

## EXPLORING CLASSROOM ORAL CORRECTIVE FEEDBACK: STUDENTS' PERCEPTIONS AND TEACHERS' PREFERENCES AT SMA NEGERI 4 KOTA KUPANG

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KEYWORDS	ABSTRACT
<i>EFL students' perceptions, EFL teachers' preferences, Oral Corrective Feedback (OCF), Speaking skill,</i>	This study explores EFL students' perceptions and teachers' preferences regarding the use of Oral Corrective Feedback (OCF) in English-speaking instruction. A qualitative phenomenological design was employed. Data were collected through classroom observations and in-depth interviews with teachers and students at SMA Negeri 4 Kota Kupang and analysed using thematic analysis. Students perceive OCF as essential for improving speaking skills, especially pronunciation, grammar, and vocabulary. They prefer explicit correction, recasts, and metalinguistic feedback, while clarification requests are viewed as confusing and anxiety-inducing. Teachers also consider OCF important, mainly using explicit correction and metalinguistic feedback after students finish speaking to maintain communication flow. The findings reveal both similarities and differences between students' and teachers' views on OCF. These differences highlight the need for open communication and flexible feedback strategies to maximize the effectiveness of OCF in EFL speaking instruction.
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### INTRODUCTION

English as a Foreign Language (EFL) refers to the teaching and learning of English in countries where English is not the primary language of communication. In EFL classrooms, the main objective is to develop students' language proficiency so that they can communicate effectively in academic, professional, and international contexts. Achieving this objective requires teachers to implement appropriate instructional strategies that address students' learning needs and characteristics. Various approaches, such as Problem-Based Learning, e-learning platforms, and motivational teaching strategies, have been adopted to enhance language learning. Among the many factors influencing students' learning outcomes, motivation plays a particularly important role. Motivated learners tend to participate more actively, think more positively, and demonstrate greater persistence in learning English (Alshenqeeti, 2018). Therefore, teachers are encouraged to create supportive learning environments by providing meaningful learning experiences, positive feedback, and materials relevant to students' interests and experiences.

In addition to selecting appropriate teaching strategies, teachers play a crucial role in facilitating language learning. Beyond delivering instructional content, teachers serve as facilitators, motivators, and language

models who help students develop both linguistic competence and confidence in using English (Buchari, 2018). They are expected to provide meaningful learning experiences while encouraging students to become active participants in the learning process. Likewise, students are not merely passive recipients of knowledge but active learners who construct their own understanding through participation, practice, and reflection (Darmodihardjo, 1983). Effective English learning, therefore, depends on the collaborative roles of both teachers and students.

Among the four language skills, speaking is widely regarded as one of the most essential because it enables learners to express ideas, exchange information, and communicate effectively in real-life situations (Parveen, 2016; Zaremba, 2012). In EFL classrooms, speaking activities also provide teachers with opportunities to assess students' mastery of pronunciation, grammar, vocabulary, and sentence structure. However, because speaking requires learners to produce language spontaneously, errors frequently occur. Such errors are a natural part of language acquisition and indicate that learners are actively developing their interlanguage rather than simply failing to use the language correctly.

To help students improve their speaking accuracy, teachers commonly provide corrective feedback during classroom interaction. Among various forms of feedback, Oral Corrective Feedback (OCF) has received considerable attention in second language acquisition research. Ellis (2013) defines corrective feedback as responses to learners' utterances containing errors, while Aljaafreh and Lantolf (1994) describe it as a negotiated and graduated process that supports learners in achieving self-correction. Various types of OCF have been identified, including explicit correction, recasts, clarification requests, elicitation, and metalinguistic feedback (Lyster & Ranta, 1997). Previous studies have demonstrated that OCF can help learners recognize their errors, improve linguistic accuracy, and prevent the repeated production of incorrect language forms. However, its effectiveness depends not only on the type of feedback provided but also on how learners perceive and respond to it.

Research has shown that teachers and students often hold different preferences regarding the use of Oral Corrective Feedback. Teachers may prefer explicit correction because it clearly identifies the error and provides the correct language form, particularly when instructional goals emphasize linguistic accuracy (Lyster & Ranta, 1997). In contrast, students' preferences are influenced by factors such as confidence, anxiety, previous learning experiences, and classroom environment. While many learners appreciate corrective feedback because it helps them identify and correct their mistakes, others may feel embarrassed or discouraged when errors are corrected publicly, especially if the feedback is delivered in a direct or overly critical manner (Putri, Wardana, & Joni, 2024). Consequently, a mismatch between teachers' feedback practices and students' preferences may reduce the effectiveness of corrective feedback and influence students' willingness to participate in speaking activities (Ellis, 2013).

Although numerous studies have investigated the effectiveness and types of Oral Corrective Feedback, relatively few have examined whether teachers' preferences for providing OCF align with students' preferences for receiving it in EFL speaking classrooms. Understanding these perspectives is essential because effective feedback should not only address linguistic errors but also support students' confidence and motivation to communicate. Therefore, this study aims to explore teachers' and students' preferences regarding the use of Oral Corrective Feedback in EFL speaking classes. By comparing the two

perspectives, this study seeks to provide insights to help teachers implement pedagogically effective corrective feedback strategies while remaining responsive to students' learning needs.

## METHOD

This study employed a qualitative, phenomenological design to explore EFL students' perceptions and teachers' preferences regarding the use of Oral Corrective Feedback (OCF) in English-speaking classes. Phenomenology focuses on understanding participants' experiences and how they interpret those experiences (Moran & Dermot, 2000). The research was conducted at SMA Negeri 4 Kota Kupang. Data were collected through classroom observations and semi-structured interviews. Classroom observations were used to examine how teachers provided OCF and how students responded during speaking activities. Interviews were conducted to gain a deeper understanding of participants' opinions and experiences (Dörnyei, 2007). Purposive sampling was used to select participants based on specific criteria (Sugiyono, 2017). The participants included one English teacher with more than two years of teaching experience and twenty Grade XI-D students who had received OCF during English-speaking lessons and agreed to participate in the study. The interview questions were adapted from Bao and Wang (2023) and modified to fit the research objectives. The collected data were analyzed using thematic analysis proposed by Braun and Clarke (2006), which includes familiarizing oneself with the data, coding, identifying themes, reviewing and defining themes, and reporting the findings.

## FINDINGS AND DISCUSSION

### Findings

#### EFL student's perceptions

In this section, the focus of the discussion will be on students' perceptions of the oral corrective feedback (OCF) they receive during the English learning process; therefore, to gain a more thorough understanding, the findings from the data were elaborated into several themes that have been compiled based on an in-depth analysis of the interviews and classroom observations. Each theme highlighted important aspects of students' perception of OCF. (See figure 1).

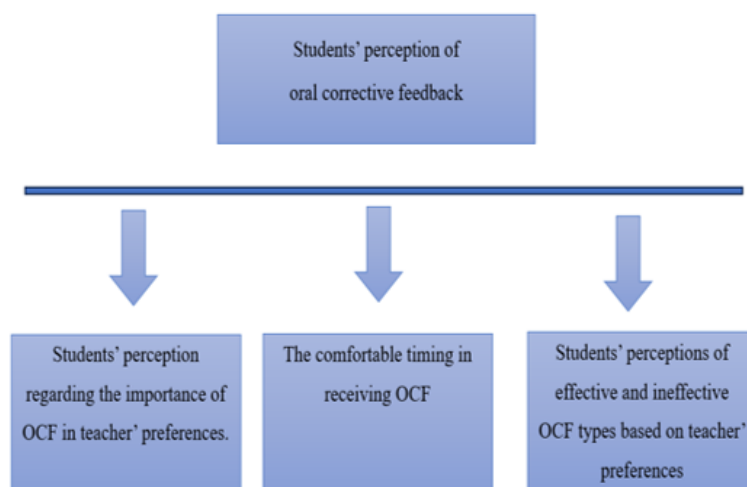


Figure 1. The result of students' themes generated

***Students' perception regarding the importance of OCF in teachers' preferences***

Based on students' perceptions, OCF given according to the teacher's preferences is considered important for sharpening their English-speaking skills. Students believe that OCF is very beneficial in the learning process, as they expressed in the following statements:

"I think it's important because, if we speak in English, maybe if something is wrong, we can correct it. Because if we get one word wrong, it can affect the meaning that we give." (Group discussion 1, participant 1)

"I think it is important, because it is part of the process of learning English. We are in a learning phase, so it is very important because not all humans are perfect and there are mistakes. So where here, Corrective feedback, can help us by knowing, whatever we don't know." (Group discussion 1, participant 5)

This theme also explores students' views on who is considered appropriate to provide OCF to them in order to improve their English skills. With the following statements:

"Everyone can. Everyone can do it, whether it's a teacher, whether it's a peer, whether it's anyone." (Group discussion 1, all participants).

"So I think it's all, all can be. Teacher, friend, it can be because maybe we can, maybe when we're not with the teacher, maybe friends, maybe when we're learning or studying together, maybe friends can give us corrections, and when we're with the teacher, the teacher can give us corrections" (Group discussion 2, participant 3).

Based on the interview results, most students showed an open attitude towards oral corrective feedback (OCF) from both the teacher and classmates. This positive attitude was also evident in classroom observation results, where students seemed to accept corrections from various parties without showing rejection or discomfort. In fact, in some situations, students seemed enthusiastic about asking the teacher or their friends for corrections. The following are the reactions shown by students:

- Students were quite panicked during the presentation, but the situation was resolved with the help of a friend who provided OCF.
- Students asked their classmates for OCF when they felt confused.
- Students felt confused and asked the teacher for OCF again.

In this theme, it was also found that students' perceptions of OCF, based on teachers' preferences, could improve various aspects of English, such as grammar, pronunciation, and vocabulary, which students considered important to be corrected by the teacher. With the following statements:

"In my opinion, all, the correction can be all, the correction can be thorough because then we can understand the details, all the small details, whatever it is about pronunciations, grammar, lack of words, lack of letters, lack of language, I think the whole thing is more important." (Group discussion 1, participant 5).

"Me too, I'm actually open to correction, because it's like anything else, English does have differences in writing, in speaking, pronouncing, so it must be corrected, even the smallest thing has an impact." (Group discussion 1, participant 3).

### ***The comfortable timing in receiving OCF***

In this theme, students expressed their perceptions regarding the appropriate timing for receiving OCF based on the teacher's preferences. Students had diverse views on the most suitable time to receive OCF, and three key findings emerged from the interviews: when speaking, after speaking, and based on teacher preferences. By saying:

When speaking:

“Corrected immediately. (while speaking)” (Group discussion 1, all participants).

“Maybe if I myself when speaking, I mean if for example I speak, maybe there are pronunciation mistakes or something, maybe teacher can immediately tell me so that I can correct it for the next words.” (Group discussion 2, participant 3).

“For me, I prefer to get corrective feedback from the teacher when I am still speaking. So that I am immediately corrected directly, so that I immediately correct what is wrong.” (Group discussion 3, participant 2).

#### Finished speaking:

“For myself, I prefer after finishing speaking, because besides we are more polite the teacher gives us what is called correction, in my opinion also after finishing speaking it is more relieved. So when, for example, we cut in the middle, we don't go blank or forget. But after we finish speaking, we enjoy it more, because we can reflect more on what we have talked about, and maybe the next presentations we can improve to be even better.” (Group discussion 2, participant 5).

“In my opinion, I prefer when I'm done. I really don't like it when... When I'm talking, I'm cut off.” (Group discussion 3, participant 3).

#### Teacher preferences:

“For myself actually, there is no problem. The point is, if the goal is good, with good delivery, I just accept it.” (Group discussion 1, participant 4).

### ***Students' perceptions of effective and ineffective OCF types based on teachers' preferences***

This theme focuses on students' perceptions of receiving OCF based on teachers' preferences, as well as the types of OCF that teachers consider most and least effective. With the following statements:

#### Most effective:

“The one for explicit correction. If the teacher tells us directly, we can immediately know and remember. Then if the second one is the metalinguistic feedback, well this is also like my friend said, we can immediately remember, we can also be able to feel to remember what is wrong, so we also indirectly become more able, more remember.” (Group discussion 2, participant 3).

“For myself, I personally prefer or find effective the recasts and meta linguistic feedback, so after, I say, pronunciation, or grammar, showing the wrong, the teacher will immediately give the correct one, after I finish speaking, then the teacher will explain, why it was giving the correction, because of what, the pronunciation too, but I also know, why it has to be like that, the form like that” (Group discussion 1, participant 4).

“The most effective according to me is recast, because students are different (different levels) so some cannot accept mistakes so it's better to immediately tell the correct form, without mentioning which one is wrong” (Group discussion 1, participant 3).

#### Less effective:

“The least effective one in my opinion is the clarification request. Sometimes for myself, I sometimes like to go blank if I'm asked sorry, what does it mean or can it be repeated, well that's what's wrong, what's wrong” (Group discussion 2, participant 2).

“The uncomfortable one is the clarification request, because instead of asking again, what is our mistake, it is better to immediately correct it, rather than having to ask again.” (Group discussion 1, participant 1).

“Clarification request is less effective because this is really sudden and the impression is like judging so we are talking and suddenly immediately what does it mean with a challenging expression, in my opinion and clarification requests, especially if we are already prepared and then the miss asks us to repeat what we said with a more correct

one, it will definitely make us more confused, blank and so on, this clarification request, in my opinion, is not okay.” (Group discussion 2, participant 4).

### **EFL Teachers' Preferences**

In this section, the discussion focuses more on teachers' preferences for giving oral corrective feedback (OCF) during the English learning process. Understanding teachers' preferences is very important because teachers' decisions when giving OCF help students improve their English skills. The data obtained from interviews and classroom observations are analyzed in depth and then organized into several main themes. Each theme highlighted important aspects of teachers' preferences. (See Figure 2).

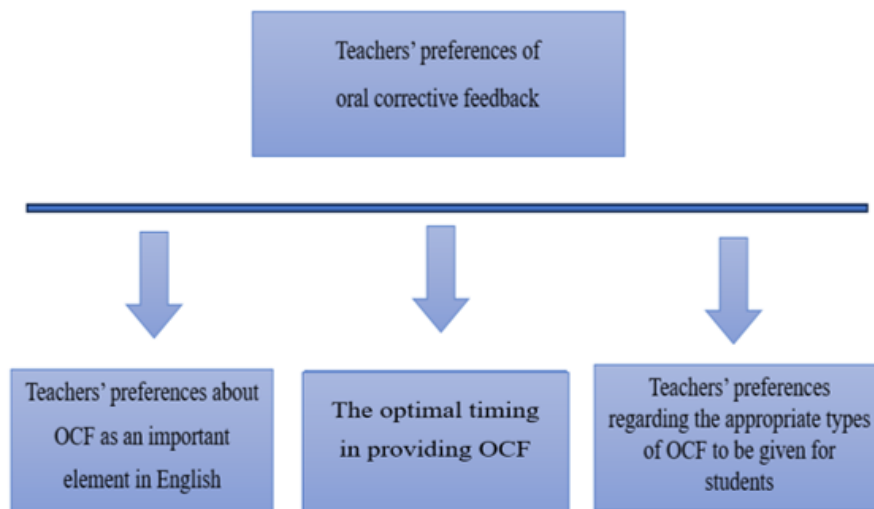


Figure 2. The result of the teachers' themes generated

In this section, the focus of teacher preferences is specifically on oral corrective feedback rather than written correction. This emphasis aims to explore how teachers respond to students' speaking errors during direct classroom interactions.

#### ***Teachers' preferences about OCF as an important element in English***

Teachers' preferences regarding the importance of Oral Corrective Feedback (OCF) for students indicate that OCF is considered a crucial tool in the English learning process. The teacher believes that OCF serves as a reminder of the mistakes students make during learning, while also giving them the opportunity to improve themselves and avoid repeating the same mistakes in the future.

By saying:

“For me, yes, usually it's after he finishes speaking, after he finishes speaking, I give an explanation directly to him, and automatically, automatically, the whole class also knows his mistake, so it's not only him who corrects, but the other children are the same too” (Teacher)

This theme also explains that when teachers provide OCF, it must align with the learning objectives set in the classroom and should not be given randomly during the lesson. It also emphasizes that teachers carefully consider the differences in students' abilities. With the following statement:

“Adjusted to the learning objectives. Because if it's tailored to each one, it will be confusing, we've taught what, we happen to give this, but I think it's better to be tailored to the learning objectives” (Teacher)

“Yes, there's still a difference. I mean, students have different levels of understanding. So maybe for the more capable students, when we give feedback once, they immediately understand. But for the less proficient ones it's not that they can't, they just have more difficulty understanding it takes two or three rounds of feedback. They'll remember it eventually, but they need more time.” (Teacher)

### ***The optimal timing in providing OCF***

This theme also describes the teacher's preferred timing for providing feedback, focusing on when the teacher chooses to correct students during instruction. With the following statements:

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### ***Teachers' preferences regarding the appropriate types of OCF to be given to students***

This theme examines teachers' preferences for providing the most appropriate types of OCF for students, focusing on the types most frequently chosen and considered most effective, as well as those perceived as less effective to give to students in an EFL class. With the following statements:

Most effective:

“For me, the one I use the most is explicit correction. After that, I think metalinguistic feedback comes next. Those are the ones I mostly use.” (Teacher)

“Actually, they are all good. Clarification request is also good because it allows students to explore their abilities” (Miss Maya)

Less effective:

“The fifth one, I think (elicitation)? Where the teacher gives a hint so the student can correct themselves, like by pausing or asking a question. Sometimes even when we have... they don't realize it's a mistake.”(Teacher)

## **DISCUSSIONS**

Based on the analyzed data, it can be concluded that the majority of students perceive Oral Corrective Feedback (OCF) as an essential element in learning to speak English. That corrective feedback on language errors, especially in pronunciation, grammar, and vocabulary, is very helpful in improving speaking skills and preventing repeated mistakes. Regarding the timing of OCF, students' views vary: most feel comfortable receiving OCF while speaking so they can immediately fix their mistakes, while others prefer to be corrected after they finish speaking to avoid losing concentration. In addition, students

show an open attitude toward receiving corrections from anyone, whether from teachers or peers, as long as the feedback is well-intentioned and properly delivered. Students also believe that all aspects of the English language are worth correcting, as even minor mistakes can affect meaning. In terms of OCF types, students mostly prefer explicit correction, recast, and metalinguistic feedback because these are considered direct, clear, and easy to understand. On the other hand, clarification requests are considered the least effective, as they often cause confusion, panic, and discomfort, especially when delivered abruptly.

Based on the analysed data, it can be concluded that teacher preferences for Oral Corrective Feedback (OCF) highlight it as an important component in the English learning process, as it serves as a reminder for students about the mistakes they make and encourages continuous improvement. Teachers tend to provide OCF after students finish speaking to avoid disrupting their train of thought and to benefit the entire class. The delivery of OCF is adjusted to align with the learning objectives and students' levels of understanding and is therefore not delivered randomly. Teachers are also open to involving various parties in providing feedback, including peers, as long as it supports the learning goals. In terms of types, teachers more frequently use explicit correction and metalinguistic feedback, as these are considered the most effective. Although students are less inclined to request clarification, teachers view it as beneficial because it can encourage students to explore their abilities. Meanwhile, types like elicitation are considered less effective because students often do not realize they have made a mistake. Overall, OCF is believed to have a positive impact on students' English skills, although the improvement occurs gradually. Based on the data analysis of EFL students' perceptions, the majority of students view Oral Corrective Feedback (OCF) as an important part of learning English. They feel that OCF helps them correct errors in pronunciation, grammar, and vocabulary. Most students are comfortable receiving corrections while speaking, as it allows them to fix their mistakes immediately. However, some students prefer to be corrected after finishing their speech to stay focused on conveying their ideas. The types of feedback they value most are explicit correction, recast, and metalinguistic feedback, as these are seen as clear and easy to understand.

Based on the data analysis of teachers' preferences, teachers also consider OCF an essential element in the speaking learning process, as it helps remind students of their errors and encourages continuous improvement. In practice, teachers tend to provide feedback after students finish speaking to maintain the flow of communication and allow the entire class to benefit from the correction. The choice of feedback type and timing is adjusted based on the learning objectives. Teachers also frequently use explicit correction and metalinguistic feedback, as they believe these methods are effective in helping students understand their mistakes.

The similarities and differences between students' perceptions and teachers' preferences show that both students and teachers agree that OCF is important and beneficial for improving speaking skills. However, there are differences in the timing of feedback. Students generally prefer immediate correction, while teachers tend to give feedback after students finish speaking. They also share similar preferences regarding the types of OCF used, particularly explicit correction and metalinguistic feedback, but students find clarification requests confusing and anxiety-inducing, whereas teachers see them as a way to encourage students to think more critically and explore students' ability in English. These differences

indicate that the effectiveness of OCF depends greatly on the alignment between students' perceptions and teachers' preferences, making open communication between the two essentials to creating a more effective teaching and learning process.

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