

## CHAPTER I INTRODUCTION

### A. Background of the Study

In English-speaking classes, teachers apply various methods to improve students' oral performance, such as role plays, group discussions, and presentation-based activities. Among these methods, oral corrective feedback (OCF) has been widely recognized as one of the most effective strategies to enhance students' speaking accuracy and fluency. According to Napitupulu et al. (2024), OCF helps students develop their speaking skills by providing them with immediate responses that guide them toward correct language use and equip them with the linguistic awareness necessary for improvement. Similarly, Zrair (2019) emphasizes that timely and focused feedback increases students' engagement and language proficiency, while Nhac (2021) highlights that oral corrective feedback promotes verbal precision by enabling learners to recognize and correct their speaking errors.

In the classroom context, oral corrective feedback refers to teachers' immediate responses to students' spoken errors through techniques such as explicit correction, recast, clarification request, and metalinguistic feedback. Lyster and Ranta (1997) proposed six main types of OCF that help teachers address learners' oral errors appropriately according to the context and students' proficiency levels. These types of feedback provide a systematic framework that enables teachers to choose suitable correction strategies depending on students' needs. As Azam et al. (2024) note, teachers' flexibility in applying these techniques is essential because learners' preferences and classroom culture may vary. This is particularly important in Indonesian EFL classrooms, where students' opportunities to communicate in English outside the classroom are limited. In such contexts, consistent and well-delivered oral corrective feedback supports students' development of oral proficiency and communicative competence.

Oral corrective feedback plays a vital role in speaking development because it helps learners become aware of the gap between their spoken production and the

target language norms (Lyster et al., 2013). Sun (2024) also emphasizes that OCF is a core principle in developing students' speaking competence since it enables them to identify, understand, and correct their own mistakes. Through teachers' oral feedback, students gain awareness of their linguistic inaccuracies, which helps prevent the fossilization of errors and facilitates immediate correction. Moreover, Irfani and O'Boyle (2024) argue that effective feedback strategies create classroom conditions that support learners' oral development. In addition, the way feedback is delivered also affects learners' emotions—positive and supportive feedback can enhance students' confidence and motivation (Gaffar et al., 2024). Hence, when feedback is provided in a constructive and non-threatening manner, students are more encouraged to participate actively in speaking activities and view mistakes as a natural part of learning.

Previous studies on oral corrective feedback have examined this phenomenon from different perspectives, particularly regarding teachers' practices and students' preferences. Irfani and O'Boyle (2024), for example, found discrepancies between the types of feedback teachers provided and the kinds students preferred in Indonesian-speaking classes, where teachers mostly focused on pronunciation errors while students also expected feedback on vocabulary use. Similarly, Sun (2024) explored how external pedagogical factors and learner differences influence the effectiveness of corrective feedback. In a study of Omani students, AlGhafri et al. (2023) discovered that learners preferred feedback types such as repetition and elicitation. Muti'ah and Azizah (2024) examined Indonesian postgraduate students' attitudes toward OCF during oral presentations and found a strong preference for explicit correction and metalinguistic feedback. Likewise, Paul and Al-Mamun (2024) reported that learners generally hold positive attitudes toward oral feedback and view it as helpful for improving their speaking performance. These studies collectively underline the importance of aligning feedback practices with learners' needs and contexts.

Although previous research has provided valuable insights into oral corrective feedback, few studies have specifically examined undergraduate

students' perceptions of OCF in Indonesian university speaking classrooms. Understanding these perceptions is essential because they directly influence students' engagement, motivation, and progress in oral communication (Paul & Al-Mamun, 2023). While Irfani and O'Boyle (2024) focused on Islamic senior high schools, and Muti'ah and Azizah (2024) investigated postgraduate students, there remains limited evidence on how university students perceive oral feedback within regular speaking classes. Furthermore, most studies conducted in other cultural and educational settings may not reflect the contextual realities of Indonesian EFL classrooms. As Li (2014) notes, the effectiveness of oral corrective feedback depends not only on the feedback type but also on its appropriateness to learners' readiness and learning environment. Therefore, this study aims to fill this gap by exploring students' perceptions of oral corrective feedback in English-speaking classrooms at one Indonesian university, to provide insights that may help lecturers apply more effective and contextually suitable feedback practices.

Understanding students' perceptions of oral corrective feedback becomes particularly essential in performance-based speaking contexts where emotional reactions play a significant role in shaping learning outcomes. In public speaking classes, feedback is delivered in real time and in front of peers, which means that students' responses are influenced not only by the content of the correction but also by the tone, timing, and social atmosphere surrounding it. Previous studies have highlighted that supportive feedback can enhance motivation, while poorly delivered corrections may discourage participation and limit learners' progress (Gaffar et al., 2024; Irfani & O'Boyle, 2024). Since such emotional and interpersonal dynamics have not been adequately explored among Indonesian undergraduates, there is a clear need to examine how students interpret and respond to feedback within this specific classroom environment. Gaining this understanding will help ensure that oral corrective feedback is applied in ways that truly support students' linguistic development and their confidence as speakers.

## **B. Formulation of the Problem**

The research attempted to answer the following research question: “What are the students’ perceptions of oral corrective feedback in English-speaking classrooms?”

## **C. Operational Definitions**

### **1. Students’ Perceptions**

Student perception refers to students' opinions on interpreting and understanding their learning process. This perception involves subjective views shaped by the learning environment, teacher support, and peer relationships. It also encompasses how students interpret the causes of their successes and failures, which can significantly impact their motivation for learning.

### **2. Oral Corrective Feedback**

Oral corrective feedback (OCF) refers to the feedback given by an instructor or peer during spoken language activities to address errors made by a learner. It aims to help the learner recognize and correct mistakes related to pronunciation, grammar, vocabulary, or other aspects of language use. This feedback can be given in different forms, such as explicit corrections, repetition, clarification requests, or prompts, and plays a crucial role in language learning by guiding learners toward more accurate language production.

## **D. Aim of the Study**

This study aims to explore students’ perceptions of oral corrective feedback in English-speaking classrooms at one Indonesian university, drawing on Lyster and Ranta’s (1997) framework to understand how students view different feedback types and their influence on speaking development. The findings are expected to provide insights that may help lecturers apply more effective and contextually

appropriate feedback practices based on students' preferences and theoretically informed perspectives.

## **E. Significances of the Study**

### **1. Practical Significance**

This study provided valuable insights for educators by revealing how students perceived and responded to various types of oral corrective feedback used in English-speaking classrooms. By understanding learners' perceptions, lecturers were expected to adjust their feedback practices to be more effective, supportive, and contextually appropriate for their teaching environment.

### **2. Empirical Significance**

By focusing on one Indonesian university, this study offered empirical evidence regarding students' perceptions of oral corrective feedback within an authentic classroom context. The findings helped fill a gap in the literature by presenting students' viewpoint-based responses to existing feedback practices, which could serve as a reference for future research on oral corrective feedback in similar EFL settings.