The Role of Corrective Feedback in Developing Students' Speaking Skills in EFL Conversation Classes

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ABSTRACT

This study aims to explore students' perceptions of corrective feedback (CF) in EFL speaking activities and how it contributes to the development of their speaking skills. While many previous studies have focused on teachers' perspectives and feedback strategies, this research emphasizes the students' point of view to understand their preferences, emotional responses, and perceived benefits regarding CF. The study employed a quantitative descriptive method using a questionnaire distributed to EFL students. The data were analysed to identify patterns in students' attitudes toward various types and timings of feedback. The findings reveal that students generally have a positive perception of corrective feedback. Most respondents agreed that CF helps them improve their speaking performance, particularly in areas such as vocabulary, pronunciation, and fluency. Contrary to common concerns among educators, the majority of students did not feel embarrassed or demotivated when corrected. Instead, they reported increased confidence and motivation when their errors were addressed constructively. Furthermore, students expressed a preference for both immediate and delayed feedback, indicating flexibility and awareness of different instructional strategies. The study suggests that corrective feedback plays a significant role in supporting learners' speaking development. It also highlights the importance of incorporating student perspectives when designing effective feedback practices in EFL classrooms.

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INTRODUCTION

Speaking is a key component of learning a foreign language and is crucial to students' capacity for successful communication. Because they have little opportunities to practice speaking English in authentic contexts, students learning English as a foreign language (EFL) may find it challenging to improve their speaking abilities (Muslem et al., 2021). EFL students typically have less opportunities to utilize English outside of the classroom than students in

English-speaking nations. As a result, speaking clearly and eloquently is difficult for many students in conversation sessions. These difficulties could be brought on by a number of things, including anxiety, a limited vocabulary, and insufficient exposure to regular English communication.

Teachers are crucial in helping pupils develop their speaking abilities. They are in charge of developing educational activities that promote students' speaking growth in addition to instructing language structures (Yüksel et al., 2021). Corrective feedback is a useful tactic teachers can employ. Students who get constructive criticism are better able to identify and fix their speech errors, which can improve their language comprehension and usage (Mahara & Hartono, 2024). Corrective feedback, when applied appropriately, can help students grow more comfortable speaking English and enhance their speaking abilities.

According to Manggarsari et al., (2024) The term "corrective feedback" describes the answers that peers or teachers give to students' spoken faults with the goal of assisting them in using language more appropriately and accurately. It helps students become more conscious of their language precision in addition to fixing errors. Second language acquisition (SLA) research has demonstrated that learners' interlanguage progress, particularly in speaking performance, can be greatly aided by timely and adequate corrective feedback.(Hartono et al., 2022a).

Corrective feedback in EFL conversation classes can be given in a number of ways, including recasts, prompts, explicit corrections, and requests for clarification. The classroom setting, the teaching methodology, and the students' level of proficiency can all affect how successful a given form of feedback is. Corrective feedback is occasionally disregarded or given inconsistently in speaking classes, despite its potential advantages. This could be because professors are worried about disrupting the flow of conversation or discouraging pupils (Wardani et al., 2023).

It is necessary to look into how corrective feedback helps students improve their speaking abilities, especially in EFL contexts, given the increased focus on communicative competence in language instruction (Ha & Nguyen, 2021) Teachers can implement more efficient feedback techniques to enhance students' competency by being aware of the function of corrective feedback.

In the previous time there were some researcher who investigated the similar case. The first study was done by (Khasanah & Fauzi, 2024) which discussed the Indonesian Private University's Narrative Study on Examining Teachers' Corrective Feedback on EFL Speaking Performance. According to the study's findings, teachers believed that CF was crucial to raising student

achievement. Although they felt that explicit feedback was occasionally required for clarity, they opted to employ implicit feedback to avoid undermining students' confidence. This study uses narrative inquiry to highlight the subjective experiences and opinions of teachers. On the other hand, the current study will concentrate more on the effects of corrective feedback from the viewpoint of the students, investigating how it affects the development of speaking skills in EFL conversation sessions.

Secondly studied by (Merizawati et al., 2025) , examined the effects of teachers' corrective feedback techniques on students' speaking fluency in EFL contexts. Explicit corrections were the most commonly used feedback style, according to the survey. While explicit correction enhanced error awareness, recasts preserved fluency. When provided regular, helpful comments, the majority of students reported feeling more confident and fluent. Fluency and teaching tactics were the main topics of this study. The current study intends to investigate how students react to and gain from corrective feedback, as well as the general function of such feedback in enhancing several aspects of speaking abilities, including fluency, correctness, and complexity.

The third study was done by (Gamlo, 2019) that looked into the preferences of EFL learners for corrective feedback in speaking exercises. According to the study's findings, learners preferred instant feedback, especially when mistakes had an impact on meaning. Most people preferred explicit correction over implicit types because they thought it improved their learning. Additionally, students stated that receiving feedback inspired them to get better. Gamlo's research focuses on the attitudes and preferences of students, but it doesn't evaluate how corrective feedback affects speaking skills. The current study takes one step further by investigating the direct effects of various forms of corrective feedback on students' growth as speakers in authentic classroom interactions.

Therefore, this study aims to explore the role of corrective feedback in developing students' speaking skills in EFL conversation classes. It focuses on the students' perceptions of feedback, and the impact of such feedback on their speaking performance.

RESEARCH METHOD
Research Design
In order to assess the extent of the role of corrective feedback in developing students' speaking skill, this study collects quantifiable data. One kind of research approach is quantitative research, which uses numerical data to collect and examine information about a specific issue or event (Creswell,

2009). Gathering structured data that accurately reflects students' opinions about the role of corrective feedback to increase their speaking skill is the aim of quantitative research. This method guarantees the findings' objectivity and generalizability. Questionnaires that provide numerical values appropriate for statistical analysis are used to gather data for this study. The purpose of this study is to investigate how students view the role of corrective feedback in developing students' speaking skill.

Participants

The participants in this study are senior high students from first grade at SMK Tiara Nusa. According to (Costigliola, 2019), The people or groups from whom the data is gathered in order to address the research questions are referred to as the study's subject. These people are chosen by the researchers because they frequently get the corrective feedback from their teacher in their educational process especially in conversation class. In addition, the researchers hope to learn more about students' experiences about the role of corrective feedback in developing students' speaking skill.

Instrument

A questionnaire that is modify from earlier research on EFL Learners" Preferences of Corrective Feedback in Speaking Activities in education serves as the primary tool in this study. The instrument used in this study was modified from (Gamlo, 2019). To guarantee congruence with the unique context of corrective feedback usage in de developing students' speaking skill, the questionnaire has been modified. This is consistent with (Brown, 2002) It is advised that instruments be altered to meet the goals of the study while preserving their validity and reliability. Students' opinions about the role of corrective feedback to develop their speaking skill will be gathered through the use of these questionnaires. Additionally, a Likert scale with five possible answers Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree—will be used to gauge the questionnaire replies.

Data Collecting

A survey is the method used to collect the data, and participants are given the questionnaire. One effective way to get a lot of data in a short amount of time is through a survey (Groves, 2011). The purpose of the questions is to elicit particular answers on the experiences and perspectives of the students. The survey method was selected because it can guarantee a broad reach among the target population and collect a variety of viewpoints. to gather information that may be examined quantitatively in order to find connections, trends, and patterns. To make it more accessible, the participants receive the questionnaire through an online platform. Responses are gathered over a certain time frame

and safely saved for examination. In this step, the researchers used a Google Form to distribute questionnaires with 20 questions to the relevant class.

Data Analysis Technique

Descriptive statistics are used to examine the data, which entails organizing and summarizing the information to highlight important discoveries. The area of statistics known as descriptive statistics deals with condensing and arranging data so that it is easily comprehensible. It describes the fundamental characteristics of a dataset using graphical and numerical techniques. Making predictions or drawing conclusions is not the goal of descriptive statistics; rather, they concentrate on meaningfully presenting data (Vetter, 2017). Because they enable a simple interpretation of the gathered data and provide insights into the broad viewpoints of pupils, descriptive statistics are employed. Descriptive statistics are used to provide a succinct and straightforward explanation of the distribution and patterns of the data. After being coded, the answers are input into statistical software, such as Excel or JASP. To describe the results, the software computes measures of central tendency, frequencies, and percentages.

RESULT AND DISCUSSION

The results of the study on students' opinions about the role of corrective feedback in develop their speaking skill are presented in this chapter. In order to satisfy the research objectives and offer insights into how the role of corrective feedback affects students' speaking skill, the data collected from the participants is analysed and interpreted. The results are arranged to emphasize the main ideas and patterns found in the replies. These findings are intended to provide a thorough grasp of the viewpoints, experiences. The chapter also looks at how these findings may be used to improve teaching methods and encourage more students' speaking skill.

Table 2.
Participant Demographic Information

Gender	Frequency	Percentage
Female	49	53%
Male	43	47%
Total	92	100%

There were 92 participants in all, 49 of whom were female (53%) and 42 of whom were male (47%). This distribution shows that there were somewhat more female participants than male ones. An overview of the participants' gender distribution is given by the demographic data, which also sheds light on

the makeup of the study sample. This kind of representation guarantees that the viewpoints examined have a varied gender makeup, which is important for comprehending how students view corrective feedback contribution to develop their speaking skill.

	Descriptive Statistics						
No.		**N**	**Min**	**Max**	**Sum**	**Mean**	**Std. Dvt.**
1.	When my teacher corrects my speaking errors, I don't get annoyed	92	1	5	368	4.00	,852
2.	When my teacher corrects my speaking errors, I feel embarrassed.	92	1	5	187	2.06	,431
3.	I believe that teachers‟ corrective feedback can improve my speaking skills	92	1	5	384	4.17	,847
4.	I believe that corrective feedback will help me to not repeat my speaking errors in future.	92	1	5	399	4.34	,802
5.	I prefer my teacher to always correct my errors during speaking activities.	92	1	5	397	4.32	,838
6.	I am not worried about making errors when I speak English.	92	1	5	408	4.41	,775
7.	I prefer my teachers to provide immediate corrective feedback	92	1	5	394	4.28	,976
8.	I prefer my teachers to provide corrective feedback after the speaking activity ends	92	1	5	403	4.42	,782
9.	I prefer my teachers to provide corrective feedback at the end of the class.	92	1	5	405	4.40	.742
10.	I need more corrective feedback on my speaking errors.	92	1	5	411	4.47	.733
11.	I need more corrective feedback on my pronunciation errors	92	1	5	401	4.36	,704
12.	I need more corrective feedback on vocabulary errors.	92	1	5	412	4.52	,763
13.	I feel more confident when my teacher correct my speaking errors	92	2	5	413	4.50	,638

		92	1	5	412	4.49	,777
14.	I like it when my classmates correct my errors in class.						
15.	I like it when my teacher asks me to correct my errors in class.	92	1	5	397	4.32	,811

The data presented in Table reflect students' perceptions toward the use of corrective feedback in learning speaking. The data show that the students generally hold positive attitudes, with mean scores ranging from 2.06 to 4.52 across the fifteen questionnaire items. The item *"I need more corrective feedback on vocabulary errors"* received the highest mean score of 4.52**,** indicating that students are highly aware of the importance of vocabulary in their speaking performance and expect more support from their teachers in this area. This finding is consistent with the open responses collected from students, many of whom mentioned that vocabulary remains one of the biggest challenges in speaking English, and they feel more confident when teachers highlight and correct their lexical mistakes directly during or after the activity.

In terms of student motivation and confidence, the statement *"I feel more confident when my teacher corrects my speaking errors"* received a high mean score of 4.50**,** further emphasizing that corrective feedback is perceived not as discouraging, but as encouraging and helpful. A similar pattern appears in the statement *"I like it when my classmates correct my errors in class"* (mean = 4.49) and *"I like it when my teacher asks me to correct my errors in class"* (mean = 4.32**).** These results show that students not only value teacher feedback but also appreciate peer correction and self-correction opportunities, suggesting that collaborative learning and reflective practice are well integrated into their speaking development.

Regarding the timing of feedback, the item *"I prefer my teachers to provide corrective feedback after the speaking activity ends"* recorded a mean of 4.42, followed by *"at the end of the class"* (mean = 4.40**)** and *"immediately during the activity"* (mean **=** 4.28**).** This indicates that students are flexible in receiving feedback, whether during, after, or at the end of class, as long as it is constructive and clearly delivered. Interview responses further revealed that the timing depends on the activity type—some prefer immediate correction for short exercises, while others appreciate delayed feedback in more formal tasks or presentations. This flexible attitude indicates a mature approach to learning.

The item *"I am not worried about making errors when I speak English"* had a mean score of 4.41**,** which suggests that most students are not anxious when speaking in English and accept correction as part of the learning process. Similarly, the item *"I need more corrective feedback on my speaking errors"* gained a

high mean of 4.47, reflecting the students' awareness and desire for improvement. These findings indicate that students view feedback as essential for their speaking development rather than a source of discomfort.

Students also reported a strong belief in the effectiveness of corrective feedback. The items *"I believe that teachers' corrective feedback can improve my speaking skills"* and *"will help me to not repeat my speaking errors in the future"* received high mean scores of 4.17 and 4.34, respectively. These findings suggest that students are not only accepting feedback but also understand its pedagogical value. They feel that being corrected leads to tangible improvement in their speaking abilities.

While most items received high mean scores, one item showed relatively lower agreement: *"When my teacher corrects my speaking errors, I feel embarrassed"* (mean = 2.06). This suggests that only a small number of students experience negative emotions from being corrected. The low standard deviation of 0.431 indicates that most students responded similarly to this item. Interview responses support this result, with many students expressing that they are used to being corrected in class and see it as a routine and helpful part of their learning.

Taken together, the findings demonstrate that students have a strong and positive perception of corrective feedback in their speaking classes. They value both teacher and peer corrections, appreciate various feedback timings, and feel that such feedback contributes significantly to their speaking confidence and competence. The overall results support the view that corrective feedback, when delivered appropriately, plays a crucial role in developing students' English proficiency.

Discussion

This study focuses on students' responses toward corrective feedback in speaking classrooms, their perception and their learning experience during the application of feedback strategies. Regarding students' perception, the descriptive statistics revealed that learners generally had a favourable view of corrective feedback, with most items scoring above 4.00, indicating high levels of acceptance and appreciation. The highest score (4.52) for the statement *"I need more corrective feedback on vocabulary errors"* reflects students' strong awareness of the importance of lexical development. This finding supports the work of Nhac, (2021), who noted that students perceive vocabulary feedback as essential for improving speaking fluency. Similarly, Laeli & Setiawan, (2019) highlighted that learners actively seek feedback on specific areas like vocabulary to help them avoid repeating common errors and enhance confidence during oral communication. These results show students' preference

for targeted and constructive feedback that directly supports communicative competence.

Students also acknowledged the importance of corrective feedback in building confidence. The statement *"I feel more confident when my teacher corrects my speaking errors"* received a high score (4.50), suggesting that learners view feedback as a supportive tool rather than a threat. This is consistent with the findings of Ummah, (2019), who concluded that corrective feedback helps reduce speaking anxiety and promotes student motivation. Furthermore, Wuryantoro & Candra Ayu & 1Program, (2024) found that emotionally supportive feedback significantly improves student self-esteem and willingness to communicate in EFL classrooms. These perceptions reflect the psychological benefits of well-delivered corrective feedback, particularly when it is framed in a constructive and non-threatening manner.

Another significant aspect concerns students' positive attitudes toward peer and self-correction. Items such as *"I like it when my classmates correct my errors in class"* and *"I like it when my teacher asks me to correct my errors in class"* were both rated highly, indicating the collaborative spirit within the learning environment. These findings echo the work of Huang & Jia, (2016), who emphasized that students value opportunities for peer feedback and self-reflection, which enhance engagement and self-awareness. Likewise, Mahara & Hartono, (2024) stress the importance of social interaction in language development, where learners co-construct meaning through feedback exchange. These results suggest that peer involvement in corrective feedback contributes to learners' confidence, autonomy, and retention of linguistic forms.

With respect to the timing of corrective feedback, students demonstrated a flexible attitude. Statements such as *"I prefer my teachers to provide corrective feedback after the speaking activity ends"* (4.42), and *"at the end of the class"* (4.40), as well as *"immediately during the activity"* (4.28), indicate that learners are open to receiving feedback at various points in the instructional process. This is in line with Hartono et al., (2022), who found that learners prefer a combination of recast, repetition, and explicit correction depending on the context. Additionally, Sari et al., (2022) reported that students find both immediate and delayed feedback useful as long as it is clear and relevant to the task. These findings affirm that learners' perceptions of feedback are shaped not only by its content but also by its timing and delivery.

Students also expressed low levels of discomfort regarding the act of being corrected. The item *"I feel embarrassed when my teacher corrects my speaking errors"* had the lowest mean score (2.06), suggesting that most students do not perceive corrective feedback as emotionally threatening. This supports the research by

Muslem et al., (2021), who observed that when feedback is delivered constructively and respectfully, it does not trigger embarrassment or anxiety. This is further supported by Merizawati et al., (2025), who noted that feedback aligned with learners' emotional readiness fosters a safe learning environment. These results suggest that affective factors, such as embarrassment, can be minimized through sensitive feedback practices.

In terms of language development, students strongly believed in the usefulness of feedback in preventing repeated mistakes. The item *"I believe that corrective feedback will help me to not repeat my speaking errors in the future"* received a mean score of 4.34. This is aligned with the findings of Dewi et al., (2023), who emphasized the effectiveness of explicit feedback in improving linguistic accuracy in grammar and vocabulary. Moreover, Khasanah & Fauzi, (2024) argued that feedback acts as an input enhancement tool, helping learners notice gaps in their output and promoting interlanguage development. These studies reinforce the idea that consistent and focused corrective feedback contributes significantly to learners' long-term language improvement.

Despite the overall positive responses, the study also revealed a slight variation in student preferences regarding the mode and frequency of correction. While most students welcomed feedback from teachers and peers, a few may require additional support or clarification. These nuances reflect the findings of Ha et al., (2021) who reported that while students appreciate feedback, some may struggle to interpret or apply it without scaffolding. Thus, there is a need for teachers to balance direct correction with guided practice to ensure all students benefit equally.

Lastly, the study underscores the importance of integrating feedback into a collaborative learning atmosphere. Students highlighted how engaging in discussions, correcting peers, and being asked to self-correct deepened their understanding of speaking accuracy. This finding supports the sociocultural theory proposed by Vygotsky, which views learning as a socially mediated process. (Fadilah et al., 2017) emphasize that interaction in group settings allows learners to notice language gaps and refine their output. Therefore, corrective feedback delivered within meaningful interaction both from teachers and peers can maximize its impact on students' speaking development and learning autonomy.

CONCLUSION

This study investigated students' perceptions and experiences of corrective feedback in speaking classes, focusing on how different types, sources, and timings of feedback influence their motivation, confidence, and

speaking development. The findings revealed that students generally have a positive attitude toward corrective feedback, particularly in relation to vocabulary errors and teacher-led feedback. Students viewed feedback not as a source of anxiety but as a valuable tool that supports their language learning process. The consistently high mean scores across most items suggest that learners perceive corrective feedback as constructive, confidence-building, and instrumental to their progress in speaking English.

Moreover, the study highlighted the importance of collaborative and reflective feedback practices, including peer and self-correction. Students appreciated opportunities to correct their own mistakes and receive suggestions from classmates, reinforcing the value of a socially interactive classroom environment. The flexible preferences regarding the timing of feedback whether immediate, after an activity, or at the end of a lesson suggest that students are adaptable, as long as feedback is delivered respectfully and meaningfully. These insights align with existing research emphasizing the psychological and pedagogical benefits of well-managed oral feedback in EFL settings.

Despite the overall positive findings, the study also identified a need for further support in developing students' independent review habits, particularly outside of class time. Although students welcomed feedback in class, some found it challenging to engage in vocabulary revision independently due to academic workload. This indicates a need for structured support from teachers to help students develop revision strategies. Ultimately, the findings of this study reinforce the crucial role of corrective feedback in fostering learner confidence, autonomy, and competence in spoken English, and suggest that educators should continue to integrate varied and context-sensitive feedback methods to enhance learning outcomes in speaking classrooms.

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