
High-School Students' Beliefs about Oral Corrective Feedback in EFL Classroom: A Survey Study

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Abstract

Making errors is a typical occurrence for learners who learn English as a foreign language. Errors that occur might interfere the communication if not immediately corrected. It is debatable whether what kind of error should be corrected and who has more right to give oral corrective feedback (OCF). Therefore, this study aims to investigate students' beliefs about the target and source of OCF. This is a survey study with 226 students from senior high school joining as the respondents. This study used an instrument of students' beliefs about target and sources of OCF from Ha and Nguyen (2021). There were 17 items divided into 2 aspects (i.e., target and sources of errors). The data were then analyzed by using descriptive statistics. In conclusion, students believed that all forms of errors, particularly those affecting communication, should be corrected. Moreover, this study also discovered that students wished their teachers had provided them an opportunity to practice offering feedback to each other and to encourage self-correction because it was beneficial. The result showed that students were positive in receiving all kinds of errors to be corrected and showed that teacher is not the only one who can provide feedback to them.

Keywords: EFL High School Students, Oral Corrective Feedback, Students' belief

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1. Introduction

Making errors is something unavoidable in learning, especially for learners who learn English as their foreign language. Having errors indicates that students tend to be active in the learning process, which is also showing their attempt to communicate in a new language (Amalia *et al.*, 2019). When making errors, students need feedback and correction for the betterment of their learning process. Feedback may come from teachers, peers, or even self-correction from the students themselves. Of the several types of feedback, oral corrective feedback or direct feedback to students will be the focus on this research. Students believe that oral corrective feedback can significantly influence their ability to learn performance (Irawan & Saliya, 2017). In EFL context, oral corrective feedback not only assists students in comprehending lessons but also assists them in becoming more familiar with the second language they are learning and, finally, acquiring the target language (Amalia *et al.*, 2019). A study about oral corrective feedback is crucial to be conducted, especially the one focusing on which error should be corrected and who provides error correction, because this feedback could lead the students to get better results. This target of corrective feedback or decisions regarding which errors should be corrected is a critical pedagogical concern (Ha & Nguyen, 2021).

A number of studies have been conducted in terms of students' beliefs about oral corrective feedback. One of them is Ha and Nguyen (2021) who found that students were happy to accept oral corrective feedback (CF) for a variety of errors, particularly small errors that had no impact on their ability to communicate effectively. Furthermore, learners prefer teacher correction to self-correction or peer-correction as sources of corrective feedback, while believing that self-correction was helpful for their learning and wanted their lecturers to advise them on how to use peer-correction and self-correction (Ha & Nguyen, 2021). According to the results of the study conducted by Amalia *et al.* (2019), male students choose explicit correction since it is the simplest method to understand the error and correction properly. On the other hand, female students prefer recast and metalinguistic feedback since recast discourages them and metalinguistic feedback can encourage them to think critically under the lecturer's guidance (Amalia *et al.*, 2019). Furthermore, Zhu and Wang (2019) showed that participants had an overall good attitude toward oral CF, and they preferred immediate CF over delayed CF and output-prompting CF over input-providing CF, according to the findings. Learners were also fairly optimistic about the effectiveness of uptake and peer correction. Moreover, Sakiroglu (2020) revealed that 90% of the students wanted all types of errors corrected when speaking. The large percentage of learners reported that they would prefer to be corrected after completing their turn in a polite and friendly manner. The

findings from these previous studies will later be related to the findings of this present study as we as researchers also attempt to figure out the types of errors and sources to correct errors.

Most of the previous studies conducted research about oral corrective feedback in EFL context (e.g. Irawan & Salija, 2017; Zhu & Wang, 2019; Amalia et al., 2019; Sakiroglu 2020; Ha & Nguyen, 2021), however few of them have done it in the Indonesian EFL high school students' context. Therefore, the current researcher will now examine student beliefs about oral CF in Indonesian EFL high school students. Therefore, a study investigating high-school student's beliefs about oral corrective feedback in Indonesia is urgent to be conducted. This study will be helpful conceptually and practically for the following parties. Conceptually, this study is expected to help other researchers as a reference for further research. Practically, for teachers in knowing the target and source of OCF according to students' beliefs so that the teachers can better prepare a strategy to provide OCF. This research attempts to answer the following question: *What are the high-school student's beliefs about oral corrective feedback in EFL context?*

2. Literature Review

2.1. Oral Corrective feedback (CF)

Several studies have revealed the definition of feedback. Kluger and Denisi (1996) define feedback as information given to someone on their performance. Furthermore, Hattie and Timperley (2007) describe feedback as a teacher correcting a student's error, a peer's aid to a partner. Moreover, feedback refers to instructor or peer responses to learners' mistakes (Ha & Nguyen, 2021). To conclude, feedback is information the person who perceives someone's performance offers.

Previous research has also examined five various types of oral feedback given by teachers in EFL classes. Those types were evaluative feedback, descriptive feedback, corrective feedback, interactional feedback and motivational feedback (Irawan & Salija, 2017).

The first is evaluative feedback which refers to any kind of assessment of a student's work or performance. Tunstall and Gipps (1996) categorized evaluative feedback into four categories: praising, criticizing, disapproving, and rewarding. According to Hargreaves et al. (2000), descriptive feedback provides detailed information on a student's strengths and weaknesses, as well as strategies for growth. Tunstall and Gipps (1996) divided into two sections: identifying achievement and improvement; and constructing achievement and the path forward.

Interactional feedback includes a statement that helps students improve their language production (Gracia, 2005). They include rephrasing learners' responses, adding detail, making comments, and repeating them. These methods were discovered to encourage learners to keep speaking.

Teachers might employ praise and comments of encouragement or optimism in their motivational feedback. Demonstrations of care for students were used to demonstrate teachers' acceptance of what students will perform (Mackiewicz & Thompson, 2013).

A reaction to a learner's error is called as corrective feedback (Ellis, 2006). Lyster and Ranta (1997) classified corrective feedback into recast, explicit correction, elicitation, metalinguistic feedback, and repetition. In terms of corrective feedback, the target can be described as what kind of errors should be corrected are of a crucial pedagogical issue, and source is who should be the feedback providers (Ha & Nguyen, 2021).

This research will only focus on oral feedback because oral feedback is an effective and efficient feedback modality. Furthermore, it also has a positive effect on students and has no negative implications. The students generally responded positively to oral feedback. Some students noted that oral feedback was uncomfortable. Considering this, they recognized its positive impact on the outcome of their job (Irawan & Salija, 2017). Of the several types of oral feedback, this study will only focus on the type of oral corrective feedback (OCF).

2.2. Students' Beliefs about Oral CF

Mantle-Bromley (1995) proposed that learners' beliefs of the importance and effectiveness of feedback appeared to have a beneficial impact on their ability to notice the provided adjustments, paving the way for a more productive and long-lasting learning experience. Ha and Nguyen (2021) explain students' beliefs about the target of OCF include the condition when the students had positive feelings about getting OCF to all kinds of errors. Several researchers have looked into students' beliefs of OCF sources. For example, Schulz (1996) discovered that just in small group projects, 15% of Columbian university EFL learners and 13% of US foreign language learners choose peer correction.

Researchers have also developed instruments to measure EFL students' beliefs about OCF. First, Zhu and Wang (2019) revealed there were 44 items in the belief part of the questionnaire which are divided into 7 dimensions (i.e., general attitude toward CF, CF timing, output-prompting CF, uptake, input-providing CF, peer CF, gravity of errors) on a six-point Likert scale; and a background information section containing ten items.

Moreover, Ha and Nguyen (2021) developed a questionnaire and an interview protocol for students. There are 17 items and two dimensions (i.e., target and sources) of OCF. Target (what error should be corrected) and source (who should be the feedback providers).

Irawan and Salija (2017), investigated Teachers' oral feedback in EFL Classroom interaction. This study aimed to examine the varieties and ways of oral feedback utilized by teachers in EFL classroom interactions. This study was carried out at an Indonesian senior high school. The descriptive qualitative research methodology was used. 12 students and 2 English teachers served as the study's subjects. The research's instruments included interviews, field notes, and audio recordings. The method used to select them was purposive

sampling. The teachers were selected because they regularly provided students with oral feedback. These teachers have a minimum of ten years of teaching experience. The selection of students was based on their high levels of involvement and academic proficiency.

Amalia et al. (2019), investigated male and female students' preferences on the oral corrective feedback in English as a foreign language (EFL) speaking classroom. This study aimed to see how male and female students thought about the six types of oral corrective feedback (OCF). One lecturer and 39 university students (11 male and 28 female students) from Indonesia participated in the study. This study uses a qualitative method. The observation was carried out to learn about the six varieties of OCF used in speaking class, and the interview was conducted to learn about the students' preferences for OCF. The observation's findings indicate that the lecturer primarily uses explicit correction to fix the students' mistakes. The interview's findings then show that male students prefer explicit correction since it is the form that makes it easy for them to understand the error and correction.

Zhu and Wang (2019), investigating EFL students' beliefs about OCF was given to 2670 Chinese EFL students. These students come from 15 universities in 14 provinces and cities in China. The participants' ages ranged from 16 to 26, with a median age of 18.95. Regarding every learner, descriptive statistics were determined for the seven factors: Factor 1 presents the descriptive data named 'general attitude toward CF,' which included nine items assessing students' readiness to accept corrective feedback. These college students from China were excited about oral error correction, as evidenced by their high approval rate and mean rating. Factor 2, was named 'CF timing'. There were three things on the list relating to appropriate timing for receiving correction feedback with only around a third of participants indicating that delayed CF is effective. The third aspect was named as output-prompting CF'. The majority of learners have a favorable opinion of output-prompting CF. Factor 4 was designated as "uptake", an investigation factor, and it contained five tasks that looked at how students responded after receiving error correction. In general, they are likely to rephrase the proper form. 'Learners' generally positive perspectives on input-providing CF were indicated in the fifth factor. The sixth component, labeled 'peer CF,' included three measures designed to test learners' perceptions of peers' involvement even if the majority of participants thought that peer correction is a good error corrector. Factor 7 was labeled 'gravity of errors' since it featured seven items that investigated learners' CF attitudes regardless of the severity of errors. Even if the errors were minor, the vast majority of participants preferred to be corrected.

Furthermore, Ha and Nguyen (2021) examined the relationship among the teacher and student beliefs about the perfect OCF targets and sources. This research was carried out in secondary EFL contexts in Vietnam. The research was undertaken in a central Vietnamese region at four public high schools (grades 10–12). The study's participants were chosen from

the first 250 students who returned their authorized forms. There were 98 males and 152 females among the students; all were between the ages of 15 and 17. The teachers that took part in the study were 24 EFL teachers with a collective teaching background ranging from 10 to 21 years ($M = 15.8$ years). There were twenty-three females and one man in the group. All of the items in the target of the OCF questionnaire got a mean score of over 4.0 out of 5.0. Errors affecting communication, general errors and errors that are relevant to the lesson's topic were the three types of errors that received the highest ratings. Regarding the source of OCF, the two questions about self-correction effectiveness had high average ratings ($M = 3.99$ and 3.97 , respectively). In addition, the question addressing students' desires to be trained in self-correction and peer correction obtained the highest average score 4.03. Students preferred teacher correction above Teacher error recognition for peer correction ($M = 3.19$) and teacher error recognition for self-correction ($M = 3.45$). Surprisingly, the question requesting students' opinions on peer correction without the teacher highlighting error obtained a low-level acceptance rating ($M = 2.49$). Furthermore, the notion that "self-correction or peer correction has greater advantage than teacher correction" is incorrect according to Ha and Nguyen (2021).

3. Method

This study identifies high school students' beliefs about oral corrective feedback in EFL classrooms. This case is a critical pedagogical concern, especially in EFL learners' Indonesian context. This study is quantitative research and employs the survey method. The researchers used a questionnaire to collect the data, developed by Ha and Nguyen (2021). Furthermore, the questionnaire explained high school students' beliefs about oral corrective feedback; particularly on the target and sources. Students have been given questionnaires via the online platform Google Form.

3.1. Population

Population refers to all individuals or units of interest (Hanlon & Larget, 2011). Senior high school students made up the study population in this study. There are around 245 students from 7 classes in one public senior high school in Sleman, Yogyakarta. The researchers selected students in grade 10 to participate in the study because they are in the phase of comprehending the relevance of the learning feedback. Furthermore, they generally responded well to oral corrective feedback. We gained access to this site since one of the researchers did a teaching internship at this school. We have been granted the permission to collect the data by first asking the English teachers to share a questionnaire in their classes. Regarding the consent from the students, we put three parts in the questionnaire: A) informed consent, B) identity, and C) items questionnaire asking about OCF. In part A, the researchers directly mentioned a statement stating that all the demographic data in part B (such as names, email addresses, grades, and mobile phone numbers) were all confidential and were used for research purposes only. At the end of the statement, respondents were given two options, i.e.,

‘willing’ or ‘unwilling’ to join the study. Once they chose the ‘unwilling’ option, they would directly go to the ‘Submit’ button and no need to continue filling in the questionnaire.

3.2. Sample

The sample is part of the individuals in a population (Hanlon & Larget, 2011). In terms of determining samples, the researchers used non-probability sampling techniques, especially convenience sampling. Instead of selecting a sample from a formal randomized process, it is better to choose people who are easily available (Hanlon & Larget, 2011). Convenience sampling is based on the availability and practicality of collecting the elements. Furthermore, it helps to accelerate research and allows us to do it more quickly and save cost. With the total number of populations 245, therefore, this research required around 150 students as calculated by Sample Size Calculator.

3.3. Instrument

This study used an instrument called Students beliefs about target and sources of OCF developed by Ha and Nguyen (2021). The questionnaire consists of 17 items and a 5-point Likert scale to respond to the statement, ranging from "Strongly disagree" to "Strongly agree", (1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree). In the previous research, while developing the questionnaire, Ha and Nguyen (2021) ensured the validity of the instrument by pilot study with the three teachers and five students from one of two schools. Also, all items were revised through several meetings and discussions, and the questionnaire was translated by the first author in consultation with two bilingual equivalents (Vietnamese and English) to ensure correctness and subtlety in the translation of the surveys. After the pilot study's analysis, several problematic items were eliminated to improve scale reliability. In the previous study from Ha and Nguyen (2021), it was revealed that the overall Cronbach's alpha value for the questionnaire was 0.85, and the Cronbach's alpha for the CF source group and the CF target group were 0.714 and 0.703, respectively. This indicates that the instruments' internal consistency was acceptable. The researchers have also calculated reliability using SPSS. Out of 2 factors which consist of 17 items has a reliability value of Cronbach's alpha .849, which means all items are reliable. The data were analyzed by using descriptive statistics measuring mean score, frequency, and standard deviation. All of those analyses have been done by using SPSS and Microsoft Excel.

4. Finding and Discussions

4.1. Overall Findings

The questionnaire contains 17 questions intended to assess high school students' beliefs about what kind of errors should be corrected and who should be the feedback providers. The questions are divided into two groups (i.e., target and sources). The results of the current research were summarized in the chart below based on the descriptive statistical analysis conducted using SPSS:

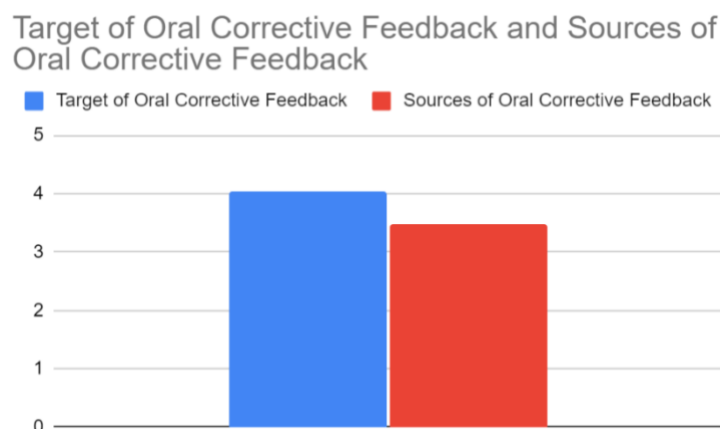


Figure 1. Result of Target and Sources of Oral Corrective Feedback

According to the overall results, the target of oral corrective feedback got the highest score ($M=4.03$) while the sources of oral corrective feedback received the lowest score ($M=3.49$). From this result, it can be seen that respondents of this research tend to pay attention to the types of errors that should be corrected rather than who should be the feedback providers.

4.1.1. Target of Oral Corrective Feedback

The table below has four sections, the first of which is the questionnaire statement. The second column, N, indicates the total number of people who finished the questionnaire. Third, the M represents the mean of the respondents' answers. The last item is the standard deviation (SD) linked with the M value. The average of the first section of the questionnaire, based on the questionnaires submitted by respondents, is presented in the table below:

Table 1. Descriptive Statistics of Target Oral Corrective Feedback

| Statements | N | Mean | Std Deviation |
|--|-----|------|---------------|
| 1. The errors that impede communication are the most important and worth correcting. | 221 | 4.22 | .699 |
| 2. All errors should be corrected. | 221 | 4.14 | .966 |

| Statements | N | Mean | Std Deviation |
|---|-----|------|---------------|
| 4. The errors that students make frequently are the most important and worth correcting. | 221 | 4.14 | .737 |
| 3. Some errors do not impede communication, but it is necessary to correct them. | 221 | 4.12 | .806 |
| 5. The errors related to the focus of the lesson are the most important and worth correcting. | 221 | 4.02 | .809 |
| 6. Some errors are not common in the class, but when they occur, they need to be corrected. | 221 | 4.00 | .723 |
| 7. Some errors are not related to the focus of the lesson, but they need to be corrected. | 221 | 3.58 | .841 |

Based on Table 1, it was revealed that the question number 2 "The errors that impede communication are the most important and worth correcting" ($M=4.22$, $SD=.699$) and number 1 "All errors should be corrected" receives 2 highest score ($M=4.14$, $SD=.966$). Based on the highest score, it is claimed that the errors influencing communication are the most important to be corrected.

In addition, the two lowest score is in question number 6 "Some errors are not common in the class, but when they occur, they need to be corrected" ($M=4.00$, $SD=.723$) and 7 "Some errors are not related to the focus of the lesson, but they need to be corrected" ($M=3.58$, $SD=.841$). Moreover, the lowest score indicated that although some mistakes in the class are uncommon, they must be corrected when they do and some errors are unrelated to the lesson's topic, but they must be corrected.

4.1.2. Sources of Oral Corrective Feedback

The table below shows the average of the questionnaire's second part. Based on questionnaires provided by respondents:

Table 2. Descriptive Statistics of Sources Oral Corrective Feedback

| Statements | N | Mean | Std Deviation |
|---|-----|------|---------------|
| 17. I want my teacher to train me and my classmates to provide feedback to each other. | 221 | 4.21 | .778 |
| 11. My teacher should encourage students' self-correction because it is helpful for them. | 221 | 3.97 | .886 |
| 15. If I correct my errors by myself, it will be useful for my learning | 221 | 3.91 | .910 |
| 10. My teacher should point out my errors so that I can correct them by myself. | 221 | 3.89 | .851 |
| 13. I want my classmate to point out my errors. | 221 | 3.53 | .932 |
| 12. My teacher should point out my errors so that my classmate can correct them. | 221 | 3.40 | 1.060 |
| 14. I want my classmate to correct my errors without my teacher pointing them out. | 221 | 3.25 | .867 |
| 16. Self-correction or peer correction is more beneficial than teacher correction. | 221 | 3.01 | 1.029 |
| 8. My teacher should be the one who gives me feedback on my errors. | 221 | 2.93 | 1.183 |
| 9. My teacher should be the one who gives me the correct forms of my errors. | 221 | 2.80 | 1.140 |

The majority of students indicated in the source of oral corrective feedback that they would like their teacher to train them and their classmates to give feedback to each other. The highest result is from question number 17, "I want my teacher to train me and my classmates to provide feedback to each other." ($M = 4.21$, $SD = .778$). The next question, number 11, receives the second-highest response from students ($M = 3.97$, $SD = .886$): "My teacher should encourage students' self-correction because it is helpful for them." Since self-correction is beneficial to them, the majority of students want their teachers to encourage it.

Moreover, the lowest score is in question number 9: "My teacher should be the one who gives me the correct forms of my errors." ($M = 2.80$, $SD = 1.140$). Also question number 8 "My teacher should be the one who gives me feedback on my errors." was in second place with the lowest score, ($M = 2.93$, $SD = 1.183$). Students expressed their dissatisfaction with questions 9 and 8, suggesting that they do not want their teacher to be the one who corrects their errors and provides feedback on their errors.

4.2. Discussions

4.2.1. Overall results of student's beliefs about OCF

From the results, we can see that senior high school students of this research tend to pay attention to the types of errors that should be corrected rather than who should provide corrections to their errors. It is in line with that in research in the Vietnam EFL context, such as study of Ha and Nguyen (2021) with secondary EFL students. It seems that students from both contexts were fine to get corrective feedback either from their teachers, peers, or even correct their errors by themselves. What matters for them was that they got corrections for errors that could interfere with their communication or their performance. This way, since the source of learning is not only teachers, they might provide activities promoting oral corrective feedback among students. As Filius et al. (2019) mention that oral feedback from peers are more understandable than written feedback and thus could strengthen students' social and critical thinking skills as it requires them to reflect on their errors and solve problems by correcting others' errors.

4.2.2. Target of Oral Corrective Feedback

Seven items were used to elicit students' beliefs regarding the CF targets. Based on the highest score, It is claimed that the errors influencing communication are the most important to be corrected, this finding is in line with Ha and Nguyen (2021). The most possible reason might be since the main goal of speaking is to help others comprehend, errors that could potentially obstruct communication should be corrected first. Otherwise, the dialogue will be ineffective.

The next priority is for students to state that all types of errors should be corrected. This is aligned with Zhu and Wang (2019) and Ha and Nguyen (2021). In their studies, students believed that all errors, including those that affected communication, related to the lesson's

focus needed to be corrected. The interviewed students from Ha and Nguyen (2021) stated due to their desire to increase the accuracy of their language. In addition to communicating effectively, they stated that accuracy is crucial for passing various examinations. However, it is different from the finding of Lee (2013) who found that students in the US highlighted CF for errors they made frequently while speaking. Though the setting of Lee's study was not in an EFL country, the respondents were mostly Asian students coming from expanding circle countries in which English is a foreign language in their home countries. These students want their teacher to focus on CF for errors they made when speaking, probably because they need English as the only tool for communication with people in the US.

Moreover, the lowest score from Q6 ($M=4.00$, $SD=.723$) and Q7 ($M=3.58$, $SD=.841$) indicated that although some mistakes in the class are uncommon, they must be corrected when they do and some errors are unrelated to the lesson's topic, but they must be corrected. In general, this assertion is consistent with Ha and Nguyen (2021) in which students reasoned in the interview season that errors should be corrected even if they do not affect communication or were not the focus of the lesson.

4.2.3. Sources of Oral Corrective Feedback

Students' beliefs regarding CF sources were examined with 10 items. From the highest score Q17 ($M=4.21$, $SD=.778$) students prefer that their teacher train them in giving each other feedback. It means that the source of feedback is not only from the teacher but students are also willing to receive feedback from peers. Partly consistent with Ha and Nguyen (2021) found that students lacked confidence in acquiring CF from peers without teachers' involvement. This positive attitude was also found with Chinese undergraduate EFL students in Zhu and Wang (2019) Despite the fact that most students agree that they should correct each other's errors, they are not expecting their classmates to do so to the same level as their teacher.

Furthermore, students want their teacher to encourage self-correction because it is helpful for them. Ha and Nguyen (2021) revealed that if students could self-correct, they would feel proud and their teachers might be pleased with them as well. They would like to self-correct their mistakes by following teachers' instructions. Agudo (2014) highly valued the concept of teachers encouraging students' self-correction. This finding was mirrored in Katayama (2007) that Japanese undergraduate students wanted their colleagues to correct their mistakes when they were working in groups.

Interestingly, the statement saying "the teacher should be the one who provides feedback" receives the lowest score. It means that they believe teachers are not the only source for correcting errors or for giving OCF. This is in line with Yüksel et al. (2021), stating that other than teachers, their respondents believed that peer and self-correction is also possible to do. Teachers should correct roughly 56% of students' mistakes, with peer and self-correction

following closely behind (29% and 15%, respectively) (Yüksel et al., 2021). However, the finding of this present study is quite conflicting with a previous study Bao (2019) stating that six of the eight Chinese L2 believed that teachers should be the main source of CF. In addition, Ha and Nguyen (2021) also found that students were more comfortable to get corrective feedback from their teachers and felt teachers were the ones who could give the best corrections. Agudo (2014) also argued that teacher correction is more effective than peer correction.

4.3. Pedagogical Implications

As seen from the findings, the researchers would like to propose some pedagogical practices related to oral corrective feedback (OCF) that English teachers can do in the English classroom. There will be two points to be highlighted as pedagogical implications for this study. First, we suggest that English teachers could embed feedback in their lesson plan and thus during the lesson. In addition to summative assessment, teachers could add formative assessment in the instruction. Formative assessment, according to Chan et al. (2014), also includes feedback which could tell students what they should do for their learning improvement, rather than just give them scores. Second, we propose one additional activity in which teachers could train students to give feedback to their peers. It is interesting that a statement stating that teachers are the only source of OCF got the lowest score from the survey result. Meanwhile, a statement asking the teacher to train students with peer feedback got the highest scores. Therefore, based on those results, giving opportunities for students to self-correct their errors and thus encouraging them to give peer feedback should be given consideration during the learning process. This activity could also develop students' problem solving. As mentioned by Filius et al. (2019), peer feedback could promote students' cognitive skills especially higher order thinking skills.

5. Conclusion and Suggestions

This study aimed to find out what high school students' beliefs about oral corrective feedback. The researchers reach the following conclusions based on the previous chapter's results and analysis. This present study explored students' beliefs about what errors should be corrected and who might provide them feedback. According to the findings, students believed that all types of errors must be corrected, including errors that influence communication, which are the most crucial to repair. The most likely explanation is that errors that could potentially obstruct communication must first be fixed because the primary goal of speaking is to make others comprehend. However, they also stated that errors should be fixed even if they did not obstruct communication or related to the lesson. This study also found that students wanted their teachers to have given them opportunities to practice giving feedback to each other and their instructors to encourage self-correction since it was advantageous. Meanwhile the researchers concluded that students receiving all errors should be corrected and claimed that

teachers are not the ones who could give the best corrections. For further study, the researchers would make suggestions to future researchers and English education teachers. In this study, the researchers performed a small-scale survey to investigate students' beliefs about OCF using a quantitative method. Future research can develop data collection interviews at various periods in time and scale up the study to achieve more in-depth results. Teachers must prepare better plans and strategies to provide OCF, since knowing students' needs will increase the efficacy of learning.

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