



## **A Teacher's Feedback Strategies on Students' Speaking Performance**

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### **Abstracts**

Giving feedback is one of a teacher's duties when teaching speaking. This paper, therefore, describes the teacher's strategies to deliver her feedback on her students' speaking performance. This study used a descriptive qualitative design. The researchers collected the data by interviewing a speaking lecturer and three students, distributing questionnaires to twenty students and observing an EFL speaking class of an English language education department at a private university in Jombang, Indonesia. The theory of Miles and Huberman was used to analyze the data. The result shows that the teacher used recast, explicit correction, explicit correction with metalinguistic explanation use, repetition, and elicitation. The teacher did not use metalinguistic cues and clarification requests for her feedback strategies to avoid students' confusion. The result of this study is hoped to be able to be a reference for EFL speaking teachers when delivering feedback for their students' speaking performance.

**Keyword:** Feedback; Speaking Class; Speaking Performance;

## INTRODUCTION

When learning English, absolutely, the students study speaking. It is one of the English skills that should be learnt. Most of people believe that someone's English mastery can be seen from their speaking. When they speak English fluently, they are admitted to have mastered English. That is why most of English learners seem to enjoy their speaking classes. They can freely express what is in their mind orally. They also look very confident when speaking English.

However, they often make mistakes in their speaking. Of course, making some errors in learning is a common thing. But, the students have to know the correct thing when speaking. This kind of correction can come from their friends or it is called as a peer correction or peer feedback. It also can be given by the speaking teaching and it is often called as a teacher feedback. Indeed, when teaching speaking, the speaking teacher has a duty to give feedback on his or her students' speaking performance.

Feedback is is the teachers' reaction or correction to their students' mistakes. Feedback in speaking performance means that the teachers give correction to their students' mistakes in their speaking. Corrective feedback is a sign that the learners use the target language incorrectly (Muhsin, 2016). There are some criteria of effective feedback. According to Au & Bardakçı (2020), the feedback should be: (1) followed by explanation, (2) immediate, (3) specific, (4) providing the chance for the students to make their own feedback, and (5) enabling the students to learn from their errors.

Feedback is very crucial in the speaking class. It can improve the students' speaking ability. It can give some corrections on the students' speaking mistakes. Eventhough the students can get the feedback from their friends, but the teachers' feedback is needed more. Sometimes, the students' feedback is given to the point with the impolite words. Moreover, they laugh at their friends' mistakes. Then, it will turn to bullying. But, it is different when the feedback is given by the teachers. The teachers have more knowledge than the students about how to give feedback. It is supported by Gamlo (2019) stating that the students preferred the teachers' feedback because the feedback given by the teachers could improve their speaking skills.

The teachers have known their students' characters. So they can be more calm when informing the students' mistakes in their speaking. They are more careful to remind their students that their speaking still contains some errors. They can select the right words to express their suggestions for their students' speaking mistakes. They have their various ways to advise their students related the mistakes they have made when they are speaking. According to Phuong &

Huan (2018), there are seven feedback strategies on students' speaking performance, such as:

**1. Recast**

The teachers repeat the student's sentence which is incorrect. But, in they repeat by using the correct sentence.

**2. Explicit correction**

The teachers directly correct the students' errors in their speaking.

**3. Explicit correction with metalinguistic explanation use**

The teachers directly correct the students' errors in their speaking with the detail explanation why their speaking is incorrect.

**4. Repetition**

The teachers repeat their students' sentences with an intonation as if they ask questions to their students.

**5. Elicitation**

The teachers ask their students to repeat the sentences that contain mistakes.

**6. Metalinguistic cues**

The teachers give direct feedback and want the students think about the cue that they say in their correction.

**7. Clarification requests.**

The teachers ask for clarification for the sentences of the students that contain mistakes. They usually use "Sorry", "Pardon", "Excuse me", and others.

Oral corrective feedback is also carried out in the class of speaking in an English language education department in a private university in East Java. Therefore, the researchers are interested to explore the ways or strategies that the teacher uses to give correction when the students have mistakes in their speaking.

There have been several studies related to teachers' strategies in giving feedback to their students' speaking errors. Some foreign researchers have conducted this kind of study. Among them is a study by Phuong & Huan (2018) exploring the use of the teachers' feedback strategies on speaking skills in high schools in Vietnam. Then, Gamlo (2019) investigated preferences of students of a university in Saudi Arabia on the lecturers' feedback strategies in speaking classes. Another study by Fan (2019) investigated the corrective feedback in the ESL listening and speaking class in a university in China. Meanwhile, in Indonesia, a study by Siska, Mukhaiyar, & Ratmanida (2018) explored the teachers'

strategies in giving feedback to their students' speaking performance. Next, Amalia, Fauziati, & Marmanto (2019) conducted a study to describe the preferences of male and female students on their lecture's speaking feedback strategies in a university in Indonesia.

However, there were still scarce studies in Indonesia investigated the oral feedback strategies used by the EFL teachers in their speaking classes. So the researchers in the present study are interested in investigating the speaking feedback strategies used by a lecturer in a private university in East Java.

## **METHODS**

Since this study focused on describing the speaking feedback strategies that the EFL lecturer used when reminding and correcting the students' speaking mistakes, so a descriptive qualitative research design was used. This study was conducted in a speaking class of an English language education department at a private university in East Java. Meanwhile, the participants of this study was a speaking lecturer and her twenty-three students of the third semester.

The researchers used interview, questionnaires, and observation to collect the data. A speaking lecturer and her three students were interviewed. Then, twenty students were given questionnaires that contained open ended questions related to the strategies that their speaking lecturer used when she gave the feedback to their mistakes in speaking. Besides those, the researchers also carried out an observation in their speaking class for four meetings.

The researchers analyzed the data used the theory of Miles, Huberman, and Saldana (2014) after all the information was collected. The data from interview, questionnaires, and observation were gathered. Next, the data that was not appropriate with this research objective was reduced. After reducing the data, the researchers displayed the data based on the types of speaking feedback strategies. To categorize the types of feedback strategies on students' speaking performance in this study, the theory of Phuong & Huan (2018) was used. Finally, the researchers draw the conclusion based on the data having been analyzed.

## **RESULTS AND DISCUSSION**

### **Results**

There are some feedback strategies that the lecturer of speaking used to give the correction on her students' speaking mistakes. The detail descriptions of the feedback strategies that the lecturer used are as follows.

#### **1. Recast**

The lecturer gave implicit correction to her students' speaking error. She repeated her students' sentence that contained an error completely. But, when repeating her student's sentence, she directly gave the correction in her sentence spoken. It is as what the lecturer told in her interview as stated below.

*"I often repeated my students' sentences when correcting their mistakes. I did not want to make them not confident if I said that their sentences were incorrect. So I just responded their speaking by repeating their sentences and inserting the correction in my sentence. For instance, my student told, "My mother work as a teacher." I respond it by saying, "Oh, your mother works as a teacher." (L, FS1).*

Based on the case above, the lecturer corrected the subject and verb agreement on her student's sentence. In order not to interrupt her student's speaking, the lecturer gave the response on her student's speaking. She added 's' on the verb 'work' that her student's sentence.

Meanwhile, the students' information from the interview and questionnaires also told the same thing. They told that her lecturer often repeated their sentences when they were speaking in front of the class. After that, they imitated her lecturer's sentence and continued their speaking. They did not realize that their lecturer gave correction to their speaking errors. Here is one of the examples that they gave for this case.

*"When I told my daily activity, my lecturer repeated my sentence and I realized that she corrected my sentence when I sat down again on my chair. I did not know that it was correction because, maybe, I was very nervous in front of all my friends. At that time I started to tell my daily activity. I said, "well, my friends, here I am tell my daily activity." Then, I heard my lecturer said, "I tell my daily activity." Then, I repeated my sentence as what I heard from my lecturer." (S1, FS1).*

In the above case, the lecturer corrected the use of 'am' in the verbal sentence. When using the subject 'I and the verb 'tell', to be 'am' is not necesarrily used.

Next, one of the examples of the students' answers on questionnaires is as follows.

*"Yes, my lecturer corrected my grammar by repeating my sentence. I said, "My mother have known my character. Then, my lecturer said, "My mother has known my character." (Q9, FS1).*

For this case, the lecturer corrected the use of auxiliary ‘has’ for the subject ‘my mother’.

The observation result also says the same thing that the lecturer used recast when correcting her students’ speaking. She often responded her students’ speaking by repeating their sentences. But, the lecturer’s sentence has been corrected.

## 2. Explicit Correction

The lecturer also used explicit correction when giving feedback to her students’ speaking mistakes. It is as what she said below.

*If I repeated my students’ sentences, then, they did not realize that their sentences in their speaking was incorrect. I would remind them explicitly. For example, my student said, “I have knew the answer.” Then, I said, “No, it is not I have knew but I have known”. (L, FS 2).*

In the case above, the lecturer gave her correction explicitly that the use of ‘knew’ was wrong when it was preceded by ‘have’. The correct one is known.

Then, the students’ answers in the interview also told that her lecturer would give explicit feedback when they did not realize her correction by repetition. The example of this interview answer is as follows.

*“My lecturer also reminded my mistakes in my speaking by giving the explicit correction. At that time, I said, “He not lend me a book.” My lecturer directly said, “No, it should be “he does not lend me a book.” (S2, FS 2).*

In the case above, the lecturer corrected directly about the use of ‘not’ that must be preceded by the auxiliary ‘does’ because the subject was ‘he’.

The students’ answer in the questionnaires also revealed the same case. They said that their lecturer also gave explicit feedback on their mistakes in speaking. Here is one of the examples of their answers in the questionnaires.

*I got the explicit correction from my lecturer for my mistake in speaking. I said, “I did not told my mother about my plan to climb.” My lecturer said, “No, that should be “I did not tell my mother about my plan to climb.” (Q4, FS 2).*

In the above case, the lecturer corrected the use of the verb agreement after the use of ‘did not’ by using the simple form.

However, during the observation, the researchers did not see the lecturer use this explicit correction.

## 3. Explicit Correction with Metalinguistic Explanation Use

The lecturer also used explicit correction with metalinguistics explanation use. But, this kind of feedback was very rare to be used. As the lecturer explained in her interview as follows.

*"I had ever corrected my students' errors in speaking by giving them direct explicit correction and I explained why they were wrong. But, It was very rare. I think that that kind of correction made the students stop speaking." (L, FS 3).*

Then, the student who was interviewed also said that when she made mistakes in her speaking, her lecturer explained that her sentence was wrong. The detail explanation of it can be described as follows.

*"I ever got explanation about the mistake I made in my speaking from my lecturer. At that time I was speaking in front of the class. I said, "Yesterday I visit my grandma house in the village." Then, my lecturer said, "Yesterday I visited, not, I visit, because yesterday was in the past, so use the simple past form." (S3, FS3).*

In the above case, the lecturer corrected the use of the verb. The students should use the simple past form because the story that she told was in the past.

Meanwhile, the questionnaire results also told that they ever got explanation why their sentence in their speaking was wrong from their lecturer. It happened in the middle of their speaking. As one of the students stated below.

*"In the middle of my speaking, my lecturer corrected my sentence. She explained why my sentence was wrong." (Q5, FS3).*

The observation result also showed that the lecturer used the explicit correction followed by explanation. She did it because the student repeated the same mistake three times. Then, she gave him explanation about his mistake.

#### **4. Repetition**

The lecturer also used the kind of repetition when correcting her students' speaking mistakes. In this case, she seemed to ask a pardon for their students' speaking. That was the way that she used to make their students realize their mistakes. It is as she explained in her interview as follows.

*"I very often tried to correct my students' speaking errors by repeating her sentence but with the intonation as like I was asking them. But, actually, my purpose was to remind them that their sentence not correct. Then, they tried to correct their mistakes. For example, my student said, "I am want to tell you." Then, I repeated it like this, "I am want?, then, my student repeated her sentence and said, " Ough,yes, I want to tell you." (L, FS4).*

In the above case, the lecturer tried to remind her student that the use of to be “am” is not correct because there is the verb ‘want’.

The students’ interview result also told that their lecturer often reminded them about their mistakes in their speaking as if the lecturer did not hear their sentences. One of the examples of the student’s answer in the interview is as follows.

*“I speak in front of the class. When I said, “My father always buy me a present.” Then, my lecturer repeated my sentence but the intonation as if she asked me. She said like this, “My father always buy?” Directly, I remember the correct sentence and I repeated my sentence again, “ My father always buys me a present.” (S2, FS4).*

In the case above, the lecturer reminded her student about the use of the verb agreement in the simple present tense with the subject “My father”. The verb should be added by “s”. So the correct sentence becomes “My father always buys”.

The responses of questionnaires also showed the same thing. The students also stated that her lecturer often repeated their sentences as if she was asking a question. However, she just waited for our correction. The example of these responses can be seen below.

*“My lecturer often used our sentences to be questions when we were speaking. At that time I said, “After studying, I am sleep.” Then, she asked me, “I am sleep?” At a moment I was confused. Then, I knew the answer. I said again, “ After studying, I sleep.” (Q11, FS 4).*

The case above showed that the lecturer used repetition to give correction for her student’ speaking mistake. It was still about the use of to be “am” before the simple verb. So the correct sentence is “I sleep.”

The observation result also showed that the lecturer was very often to use repetition in reminding their students’ speaking mistakes. She often repeated her students’ mistakes with the question intonation. This strategy could remind the students about their mistakes well. Then, they also looked not shy even though they had made mistakes.

## **5. Elicitation**

When giving feedback to her students’ speaking errors, the lecturer also use elicitation. She asked her students to repeat their sentences. In this strategy, she always says, “please say your sentence again.” The following is the explanation of the lecturer in her interview.



*"I also asked my students to repeat their sentences when they had mistakes in their speaking. I did it because I want my students correct their mistakes after I asked them to repeat their sentences. I always ask them like this, "please say your sentence again." Fortunately, when they repeated their sentences, they had tried to correct their sentences. Even though, their correction was not always right. At least, they knew that they had mistakes in their sentences."(L, FS 5).*

The students' answers in their interview also told that their lecturer often asked them to repeat their sentences. Then, they realized if their sentences were not correct. It is as stated by one of the students being interviewed. She told it as follows.

*"My lecturer often asked me to repeat my sentence if my sentence was wrong. I said, "My sister never angry with me." Then, my lecturer said, "Say your sentence again, please?" I tried to think for a while, then, I repeated, "My sister is never angry with me." (S3, FS 5).*

The case above showed us that the lecturer tried to remind her student's mistake by asking him to repeat his sentence. It was about the use of to be "is". It should exist between "my sister" and "never angry". Because "angry" is an adjective. The correct sentence is "My sister is never angry."

Meanwhile, the students' responses on questionnaires also showed that the lecturer often asked them to repeat their sentence. When her lecturer did it, it was known that they made errors in their sentence. Her lecturer always uses her magic sentence, "please say your sentence again."The explanation is as follows.

*"My lecturer often asked us to repeat our sentence if our sentence was wrong. She always uses her magic sentence, "Please say your sentence again." We all know if she says like that, it means that we make mistakes in our sentences." (Q17, FS 5).*

In addition, the observation results also showed the same. The lecturer often reminded her students' mistakes by asking them to repeat their sentences. She said, "Please say your sentence again." That was the sentence that is often used by the lecturer to let her students know that the made mistakes in their speaking.

## DISCUSSION

The findings showed that the lecturer used five types of strategies to give feedback in her speaking class. Those five feedback strategies were recast, explicit correction, explicit correction with metalinguistic explanation use, repetition, and elicitation. It is different from the previous study by Sa'adah, Nurkamto, & Suparno (2018) finding that the EFL speaking teachers used only three types of feedback strategies in speaking, such as, explicit correction, metalinguistics, and clarification request and no recast strategy used. But, in this study, the EFL lecturer liked to use recast because this corrective feedback strategy did not hurt the feeling of the speakers (the students). The lecturer only repeated the students' sentences and her repetition contained the correct sentences that the students should use. This corrective feedback implicitly corrected the mistakes of the students in the speaking. So the students still could continue their speaking as if their speaking was fine without mistakes. Additionally, Syakira & Nur (2022) stated that the EFL teachers liked to use recast because they usually got direct responses from the students after their corrective feedback. These students' responses were admitted that the teachers' feedback was successful.

Then, the lecturer also used explicit correction in giving feedback. But, it was not often done. It was only used when the lecturer felt that her students needed the explanation and it would not disturb their speaking. It is in line with the result of the study by Laeli & Setiawan (2019) explaining that the EFL teachers only sometimes used explicit correction for giving feedback to their students' speaking performance. This explicit correction was used to help the students get the direct correction for their errors in their speaking. Then, it was considered to be able to improve the students' speaking skill.

Besides, explicit correction with metalinguistic explanation use was also used. This strategy was very rare used. She only used this strategy when her students repeated the same mistakes in several times. So she felt that she had to give explicit explanation about their mistakes. According to Asmara, Auliya, & Muhammad (2022), explicit correction with metalinguistics explanation directly provided the students the correct forms of the mistakes that they made. Then, in this present study, the lecturer used this strategy rarely because this kind of corrective feedback often interrupted the students' speaking.

The other strategy of oral corrective feedback that the lecturer used was repetition. She also often used this strategy because she did not remind her students mistakes directly. It is in line with the result of the study by (ari, Kasim, & Achmad (2022) reporting that repetition is one of the most frequently used by the EFL teachers when giving feedback to their students' speaking errors. Additionally, in this present study, the lecturer acted as if she repeated her

students' sentences but with the intonation of questioning. She assumed that this strategy could make her students realize their mistakes by themselves.

Furthermore, the lecturer implemented the strategy of giving feedback which is called as elicitation. She also liked to do this strategy. She requested her students to repeat her sentences. Then, her students could know that they made mistakes in their speaking. This result was the same as the result of a study by Ayouni & Sukny (2022) explaining that the EFL teachers only used elicitation by questions to correct the incorrect grammar used the students in their speaking performance.

However, among the seven oral corrective feedback strategies which existed, the lecturer did not use metalinguistic cues and clarification requests. The lecturer felt that those two kinds strategies would make her students not continue their speaking. The students would be confused. To avoid their students' confusion, the lecturer preferred not to use those strategies.

### CONCLUSION

This present study results showed us that the EFL lecturer had their own choice and preference when using the feedback strategies for her students' speaking mistakes. In this present study, the EFL lecturer used recast, explicit correction, explicit correction with metalinguistic explanation use, repetition, and elicitation for her strategies in giving feedback to her students' speaking mistakes. Because this research was limited to an investigation on one speaking class, so the future researchers are suggested to investigate oral corrective feedback strategies in more than one class and one EFL teacher. Hopefully, the result of this present study can be a reference for EFL teachers in handling their students' speaking errors.

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