*SD* = 1.048). The responses indicate that immediate feedback on vocabulary is also seen as beneficial by many participants, possibly to support better word usage in spoken communication.

Meanwhile, item 8: *“I like the teacher to correct my pronunciation errors immediately”* received the lowest mean in this category, at 3.85 (*SD* = .826). Although the mean is lower, the relatively low standard deviation indicates greater consistency in students' responses to pronunciation-related feedback.

Overall, the results of the study suggest that students expect immediate feedback on a variety of types of speech errors. Although the level of agreement varied somewhat, the overall trend suggests that immediate correction is perceived as helpful

for speech development in the classroom setting.

4.1.3.4 Linguistic Target of Oral Corrective Feedback (OCF)

Table 4. 5. Linguistic Target of Oral Corrective Feedback (OCF)

Statement	N	Mean	Std. Dev
10. How often do you like your errors in grammar to be corrected?	113	3.76	.909
11. How often do you like your errors in vocabulary usage to be corrected?	113	3.68	.909
12. How often do you like your errors in pronunciation, accent and intonation to be corrected?	113	3.58	.979

This section discusses students' preferences regarding the types of linguistic errors they want to be corrected specifically in grammar, pronunciation (including accent and intonation), and vocabulary. Unlike the previous sections, this part used a different Likert scale, where 1 represents *Never* and 5 represents *Always*. This scale allows for more nuanced insight into how frequently students expect correction in different language areas.

The highest mean score was observed in item 10: "*How often do you like your errors in grammar to be corrected?*" ($M = 3.76$, $SD = .909$). This suggests that, in general, students tend to prefer regular feedback when it comes to grammatical accuracy, which is often considered a core component of language proficiency.

Following that, item 12 "*How often do you like your errors in vocabulary usage to be corrected?*" received a mean score of

3.68 ($SD = .909$). This result reflects a slightly lower, yet still consistent, desire among students to receive correction when they use inappropriate or inaccurate vocabulary.

Item 11, which focused on pronunciation, accent, and intonation “*How often do you like your errors in pronunciation, accent and intonation to be corrected?*” had the lowest mean in this category, with a value of 3.58 ($SD = .979$). While this mean is not significantly lower than the others, it may indicate that students feel slightly less urgency about receiving correction for pronunciation-related features compared to grammar and vocabulary.

Overall, the findings indicate that students appreciate receiving feedback across different linguistic areas, with grammar standing out as the most preferred target for correction. Although the differences between the means are not drastic, they reflect subtle variations in students’ expectations regarding language learning priorities.

4.1.3.5 OCF Types and Their Effect on Willingness to Communicate

(WTC)

Table 4. 6. OCF Types and Their Effect on Willingness to Communicate (WTC)

Statement	N	Mean	Std. Dev
19. Teacher explains why the response is incorrect. (Metalinguistic feedback)	113	4.14	.875
15. Teacher points out the error, and provides the correct response. (Explicit correction)	113	3.74	.914
16. Teacher indicates that an error occurred by nonverbal behavior, such as gestures and facial expressions or by saying words such as ‘sorry?’ (Clarification request)	113	3.65	.864
17. Teacher repeats the erroneous utterance. (Repetition)	113	3.62	.859
14. Teacher presents the correct response or part of the response	113	3.59	.831
18. Teacher repeats the student’s utterance up to the error, and waits for self-correction. (Elicitation)	113	3.54	.991
13. Teacher ignores the student’s error	113	2.23	1.210

This section focuses on how different types of Oral Corrective Feedback (OCF) linked to students’ willingness to communicate (WTC) in the classroom. Seven questionnaire items explored various feedback techniques, from more implicit strategies such as recasts to more direct ones like explicit correction or metalinguistic feedback. All responses were

collected using a five-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

Among the seven types of feedback, the item with the highest mean score was item 19: “*Teacher explains why the response is incorrect (Metalinguistic feedback)*”, with a mean of 4.14 ($SD = .875$). This suggests that students are especially open to feedback that includes an explanation, possibly because it helps them understand the underlying rules and encourages deeper learning.

Following closely, item 15 “*Teacher points out the error and provides the correct response (Explicit correction)*” had a mean of 3.74 ($SD = .914$). This indicates that many students appreciate direct feedback that clearly identifies the error and models the correct form.

Items 16 (*Clarification request*), item 17 (*Repetition*), and item 18 (*Elicitation*) received fairly similar mean values 3.65 ($SD = .864$), 3.62 ($SD = .859$), and 3.54 ($SD = .991$) respectively showing that interactive strategies that prompt students to self-correct or reconsider their utterance are also generally well received.

Item 14, which reflects recasts “*Teacher presents the correct response or part of the response*” had a slightly lower mean of 3.59 ($SD = .831$), indicating moderate agreement with this more implicit feedback style.

Interestingly, the lowest mean score was recorded for item 13: “*Teacher ignores the student’s error*”, with a mean of 2.23 ($SD = 1.210$). This result shows that ignoring errors tends to be the least favored approach among students and may negatively influence their willingness to communicate.

In summary, the findings suggest that students tend to respond more positively to corrective feedback that is clear, informative, and supportive of their learning process. While various forms of OCF can be effective, feedback that offers explanations or encourages self-correction seems particularly conducive to promoting WTC in the classroom.

4.2 Discussions

Based on the overall findings, students in this study showed generally positive perception toward oral corrective feedback (OCF). Rather than viewing correction as something embarrassing or discouraging, most of them responded well to being corrected by their teachers especially when the feedback was clear, immediate, and directly addressed the errors. This suggests that, at least in this context, students perceive OCF not as a barrier to learning but as something that supports their development as English users. Interestingly, this perspective is somewhat different from what was reported in previous research by Ölmezer-Öztürk and Öztürk (2016), where oral correction was found to sometimes lower students’ participation. In contrast, the students in this study did not show signs of hesitation when receiving corrections. Many of

them seemed to recognize it as a helpful step in their learning, particularly when the feedback was delivered in a respectful and encouraging way.

One of the strongest preferences among the students was for explicit correction, where teachers clearly point out the error and provide the correct form. This is in line with the study of Stratton (2023) that found university students often prefer explicit over implicit instruction because it makes the learning process easier to follow and more understandable. In this study as well, students appeared to appreciate the clarity that explicit feedback provides, especially in speaking activities.

In this study, students also expressed a strong preference for receiving corrections immediately after making an error. This type of feedback helped them recognize and address mistakes more effectively. Similar findings were found by Muslem et al. (2021), who noted that students generally did not feel offended by oral correction and accepted it as a normal part of learning a new language.

In terms of the specific focus of feedback, grammar stood out as the area where students most wanted their mistakes to be corrected. They believed that feedback on grammar helped them improve their language skills and feel more confident when using English. This is consistent with the findings of Almuhammedi and Alshumaimeri (2021), who also reported that learners preferred receiving corrections on grammatical errors because they saw it as beneficial to their development.

Although this study did not directly explore the effect of OCF on students' willingness to communicate, the responses suggest that most students did not view correction as something negative. Instead of feeling embarrassed or discouraged, many of them saw feedback as a natural and necessary part of language learning. When corrections are delivered constructively, they appear to support students' participation rather than reduce it.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions based on the research findings and some suggestions regarding this study.

5.1 Conclusions

The objective of this study is to identify English as a Foreign Language (EFL) students' perception toward oral corrective feedback (OCF) in the classroom. Based on the survey conducted among 113 students and the findings presented in the previous chapter, the researcher draws several conclusions as follows.

Based on the survey results, researcher concluded that English as a Foreign Language (EFL) learners generally have a positive view of oral corrective feedback. This is demonstrated by the high average scores across several aspects of the questionnaire. For example, in the first aspect, regarding teachers' corrective behavior, many students agreed that they would like their teachers to correct their mistakes, especially those that could impact communication.

Furthermore, students showed a strong preference for immediate feedback, especially when errors related to grammar and pronunciation. This suggests that immediate correction is viewed as helpful and motivating, rather than discouraging. A clear preference was also indicated for explicit corrections, when the teacher directly explained the error and provided the

correction. This shows that students value clear and understandable feedback that helps them improve.

As for the linguistic focus of correction, students mostly wanted their grammar mistakes to be corrected, followed by pronunciation and vocabulary. This reflects the importance students place on achieving language accuracy. In the final aspect of the questionnaire, students also responded positively to different types of feedback. While this study did not directly examine how OCF influences students' willingness to communicate, the responses showed that feedback did not appear to lower students' motivation to speak. Instead, many students still felt comfortable speaking in class even when corrected.

In conclusion, the results of this study show that oral corrective feedback is not only accepted but also expected by EFL students. Most students believe that being corrected, especially in a clear and immediate way, helps them become better English users. Although some feedback strategies may feel more comfortable than others, students generally viewed OCF as an important and useful part of the language learning process.

5.2 Suggestions

Although this study offers useful insights into students' view toward oral corrective feedback (OCF), there are several limitations to consider. The first limitation lies in the use of self-reported questionnaires, which may not accurately reflect how students truly respond to correction in real classroom

interactions. Sometimes, what students say in a survey may differ from what they actually feel or do.

Second, the participants in this study were all taken from one university in Yogyakarta, which may limit the generalizability of the findings. Students from different institutions, levels of study, or cultural backgrounds might have different views toward OCF.

Third, this study only focused on students' perceptions. It did not examine how OCF actually affects students' speaking performance or learning outcomes over time. As such, the findings provide a snapshot of view's, but not the effectiveness of each feedback type.

In relevance with the findings of the study, several suggestions for lecturers, EFL students, and future researchers are proposed.

For lecturers or classroom teachers, it might be helpful to understand that students tend to have a positive view toward oral corrective feedback, especially when it is provided in a timely and clear manner. Teachers perhaps could consider continuing to give feedback during speaking activities, particularly when students make errors that may affect communication. Since students appeared to prefer immediate and explicit corrections, teachers might want to apply these strategies more often while remaining attentive to students' emotional responses.

For EFL students, it is recommended that they remain open to feedback and view it as part of the learning process. Understanding that correction is intended to help improve their accuracy and fluency can boost their

confidence and willingness to communicate in class. Students can also communicate their preferences regarding feedback style to their teachers if needed

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APPENDIX

Appendix 1. Unveiling EFL Students' Perceptions towards Oral Corrective

Feedback and L2 Willingness to Communicate

Link google form:

<https://docs.google.com/forms/d/e/1FAIpQLSdjms3jO1qKUxUIdv9tO1ieK9evkFxohzgCKrN5a1vYRdc9xg/viewform?usp=header>

Assalamualaikum Warahmatullahi Wabarakatuh.

Hello! I am an undergraduate student in the English Education Department conducting research for my final project. This study aims to explore students' perceptions of oral corrective feedback verbal feedback given by teachers on language mistakes during English lessons. Therefore, I ask for the willingness of you to take the time to fill out the questionnaire in order to fulfill my research data.

All responses will be kept confidential and used solely for academic purposes. Instructions for Filling Out the Questionnaire:

- **Statements 1–9 and 13-19** use an agreement scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

- **Statements 10–12** use a frequency scale:

1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Usually, 5 = Always

If there any problems or questions regarding this research, you can contact me via:

Email: 21322048@students.uii.ac.id

Whatsapp: 081226770264

Thank you for your willingness to participate in my research. May Allah SWT bless you.

Wassalamualaikum warahmatullahi wa barakatuh

Sincerely,

Arlin

SECTION 2

Please write and choose according to your data

Email:

Name (initial):

Gender:

Batch: 2021/2022/2023

[Submit or leave option]

SECTION 3

Unveiling EFL Students' Perceptions towards Oral Corrective

Feedback and L2 Willingness to Communicate

1 = Strongly disagree.	2 = Disagree,	3 = Neutral,	4 = Agree	5 = Strongly agree.
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(1) Never	(2) Seldom	(3) Sometimes	(4) Usually	(5) Always
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Categories	Items	1	2	3	4	5
Teachers' corrective behavior	1. I want the lecturer to correct my errors in the classroom.					
	2. Lecturer should correct all the errors learners make in the classroom.					
	3. Lecturer should correct only the errors that interfere with communication.					
Explicit/implicit OCF	4. I like the lecturer to correct my grammatical errors explicitly.					
	5. I like the lecturer to correct my vocabulary errors explicitly.					
	6. I like the lecturer to correct my pronunciation errors explicitly.					
Immediate/delayed OCF	7. I like the lecturer to correct my grammatical errors immediately					
	8. I like the lecturer to correct my vocabulary error immediately					
	9. I like the lecturer to correct my pronunciation errors immediately					

Linguistic target of OCF	10. How often do you like your errors in grammar to be corrected					
	11. How often do you like your errors in pronunciation, accent and intonation to be corrected					
	12. How often do you like you errors in vocabulary usage to be corrected					
OCF types and their effect on WTC	13. Lecturer ignores the students' errors					
	14. Lecturer presents the correct response or part of the response (recast)					
	15. Lecturer points out the error, and provides the correct response (Explicit correction)					
	16. Lecturer indicates that an error occurred by nonverbal behavior, such as gestures and facial expressions by saying words such as "sorry?" (clarification request)					
	17. Lecturers repeats the erroneous utterance (Repetition)					
	18. Lecturer repeats the student's utterance up the error, and waits for self-correction (Elicitation)					
	19. Lecturer explains why the response is incorrect					