



**THE STUDENT PREFERENCES OF TEACHER'S
CORRECTIVE FEEDBACK ON SPEAKING ABILITY AMONG
JUNIOR HIGH SCHOOL**

¹Eko Sakinah Amriani Rumalean

IAIN Fattahul Muluk Papua

sknhrumalean@gmail.com

²Erfin Wijayanti

IAIN Fattahul Muluk Papua

erfinwijayanti@iainfmpapua.ac.id

³Rahmawansyah Sahib

IAIN Fattahul Muluk Papua

rahmawansyah@iainfmpapua.ac.id

⁴Nuraeni

Universitas Negeri Makasar

nur_aeni@unm.ac.id



Vidhyayana - ISSN 2454-8596

An International Multidisciplinary Peer-Reviewed E-Journal

www.vidhyayanaejournal.org

Indexed in: Crossref, ROAD & Google Scholar

⁵Santiana

Universitas Siliwangi

santiana@unsil.ac.id

⁶Tri Nadilla

IAIN Lhokseumawe

trienadilla@iainlhokseumawe.ac.id



Abstract

The purpose of this study is to 1) discover how students respond to corrective feedback from teachers during the teaching and learning process of speaking skills. 2) What kinds of corrective feedback do teachers typically give in class, and what kinds of corrective feedback do students prefer? This research included 23 students from MTs Yabunayyah in Jayapura City. This study used a combination of qualitative and descriptive qualitative approaches. Questionnaires and interviews were used as research tools by the researchers. This study describes the findings of student preferences for teacher feedback on the outcomes of English speaking at Madrasah Tsanawiyah Yabunayyah (MTs) Jayapura City. based on data results in the form of numbers and interview results that show the most dominant priority and become the student's choice of feedback aspects Speaking to students from the teacher According to the findings of this study, the results of the recapitulation analysis of the dominance of the teacher feedback category on students' English speaking emphasize more on direct feedback, namely the teacher directly comments or forms the correct error correction approach and provides a brief explanation of the answer. This analysis demonstrates that students prefer to receive direct feedback because the highest average score obtained is in the form of direct feedback.

Key Words: Corrective Feedback, Student Preference, Speaking Ability.

Introduction

Feedback in language training particularly in speaking, is widely acknowledged as playing a vital role in the development of students' speaking skills. According to Robert E. Slav in (Sekolah et al., 2020) feedback is information on the outcomes of students' learning attempts. Feedback is the instructor's habit of individually assisting each student with learning challenges by reacting to their work so that they may better grasp the subject taught by the teacher's feedback contains, either directly or indirectly, an explanation of the faults made by pupils in performing the specified tasks. Feedback is when a teacher corrects a student's response to a test or activity. With that aim, feedback can not only motivate students to continue excellent conduct, especially in the form of instructor corrections, but it can also make students aware of the mistakes they make when speaking. There are often the same mistakes made in the process of teaching and learning, even when the teachers tell the students that what they are saying is incorrect. If when viewed from the research of Lyster and Ranta (Saeb, 2017) that if students are given the corrective bait, it will be something effective



for them to realize the location of the error so that they can correct the mistakes they make, especially in the process of achieving the accuracy of the use of grammatical structures and vocabulary, then this certainly arouses the thought of looking for gaps that result in why things that should happen are different from the reality that occurs during the learning process. (Fan, 2019) specifically investigated the corrective feedback types used in listening and speaking class of ESL's formal school while (Fadilah et al., 2017) conducted the study about the students' preferences of corrective feedback in different anxiety levels in term of the time to give correction, the type of errors corrected, the strategies to give correction and the corrector of errors in speaking classes of EFL's formal classroom.

Although it is growing, researchers' perspectives on the need for corrective feedback remain diverse. According to some researchers, providing feedback will disrupt student concentration while they are speaking and will not have a significant impact on improving speech. Furthermore, while feedback can be monitored during the learning process by providing assessments to students, that feedback should be investigated more thoroughly to determine the level of efficacy students have in improving their speaking skills. According to (Sun et al., 2018) feedback may be regarded from the following perspectives : As a result, it is reasonable to conclude that the instructor's comments on students' work play a crucial role. Bait feedback is also highly useful for students who want to improve their speaking skills. However, in practice, instructors' feedback is frequently incomplete. This might leave students perplexed and unsure of what to do to improve the outcomes of their speaking skills remediation. According to (Brookhart & Moss, 2009) even stated that corrective feedback from teachers can be used to draw learners' attention during the learning process. According to Ellis teachers can use this feedback to highlight the mistakes made by their students. (Daud, n.d.)

Based on the background and problems discussed above. The researcher formulates the problem as follows :

1. How do students respond to corrective feedback from the teacher during the teaching and learning process of speaking skills?
2. What kinds of corrective feedback do teachers frequently give in the classroom, and what kinds of corrective feedback do students prefer?

Many studies have been conducted on this subject, but few have examined students' preferences for teacher corrective feedback when learning to speak well. This, I believe, can be improved further. This is an



important topic to investigate since it has ramifications for a better understanding of the progression of English as a second language acquisition in students. Furthermore, there is very little study on student errors and the use of corrective feedback in elementary school, which is an important stage in second language acquisition. As a result, research that focuses on students' preferences for instructor corrective feedback while learning to speak can provide a more complete picture and fill research gaps.

Review Literature

2.1 Corrective Feedback.

Corrective feedback is a tool to help teachers teach better. It is preferable if the teacher focuses on the students' fluency as well as their correctness in speaking skills. Teacher interaction initiation, student answers, and teacher feedback, all of which are evaluative aspects of every instructional exchange, shape classroom engagement. The final aspect of the teacher-student interaction, feedback, is regarded as the most crucial component affecting students' language learning. Function: Correcting student errors and modeling proper English usage as a tool for international communication as acquired through classroom interactions (Mestre & Mestre, 2012) and (Zoghi & Nikoopour, 2014) aim that the term corrective feedback ' was coined by Chaudron (1977) to refer to "any reaction of the teacher that clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance." Linguists have proposed several definitions of feedback in terms of language teaching and learning. Feedback, according to (Ur, 1996) alerts pupils to their errors and directs them to fix them. Teachers' comments on how their students completed their work in the classroom are collected in the feedback section. It may make positive remarks about their accomplishments or shortcomings.

Although there are various conceptualizations of corrective feedback, it is widely accepted that verbal corrective feedback is beneficial to students when teachers act as initiators in correcting inappropriate speech. Verbal corrective feedback refers to correction techniques used by teachers to point out or respond to students' incorrect remarks by giving them correct form about their mistakes or giving them correction directions for the research reported in this article.



2.2 Student Preferences

Students generally have a preference for a particular learning style. The preferred learning style reflects the student's capabilities, environment, and past learning experiences (Aridah et al., 2017). In some situations, students may adopt a different learning style, but tend to maintain a preference for a particular learning style. There is no learning style that is inferior to another, but learning styles have different attributes. Students interact with information differently, hence their variety of learning styles.

In short, student preference is a mental device composed of feelings, hopes, attitudes, prejudices, fears, or student tendencies that lead individuals to make a particular choice.

2.3 Speaking Ability

Speaking is one of the four main language skills, as previously stated. Lado (Sun et al., 2018) defines it as the ability to articulate oneself in everyday situations or the ability to express a series of thoughts fluently. Through speaking, we can express our thoughts and feelings to others. The vast majority of overseas students learning English are primarily interested in speaking the language.

In brief, speaking is a method of communicating with others by expressing ideas, feelings, and emotions. It entails not only producing but also using language communicatively.

Method

This study was carried out at MTs Yaa Bunayya School in Jayapura City. The researcher gathered a sample of 23 grade VIII. The researcher employs a mixed method in this study. According to (Tashakkori & Creswell, 2007) mixed methods research is a research methodology that collects, analyzes, and integrates quantitative and qualitative data in a single study or long-term scientific research program. According to Creswell (2010) defines this strategy as one in which researchers combine data obtained from one method with data obtained from another. This strategy can be implemented by having students complete a questionnaire first, followed by an interview. This strategy is divided into three parts, which are as follows:

1. Sequential explanatory strategy. The first stage in this strategy is to collect and analyze quantitative data.



2. Sequential exploratory strategy. The researcher analyzes and collects qualitative data in the first stage, then collects and analyzes quantitative data in the second stage, which is based on the results of the first stage.
3. A sequential transformative strategy. In this strategy, the researcher employs a theoretical perspective to develop specific research procedures. At this point, the researcher can use either the first or second stage method.

As previously stated, this research employs a mixed method, specifically the sequential explanatory method, in which the researcher inquires about respondents' willingness to complete questionnaires and answer interview questions. Inquired about their readiness to complete a questionnaire as well as answer interview questions. Data collecting methods Interviews and questionnaires, Students were asked to complete a questionnaire that included the top five categories. Questionnaire is data collection which is done by provide written questions or statements to respondents to answer it (Muthmainnah, M., 2023). According to (Alhogbi, 2017) A closed questionnaire is one that is presented in such a way that the respondent only needs to put a tick (✓) in the appropriate column or place. An open questionnaire is one that is presented in such a way that the respondent can provide the contents based on their desire and circumstances. A mixed questionnaire is one that combines open and closed questions. This study's questionnaire is an open questionnaire.

The questionnaire contains questions regarding several sorts of corrective feedback strategies that teachers and students can use to evaluate teacher corrective feedback and the impact of corrective feedback on learning English in speaking abilities. Students are asked to answer questions during interviews in order to acquire more complete information on replies and preferences for feedback offered by the teacher to the student learning process.

The interview is both structured and open. The following criteria are used to choose resource people on purpose: a) Students who receive a lot of corrective feedback; b) Students who find or do not find the influence of instructor feedback correction. This interview was jam-packed with the researcher asking questions that led to replies to the topic of whether students thought corrective criticism was necessary or not. The data acquired were based on surveys and interviews that addressed the research questions and were summarized and presented in words.



Findings

Students enthusiastically welcome the teacher's corrective comments since it makes students aware of their mistakes. Furthermore, the students indicated that this feedback demonstrated that the teacher was paying attention to what the students were doing during the learning and teaching of speaking (speaking the language English)

Types of feedback

Direct Feedback

Direct feedback is a correction delivered immediately by the teacher to faults made by students.

Indirect Feedback is a type of feedback offered by the teacher in the form of cautions to students who have submitted incorrect answers by simply commenting on them but providing them the opportunity to fix it themselves. This demonstrates that indirect feedback is more concerned with assigning symbols or signs to students speaking faults rather than addressing the errors.

Reciprocal

Focused feedback is a sort of feedback that focuses error correction on a single aspect and exclusively corrects faults on that one aspect.

Unfocus Feedback

Unfocused feedback, in contrast to focused feedback, is simply correcting students' writing faults without using signs or symbols, but only to the extent that it is communicated to students in writing or verbally without explicitly indicating the location of the writing problem in question.

This corrective feedback is more specifically according to (Lyster & Ranta, 1997) classified kind of oral error corrective feedback into six as follows :

Explicit correction: the teacher provides the correct form and clearly demonstrates that what the student said was incorrect.



- Recasts: the teacher reformulates all or part of the student's speech implicitly.
- Clarification requests: teacher uses phrases such as "Pardon??" and "I don't understand?" to comment the students errors
- Elicitation: the teacher directly brings up student reformulation by asking questions such as "How do we say it in English?" or by pausing to allow students to finish the teacher's speech, or by asking students to reformulate their speech.
- Repetition of error: the teacher repeats vocabulary or sentences conveyed by the student with rising intonation, such as in asking, or the volume of the voice is more emphasized in the incorrect sentence or vocabulary.
- Metalinguistic cues: the teacher openly (clearly) inquiries about a pattern or format in English grammar.
- Reinforcing

Reinforcement, as defined by (Liskinasih, 2016) encourages students to improve based on teacher reformulation on incorrect speech, with the goal of ensuring that students recognize correct shapes from the target language and produce acceptable target language production. When a student made a mistake, the teacher asked the students to repeat vocabulary that had been corrected by the teacher in this type of feedback.

Table 1. Shows what kind of reciprocity students want from their teacher.

Desire feedback	Percentage (%)
Direct feedback	65, 2 %
Indirect feedback	3,8%
Un focus feedback	0,0%
Reciprocal	30, 8%

So, Table 1 shows that students prefer direct input over indirect feedback; they believe that direct feedback is more desired (65.2 %) than indirect feedback (34.8 %). So, in general, it can be stated that most students desire direct corrective feedback in order for it to have an impact on the teaching and learning process and so that students may learn what feedback the teacher provides.



Table 2.

Students' preference for the type of teacher feedback in general	
Corrected by given the correct answer directly when making a mistake at the time	65,4 %
Corrected by providing an explanation or hit but you have to find the error by yourself	34, 6%

Table 2 clearly demonstrates this. When making a mistake, most students (65.4 %) preferred to be corrected by giving the correct answer directly rather than being corrected by explaining the mistake (34.6 %). This demonstrates that students want direct feedback from the teacher so that they can learn from their mistakes and correct them using the feedback provided by the teacher.

Table 3.

Students' preferences of teacher's corrective feedback	
Explicit correction	38,5 %
Recast	15,4 %
Clarification request	15,4 %
Repetition of error	0
Metalinguistic clue	3,8%
Elicitation	23, 1%
Reinforcement	3,8%

As shown in table 3, the majority of students chose explicit correction (38.5 %), followed by elicitation (23.1 %), recast (15.4 %), and clarification request (15.4%). Metalinguistic cues and reinforcement are two types of instructor corrective feedback that most students are not interested in.

Students prefer the type explicit correction because they can clearly see what is wrong and what is the correct answer, whereas for metalinguistic clue, most students think it's too confusing because they don't have sufficient mastery of the components of speech such as grammar, vocabulary, accuracy pronunciation,



and good coherence, so they assume the type implicit correction. More metalinguistic signals induce confusion than they aid.

Table 4.

The impact of teacher feedback in learning speaking	
You are more outspoken	50%
You don't want the given correction	7,7 %
You are happy to learn speaking	42,3%

Given from the table it can be seen that, giving constructive feedback This teacher is also seen as encouraging students to speak up (50%), to have more pleasure learning English (42,3 %), and to refuse correction (7,7 %).

Students created the following extracts to determine their preferences for teacher corrective feedback in learning to speak:

Table 5. Observational findings.

Questions	Answer
<i>Interviewer: How frequently does the teacher provide feedback on speaking skills during the teaching and learning process?</i>	<p><i>Da: direct feedback from the teacher, because we and the teacher ee discuss eee the incorrect word when I say it''</i></p> <p><i>Sr: teachers often use indirect, sometimes reciprocal during learning, but after learning it looks like indirect feedback</i></p> <p><i>Ia: Direct feedback that I like. So, when I practice or I try to speak in English and teacher can hear me ee guru bias mendengarkan saya langsung ketika saya membuat kesalahan, and then at the time the teacher can make my word correct</i></p> <p><i>rk: teachers' feedback during teaching and learning process I prefer I like direct feedback and the corrective feedback is explicit correctionrepeats vocabulary or sentences delivered by me with a rising intonation such as intonation in asking, or volume the voice is more emphasized in thewrong sentence orvocabulary and metalinguistic clue</i></p>



<p><i>Interviewer: Do you believe that corrective feedback from teachers is necessary or not and why?</i></p>	<p><i>sr: 'In my opinion I agree with that because 'ee dengan adanya corrective feedback ini 'emm I know my mistake when I talk or practice my speaking saya kira itu sih''</i></p> <p><i>Ia: process so we can eee apa namanya we can be more independent to speaking, so when we make a mistake, our teacher will correct us with the right answer''</i></p> <p><i>Rk: it is very necessary for me to improve the skills I have to be better</i></p> <p><i>Da: I think, timbal balik ini kita ee mengetahui sejauh mana pemahaman kita terhadap materi yang guru berikan. Like ee when we practice speaking and ee we make a failed word or sentences and the teacher ee langsung berikan the sentences correct.</i></p>
<p><i>Interviewer: What your preference types of your Teacher's Corrective Feedback and why?</i></p>	<p><i>Da: "Explicit Correction: because the teacher langsung mengoreksi the error while I giving the correct answer, for example, I said one word in English wrong, sir, immediately said how to pronounce the words correctly.</i></p> <p><i>Ask: " I explicit correction so teacher can correct me "</i></p> <p><i>Aas: explicit correction and I believe that most of student want this feedback from the teacher because, ee they know what the correct and what the incorrect that they teacher have to explain.</i></p> <p><i>Ia: elicitation and explicit correction with this feedback I know what I have to say when my teacher corrects me</i></p> <p><i>Sr: elicitation I think it's better for us to braver or more aaa improve our speaking again</i></p>
<p><i>Interviewer: Do you have a fear of receiving direct feedback from your teacher? Why?</i></p>	<p><i>Rk: " yes actually a little bit I afraid, because sometimes when I practice speaking and I say the wrong sentence the teacher immediately corrects me and sometimes I forget what I want to say it.</i></p> <p><i>Da: not really, I more like to get the feedback from my teacher that help me to be eee apa self-confident</i></p> <p><i>Sr: " no I don't because I really like when my teacher immediately gives the direct feedback like explicit correction and I braver.</i></p> <p><i>Ask: sometimes nervous if given immediate feedback as a result I sometimes forget what I wanna say</i></p> <p><i>Ia: I'm not afraid I prefer direct feedback from the teacher, it's just that sometimes because I'm nervous I forget or eee langsung ngeblank.</i></p>



Interviewer: How do you feel about the constructive feedback on your speaking performance?

Ask: "This corrective feedback is a good response for me personally which can improve my speaking performance, so that I am braver to speak"

Nar: "I really like because with this corrective feedback I can learn again about my mistakes that the has correct it."

Sr: improve my speaking performance, because I know the sentence that the teacher has confirmed I will practice again and it is more daring to express what I want to say

Students are very supportive of their teacher's corrective feedback because by offering corrective feedback, the students are aware of the mistakes they did. Furthermore, students indicated that the feeding This instructor's feedback also demonstrates that the teacher is concerned about what students do during the learning process and how to teach speaking (speaking the language English) according to (Brandt, 2008)Corrective feedback is considered more effective when it contains focused, relevant, and meaningful data, a moderate amount of positive feedback with options, and a limited amount of negative feedback, and allows for response and interaction.

Most students appreciate this form of specific correction since they can clearly see what is incorrect and what is the correct answer, as opposed to when the teacher merely mentions the repair part of the erroneous thing. Most students think that giving feedback given by the teacher in the teaching and learning process can increase students' courage to speak and also make them happier to learn English.

Discussion

According to the findings of this study, students believe that the teacher's corrective feedback is very important and necessary for them because it serves as a clue as to where they went wrong and can be used as a foundation for improving themselves in speaking English, which will be useful in the future. In this study, students responded positively to the teacher's comments or teacher's corrective feedback because they believed it would help them improve their English speaking skills. This Teacher's corrective feedback also encourages students to become more active in their role in trying to speak, most students are unaffected when the teacher delivers corrective criticism. This is confirmed by(Mata et al., n.d.)which emphasizes the significance of bait provided back because it can be used to assist students in achieving results comparable to native speakers (Muthmainnah, et al., 2022). And according by (Muyashoha & Sugianto, 2019)It was also



discovered that most students have a good attitude toward the teacher's remedial comments, which encourages students to make corrections independently, and that by making changes independently, students can learn means. In this study, it was also discovered that the use of corrective feedback was useful in increasing the ability of student talk.

Based on the results from the first indicator, which seeks to determine student preferences regarding ‘‘How do students respond to corrective feedback from the teacher during the teaching and learning process of speaking skills?’’ the majority of students agreed that the teacher provide corrective feedback for any mistakes made by them. According to (Ellis, 2009), in the application in the classroom, the teacher as educator plays an important role in providing corrective feedback to students. Ellis stated that verbal corrective feedback is an important part of the teaching process because it improves students' linguistic accuracy. Repair Feedback in speaking is also a form of social meditation used to assist students in performing language functions that they cannot perform alone.

Based on the above results, can determine the most preferred the teacher's corrective feedback consisted of explicit correction (38.5 percent), excitement (23.1), rearrangement (15.4%), and clarification. inquiries (15.4) Most students are uninterested in metalinguistic cues and reinforcement as forms of instructor corrective feedback.

Based on the results of the percentage of general types of feedback in this study, students prefer direct feedback, where they can find out where the error is and immediately correct it. When it comes to corrective feedback, students prefer Explicit Correction and metalinguistic clues, in which the teacher states the correct answer, and students are expected to be able to distinguish between what the teacher says and what they hear.

This study shares similarities with several previous studies, namely (Cubukcu & Aksak, 2020) but Cubukcu aim that more students choose according to his research, most students prefer more explicit correction because it provides students with direct information about the location of the error. (Muyashoha, 2019) It was also discovered that most students have a positive attitude toward the lecturer's corrective feedback, which encourages students to make repairs independently. (Shobaha, 2020) Furthermore, it was discovered in this study that if participants were given feedback, their competency level would improve, which would most likely reduce the error rate in speaking. According to (Ferris, 2011) feedback helps students improve the



accuracy of their texts, which leads to the acquisition of accuracy over time, grammar or word , sentences correction has no role in improving student speaking ability.

Conclusion

According to the findings of the preceding discussion, the category of teacher corrective feedback on students' English-speaking learning, students' preference for teacher feedback focuses more on direct feedback, in which the teacher directly corrects the correct form of error or approaches and provides a brief explanation of the incorrect answer. This analysis demonstrates that students prefer to receive direct feedback because the highest average score is in the form of direct feedback.

Thus, the findings of this study indicate that students in MTs Yaa bunayyah grade 8 A, agree that if the corrective feedback provided by teachers is useful and can improve their speaking skills, they are more willing to speak because they receive the desired feedback. As a result, in order for the teaching and learning process to be meaningful, teachers must consider student preferences, particularly in providing corrective feedback on mistakes made by students, and can help students to make corrections for their mistakes and have meaningful learning can be very useful for them for future improvement.

The type of feedback preferred by students is the same as the most common corrective feedback used by teachers in learning to speak. Students prefer explicit correction, and teachers use it far too frequently in the classroom. Students prefer most types of explicit correction because they receive direct information about the location of the error, the correct answer, and/or how to correct the mistake. Students dislike metalinguistic clues because the types of corrective feedback provided by this lecturer frequently cause students to be unable to analyze and correct their mistakes due to their lack of knowledge.



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